

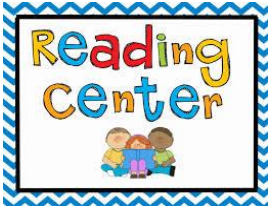
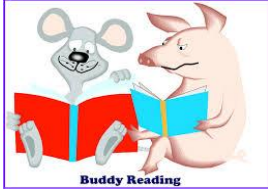











Mrs. Crawley - 1st Grade

December 5th through December 9th

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

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:15 Bell Work – take activity from Mon. basket; AR; teacher works with folder friends	8:45 – 8:50 Bell Work – take activity from Tues. basket; AR; teacher works with folder friends	8:45 – 9:00 Bell Work – take activity from Wed. basket; teacher works with flashcard friends	8:45 – 9:15 Bell Work – take activity from Thurs. basket; AR; teacher works with folder friends	8:45 – 9:15 Bell Work – take activity from Friday basket; AR; teacher works with folder friends
9:30 – 10:00 <u>Phonics</u> – Unit 12 Lesson 2: Review all short & long vowel phonemes; blend phonemes together to create words with short & long vowel phonemes (LG – TSW accurately segment phonemes with short & long vowel sounds)	8:50 – go to multipurpose building for lyric theater presentation; 9:45 – go to Christmas shop When return: <u>Phonics</u> – Unit 12 Lesson 3: Go over digraph ck rule; build words with digraph ck, double trouble rule, & trigraphs using phonic boxes (LG – TSW accurately read & spell words with the digraph ck, trigraph tch & dge, and double trouble consonants ff, ll, ss)	9:00 – 9:30 Extra PE  9:30 – 9:50 Finish morning work; AR; teacher works with flashcard friends	9:30 – 10:00 <u>Phonics</u> – Unit 12 Lesson 4: use detective skills to read words & mark phonemes with digraph ck, trigraphs tch & dge, & double consonants; workbook p54; read word rows on read it; sort for digraph, trigraph, & doubles for word sort p55 (LG – TSW read words & phrases with digraphs, trigraphs, & doubles learned accurately)	9:30 – 10:00 <u>Phonics</u> – Unit 12 Lesson 5 use students workbooks p.57-58 to read phrases & p. 59 to spell words with digraphs, trigraphs, & double consonants (LG – TSW accurately articulate phonemes in heart words; accurately read phrases & sentences; accurately spell words)
10:00 – 10:20 <u>Math</u> – review 2D shapes; pass out, go over orally the instructions as students complete 2D shapes assessment independently (LG – TSW be able to tell if a shape is open or closed & how many sides & vertices; be able to compare & sort shapes by instructions given)	<u>Math</u> – 3 D shapes lesson 1: go over 3dimensional shapes using & passing around blocks; students complete 1-2 as guided practice while teacher checks for understanding; students complete independently after teacher reads instructions (LG – TSW be able to tell if a how many faces & vertices a 3D shape has)	9:50 – 10:20 <u>Math</u> – 3 D shapes lesson 2: go over the cone & cylinder counting the faces & vertices & using the blocks; complete p. 718 as guided practice; complete 719 independently after teacher explains instructions. (LG – TSW be able to tell if a how many faces & vertices a 3D shape has)	10:00 – 10:20 <u>Math</u> – 3 D shapes lesson 3: teacher goes over & models shape patterns example p. 727; students complete p. 727 as guided practice as teacher checks for understanding; students complete p. 730 independently after teacher read instructions orally (LG – TSW be able to make a pattern using 3D shapes)	9:30 – 10:20 <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)
10:20 – 10:25 Go Noodle 10:25 Go over centers	10:20 – 10:25 Go Noodle 10:25 Go over centers	10:20 – 10:25 Go Noodle 10:25 Go over centers	10:20 – 10:25 Go Noodle 10:25 Go over centers	10:20 – 10:30 Go Noodle
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> :	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>	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> :	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>	10:30 – 12:00 <u>Christmas gift & gift bags for parents</u> – complete tiles with teacher; make Santa & snowman gift bags for parents gifts <u>SSR</u> – read library books & take tests; teacher works with students at table LG – TSW be able to read for

<p>1 <u>Word Wall</u> – write new words; build with magnetic letters (2 students)</p> <p>2 <u>Writing</u> – write a birthday letter for Riley (2 students)</p> <p>3 <u>Word Work</u> – sort pictures with blends, write, & place on Santa (2 students)</p> <p>4 <u>Listening</u> – IXL (2 students)</p> <p>5 <u>Library</u> – read, take tests, go to the library (4 students)</p> <p>6 <u>Sorting</u>– Holly Jolly ABC order; cut & glue words in order (2 students)</p> <p>7 <u>Spelling</u> – Cut & place ornaments on correct trees: doubles or near doubles (2 students) (LG – TSW be able to use phonics skills to decode words)</p>	<p>Centers are the same as Tuesday just switched around so everyone gets a chance to go to each center. Review each center with students</p> 	<p>1 <u>Word Wall</u> – write words with different utensils; write sentences (2 students)</p> <p>2 <u>Spelling</u> – cut & unscramble words to make a Grinch sentence; write; illustrate (2 students)</p> <p>3 <u>Listening</u> – IXL (2 students)</p> <p>4 <u>Word Work</u> – spin & write Grinch words on recording street; write 2 sentences with 2 words (2 students)</p> <p>5 <u>Library</u> – read; test; go to library (4 students)</p> <p>6 <u>Sorting</u> – sort Grinch words in abc order; write; write a sentence & illustration on the back (2 students)</p> <p>7 <u>Writing</u> – write & illustrate a birthday letter for Dawson (2 students) (LG – TSW be able to use phonics skills to decode words)</p>	<p>Centers are the same as Thursday just switched around so everyone gets a chance to go to each center. Review each center with students.</p> 	<p>a period of time <u>Science/Social Studies</u> <u>Scholastic News</u>: on smart board watch video, go over vocabulary, and read; complete written work</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 Recess Duty</p>	<p>12:30 – 12:50 Recess</p> 	<p>12:30 – 12:50 Recess Recess Duty</p>
<p>12:50 – 1:15 Journal writing; handwriting</p>	<p>12:50 – 1:15 Journal writing; handwriting</p>	<p>12:50 – 1:10 Journal writing; handwriting</p>	<p>12:50 – 1:10 Journal writing; handwriting</p>	<p>12:50 – 1:10 Journal writing; handwriting</p>
<p>1:20 – 2:10 Specials STEAM</p> 	<p>1:20 – 2:10 Specials Art</p> 	<p>1:25 – 2:10 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>Read Aloud</u> – Jingle Bells Batman Smells <u>Writing</u> – make Grinch plates (LG – TSW be able to write, revise, edit, & write a final draft RWSR) <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>2:10 - 3:20 <u>Read aloud</u> – Jingle Bells Batman Smells LG – TSW be able to listen when read to. <u>Writing</u> – complete a directed drawing & sentence (LG – TSW be able to write, revise, edit, & write a final draft RWSR) <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>2:10 – 2:15 <u>Read aloud</u> – Jingle Bells Batman Smells LG – TSW be able to listen when read to.</p>	<p>2:10 – 3:20 <u>Read aloud</u> – Jingle Bells Batman Smells LG – TSW be able to listen when read to. <u>Writing</u> – complete a directed drawing & sentence (LG – TSW be able to write, revise, edit, & write a final draft RWSR)</p>	<p>2:10 - 2:25 <u>Read aloud</u> – Jingle Bells Batman Smells LG – TSW be able to listen when read to. Grinch day cookies & punch - story reading <u>Show & Tell</u> RWSR</p>