


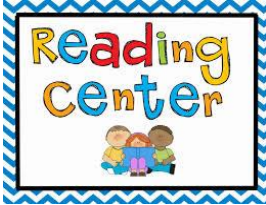












Mrs. Crawley - 1st Grade

October 3rd through October 7th

** 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	8:45 – 9:15 Bell work – take activity from Tues. basket; teacher works with folder friends	8:45 – 9:00 Bell Work – take activity from Wed. basket; teacher works with flashcard friends	8:45 – 9:00 Bell Work – take activity from Thurs. basket; teacher works with folder friends	8:45 – 9:15 Bell Work – take activity from Friday basket; teacher works with folder friends
9:15 – 9:30 AR/Progress Monitoring <u>Word Wall</u> – go over new word wall words: first, look, book, ride, & made teacher works with folder & flashcard friends	9:15 – 9:30 Finish work; AR; teacher works with folder & flashcard friends	9:00 – 9:30 Extra PE 	9:15 – 9:30 Finish work; AR; teacher works with folder & flashcard friends	9:15 – 9:30 Finish work; AR; teacher works with folder & flashcard friends
9:15 – 10:15 <u>Phonics</u> – Unit 7 Lesson 2: finger stretch words with the short & long e phonemes; add new phonemes to the beginning over words to make a new word practice (LG – TSW accurately segment phonemes in words with short & long e; add an initial consonant sound to a given word to produce a new word)	9:15 – 10:15 <u>Phonics</u> – Unit 7 lesson 3: review all vowels; use holding & working whiteboards with tiles to read & spell words with the short vowel e (LG – TSW accurately read & spell words where the short e phoneme is spelled with the letter e)	9:15 – 10:25 <u>Phonics</u> – Unit 7 Lesson 4: use detective skills to read words workbook p.25; workbook p. 26 sort for vowels & digraphs; practice reading phrases for sight word review & fluency; send home phrases (LG – TSW identify the graphemes in words & produce the proper phonemes for each grapheme; read real words & identify if they contain digraphs & categorize the vowels) <u>Math</u> – Addition topic 2 day 5: adding in any order: teacher models how to switch the order of addends; teacher goes over story problems orally; students complete work independently using counters or cubes as needed (LG – TSW be able to switch the order of addends to add)	9:30 – 10:15 <u>Phonics</u> – Unit 7 Lesson 5 use students workbooks p.28 to read phrases & p. 29 to spell words with short vowels & digraphs sh or th (LG – TSW accurately articulate phonemes in heart words; accurately read phrases & sentences; accurately spell words) <u>Math</u> – Addition topic 2 day 6: adding in any order: teacher reviews how to switch the order of the addends & get the sum; have students complete p. 256 as guided practice; check for understanding; students complete the back independently (LG – TSW be able to switch the order of addends to add 1 phoneme)	9:30 – 10:15 <u>Phonics</u> – Unit 8 Lesson 1: Review letter sounds & words already learned; learn the sounds for 3 new consonant letters: b, x, & z; learn 5 new heart words: one, had, by, but, & not (LG – TSW build automatic recognition of grapheme-phoneme combinations & heart words)
10:15 – 10:25 Morning Recess 10:25 Go over centers	10:15 – 10:25 AR/work with students 10:30 Go over centers	10:25 Go over centers	10:15 – 10:25 Morning Recess 10:25 Go over centers	10:15 – 10:30 Morning Recess
10:30 – 12:00 <u>Centers</u> : <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	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	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)	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	10:30 – 12:00 <u>Spelling</u> – pass out & cut new spelling words; go over words with groups; AR; work with folder friends <u>Handwriting</u> – work on new handwriting letter <u>Reading</u> – watch video,

<p>words (2 students) 2 <u>Writing</u> – write, illustrate, & color birthday letter for Ollie (2 students) 3 <u>Word Work</u> – color, cut, glue, & read short u words on word puzzle (2 students) 4 <u>Listening</u> – IXL/starfall on computers 5 <u>Library</u> – read, take tests, go to the library (4 students) 6 <u>Sorting</u> – stamp letters to make short o words from pictures (2 students) 7 <u>Spelling</u> – cut, color, put together, & read fire safety book (2 students) (LG – TSW be able to use phonics skills to decode words)</p>	<p>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</p> 	<p><u>Centers:</u> 1 <u>Word Wall</u> – write ghost words with white crayon & color over with marker (2 students) 2 <u>Spelling</u>- cut letters & glue to make digraph th words; write words (2 students) 3 <u>Word Work</u> – stamp letters to make short e words (2 students) 4 <u>Author Study</u> – read & play reading games in ocean animal box (2 students) 5 <u>Library</u> – read; test; go to library (4 students) 6 <u>Sorting</u> – cut & glue to make spiders (2 students) 7 <u>Writing</u> – color, cut, & put together fire dog; write a fire safety rule on the bone (2 students) (LG – TSW be able to use phonics skills to decode words)</p>	<p>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.</p> 	<p>read, & discuss <u>Scholastic News: Firefighting Team!</u>; work on AR/IXL <u>Math</u> Addition doubles practice & writing #'s review <u>Math</u> – Give addition topic 2 math assessment: teacher reads orally as students complete independently (LG – TSW use doubles facts and cubes to add)</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: Fire Fighters</u> <u>Read Aloud: Going to the Firehouse</u></p>	<p>12:50 – 1:15 <u>Read Aloud</u> – read Amazing World of Spiders book; <u>Writing</u> – Go over differences in spiders & insects LG – TSW be able to write & illustrate</p>	<p>12:50 – 1:25 <u>Read aloud</u> – <i>I'm going to be a Firefighter</i></p>	<p>12:50 – 1:15 <u>Writing</u> – review what we've learned about spiders; completing a word web as a class LG – TSW be able to write & illustrate</p>	<p>12:50 – 1:15 <u>Writing</u> – students complete spider writing LG – TSW be able to write & illustrate</p>
<p>1:20 – 2:10 Specials STEM</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 – 3:20 <u>Writing</u> – write 2 sentences about what a fire fighter does in journal; draw an illustration LG – TSW be able to write & illustrate</p>	<p>2:10 – 3:20 Testing; Watch <u>United Streaming</u> video <u>Magic School Bus Spins a Web</u></p>	<p>2:10 – 2:15 Prepare to go home</p>	<p>2:10 – 3:20 <u>Read aloud: Stop Drop & Roll</u> ; discuss <u>Writing</u> – teacher models spider writing <u>Handwriting</u> – students work on new letter page after teacher models</p>	<p>2:10 – 3:20 <u>Virtual Aquarium</u> visit on Smart TV & snack time Show & Tell</p>