

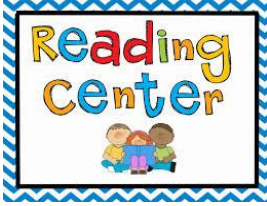
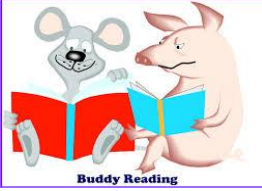











## Mrs. Crawley - 1<sup>st</sup> Grade

August 29<sup>th</sup> through September 2<sup>nd</sup>

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

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:15 Bell Work – take activity from Mon. basket	8:45 – 9:15 Bell Work – take activity from Tues. basket	8:45 – 9:00 Bell Work – take activity from Wed. basket	8:45 – 9:15 Bell Work – take activity from Thurs. basket	8:45 – 9:15 Bell Work – take activity from Friday basket
9:15 – 9:45 <u>Word Wall</u> – go over words: man, ran, had, hand, than <u>Phonics</u> – Unit 3 Lesson 1: learn 3 new sounds for consonant letters f, d, & r; learn 5 new heart words	9:15 – 9:45 <u>Phonics</u> – Unit 3 Lesson 2: finger stretch words with short a phoneme; go over long a phoneme	9:00 – 9:30 Extra PE 	9:15 – 9:45 <u>Phonics</u> – Unit 3 Lesson 4: Practice reading words that have the phoneme we've learned about; tell whether the words are real or nonsense; complete workbook page 5-6	9:15 – 9:45 AR; work with flashcard students; go over penmanship letter a
9:45 – 10:10 <u>Math</u> – Go over counting on to add day 1 lesson; teacher models an example using a part, part, whole mat & counters; complete front as guided practice using mat & counters; complete the back independently using mat & counters as the teacher reads the instructions (LG – TSW count and add on to 10)	9:45 – 10:15 <u>Math</u> – Go over counting on to add day 2 lesson; teacher models an example using a part, part, whole mat & counters; complete front as guided practice using mat & counters; complete the back independently using mat & counters as the teacher reads the instructions (LG – TSW count and add on to 10)	9:30 – 10:20 Finish morning work; AR; work with flashcard friends <u>Math</u> – Go over counting on to add day 3 lesson; teacher models an example using a part, part, whole mat & counters; complete front as guided practice using mat & counters; complete the back independently using mat & counters as the teacher reads the instructions (LG – TSW count and add on to 10)	9:45 – 10:15 <u>Math</u> – Go over counting on to add day 4 lesson; teacher models an example using a part, part, whole mat & counters; complete front as guided practice using mat & counters; complete the back independently using mat & counters as the teacher reads the instructions (LG – TSW count and add on to 10)	9:15 – 10:10 <u>Math</u> – Go over counting on to add day 5 lesson; teacher models an example using a part, part, whole mat & counters; complete front as guided practice using mat & counters; complete the back independently using mat & counters as the teacher reads the instructions (LG – TSW count and add on to 10)
10:10 – 10:20 Morning Recess 10:20 Go over centers	10:15 – 10:25 10:25 Go over centers	10:20 Go over centers	10:15 – 10:25 Morning Recess 10:25 Go over centers	10:10 – 10:25 Morning Recess
10:30 – 12:00 <u>Centers:</u> <u>Guided Reading /Testing</u> – work on word list with partner; read books from author box (4 students) <u>Centers</u> 1 <u>Listening</u> – log in & play Starfall on tablets (4 students) 2 – <u>Word Wall</u> – write new word wall words (2 students) 3 <u>Word Work</u> – color, cut, & glue short vowel a	10:30 – 12:00 Centers are the same as Tuesday just switched around so everyone gets a chance to go to each center. Review each center with students	10:30 – 12:00 <u>Centers:</u> <u>Guided Reading /Testing</u> – work on word list flash cards with partner (4 students) <u>Centers:</u> 1 <u>Word Wall</u> – write words with different writing utensils (2 students) 2 <u>Listening</u> – log on tablets & play starfall (4 students) 3 <u>Word Work</u> – use	Centers are the same as Thursday just switched around so everyone gets a chance to go to each center. Review each center with students.	10:30 – 12:00 <u>Reading</u> – reread Thursday's guided reading books & take a test <u>Phonics</u> – Unit 3 lesson 5: review this week's phonemes & high frequency words; read phrases & sentences that contain these phonemes; build & spell words that contain these phonemes Read & discuss Scholastic News on

<p>word puzzle (2 students)  4 <u>Library</u> – read a book from library; take test; &amp; or go to library (4 students)  5 <u>Sorting</u> – cut &amp; sort letters to build cvc words; write words (2 students)  6 <u>Spelling</u> – draw yourself; stamp letters in your name; write your name; stamp (2 students)  (LG – TSW be able to use phonics skills to decode words)</p>		<p>magnifying glass to read popcorn words; write words (2 students)  4 <u>Library</u> – read; test; go to library (4 students)  5 <u>Sorting</u> – sort m &amp; m's by color; complete graph (2 students)  7 <u>Writing</u> – cut &amp; put words together to make a sentence; write; illustrate &amp; color (2 students)  (LG – TSW be able to use phonics skills to decode words)</p>		<p>Smartboard</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>Read Aloud</u>: Preview, read &amp; discuss spot book: <i>A Little Spot of Sadness</i></p>	<p>12:50 – 1:15 <u>Read Aloud</u>: preview &amp; make predictions for <i>Nerdy Birdy</i>; read &amp; discuss</p>	<p>12:50 – 1:25 <u>Phonics</u> – Unit 3 Lesson 3: read words with short a &amp; i vowel sounds including nonsense words (all closed syllable words)</p>	<p>12:50 – 1:15 <u>Shared Reading</u> introduce new word family poem; write family to finish the words in the poem; read to class</p>	<p>12:50 – 1:15 <u>Read Aloud</u>: <i>A Day at the Apple Orchard</i> <u>Writing</u> – journal writing  (LG – TSW be able to write &amp; illustrate)</p>
<p>1:20 – 2:10 Specials STEAM</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 – 3:15 Teacher Testing time; students will watch Magic School Bus video: <i>The Busasaurus</i></p>	<p>2:10 – 3:15 Teacher Testing time; students will watch Reading Rainbow video: <i>Game Day</i></p>	<p>2:10 – 2:15 <u>Read Aloud</u>: <i>The Cool Bean</i>; discuss; write in journal  (LG – TSW be able to write &amp; illustrate)</p>	<p>2:10 – 3:15 Teacher testing time; students will watch WildKratts mystery of Flamingoes from Youtube</p>	<p>2:10 – 3:15 <u>Fun Friday</u>: Playtime for those that finished work during the week; complete this week's work <u>Show &amp; Tell</u></p>

3:25 – Dismiss Early Bus and I.E. 3:30 – Dismiss Car & Bus