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| **Monday, December 9th, 2013**  **Theme: Holidays Around the World**  **Math Monday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
| Prizes!!!!  Students will glue in their Unit 11 words into their word journals. And practice for their spelling test in their journals. |
| **Calendar/Daily 5 Math 8:40-9:30** |
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| Math Lesson: Mathematics Alignment Lesson Grade 1 Quarter 2 Day 54 Common Core State Standard(s)  |  | | --- | | **1.NBT.2** Understand that the two digits of a  two-digit number represent amounts of tens and ones.  a. 10 can be thought of as a bundle of ten  ones- called a "ten."  b. The numbers from 11 to 19 are composed of a ten and  one, two, three, four, five, six, seven, eight, or nine ones.  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, refer to  one, two, three, four, five, six, seven, eight, or nine tens  (and 0 ones).  Vocabulary  Tens- The name given to the second position from the right when describing whole number place value; in the number 12, 1 is in the tens position  Ones- the name given to the position furthest to the right when describing while number place value; in the number 12, 2 is in the ones position  Equation-a mathematical sentence that uses and equals sign to show that two expressions are equal (ex: 12 - 5 = 7 and 3 + 1 =4)  Assessment  Write equations such as 7 + 6 = 13 on the board and ask: What equation can I write that show a different set of partners for 13? (One partner should be 10.) (Teacher Edition, p. 325) |   **Materials Needed**   * Math Expressions Teacher Edition (Volume 1) * Homework and Remembering Book (one per student) * MathBoard * Stair Steps * Student Activity Book pp. 127 (Extra Practice)   ***Math Expressions Lesson***  ***Unit 4 Lesson 4: Visualize Teen Addition***  Using Teacher Edition pp. 324-326  **Activity 1**   1. Write the equation 9 + 4 = \_\_\_ on the board and review with students how to count on with fingers. 2. Write the answer (13) on the board and do more problems similar to this if students need more practice. 3. Have students look at the equation 9+4 = 13 use the prompts on Teacher Edition pp. 324 and the 10x10 Grid to see how in solving the equation they "made a ten". 4. Use Math Talk to emphasize this concept and that they "made a ten" and then added 3 more. Repeat with 7+5 = \_\_\_.   **Activity 2**   1. Write the equation 8+6 = \_\_ and have the students find the unknown total by combining two Stair Steps (see prompts on Teacher Edition pp. 325). 2. Have students find the Stair Step for the number 10 and turn it to the side without dots and demonstrate how to place it beneath the other two Stair Steps and count the total seeing the 10 and the extra ones. 3. Have the students use the 4-Step and 10-Step to match up below the 8-Step and 6-Step and write the following equation on the board 8+6 = 10+4. 4. Present several more problems with teen totals for students to solve in the same way.   Extra Practice: Have students complete Student Book pp. 127 to practice "making a ten" and viewing the total as a ten and extra ones. Students can use Stair Steps to solve the problems.  **Additional Teacher Notes:**   * Use the strategy on Intervention Card 4-4 to help complete extra practice page 127. * At Home or School Activity: Social Studies Connection- Show students the American Flag or a picture of one. Ask students to write an equation with a teen total for the number of stripes.   **\*\*\*Ms. Smith will be monitoring students at their stations by walking around and ensuring students are at the correct station doing the appropriate task. Refer to math station description print out for what students should be doing at each station.**  **Mrs. C will be calling math groups to the back table: Groups will be working on story problems with place value (See sample items from CMAPP). How many groups of ten and how many are left over.** |
| **Specials 9:35-10:20 – Guidance Mrs. Trueman in classroom** |
| **Snack 10:20-10:40 Read aloud Mrs. Piggle Wiggle** |
| **Daily 5 Literacy 10:40-12:30** |
| Spelling Test Unit 10  Stations:  \*\*\*Ms. Smith will be monitoring students at their stations by walking around and ensuring students are at the correct station doing the appropriate task. Refer to literacy station description print out for what students should be doing at each station. Our goal this quarter is at least 4 sentences.  Mrs. C will call reading groups to the back table. Groups 1 and 2. |
