




United States Presidents

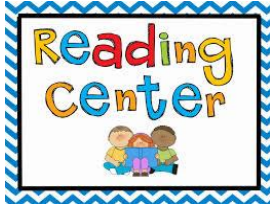
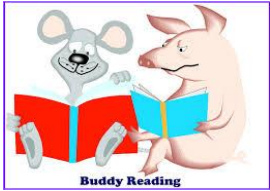











Mrs. Crawley - 1st Grade

February 20th through February 24th

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

Monday	Tuesday	Wednesday	Thursday	Friday
	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	8:45 – 9:30 Bell Work – take activity from Fri. basket; AR; teacher works with folder friends
	<u>Word Wall</u> – go over words: go over words: fine, grade, grow, knew, & few 9:30 – 10:00 <u>Phonics</u> – Unit 17 Lesson3; teach spelling 2 syllable words with open syllables; teacher models using 2 SyllaBoards & marker with eraser; students will do a new word with guided practice; complete 4 more take turns with partners <i>(LG – TSW accurately identify sounds & spell 2 syllable words)</i>	9:00 – 9:30 Extra PE 	9:30 – 10:00 <u>Phonics</u> – Unit 17 lesson 4; review this weeks work using detective work to break words into syllables & read; call on students to complete read it!; complete word sortby sorting for open & closed syllables & then reading words; practice reading phrases <i>(LG – TSW accurately read open or closed syllables & words)</i>	9:35 – 10:05 <u>Phonics</u> – Unit 18 Lesson 1: Begin using flexibility to determine the correct vowel sound; learn the SCHWA sound; ; to of34 5 new heart words: any, about, old, here, & saw; complete look, think, say, pop-up, 3-up, & read a row with the heart words <i>(LG – TSW learn the Super Schwa sound; accurately read 5 new heart words)</i>
	10:00 – 10:30 <u>Math</u> – Topic 9 Fractions Day 1 Teacher models how a whole can be divided into 2 or 4 equal parts using circles, squares, rectangles, & triangles; also goes over unequal parts; teacher reads & guides students as they complete p.686-686. <i>LG – TSW be able to tell between equal & unequal parts</i>	10:00 – 10:30 <u>Math</u> – Topic 9 Fractions Day 2 Teacher models how to divide shapes into halves & how many equal parts are in a half; teacher reads & guides students as they complete p.691-692. <i>LG – TSW be able to divide shapes into halves</i>	10:00 – 10:30 <u>Math</u> – Topic 9 Fractions Day 3 Teacher models how to dived shapes into 2 & 4 equal parts; teacher reads & guides students as they complete p.683-684. <i>LG – TSW be able to divide shapes into halves & fourths</i>	10:00 – 10:30 <u>Math</u> – Topic 9 Fractions Day 4 Teacher models how to divide shapes into quarters or fourths; teacher reads & guides students as they complete p. 697-698. <i>LG – TSW be able to divide shapes into quarters or fourths</i>
	10:20 Go over centers	10:20 Go over centers	10:20 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) <u>Centers:</u> 1 <u>Word Wall</u> – write words; build words with magnetic letters (2 students) 2 <u>Spelling</u> - put together	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) <u>Centers</u> 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>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) <u>Centers:</u> 1 <u>Word Wall</u> – write ghost words with this week’s word wall words (2 students) 2 – <u>Writing</u> – color, cut &	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) <u>Centers</u> Centers are the same as Thursday just switched around so everyone gets a chance to go to each center. Review each

<p>contractions & write on organizer – (2 students) 3 <u>Listening</u> – IXL lang. arts (2 students) 4 <u>Word Work</u> – sort long vowel ow & oa words; write on graphic organizer (2 students) 5 <u>Library</u> – read; test; go to library (4 students) 6 <u>Sorting</u> – sort letters in President’s Day t make 2, 3, 4, & 5 letter words; write words(2 students) 7 <u>Writing</u> – cut & complete animal abc order (2 students) (LG – TSW be able to use phonics skills to decode words)</p>		<p>put together George Washington (2 students) 3 <u>Listening</u> IXL (2 students) 4 <u>Library</u> – read, take tests, go to the library (4 students) 5 <u>Sorting</u>– sort president words in abc order; write (2 students) 6 <u>Spelling</u> – cut & paste nouns with correct headings (2 students) 7 <u>Word Work</u> – color, cut, read, & put together long vowel o puzzle (LG – TSW be able to use phonics skills to decode words)</p>	<p>center with students.</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 Recess Duty</p>	<p>12:30 – 12:50 Recess</p> 	<p>12:30 – 12:50 Recess Recess Duty</p>
<p>12:50 – 1:15 All About Me for Kaden</p> 	<p>12:50 -1:20 <u>Handwriting</u> – Work on writing this weeks letters correctly in words & 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 & 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 & sentences; AR; teacher works with folder friends</p>
<p>1:20 – 2:10 Specials Indian Culture</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 - 2:25 <u>Read aloud</u> – <i>The White House</i> LG – TSW be able to listen when read to. <u>Writing</u> –watch presidents video; continue reading books about presidents to complete “If I were President” writings (LG – TSW be able to write, revise, edit, & write a final draft RWSR) SSR or IXL if done early</p>	<p>2:10 – 2:20 Prepare for home. Go over reading goals & incentives.</p>	<p>2:10 – 3:20 <u>Read aloud</u> – <i>The White House</i> LG – TSW be able to listen when read to. <u>Writing</u> – discuss writing about “If I Were President”; students begin writing (LG – TSW be able to write, revise, edit, & write a final draft RWSR) SSR or IXL if done early</p>	<p>2:10 - 2:25 <u>Read aloud</u> – <i>What President’s are Made Of</i> LG – TSW be able to listen when read to. Show & Tell RWSR</p>

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