



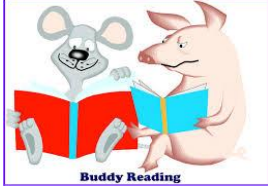











# Mrs. Crawley - 1<sup>st</sup> Grade

November 28<sup>th</sup> through December 2<sup>nd</sup>

\*\* 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 – 9:15 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 11 Lesson 2: finger stretch words with any short or long vowel phonemes; listen & name the short or long vowel (LG – TSW accurately segment phonemes with short & long vowel sounds)	9:30 – 10:00 <u>Phonics</u> – Unit 11 lesson 3: work on the chunk al and all & double trouble rule with f, l, & s; use boxes with working whiteboards to build & write words (LG – TSW learn the digraph ck & be able to spell words with that digraph)	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 11 Lesson 4: use detective skills to read words & mark phonemes with double trouble spelling rule; workbook p.48; read word rows on read it; sort for vowels & double trouble for word sort p. 49 (LG – TSW read words & phrases with phonemes & digraphs learned accurately)	9:30 – 10:00 <u>Phonics</u> – Unit 11 Lesson 5 use students workbooks p.50-51 to read phrases & p. 53 to spell words with short vowels & double trouble rule (LG – TSW accurately articulate phonemes in heart words; accurately read phrases & sentences; accurately spell)
10:00 – 10:20 <u>Math</u> – 2 D shapes lesson 1: go over 2dimensional shapes open & closed & sides & verticies teacher models examples; students complete 1-2 as guided practice while teacher checks for understanding; students complete p.637 independently after teacher reads instructions (LG – TSW be able to tell if a shape is open or closed & how many sides & verticies)	10:00 – 10:20 <u>Math</u> – 2 D shapes lesson 2: go over triangles & trapezoids; teacher models examples; students complete p. 642 as guided practice as teacher checks for understanding; students complete p. 643 independently after teacher reads instructions (LG – TSW be able to tell if a shape is open or closed & how many sides & verticies of triangles & trapezoids)	9:50 – 10:20 <u>Math</u> –2 D shapes lesson 3: circles; teacher models example p. 648; students complete p. 648 as guided practice as teacher checks for understanding; students complete p. 649 independently after teacher read instructions orally (LG – TSW be able to tell if a shape is open or closed & how many sides & verticies)	10:00 – 10:20 <u>Math</u> – 2 D shapes lesson 4: compare & sort shapes following instructions described; teacher models example; students complete p. 654 as guided practice as teacher checks for understanding; students complete p. 657 independently (LG – TSW be able to compare & sort shapes by instructions given)	9:30 – 10:20 <u>Math</u> – 2 D shapes lesson 5: use smaller shapes to fill in & make larger shapes; teacher reads instructions & guides students as they try to complete independently (LG – TSW be able to tell what small shapes can be used to cover larger shapes)
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> : 1 <u>Word Wall</u> – write new words neatly (2 students)	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	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> – write words with different	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 Thursday just switched	10:30 – 12:00 <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 <u>Science/Social Studies Scholastic News</u> : on smart board watch video, go over vocabulary, and read; complete written work

<p>2 <u>Writing</u> – sort reindeer # cards by 5's; glue (4 students)</p> <p>3 <u>Word Work</u> – sort digraphs on Santa's beard; write (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>– sort Holly Jolly Christmas words in abc order; write &amp; illustrate (2 students)</p> <p>7 <u>Spelling</u> – spin &amp; color a blend (2 students) (LG – TSW be able to use phonics skills to decode words)</p>	<p>around so everyone gets a chance to go to each center. Review each center with students</p> 	<p>utensils; write words in sentences (2 students)</p> <p>2 <u>Spelling (math)</u>- roll dice, add, &amp; solve addition facts – (2 students)</p> <p>3 <u>Listening</u> – IXL (2 students)</p> <p>4 <u>Word Work</u> – sort blends on Santa's beard; write words (2 students)</p> <p>5 <u>Library</u> – read; test; go to library (4 students)</p> <p>6 <u>Sorting</u> – sort blend cards &amp; write words under correct columns (2 students)</p> <p>7 <u>Writing</u> – color foil Christmas ornaments (2 students) (LG – TSW be able to use phonics skills to decode words)</p>	<p>around so everyone gets a chance to go to each center. Review each center with students.</p> 	<p><u>Reading</u> – read &amp; test over guided reading books</p> <p><u>Writing</u> – complete Christmas Acrostic poem (LG – TSW be able to write, revise, edit, &amp; write a final draft RWSR)</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 <u>Handwriting</u> – work on a set of letters with magic c; walk around &amp; check as students write</p>	<p>12:50 – 1:15 <u>Handwriting</u> – work on a set of letters with magic c; walk around &amp; check as students write</p>	<p>12:50 – 1:25 <u>Read aloud</u> – <i>Jingle Bells</i> <i>Batman Smells</i> LG – TSW be able to listen when read to. <u>SSR</u></p>	<p>12:50 – 1:10 <u>SSR</u> – read library books &amp; take tests; teacher works with students at table LG – TSW be able to read for a period of time</p>	<p>12:50 – 1:10 <u>Handwriting</u> – work on a set of letters with magic c; walk around &amp; check as students write</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> – <i>Jingle Bells</i> <i>Batman Smells</i> <u>Writing</u> – brainstorm &amp; begin writing Christmas Santa letters (LG – TSW be able to write, revise, edit, &amp; write a final draft RWSR) <u>SSR</u> – read library books &amp; 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> – <i>Jingle Bells</i> <i>Batman Smells</i> LG – TSW be able to listen when read to. <u>Writing</u> – revise &amp; edit Santa letters (LG – TSW be able to write, revise, edit, &amp; write a final draft RWSR) <u>SSR</u> – read library books &amp; take tests; teacher works with students at table LG – TSW be able to read for a period of time</p>	<p>2:00 – 2:15 <u>Writing</u> – journal writing (LG – TSW be able to write sentences)</p>	<p>2:10 – 3:20 <u>Read aloud</u> – <i>Jingle Bells</i> <i>Batman Smells</i> LG – TSW be able to listen when read to. <u>Writing</u> – discuss words that start with letters in Christmas to make Acrostic poem; write on words to complete poem; color neatly (LG – TSW be able to write, revise, edit, &amp; write a final draft RWSR)</p>	<p>2:10 – 2:25 <u>Read aloud</u> – <i>Jingle Bells</i> <i>Batman Smells</i> LG – TSW be able to listen when read to. <u>Show &amp; Tell</u> RWSR</p>