

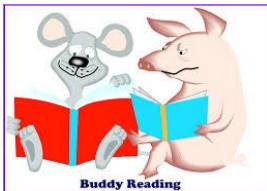













Mrs. Crawley - 1st Grade
March 20th through March 24th

** 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 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 <u>Phonics</u> – Unit 20 Lesson 1: review vowel-consonant silent e spellings; introduce vowel consonant e in 2 syllable words; go over heart words: good, around, know, too, & every (LG – TSW be able to accurately read cvce words & new heart words) <u>Word Wall</u> – go over words: go over words: fine, grade, grow, knew, & few	9:30 – 10:00 <u>Phonics</u> – Unit 20 Lesson 2: Review on Smart Board; teach the r controlled vowels ar, or, & er using finger stretch activity, phoneme blending activity, & phoneme manipulation activity (LG – TSW be able to accurately identify r controlled vowels)	9:00 – 9:30 Extra PE  9:30 – 10:00 <u>Phonics</u> – Unit 20 Lesson 3: Review on Smart Board; teach vowel consonant silent e; use phonics boxes to build & write vowel consonant silent e words; use syllaboards & markers to write & build long vowel silent e 2 syllable words (LG – TSW be able to accurately build & read vowel consonant silent e words)	9:30 – 10:00 <u>Phonics</u> – Unit 20 Lesson 4: Review on Smart TV; Teacher models detective work #1 then calls on students to complete mark it; call on students to read the read it as other students thumbs up or sideways; Teacher models how to do word sort then calls on students to complete word sort (LG – TSW be able to accurately read real words with open, closed or vowel-consonant-e syllables and identify schwa sounds.)	9:30 – 10:00 <u>Phonics</u> – Unit 20 Lesson 5: review on Smart TV; teacher how to complete spell it for #1; then teacher calls out syllables as students fills in phoneme dots then spells syllables to complete spell it (LG – TSW be able to accurately spell words with open, closed, or cvce syllables.)
10:00 – 10:30 <u>Math</u> – teacher introduces the penny & nickel & models how to count pennies & nickels; students will color the correct coins & color amounts given (LG – TSW be able to show an understanding of pennies & nickels by identifying & counting collections)	10:00 – 10:30 <u>Math</u> – teacher introduces the dimes & quarters & models how to count dimes & quarters; students will color the correct coins & color amounts given (LG – TSW be able to show an understanding of dimes & quarters by identifying & counting collections)	10:00 – 10:30 <u>Math</u> – Money Day 3: Color & put together penny & nickel book; teacher models how to count a group of pennies; students will count groups of pennies & glue the correct amount to the correct group. LG – TSW be able to show an understanding of pennies & nickels by identifying & counting collections)	10:00 – 10:30 <u>Math</u> – Money Day 4: Teacher will review the nickel; teacher models how to count a collection of nickels; guide students through the first side checking for understanding; students will complete the back independently LG – TSW be able to show an understanding of pennies & nickels by identifying & counting collections)	10:00 – 10:30 <u>Math</u> – Money Day 5: Teacher will review the penny, nickel, & dime; teacher models how to count groups of each; students will count groups of coins & write the amount independently LG – TSW be able to show an understanding of pennies, nickels, & dimes by identifying & counting collections)
10:20 Go over centers	10:20 Go over centers	10:25 Go over centers	10:20 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 neatly; build words with magnetic letters (2	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	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, write sentences with words, & write	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	10:30 – 12:00 <u>Reading</u> – AR; IXL reading <u>Show & Tell</u> – student’s who brought something with show & talk about it. <u>100 Day Fun</u> – make 100 day necklaces; color 100 day pictures <u>Science/Social Studies</u> <u>Scholastic News</u> : on smart board watch video, go over vocabulary, and read; complete written

<p>students) 2 – <u>Writing</u> – use 3 shamrock words to write complete sentences. (2 students) 3 <u>Listening</u> – IXL ELA (2 students) 4 <u>Library</u> – read, take tests, go to the library (4 students) 5 <u>Sorting</u> – sort 2 word magnet cards with the correct magnet card contraction; write on organizer (2 students) 6 <u>Spelling</u> – sort goldfish in color patterns; complete graph (2 students) 7 <u>Word Work</u> – cut, sort, & glue March madness words in abc order; color (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>words by code (2 students) 2 <u>Spelling</u>- cut & glue spring words in abc order; color (2 students) 3 <u>Listening</u> – IXL ELA then math (2 students) 4 <u>Word Work</u> – sort noun cards as singular or plural; write under correct headings on organizer (2 students) 5 <u>Library</u> – read; test; go to library (4 students) 6 <u>Sorting</u> – sort skittles & complete tally & graph (2 students) 7 <u>Writing</u> – complete ways to make 10 poster(2 students) (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>work <u>Watch this week's Tiger Vision News</u> Complete Rocket Math lesson; take quick extra recess</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>Rocket Math</u> – Pass out rocket & go over how we do Rocket Math; complete lesson A orally then timed LG – TSW be able to accurately complete math facts quickly</p>	<p>12:50 – 1:15 <u>Rocket Math</u> – complete lesson A orally then timed LG – TSW be able to accurately complete math facts quickly</p>	<p>12:50 -1:20 <u>Rocket Math</u> – complete lesson A orally then timed LG – TSW be able to accurately complete math facts quickly</p>	<p>12:50 – 1:10 <u>Rocket Math</u> – complete lesson A orally then timed LG – TSW be able to accurately complete math facts quickly</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 STEAM</p> 	<p>1:20 – 2:10 Specials Indian Culture</p> 	<p>1:20 – 2:00 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>SSR</u> – read library books & take tests; teacher works with students at table LG – TSW be able to read for a period of time <u>Handwriting</u> – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with folder friends <u>Read Aloud</u></p>	<p>2:10 - 2:25 <u>SSR</u> – read library books & take tests; teacher works with students at table LG – TSW be able to read for a period of time <u>Handwriting</u> – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with folder friends <u>Read Aloud</u></p>	<p>2:00 – 2:20 <u>Read Aloud</u> – Redbud book Prepare for home.</p>	<p>2:10 – 3:20 <u>Read aloud</u> – Redbud book <u>Writing</u> – Journal writing (LG – TSW be able to write, revise, edit, & write a final draft RWSR) <u>Science Spin</u> – Watch video; read; discuss; complete work on back.</p>	<p>2:10 - 2:25 <u>Read aloud</u> Redbud book LG – TSW be able to listen when read to. Show & Tell RWSR <u>Fun Friday time: spend Tiger bucks</u></p>