



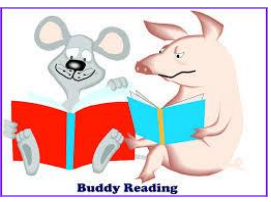











Mrs. Crawley - 1st Grade

November 14th through November 18th

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

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| 8:45 – 9:15 Bell Work – take activity from Mon. basket; AR; teacher works with folder friends | 8:45 – 9:00 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; color paper plate brown with extra time | 8:45 – 9:00 Bell Work – take activity from Thurs. basket; AR; teacher works with folder friends | 8:45 – 9:00 Bell Work – take activity from Friday basket; AR; teacher works with folder friends |
| 9:30 – 10:00 <u>Phonics</u> – Unit 10 Lesson 2: finger stretch words with the short & long e phonemes; listen & name if a word has short or long e; change vowel phonemes to make new words <i>(LG – TSW accurately segment phonemes with short vowel sounds)</i> | 9:30 – 10:25 <u>Phonics</u> – Unit 10 lesson 3: learn trigraphs tch & dge; use holding & working whiteboards with tiles to read & spell words with trigraphs tch & dge <i>(LG – TSW learn the digraph ck & be able to spell words with that digraph)</i> | 9:00 – 9:30 Extra PE  9:30 – 9:50 AR; work with folder & flashcard friends | 9:30 – 10:00 <u>Phonics</u> – Unit 10 Lesson 4: use detective skills to read words & mark phonemes with trigraphs & digraphs; workbook p.42; read word rows on read it; sort for vowels & digraphs for word sort p. 43 <i>(LG – TSW read words & phrases with phonemes & digraphs learned accurately)</i> | 9:30 – 9:50 <u>Phonics</u> – Unit 10 Lesson 5 use students workbooks p.45-46 to read phrases & p. 47 to spell words with short vowels & trigraphs tch & dge <i>(LG – TSW accurately articulate phonemes in heart words; accurately read phrases & sentences; accurately spell words)</i> |
| 10:00 – 10:25 <u>Math</u> – Place Value Day 4: Teacher reviews less than and greater than sharing story of children & adult meals; talk about which one needs more & than apply that with numbers; model problems at the top of page 407; have students complete 1 and 2 as guided practice; check student’s work for understanding; have students complete p. 408 independently <i>(LG – TSW be able to complete numbers as less than, greater than, or equal to)</i> | 9:45 – 10:20 <u>Math</u> – Place Value Day 5: Teacher explains less than and greater than sharing story of children & adult meals; talk about which one needs more & than apply that with numbers; model problems at the top of page 410; have students complete 1-4 as guided practice; check student’s work for understanding; have students complete p. 411 independently <i>(LG – TSW be able to complete numbers as less than, greater than, or equal to)</i> | 9:50-10:25 <u>Math</u> – Place Value Day 6: Teacher reviews less than and greater than sharing story of children & adult meals; talk about which one needs more & than apply that with numbers; model problems at the top of page 413; have students complete 1-4 as guided practice; check student’s work for understanding; have students complete p. 414 independently <i>(LG – TSW be able to complete numbers as less than, greater than, or equal to)</i> | 10:00 – 10:25 <u>Math</u> – Review More Place Value Topic; teacher will then pass out test & read questions to students as they complete the test independently with their office up <i>(LG – TSW be able to use place value & place value cubes to read & write #'s; they will also use correct symbols to compare #'s)</i> | 9:50 – 10:15 <u>Math</u> – Complete Thanksgiving review addition & place value work <i>(LG – TSW be able to use place value & place value cubes to read & write #'s; they will also use correct symbols to compare #'s; accurately add)</i> |
| 10:25 Go Noodle | 10:25 Go Noodle | 10:25 Go Noodle | 10:25 Go Noodle | 10:15 – 10:30 Extra Recess |
| 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 | 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 | 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 | 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 | 10:30 – 12:00 <u>Writing</u> – discuss with class things to be thankful for; make a graphic organizer list on chart paper; students will write what they are thankful |

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| <p>(use iPad for lesson as needed) (4 students) <u>Centers:</u> 1 <u>Word Wall</u> – write sums; cut & put together (2 students) 2 – <u>Writing</u> – Write a birthday letter for Terry (2 students) 3 <u>Sorting</u> – cut & sorts words to make fall sentences (1 AT A TIME!!!) (2 students) 4 <u>Listening</u> – IXL reading (2 students) 5 <u>Library</u> – read, take tests, go to the library (4 students) 6 <u>Spelling</u> – cut, sort in abc order, & glue words to make totem pole (2 students) 7 <u>Word Work</u> – use magnifying glass to read & write Thanksgiving words (LG – TSW be able to use phonics skills to decode words RWSR)</p> | <p>(use iPad for lesson as needed) (4 students) <u>Centers</u> 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>(use iPad for lesson as needed) (4 students) <u>Centers:</u> 1 <u>Word Wall</u> – cut & glue words to make sentence, write, & draw (2 students) 2 <u>Listening</u> – IXL language arts (4 students) 3 <u>Word Work</u> – cut, color, & glue #'s by 10's on brown paper plate (2 students) 4 <u>Library</u> – read; test; go to library (4 students) 5 <u>Sorting</u> – sort words by syllables; glue in correct syllable column (2 students) 6 <u>Writing</u> – write list of favorite Thanksgiving foods (2 students) (LG – TSW be able to use phonics skills to decode words)</p> | <p>(use iPad for lesson as needed) (4 students) <u>Centers</u> 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>for on the turkey feathers; then write sentences telling about what they are thankful for; color turkey with crayons & outline feathers with crayons or markers <u>Math</u> – review place value with 10's bundles & ones; have students complete place value turkey page; go over how to balance equations completing 1 balanced equation for an example; students will cut & complete the rest independently <u>Read aloud</u> – <i>We Gather Together...</i> <i>Now Please Get Lost!</i> LG – TSW be able to listen when read to.</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>Word Wall</u> – review words on word wall: sing, bring, long, jump, yellow</p> | <p>12:50 – 1:15 <u>Handwriting</u> Work on letter o Finish math work.</p> | <p>12:50 – 1:10</p> | <p>12:50 – 1:10 <u>Shared Reading</u> – read to class; read together</p> | <p>12:50 – 1:10 <u>Shared Reading</u> – reread this week's poems</p> |
| <p>1:20 – 2:10 Specials STEM</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>Thanksgiving on Plymouth Plantation</i> LG – TSW be able to listen when read to. <u>Writing</u> – brainstorm what we learned or did with pumpkins; teacher models then students complete a pumpkin writing (LG – TSW be able to write sentences about a topic RWSR)</p> | <p>2:10 - 3:20 <u>Read aloud</u> – finish <i>Thanksgiving on Plymouth Plantation</i> (finish book) LG – TSW be able to listen when read to. <u>Writing</u> – go over orally the pilgrim story then have students cut & glue independently (LG – TSW be able to write sentences RWSR)</p> | <p>2:10 – 2:15 Go over Reading goals met & prizes earned; Prepare for home</p> | <p>2:10 – 3:20 <u>Read aloud</u> – <i>A Plump & Perky Turkey</i> LG – TSW be able to listen when read to. <u>Writing</u> – complete a journal writing – What will you do during Thanksgiving break? (LG – TSW be able to write sentences for a letter RWSR)</p> | <p>2:10 - 2:25 <u>Scholastic News</u> – <i>A Heart Full of Thanks</i> – read, discuss, & complete (LG – TSW be able to write sentences for a letter RWSR) <u>Show & Tell</u> LG – TSW be able to listen to others & share about something brought</p> |