| **Reader’s Workshop/SS.**  **LEGO project**  **Contemplate/Continue – Finish testing, student will write about how they can improve their design. Make improvements. Re-test.** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Travel to Mrs. Falkner’s Room for Las Posadas!  **\*\*\*Ms. Smith travels WITH the students and helps monitor behavior and assist with craft.** |
| When students return, they will put their Mexico flag sticker on their suitcase and color the appropriate colors. |
| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Tuesday, December 10th, 2013**  **Theme: Holidays Around the World**  **Thinking Tuesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
| Math Lesson: Mathematics Math Expressions Lesson Grade 1 Quarter 2 Day 55 Common Core State Standard(s)  |  | | --- | | **1.NBT.2** Understand that the two digits of a  two-digit number represent amounts of tens and  ones. Understand the following as special cases:  a. 10 can be thought of as a bundle of ten  ones—called a “ten”  b. The numbers from 11 to 19 are composed  of a ten and one, two, three, four, five, six,  seven, eight, or nine ones.  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80,  90 refer to one, two, three, four, five, six, seven,  eight, or nine tens (and 0 ones). |   **Materials Needed:**   * Math Expressions Volume 1   + TE pages 329-336   + SAB page 129-132   + MathBoard materials   Vocabulary  Counting on drawing  Make a Ten strategy  Assessment   * Observe children using the Make-a-Ten Cards. Make sure they are able to use the counting-on drawings on the back to check their thinking.  Math Expressions LessonUnit 4 Lesson 5: Teen Addition Strategies **Activity 1**  1. Write the equation 9+5=\_\_ on the board and ask a volunteer to  invent a story to go with the equation.  2. Have children count on aloud to find the total.  3. Introduce students to the counting-on drawing and ringing the  ten to show the ten and extra ones. (For a picture of this  method refer to TE page 330).  4. Next, rewrite the equation in a ten-structured way (10+4=14).  Have children try it on their MathBoards.  5. Ask students, “How does our drawing show that 9+5 is the  same as 10+4?”  6. Give children more equations and have them invent a story to  go with each equation and solve it using a make-a-ten method.  (7+6=\_\_\_, 9+3=\_\_\_, 8+7=\_\_\_, 6+9=\_\_\_). See if students can  solve 6+9=\_\_\_ by starting with the larger number and discuss  why this is easier.  **Activity 2**  1. Use “solve and discuss” to solve the following story  problems. Some children may be ready to use the Make  a Ten strategy, while others will still prefer to count all or  count on.  “7 tigers played games. Then 5 more joined them. How  many tigers are playing games now?” “9 alligators were  swimming in the river. Then 7 more alligators jumped in  the river. How many alligators are in the river now?”  “6 snakes are lying in the sun. 8 more snakes are lying in  the shade. How many snakes are there in all?”  **Activity 3**  1. Provide each child with a set of green Make-a-Ten Cards.  Have them explain what they see on the cards. Ask  questions such as, “Look at the 9+5 card. What do you  think the dots on the back of the card show? How are the  5 dots grouped? What happens when you start with 9 and  count on using the dot that is next to the 9?”  2. Have children use the Make-a-Ten Cards to practice  finding teen totals. Ask children to sort the cards  according to the greater addend.  3. Have children practice first with the cards in the 9 pile,  then have children practice with the cards in the 8 pile, 7  pile, and 6 pile.  4. Finally, select a card randomly from the Make-a-Ten Cards,  hold up the card, and have volunteers explain how to use the  Make a Ten strategy to find the total. Repeat several times.  **Holiday Game: Fact Family Poinsettias**  **Students will work in groups of 3. They will pull a poinsettia and create fact families ( 2 addition/2 subtraction equations for each poinsettia using only the 3 numbers on the flower). Students will complete a recording sheet to show their thinking.**  **\*\*\*Ms. Smith will be monitoring students during their holiday game.**  Mrs. C will be calling math groups to the back table. |
