



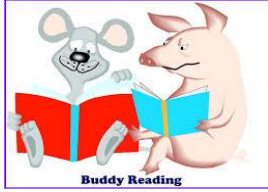












# Mrs. Crawley - 1<sup>st</sup> Grade

October 24<sup>th</sup> through October 28<sup>th</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; teacher works with folder friends & flashcard friends	8:45 – 9:15 Bell Work – take activity from Tues. basket; teacher works with folder friends & flashcard friends	8:45 – 9:00 Bell Work – take activity from Wed. basket; teacher works with flashcard friends	8:45 – 9:15 Bell Work – take activity from Thurs. basket; teacher works with folder friends & flashcard friends	8:45 – 9:15 Bell Work – <u>Writing</u> – illustrate self in costume; write about costume; teacher works with folder & flashcard friends
9:15 – 10:00 <u>Math</u> – Day 5 place value Go over how to make more than 1 group of 10 & counting extra ones to make numbers greater than 19; teacher shows models of each ten on the Smart Board; have students complete p.366 for guided practice; teacher walks around & checks for understanding; students will complete p. 367 independently; IXL Math <i>(LG – TSW be able to count, read, &amp; write numbers by tens)</i>	9:15 – 10:00 AR; work with flashcard & folder friends <u>Math</u> – Day 6 place value Review how to make more than 1 group of 10 & counting extra ones to make numbers greater than 19; teacher shows models of each ten on the Smart Board; have students complete p.369 for guided practice; teacher walks around & checks for understanding; students will complete p. 370 independently; IXL Math <i>(LG – TSW be able to count, read, &amp; write numbers by tens)</i>	9:00 – 9:30 Extra PE  9:30 – 10:05 <u>Math</u> – Day 7 place value Use cubes & base 10 blocks to show how to stack & make 10's; teacher models how using #1 as an example; have students complete 2 & 3 as guided practice; teacher walks around & checks for understanding p.371-372; students will complete the rest independently; IXL Math <i>(LG – TSW be able to count, read, &amp; write numbers by tens)</i>	9:15 – 10:00 <u>Math</u> – Day 8 place value Review using cubes & base 10 blocks to show how to stack & make 10's; teacher models how using example; have students complete p. 375 as guided practice; teacher walks around & checks for understanding; students will complete page 376 independently <i>(LG – TSW be able to count, read, &amp; write numbers by tens)</i>	9:15 – 9:30 AR; work with flashcard & folder friends 9:30 – 9:50 Cut into pumpkin & have students help take out the seeds; carve FTG while students complete coloring activity 9:50 – 10:15 Complete Halloween addition by writing sum & coloring by code <i>(LG – TSW be able to add and find sums to 10)</i>
10:00 – 10:15 AR; work with folder friends or handwriting; 10:15 – 10:25 extra recess	10:00 – 10:15 AR; work with folder friends or handwriting; 10:15 – 10:25 Extra recess	10:05 – 10:25 Complete morning work; AR; work with flashcard friends	10:00 – 10:15 AR; work with folder friends or handwriting; 10:15 – 10:25 Extra recess	10:15 – 10:30 Extra Recess
10:25 Go over centers	10:25 Go over centers	10:25 Go over centers	10:25 Go over centers	
10:30 – 12:00 <u>Guided Reading</u> : introduce guided reading books; preview, read at home (use iPad for lesson as needed) (4 students) <u>Centers</u> : 1 <u>Word Wall</u> – write words (2 students) 2 – <u>Writing</u> – cut, put together, read, & illustrate sentence about bones (2 students) 3 <u>Word Work</u> – sort & write trick or treat sentences (2 students) 4 <u>Listening</u> – IXL language arts (4 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> 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> – stencil words (2 students) 2 <u>Word Work</u> – color, cut, & put together ack family word slide; write words (2 students) 3 <u>Listening</u> – IXL reading (2 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> Centers are the same as Wednesday 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 & test over guided reading books; teacher & assistant works with folder friends; IXL language arts <u>Writing</u> – complete bat writing  <u>Read Aloud</u> – read <i>Pumpkin Soup</i> ; complete activity  Watch Tiger Vision News

<p>5 <u>Library</u> – read, take tests, go to the library (4 students)</p> <p>6 <u>Sorting</u> – sort trick or treat words by digraphs; write on graphic organizer (2 students)</p> <p>(LG – TSW be able to use phonics skills to decode words)</p>		<p>4 <u>Library</u> – read; test; go to library (4 students)</p> <p>5 <u>Sorting</u> – sort trick or treat digraphs; write under correct digraph; write sentence (2 students)</p> <p>6 <u>Writing</u> – write letters to finish words for haunted vowel house; cut (2 students)</p> <p>(LG – TSW be able to use phonics skills to decode words)</p>		<p><u>Read aloud:</u> <i>Shake Dem Halloween Bones</i></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>Word Wall</u> – go over new word wall words: first, now, how, would, could, all; work with flashcard &amp; folder friends</p>	<p>12:50 – 1:15 <u>Read aloud</u> – <i>Stellaluna</i> <u>Writing</u> – do prewriting about bats; model writing LG – TSW be able to write &amp; illustrate</p>	<p>12:50 – 1:10 <u>Handwriting</u> – teacher models how to use magic c to complete letter a; students will complete letter a handwriting as teacher walks around &amp; checks for understanding</p>	<p>12:50 – 1:10 <u>Handwriting</u> – teacher models how to use magic c to complete letter d; students will complete letter a handwriting as teacher walks around &amp; checks for understanding</p>	<p>12:50 – 1:10 <u>Science/Social Studies</u> <u>Scholastic News</u>: on smart board watch video, go over vocabulary, and read; complete written work</p>
<p>1:20 – 2:10 Specials STEAM</p> 	<p>1:20 – 2:10 Specials Art</p> 	<p>1:15 – 2:00 Specials Computers</p> 	<p>1:20 – 2:10 Specials Music</p> 	<p>1:20 – 2:10 Specials PE</p> 
<p>2:10 – 3:20 <u>Science</u> – Watch <u>Reading Rainbow</u> <i>Stellaluna</i> episode; write facts learned about bats in journal; Teacher DRA testing</p>	<p>2:10 – 2:25 <u>Read aloud</u> – <i>The Runaway Pumpkin</i> LG – TSW be able to listen when read to. <u>Writing</u> – show how to use prewriting to write about bats; student complete writing LG – TSW be able to write &amp; illustrate</p>	<p>2:00 – 2:20 Get backpacks ready; Read aloud: <i>On Halloween Night</i></p>	<p>2:10 – 2:30 <u>Art</u> – cut &amp; glue pieces to make Pilgrims <u>Penmanship</u> Work on new letter; walk around the room &amp; check as students write <u>Read aloud</u> – <i>The Pumpkin Patch</i> LG – TSW be able to listen when read to.</p>	<p>2:10 - 3:20 <u>Fall Party</u></p> 

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