





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	8:45 – 8:50	8:45 – 9:00	8:45 – 9:15	8:45 – 9:15
Bell Work – take activity	Bell Work – take activity	Bell Work – take activity	Bell Work – take activity	Bell Work – take activity
from Mon. basket; AR;	from Tues. basket; AR;	from Wed. basket;	from Thurs. basket; AR;	from Friday basket; AR;
teacher works with folder	teacher works with folder	teacher works with	teacher works with folder	teacher works with folder
friends	friends	flashcard friends	friends	friends
friends	Hichus	masheard mends	Hichus	menus
9:30 - 10:00	8:50 – go to multipurpose	9:00 - 9:30	9:30 - 10:00	9:30 - 10:00
<u>Phonics</u> – Unit 12 Lesson	building for lyric theater	Extra PE	Phonics – Unit 12 Lesson	<u>Phonics</u> – Unit 12 Lesson
2: Review all short &	presentation; 9:45 – go to		4: use detective skills to	5 use students workbooks
long vowel phonemes;	Christmas shop	A A	read words & mark	p.57-58 to read phrases &
blend phonemes together	When return:		phonemes with digraph	p. 59 to spell words with
to create words with short	<u>Phonics</u> – Unit 12 Lesson		ck, trigraphs tch & dge, &	digraphs, trigraphs, &
& long vowel phonemes	3: Go over digraph ck		double consonants;	double consonants
(LG – TSW accurately segment	rule; build words with	9:30 – 9:50	workbook p54; read word	(LG – TSW accurately articulate
phonemes with short & long vowel sounds)	digraph ck, double trouble	Finish morning work;	rows on read it; sort for	phonemes in heart words; accurately read phrases &
vower sounds)	rule, & trigraphs using	AR; teacher works with	digraph, trigraph, &	sentences; accurately spell
	phonic boxes	flashcard friends	doubles for word sort p55	words)
	(LG – TSW acuurately read &		(LG – TSW read words &	
	spell words with the digraph ck, trigraph tch & dge, and double		phrases with digraphs, trigraphs, & doubles learned accurately)	
	trouble consonants ff,ll,ss)			
10:00 – 10:20	Math – 3 D shapes lesson	9:50 – 10:20	10:00 - 10:20	9:30 - 10:20
Math – review 2D shapes;	1: go over 3dimensional	$\underline{\text{Math}} - 3 \text{ D shapes lesson}$	Math –3 D shapes lesson	$\underline{\text{Math}} - 3 \text{ D shapes lesson}$
pass out, go over orally	shapes using & passing	2: go over the cone &	3: teacher goes over &	4: finding shapes used to
the instructions as	around blocks; students	cylinder counting the	models shape patterns	make a composite shape;
students complete 2D	complete 1-2 as guided	faces & vertices & using	example p. 727; students	teacher shows examples
shapes assessment	practice while teacher	the blocks; complete p.	complete p. 727 as guided	as students figure out
independently (LG – TSW be able to tell if a	checks for understanding;	718 as guided practice;	practice as teacher checks	shapes used; complete
shape is open or closed & how	students complete	complete 719	for understanding;	p.732 orally checking for
many sides & vertices; be able to	independently after	independently after	students complete p. 730	understanding & 733
compare & sort shapes by	teacher reads instructions (LG – TSW be able to tell if a	teacher explains	independently after	independently (LG – TSW be able to find 3D
instructions given)	how many faces & vertices a 3D	instructions. (LG – TSW be able to tell if a	teacher read instructions orally	shapes used to make a
	shape has)	how many faces & vertices a 3D	(LG – TSW be able to make a	composite shape)
		shape has)	pattern using 3D shapes)	
10:20 – 10:25	10:20 – 10:25	10:20 – 10:25	10:20 – 10;25	10:20 – 10:30
Go Noodle	Go Noodle	Go Noodle	Go Noodle	Go Noodle
10:25	10:25	10:25	10:25	
Go over centers 10:30 – 12:00	Go over centers 10:30 – 12:00	Go over centers 10:30 – 12:00	Go over centers 10:30 – 12:00	10:30 – 12:00
Guided Reading: listen to	Guided Reading: listen to	Guided Reading: listen to	Guided Reading : listen	Christmas gift & gift bags
students read (each begins	students read (each begins	students read (each begins	to students read (each	for parents – complete
reading as they come to	reading as they come to	reading as they come to	begins reading as they	tiles with teacher; make
the table so they end up in	the table so they end up in	the table so they end up in	come to the table so they	Santa & snowman gift
different places);	different places);	different places);	end up in different	bags for parents gifts