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| **Specials 9:35-10:20 – PE Mrs. Powell** |
| **Snack 10:20-10:40 Read aloud Mrs. Piggle Wiggle** |
| **Daily 5 Literacy 10:40-12:30** |
| Stations: Before students go to their stations, they must write about the holiday they visited.  **Writing:**  **In suitcase, Students should write an informative paragraph about Las Posadas. 1 topic sentence, 3 key details/facts, 1 closing sentence (5 sentences total). They should use lower case letters except the 1st letter, spaces, and punctuation. They should have a diagram/picture drawn/colored and labeled. They should write their date at the top of the page.**  \*\*\*Ms. Smith will be monitoring students at their stations by walking around and ensuring students are at the correct station doing the appropriate task. Refer to literacy station description print out for what students should be doing at each station. Our goal this quarter is at least 4 sentences.  Mrs. C will call reading groups to the back table. Groups 3 and 4. |
| **Reader’s Workshop/SS.**  Letterland Unit 11: Day 1: Introduction See smartfile. |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Travel to Mr. Kelley’s Room for Ramadan!  **\*\*\*Ms. Smith travels WITH the students and helps monitor behavior and assist with craft.** |
| When students return, they will put their Turkey flag sticker on their suitcase and color the appropriate colors. |
| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Wednesday, December 11th,2013**  **Theme: Holidays Around the World**  **Word Study Wednesday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
| Day 58 Assessment – Students will complete assessment, if they finish, they will go to their math stations. |
| **\*\*\*Ms. Smith will be monitoring students during their assessment and holiday game.**  Mrs. C will be calling math groups to the back table. During the game time.  **Holiday Game: Ramadan Crescent Clocks! Telling time to the hour/half hour. Students will match the times/clocks. Then they will pull a few times and record them on the recording sheet. They will try to draw the matching hands on the clocks.** |
| **Specials 9:35-10:20 – PE Mrs. Powell** |
| **Snack 10:20-10:40 – Read aloud Mrs. Piggle Wiggle** |
| **Daily 5 Literacy 10:40-12:30** |
| Stations: Before students go to their stations, they must write about the holiday they visited.  **Writing:**  **In suitcase, Students should write an informative paragraph about Ramadan. 1 topic sentence, 3 key details/facts, 1 closing sentence (5 sentences total). They should use lower case letters except the 1st letter, spaces, and punctuation. They should have a diagram/picture drawn/colored and labeled. They should write their date at the top of the page.**  Mrs. C will call Reading groups 1 and 2 |
| **Reader’s Workshop:**  **If time,**  **Word Study Wednesday – 5 sight words, sight word cheers, write in sight word journal,**  **Letterland Unit 11: Day 2 (See smartfile)** |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:40-2:40** |
| Travel to Mrs. Cline’s Room for Kwanzaa!  **\*\*\*Ms. Smith travels WITH the students and helps monitor behavior and assist with craft.** |
| When students return, they will put their American flag sticker on their suitcase and color the appropriate colors. |
| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Thursday, December 12th, 2013**  **Theme: Holidays Around the World**  **Tweet Thursday!** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
| Mathematics Alignment Lesson Grade 1 Quarter 2 Day 59 Common Core State Standard(s)1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with  |  | | --- | | **1.NBT.2** Understand that the two digits of a  two-digit number represent amounts of tens and ones.  a. 10 can be thought of as a bundle of ten  ones- called a "ten."  b. The numbers from 11 to 19 are composed of a ten and one,  two, three, four, five, six, seven, eight, or nine ones.  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, refer to  one, two, three, four, five, six, seven, eight, or nine tens  (and 0 ones).  **Materials Needed:**   * Math Expressions Teacher Edition (Volume 1) * Student Activity Book (1 per student) p. 137 * MathBoard * Demonstration Secret Code Cards   Vocabulary  Number Path A display of the numbers from 1 to 100 in groups of five, found on the outside edge of the front of the MathBoard.  