


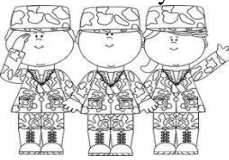

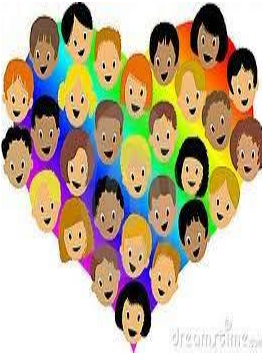










## Mrs. Crawley - 1<sup>st</sup> Grade

November 8<sup>th</sup> through November 12<sup>th</sup>

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

Monday	Tuesday	Wednesday	Thursday	Friday
	8:45 – 9:25 Bell Work – take activity from Tues. basket; AR; teacher works with folder friends; explain soldier craft to work on after 1 AR test	8:45 – 9:00 Bell Work – take activity from Wed. basket; teacher works with flashcard friends	8:45 – 9:15 Prepare for Zoo Field Trip 	8:45 – 9:00 Bell Work – take activity from Friday basket; AR; teacher works with folder friends; Load buses at 9 for Veteran's Assembly
No School Staff Only	9:25 – 9:55 <u>Math</u> – Place Value II Day 1: Teacher Models how to use a number line or a hundreds chart to find numbers that are 10 more or 10 less than a given number; complete #1 as an example; have students complete #2 & 3 as guided practice then complete 4 & 5 independently; read new instructions & complete (LG – TSW be able to read numbers & find 10 less and 10 more on a hundreds chart)	9:00 – 9:30 Extra PE  Teacher works with folder friends as students complete morning work then AR (read, test, library)		9:45 – ? Watch Veteran's Assembly 
	9:55 – 10:15 <u>Word Wall</u> – Go over words on word wall: think, drink, thank, very, shall; work on soldier craft 10:15 – 10:25 Extra recess	10:00 – 10:25 <u>Math</u> –Place Value II Day 2: Review finding 10 more & 10 less using a number line & ten frame; model example; have student complete 1-4 as guided practice; check for understanding; teacher read instruction on p. 396 as students complete the work independently (LG – TSW be able to read numbers & find 10 less and 10 more on a hundreds chart)		
	10:25 Go over centers	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)	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)		10:30 – 12:00 <u>Read aloud</u> – <i>The Pumpkin Patch</i> ; try pumpkin seeds & pumpkin dip with Scooby Snacks LG – TSW be able to listen when read to. <u>Writing</u> – brainstorm; begin pumpkin writing

	<p><u>Centers:</u></p> <p>1 <u>Word Wall</u> – write words; build words with magnet boards (2 students)</p> <p>2 – <u>Writing</u> – cut, color, put together, &amp; write sentence about Veterans (2 students)</p> <p>3 <u>Word Work</u> – graph popcorn words found in Veteran picture (2 students)</p> <p>4 <u>Listening</u> – complete a language arts IXL lesson (2 students)</p> <p>5 <u>Library</u> – read, take tests, go to the library (4 students)</p> <p>6 <u>Sorting</u> – sort Veteran words in abc order on magnet board; write; word search (2 students)</p> <p>7 <u>Spelling</u> – cut &amp; glue words in order to make fall sentences (2 students)</p> <p>(LG – TSW be able to use phonics skills to decode words <b>RWSR</b>)</p>	<p><u>Centers</u></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><u>Science/Social Studies</u> <u>Scholastic News</u>: on smart board watch video, go over vocabulary, and read; complete written work</p> <p><u>Math</u> – Place Value II Day 3: Teacher explains less than and greater than sharing story of children &amp; adult meals; talk about which one needs more &amp; than apply that with numbers; model problems at the top of page 404; have students complete 1 and 2 as guided practice; check student’s work for understanding; have students complete p. 405 independently (LG – TSW be able to complete numbers as less than, greater than, or equal to)</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>12:30 – 12:50 Recess</p> 	<p>12:30 – 12:50 Recess Recess Duty</p>		<p>12:30 – 12:50 Recess Recess Duty</p>
	<p>12:50 – 1:15 <u>Writing</u> – review things learned about veterans; write letters to veterans (LG – TSW be able to write sentences)</p>	<p>12:50 – 1:20 <u>Read aloud</u> – <i>The Wall</i>; discuss &amp; complete veteran writing (LG – TSW be able to write sentences)</p>		<p>12:50 – 1:10 <u>Read Aloud</u>– read <i>Happy Thanksgiving Biscuit!</i> LG – TSW be able to listen when read to</p>
	<p>1:20 – 2:10 Specials Art</p> 	<p>1:25 – 2:10 Specials Computers</p> 		<p>1:20 – 2:10 Specials PE</p> 
	<p>2:10 - 3:20 Write Veteran writing over things we learned about Veterans <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 – 2:15 Go over AR reading goals met &amp; prizes; prepare for home</p>	<p>2:10 – 3:20 Once returned discuss &amp; complete writing about zoo trip. Rest &amp; prepare for home.</p>	<p>2:10 - 2:50 <u>Read Aloud</u> Preview, read, go over vocabulary, &amp; discuss <i>The Scarecrow’s Hat</i>; complete scarecrow drawing &amp; writing about the story (LG – TSW be able to write sentences)</p>