

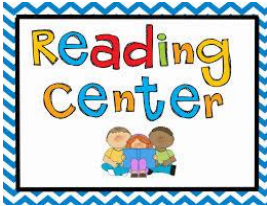
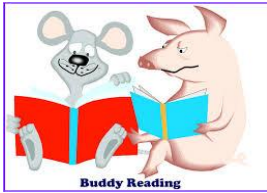













**Mrs. Crawley - 1<sup>st</sup> Grade**  
**April 3<sup>rd</sup> through April 7<sup>th</sup>**

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

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:45 – 9:30 Bell Work – take activity from Mon. basket; AR; teacher works with folder friends	8:45 – 9:30 Bell Work – take activity from Tues. basket; AR; teacher works with folder friends	8:45 – 9:00 Bell Work – take activity from Wed. basket; AR	8:45 – 9:30 Bell Work – take activity from Thurs. basket; AR; teacher works with folder friends	
9:30 – 10:00 Go over word wall words: our, your, work, for, & together <b>Phonics</b> – Unit 22 Lesson 2; start with review on Smart board; learn other vowels oi phoneme; practice stretching words with oi phoneme <i>(LG – TSW accurately identify &amp; segment phonemes in single syllable words)</i>	9:30 – 10:00 <b>Phonics</b> – Unit 22 Lesson 3; use phonics boxes to build words with long igh & long oa team letters in them; teacher models then students will take turns practicing with desk partner building or writing words <i>(LG – TSW be able to accurately read 1 &amp; 2 syllable words with long igh &amp; oa)</i>	9:00 – 9:30 Extra PE  9:30 – 10:00 <b>Phonics</b> – Unit 22 Lesson 4; Review; p. 43 detective work mark graphemes & read whole waord; practice read it 3 words calling on student <i>(LG – TSW be able to read graphemes &amp; blend to read whole words)</i>	9:30 – 10:00 <b>Phonics</b> – Unit 22 Lesson 5: Review on Smart TV; Have students turn to page 48 in their workbook; call out words; students place dots for # of phonemes then spell with letters; guide students for 1 <sup>st</sup> one then have students place dots & spell words for rest; go over spellings for the words called out; If time go over fluence sentences on WB page 46 <i>(LG – TSW be able to accurately spell one &amp; 2 syllable words with long e &amp; long a vowel teams.)</i>	
10:00 – 10:30 <b>Math</b> – Topic 10 Time Day 1 Teacher demonstrates how to use the hour & minute hand on the clock face; students will use clock faces to show hours; teacher will model how to complete the time on cover page; students complete independently <i>LG – TSW be able to tell &amp; write time to the hour on a clock face</i>	10:00 – 10:30 <b>Math</b> – Topic 10 Time: Day 2 Teacher reviews time to the hour on the clock face; students will use clock to show & write time to the hour <i>LG – TSW be able to tell &amp; write time to the hour on a clock face</i>	10:00 – 10:30 <b>Math</b> – Topic 10 Time: Day 3 Teacher will demonstrate how to show time to the half hour & where both hands will be; teacher will model completing problem 1; students will complete 2-4 as guided practice; teacher checks for understanding; students will complete the rest independently <i>LG – TSW be able to tell &amp; write time to the half hour</i>	10:00 – 10:30 <b>Math</b> – Topic 10 Time Day 4 Teacher demonstrates how to use the hour & minute hand on the clock face & digital clock; students will use clock faces to show hours; teacher will model how to complete the time on cover page; students complete independently <i>LG – TSW be able to tell &amp; write time to the hour on a clock face &amp; digital clock</i>	<h1>No School!</h1>
10:25 Go over centers	10:25 Go over centers	10:25 Go over centers	10:25 Go over centers	
10:30 – 12:00 <b>Guided Reading</b> : 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) <b>Centers:</b> 1 <b>Word Wall</b> – write new	10:30 – 12:00 <b>Guided Reading</b> : 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) <b>Centers</b> Centers are the same as	10:30 – 12:00 <b>Guided Reading</b> : 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) <b>Centers:</b> 1 <b>Word Wall</b> – write	10:30 – 12:00 <b>Guided Reading</b> : 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) <b>Centers</b> Centers are the same as	

<p>word wall words; build words with magnetic letters (2 students)</p> <p>2 – <u>Writing</u> – color &amp; cut to work on butterfly cover (4 students)</p> <p>3 <u>Listening</u> – IXL ELA (2 students)</p> <p>4 <u>Library</u> – read, take tests, go to the library (4 students)</p> <p>5 <u>Sorting</u> – sort bunny contractions; write on graphic organizer (2 students)</p> <p>6 <u>Word Work</u> – sort team vowel cards as long ee or ea; write on graphic orgaizer (2 students) (LG – TSW be able to use phonics skills to decode words)</p>	<p>Tuesday just switched around so everyone gets a chance to go to each center. Review each center with students.</p> <p>2 - <u>Writing</u> - cut &amp; put together rest of butterfly</p> 	<p>words, write sentences with words, &amp; write words by code (2 students)</p> <p>2 <u>Spelling</u>- play reading frog games with partner on the rug – (2 students)</p> <p>3 <u>Listening</u> – IXL ELA then math (2 students)</p> <p>4 <u>Word Work</u> – sort long vowel silent word cards; write on organizer (2 students)</p> <p>5 <u>Library</u> – read; test; go to library (4 students)</p> <p>6 <u>Sorting</u> – cut &amp; sort spring words in abc order &amp; glue in place (2 students)</p> <p>7 <u>Writing</u> – write sentences using correct end mark (2 students) (LG – TSW be able to use phonics skills to decode words)</p>	<p>Thursday just switched around so everyone gets a chance to go to each center. Review each center with students.</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>12:30 – 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>12:50 – 1:15 <u>Word Wall</u> – go over words: go over words: above, against, among, across, able; AR; teacher works with folder friends</p>	<p>12:50 – 1:15 <u>Handwriting</u> – Work on writing this weeks letters correctly in words &amp; sentences; AR; teacher works with folder friends</p>	<p>12:50 -1:20 <u>Handwriting</u> – Work on writing this weeks letters correctly in words &amp; sentences; AR; teacher works with folder friends</p>	<p>12:50 – 1:10 <u>Handwriting</u> – Work on writing this weeks letters correctly in words &amp; sentences; AR; teacher works with folder friends</p>	
<p>1:20 – 2:10 Specials STEAM</p> 	<p>1:20 – 2:10 Specials Indian Culture</p> 	<p>1:20 – 2:10 Specials Computers</p> 	<p>1:20 – 2:10 Specials Music</p> 	
<p>2:10 - 3:20 <u>Writing</u> – watch video on Rooted in Reading book: <i>Farfallina &amp; Marcell</i>; discuss then read nonfiction story about butterflies to class; discuss for tomorrow’s butterfly writing <u>Read Aloud</u> Redbud book; vote</p>	<p>2:10 - 3:20 <u>Writing</u> – brainstorm butterflies &amp; compile web of things learned orally; students write about butterflies (LG – TSW be able to write, revise, edit, &amp; write a final draft <b>RWSR</b>) <u>Read Aloud</u> Redbud book; vote</p>	<p>2:10 Prepare for home &amp; go over reading awards 2:15 Dismissal begins</p>	<p>2:10 – 3:20 <u>Read aloud</u> Redbud book LG – TSW be able to listen when read to. <u>Fun Friday on Thursday!</u> Students play quietly with inside toys or complete incomplete work.</p>	