Assessment   * Give children several more addition problems. Elicit from them how they could use the Number Path to solve the problems. Ask questions such as: Did you make a new ten? What is the total? * Observe children as they solve the story problems.   ***Math Expressions Lesson***  ***Unit 4 Lesson 8: Practice Grouping Ones into Tens***  **Activity 1**   1. Use Whole Class structure for this activity. Introduce the Number Path to the class. Have volunteers describe what they see. Lead a discussion about how the numbers are in order from 1 through 100 and that they are in groups of 10. Read the numerals aloud from 1-100 and encourage the students to point to each number on the Number Path as they read. 2. **See Tens to 100-** Children work with their MathBoards. Children will draw a 10 stick in the first 10 squares of the Number Path and then write a large 10 out to the right of the small 10 square. Children continue drawing sticks through each group of tens until they reach 100.   Each time, students should write the new 10 total to the right.   1. Discuss the structure that the children see on their MathBoards. Count by tens with the children. 2. **See Tens and Ones Within 100-** Children will then demonstrate their knowledge of 47 by showing it on their MathBoards. "Math Talk" follows this activity with a discussion of the representation of 47 two different ways. 3. **Add Two Numbers-** The teacher will demonstrate how to add two numbers on the Number Path by counting on. Children will practice adding two numbers on the Number Path.   **Going Further: Addition Stories - Grouping Ones into Tens**   1. **Group Ones As Ten-** Use Whole Class structure for this activity. Introduce place value blocks to the students. Demonstrate how to use them to aid in solving the first story problem. 2. Use Student Activity Book page 137. Children solve story problems using the Number Path. Encourage children to use Number Path, cubes or place value blocks to complete p.137.   **Additional Teacher Notes:**   * Introduce place value blocks, Use Number Path, cubes, and place value blocks to complete Going Further and Student Activity Book page 137.   **Refer to Teacher Edition pages for additional support** Mathematics Math Expressions Lesson Grade 1 Quarter 2 Day 60  Vocabulary  10-groups  Make a Ten strategy Math Expressions LessonUnit 4 Lesson 9: Number Stories: Groups of Ten **Activity 1**  1. Mix up Demonstration Secret Code Cards 1-9 and place them  face down. Draw a card and show the number to the class  saying, “\_\_ ants came to a picnic. Show the ants.”  2. Starting at 1, children make the number of dots on the number  path and draw a line after the last square with a dot, and write  the total so far.  3. Continue drawing cards and have children add the number of  dots starting where they left off. As they make the dots,  children should count on aloud from the previous number.  4. For each turn after the first one, you and the class will say the  following chant:  Children: (giving the new total): \_\_ ants played a game.  Teacher (giving the next number): Then \_\_ more ants came.  Continue the game until the last card takes everyone to 100. **Activity 2**  1. Present the story problem and ask children to solve it on their  MathBoards. “Each box in the bagel shop holds 10 bagels.  There are 6 boxes and 8 extra bagels. How many bagels are  there in the shop?” (68 bagels)  2. Discuss how children solved the problem and validate any  method that shows 10-groups in some way (see TE page 357  for a picture of how students may solve the problem).  3. Have children turn to SAB page 139 and have someone tell a  story about each picture on the page. Have children work  individually to solve the problems.  **Activity 3**  1. Have children use the Make-a-Ten Cards to practice finding  teen totals. Have children sort the cards according to the  greater addend. They first find all the cards with 9 as the  greater addend, then 8, then 7, and then 6.  2. Select a card randomly from the Green Make-a-Ten Cards and  have volunteers explain how to use the Make a Ten strategy to  find the total. Repeat several times.  3. Ask, “This card shows the equation 5+6=\_\_\_. How can we  make a ten to find the total?” Answers will vary.  4. See lesson for Day 55- Unit 4, Lesson 5 for a complete  description of the Make a Ten Strategy and cards.  Assessment   * Ask children questions such as: How many tens and ones are in 26? What is 4 tens and 7 ones? * As children are using Make-a-Ten Cards observe if they are able to count on from the greater addend. | |
