

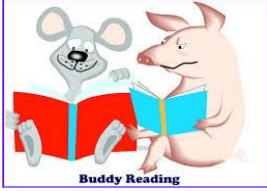













**Mrs. Crawley - 1<sup>st</sup> Grade**  
**February 27<sup>th</sup> through March 3<sup>rd</sup>**

\*\* 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 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   | 8:45 – 9:30 Bell Work – take activity from Fri. basket; AR; teacher works with folder friends  |
| 9:30 – 10:00<br><u>Phonics</u> – Unit 18 Lesson 1: Begin using flexibility to determine the correct vowel sound; learn the SCHWA sound; ; to of 34 5 new heart words: any, about, old, here, & saw; complete look, think, say, pop-up, 3-up, & read a row with the heart words<br>(LG – TSW learn the Super Schwa sound; accurately read 5 new heart words) | 9:30 – 10:00<br><u>Phonics</u> - Unit 18 Lesson 2; Review on Smart Board; Introduce concept of R-controlled vowels; go over vowel phoneme ar; segment words with the r controlled vowel phoneme or; finger stretch words & discuss long, short, or r-controlled<br>(LG – TSW be able to accurately segment , identify, & blend or words) | 9:00 – 9:30<br>Extra PE<br><br>9:30 – 10:00<br><u>Phonics</u> – Unit 18 Lesson 3: use Super Schwa; go over new letter tile; go over rules for when you here the Schwa sound; Teacher models example with the word wagon; students will be guided to read sandal; students will then use SyllaBoards to read 7 more words; teacher calls on individuals<br>(LG – TSW be able to accurately read 2 syllable with Schwa sound) | 9:30 – 10:00 <u>Phonics</u> – Unit 18 Lesson 4; review on Smart board; complete detective work stretching out sound in 2 syllable words with open syllables; teacher models then all practice WB page19; word sort p 20 looking for open or closed syllables in each syllable; teacher models then students practice rest ; call on students to read phrases p 21<br>(LG – TSW be able to accurately read 2 syllable; read phrases) | 9:30 – 10:00 <u>Phonics</u> – Unit 18 Lesson 5: Review; p. 22 call on students to practice reading phrases & sentences; p.24 model how to spell 2 syllable words; students will complete the rest & class checks for understanding<br>(LG – TSW be able to accurately read phrases & sentences; spell 2 syllable words)          |
| 10:00 – 10:30<br><u>Math</u> – Topic 9 Fractions Day 5 Teacher reviews halves, thirds, & fourths; teacher guides students to complete p.77-78 & cut & paste halves & fourths.<br>LG – TSW be able to divide shapes into halves, thirds, & fourths   | 10:00 – 10:30<br><u>Math</u> – Topic 9 Fractions Day 6 Teacher models how to use equal sharing with markers and 3 students; students will cut out bones & glue by dogs to show equal sharing; teacher models sharing on back; students complete independently<br>LG – TSW be able to tell demonstrate equal sharing                      | 10:00 – 10:30<br><u>Math</u> – Topic 9 Fractions Day 7 Teacher models how to write fractions & find smaller fraction; teacher models equal sharing with Jack & Jill & the Baker’s man; students complete independently<br>LG – TSW be able to divide objects to show equal sharing   | 10:00 – 10:30<br><u>Math</u> – Topic 9 Fractions Day 8 Review fractions; cut & paste to match the correct fraction; cut halves and fourths & clue to correct column<br>LG – TSW be able to divide shapes into halves & fourths  | 10:00 – 10:30<br><u>Math</u> – Review Fractions; complete fraction assessment; IXL math<br>LG – TSW be able to divide shapes into halves, thirds, & fourths  |
| 10:25<br>Go over centers  | 10:25<br>Go over centers   | 10:25<br>Go over centers   | 10:25<br>Go over centers  |  |
| 10:30 – 12:00<br><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)<br><u>Centers</u> :<br>1 <u>Word Wall</u> – cut & glue words in abc order; write; find in word search (2                | 10:30 – 12:00<br><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)<br><u>Centers</u><br>Centers are the same as Tuesday just switched around so everyone gets a         | 10:30 – 12:00<br><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)<br><u>Centers</u> :<br>1 <u>Word Wall</u> – complete day 1 word wall work (2 students)<br>2 – <u>Writing</u> – write,  | 10:30 – 12:00<br><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)<br><u>Centers</u><br>Centers are the same as Thursday just switched around so everyone gets a   | 10:30 – 12:00<br><u>Reading</u> – AR; IXL reading<br><u>Spelling</u> – pass out & go over new spelling words<br><u>100 Day Fun</u> – make 100 day necklaces; color 100 day pictures<br><u>Science/Social Studies</u><br><u>Scholastic News</u> : on smart board watch video, go over vocabulary, and read; complete written work |