introduce new books; read	introduce new books; read	introduce new books;	places); introduce new	SSR – read library books
at home (use iPad for	at home (use iPad for	read at home (use iPad for	books; read at home (use	& take tests; teacher
lesson as needed) (4	lesson as needed) (4	lesson as needed) (4	iPad for lesson as needed)	works with students at
students)	students)	students)	(4 students)	table
<u>Centers</u> :	<u>Centers</u>	<u>Centers</u> :	<u>Centers</u>	LG – TSW be able to read for

	<u></u>			
1 Word Wall – write new	Centers are the same as	1 Word Wall – write	Centers are the same as	a period of time
words; build with	Tuesday just switched	words with different	Thursday just switched	Science/Social Studies
magnetic letters (2	around so everyone gets a	utensils; write sentences	around so everyone gets a	Scholastic News: on smart
students)	chance to go to each	(2 students)	chance to go to each	board watch video, go
2 Writing – write a	center. Review each	2 Spelling – cut &	center. Review each	over vocabulary, and
	center with students	unscramble words to	center with students.	read; complete written
birthday letter for Riley (2	center with students		center with students.	work
students)		make a Grinch sentence;		WOIK
3 <u>Word Work</u> – sort		write; illustrate (2		
pictures with blends,		students)		
write, & place on Santa (2		3 <u>Listening</u> – IXL (2		
students)		students)		
4 <u>Listening</u> – IXL (2		4 Word Work – spin &		
students)		write Grinch words on		
5 <u>Library</u> – read, take	>>>>>>	recording street; write 2		
tests, go to the library (4	PASSING	sentences with 2 words (2		
	s wedding t	,	900	
students)	Cent e	students)	9	
6 <u>Sorting</u> – Holly Jolly		5 <u>Library</u> – read; test; go	500	
ABC order; cut & glue		to library (4 students)		
words in order (2		6 Sorting – sort Grinch		
students)	***************************************	words in abc order; write;	Buddy Reading	
7 Spelling – Cut & place		write a sentence &	buddy Keading	
ornaments on correct		illustration on the back (2		
trees: doubles or near		students)		
		,		
doubles (2 students) (LG – TSW be able to use		7 <u>Writing</u> – write &		
phonics skills to decode words)		illustrate a birthday letter		
phonics skins to decode words)		for Dawson (2 students)		
		(LG – TSW be able to use		
12.00 12.20	12.00 12.20	phonics skills to decode words)	12.00 12.20	12.00 12.20
12:00 – 12:30	12:00 – 12:30	12:00 – 12:30	12:00 – 12:30	12:00 – 12:30
Lunch	Lunch	Lunch	Lunch	Lunch
		Cafeteria Duty		
12.20 12.70	10.00 10.50	12.20 12.50	12.22 12.52	12.20 12.50
12:30 – 12:50	12:30 – 12:50	12:30 – 12:50	12:30 – 12:50	12:30 – 12:50
Recess	Recess	Recess	Recess	Recess
		Recess Duty		Recess Duty
12:50 - 1:15	12:50-1:15	12:50 – 1:10	12:50-1:10	12:50 – 1:10
Journal writing;	Journal writing;	Journal writing;	Journal writing;	Journal writing;
handwriting	handwriting	handwriting	handwriting	handwriting
1:20 – 2:10	1:20 – 2:10	1:25 – 2:10	1:20 – 2:10	1:20 – 2:10
Specials	Specials	Specials	Specials	Specials
STEAM	Art	Computers	Music	PE
STEAM	AIL	Computers	IVIUSIC	FE
STEM	A K			100 Jan 100
			Ec. 131	
2:10 - 3:20	2:10 - 3:20	2:10 – 2:15	2:10 - 3:20	2:10 - 2:25
Read Aloud – Jingle Bells	Read aloud – Jingle Bells	Read aloud – Jingle Bells	Read aloud – Jingle Bells	Read aloud – Jingle Bells
Batman Smells	Batman Smells	Batman Smells	Batman Smells	Batman Smells
Writing – make Grinch	LG – TSW be able to listen	LG – TSW be able to listen	LG – TSW be able to listen	LG – TSW be able to listen
	when read to.	when read to.	when read to.	when read to.
plates	Writing – complete a		Writing – complete a	Grinch day cookies &
(LG – TSW be able to write, revise, edit, & write a final draft	directed drawing &		directed drawing &	punch - story reading
RWSR)	sentence		sentence	Show & Tell
SSR – read library books	(LG – TSW be able to write,		(LG – TSW be able to write,	RWSR
& take tests; teacher	revise, edit, & write a final draft		revise, edit, & write a final draft	NW DIX
The state of the s	RWSR)		RWSR)	
works with students at	SSR – read library books			
table	& take tests; teacher			
LG – TSW be able to read for a period of time	works with students at			
	works with students at	1	1	i e
period of time				
period of time	table LG – TSW be able to read for a			