| **\*\*\*Ms. Smith will be monitoring students during their holiday game.**  Mrs. C will be calling math groups to the back table.  **GAME:**  Kwanzaa Kazoo – Students work in groups of 2-3, and pull a 2-digit number and create that number using the candles (tens sticks) and flames (ones).  **Groups:**  **Davis,Aidan, Olivia (pink table)**  **Ahmed, Esme, Kaliyah (pink table) – Esme will need to stay on task**  **Owen, Aaron, Sama,(blue table) – Aaron will need to stay on task**  **Qaasim, Ashleigh, Peter (blue table)**  **Nate, Natalie, Haamid (yellow table) – Nate and Haamid may need more assistance**  **Christopher, Sanaa, Rufta (yellow table) – Chris and Rufta May need more assistance**  **Moriah, Yasmeen, Yair (green table) – Moriah will need to stay on task.**  **Justin, Nora, and Joshua (green table) – Joshua will need to stay on task** |
| **Specials 9:35-10:20 – Music Mrs. Isadore** |
| **Snack 10:20-10:40 –** Mrs. Piggle Wiggle |
| **Daily 5 Literacy 10:40-12:30** |
| Stations: Before students go to their stations, they must write about the holiday they visited.  \*\*\*Ms. Smith will be walking around and monitoring students and their work. Please help assist her in this and in monitoring stations.  **Writing:**  **In suitcase, Students should write an informative paragraph about Kwanzaa. 1 topic sentence, 3 key details/facts, 1 closing sentence (5 sentences total). They should use lower case letters except the 1st letter, spaces, and punctuation. They should have a diagram/picture drawn/colored and labeled. They should write their date at the top of the page.** |
| **Reader’s Workshop:**  **Letterland Unit 11:** Day 3 See smartfile |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:50** |
| Leave the classroom at 1:50. Travel to Mrs. Campbell’s Room for Hanukah!  **\*\*\*Ms. Smith travels WITH the students and helps monitor behavior and assist with craft.** |
| When students return, they will put their Israel flag sticker on their suitcase and color the appropriate colors. |
| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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| **Friday, December 13th, 2013**  **Theme: Holidays Around the World**  **GINGERBREAD DAY!!!**  **Fix It Friday! Royal Sentences** |
| **Arrival/Morning Meeting 8:00-8:30/8:40** |
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| **Calendar/Daily 5 Math 8:40-9:30** |
| Mathematics Alignment Lesson Grade 1 Quarter 2 Day 61 Common Core State Standard(s)1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with  |  | | --- | | **1.NBT.2** Understand that the two digits of a  two-digit number represent amounts of tens and ones.  a. 10 can be thought of as a bundle of ten  ones- called a "ten."  b. The numbers from 11 to 19 are composed of a ten and one,  two, three, four, five, six, seven, eight, or nine ones.  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, refer to  one, two, three, four, five, six, seven, eight, or nine tens  (and 0 ones). **1.NBT.3** Compare two two-digit numbers based  On meanings of the tens and ones digits, recording the results of  comparisons with the symbols >, < and =.    **Materials Needed:**   * Math Expressions Teacher Edition (Vol. 1) * Student Activity Book (1 per student) pp. 141-142 * Secret Code Cards * Unifix Cubes * Place Value Blocks   Assessment   * Teacher should monitor if students are using the correct language with each other. For example, 6 tens and 4 ones is sixty-four. * Teacher should monitor to see if students are drawing the correct number of sticks and circles for numerals 10-99. * Teacher should monitor if students are drawing the correct number of sticks and circles in their tens and ones columns.   Vocabulary  Sticks and circles a visual representation of groups of tens as sticks and individual ones as circles.  Student Pairs In the Student Pairs structure, two children work together to solve a problem, explain a solution method, role play within a mathematical situation, play a math game, or help a partner having difficulties.  ***Math Expressions Lesson***  ***Unit 4 lesson 10 Paired Practice with Tens and Ones***  **Activity 1**   1. Students will practice partner counting by tens and ones and making numbers with the Secret Code Cards. Students will make a stack of tens cards on the left and ones cards on the right (sticks and circles should be face up). 2. Pairs draw the top card from each pile and one partner says how many tens and ones, for example 5 tens and 6 ones. The other partner names the number, for example fifty-six. Then, they turn over those cards and together say, "Fifty and six make fifty-six". 3. Partners switch roles and repeat. After 10 minutes have students flip the stacks over and play with the number side up. They say the same words as before, but end using tens and ones words. For example, the first partner would name 6 tens and four ones. The second partner would name the number. For example, sixty-four. Then, together they would say, "six tens and four ones is sixty-four. Partners switch roles and repeat.   **Activity 2:**  ***Complete the following Activity Cards in place of Use the Green Make-a-Ten Cards and playing One Hundred Ants) Intervention***   1. **Activity Card 4-10: Pass the Sticks and Circles**Students will work in groups of 3. First student will write 10-19 on a piece of paper and pass it to the next person. That student will draw sticks and circles for the first number and pass it to the last person. That student draws sticks and circles for the following number. 2. Continue passing the paper around the circle until you reach 19 and the next student writes the numbers 20 - 29. Students will continue this pattern until they reach 99. 3. **On Level Activity Card 4-10: Show Tens and Ones** Student will work in pairs. Write a list of 7 numbers between 18-80. Make two columns and label them Tens and Ones. Students draw sticks and circles for each number. Students trade paper with another pair and check answers. 4. **Challenge Activity Card 4-10: Make a List-** Students work alone and each need their own set of Secret Code Cards. They will use the cards, 80, 50, 40, 8, 5, and 4 to list all the two-digit numbers they can make. Each student then draws sticks and circles to show each number. Trade papers with another student and check answers. | |
| **\*\*\*Ms. Smith and Mrs. C will be monitoring students during their holiday game.**  **GAME:**  Hanukah Equation Match– Students work in groups of 2. They start with the lowest number 6 in the center of their menorah. They then have to create 8 equations on yellow candles to make the answer sum/difference of 6. They cannot be repeated. They should raise their hand when they have all their equations so they can be checked. Then if all are correct, they put them to the side and make equations for the next number 8, and so on. |
| **Specials 9:35-10:20 – Music Mrs. Isadore** |
| **Snack 10:20-10:40 –** Mrs. Piggle Wiggle **Gingerbread Cookie Graphing** |
| **Daily 5 Literacy 10:40-12:30** |
| Stations: Before students go to their stations, they must write about the holiday they visited.  \*\*\*Ms. Smith will be walking around and monitoring students and their work. Please help assist her in this and in monitoring stations.  **Writing:**  **In suitcase, Students should write an informative paragraph about Hanukah. 1 topic sentence, 3 key details/facts, 1 closing sentence (5 sentences total). They should use lower case letters except the 1st letter, spaces, and punctuation. They should have a diagram/picture drawn/colored and labeled. They should write their date at the top of the page.** |
| **Reader’s Workshop: Gingerbread girl goes animal crackers! Gingerbread Girl – Story Comparisons**  **Gingerbread Fact Families - Math**  **Gingerbread House Decorations -**  **Letterland Unit 11:** Day 4 See smartfile – Sorting words in Word Study Journal |
| **Lunch 12:35-1:05 Recess 1:10-1:40** |
| **Writing/Soc. Stud/Sci/STEAM 1:50** |
| **Students will catch up on their holiday suitcase writing from the 7 holidays. They will add to their pictures/words to make it their best. If they finish, they can read some holiday books with a partner.**  **Parents are coming in to take students in small groups to complete the QR code assessment** |
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| **Plus/Delta & Pack-Up 2:45** |
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| **Carpool 2:50** |
| **Walkers 2:55** |
| **Bus 3:00-3:15 ish** |
| **YMCA 3:10** |
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