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| <p>students)<br/> 2 – <u>Writing</u> – look over <i>The Cat in the Hat</i>; write about what you'd like to do on a rainy day; illustrate (2 students)<br/> 3 <u>Listening</u> IXL (2 students)<br/> 4 <u>Library</u> – read, take tests, go to the library (4 students)<br/> 5 <u>Sorting</u>– sort book titles by abc order; write on graphic organizer (2 students)<br/> 6 <u>Spelling</u> – make Thing (2 students)<br/> 7 <u>Word Work</u> – Sort words by syllables on hat cards; write on graphic organizer (2 students)<br/> (LG – TSW be able to use phonics skills to decode words)</p> | <p>chance to go to each center. Review each center with students.</p>    | <p>illustrate, &amp; color a birthday letter for Alex<br/> 3 <u>Listening</u> – IXL (2 students)<br/> 4 <u>Library</u> – read, take tests, go to the library (4 students)<br/> 5 <u>Sorting</u> – spin &amp; create words; write &amp; check if real or nonsense (2 students)<br/> 6 <u>Spelling</u> – sort goldfish crackers on graph, color, tally and write numbers<br/> 7 <u>Word Work</u> – look at Dr. Seuss books; write about favorite Dr. Seuss character<br/> (LG – TSW be able to use phonics skills to decode words)</p> | <p>chance to go to each center. Review each center with students.</p>    | <p><u>Watch this week's Tiger Vision News Phonics</u> - Unit 19 Lesson 1: Review; Introduce vowel-consonant-e; complete the cvc &amp; cvce practices; go over new heart words: little, ask, over, long, &amp; very; complete heart words practices on Smart TV (LG – TSW be able to start reading accurately cvce words with practice; accurately read new heart words)<br/> Show &amp; Tell<br/> RWSR</p> |
| <p>12:00 – 12:30<br/>Lunch</p>   | <p>12:00 – 12:30<br/>Lunch<br/></p>  | <p>12:00 – 12:30<br/>Lunch<br/>Cafeteria Duty</p>  | <p>12:00 – 12:30<br/>Lunch<br/></p>   | <p>12:00 – 12:30<br/>Lunch</p>   |
| <p>12:30 – 12:50<br/>Recess</p>  | <p>12:30 – 12:50<br/>Recess<br/></p>  | <p>12:30 – 12:50<br/>Recess<br/>Recess Duty</p>  | <p>12:30 – 12:50<br/>Recess<br/></p>   | <p>12:30 – 12:50<br/>Recess<br/>Recess Duty</p>  |
| <p>12:50 – 1:15<br/><u>Word Wall</u> – go over words: go over words: fine, grade, grow, knew, &amp; few; AR; teacher works with folder friends</p>   | <p>12:50 – 1:15<br/><u>Handwriting</u> – Work on writing this weeks letters correctly in words &amp; sentences; AR; teacher works with folder friends</p>   | <p>12:50 - 1:25<br/><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<br/><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<br/><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<br/>Specials<br/>STEAM<br/></p>   | <p>1:20 – 2:10<br/>Specials<br/>Indian Culture<br/></p>  | <p>1:25 – 2:10<br/>Specials<br/>Computers<br/></p>  | <p>1:20 – 2:10<br/>Specials<br/>Music<br/></p>  | <p>1:20 – 2:10<br/>Specials<br/>PE<br/></p>   |
| <p>2:10 - 2:25<br/><u>Read aloud</u> – <i>The Koala Who Could</i><br/> (LG – TSW be able to listen when read to.)<br/> <u>Writing</u> – Complete a directed drawing &amp; writing over <i>The Koala</i><br/> (LG – TSW be able to write, revise, edit, &amp; write a final draft RWSR)<br/> SSR or IXL if done early</p>   | <p>2:10 - 2:25<br/><u>Writing</u> – Read &amp; discuss <i>I Am Rosa Parks</i>; fold, color, read, &amp; complete Rosa Parks book<br/> (LG – TSW be able to write, revise, edit, &amp; write a final draft RWSR)<br/> SSR or IXL if done early</p> | <p>2:10 – 2:20<br/><u>Read Aloud</u> – Dr. Seuss Books<br/> Prepare for home.</p>  | <p>2:10 – 3:20<br/><u>Read aloud</u> – <i>The Cat in the Hat Comes Back</i><br/> <u>Writing</u> – discuss &amp; then have students write about if they would like the Cat in the Hat to come over to their house to play, then explain why or why not<br/> (LG – TSW be able to write, revise, edit, &amp; write a final draft RWSR)</p> | <p>2:10 - 3:15<br/><u>Read aloud</u> Horton Hears a Who<br/> (LG – TSW be able to listen when read to.)<br/> Fun Friday<br/> 3:15<br/> Prepare for Home</p>  |