


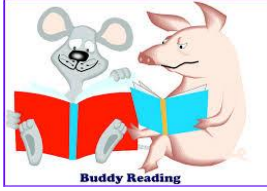











## Mrs. Crawley - 1<sup>st</sup> Grade

September 12<sup>th</sup> through September 16<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<br>Bell Work – take activity from Mon. basket; AR; folder friends  | 8:45 – 9:15<br>Bell Work – take activity from Tues. basket; AR; folder friends   | 8:45 – 9:00<br>Bell Work – take activity from Wed. basket; AR; folder friends  | 8:45 – 9:15<br>Bell Work – take activity from Thurs. basket; AR; folder friends  | 8:45 – 9:00<br>Bell Work – take activity from Friday basket   |
| 9:15 – 9:30<br><u>Word Wall</u> – go over new spelling words; cut; go over new word wall words: let, get, them, then, been<br>9:30 – 10:00<br><u>Phonics</u> – Unit 4 lesson 3: read words with the sh phoneme; learn what a digraph is  | 9:15 – 9:30<br><u>AR</u> – read, take tests, go to the library<br>9:30 – 10:00<br><u>Phonics</u> – Unit 4, Lesson 4: work book p.10-12: Practice detective skills by looking for clues to help sound out real words; sort words for digraphs; read words in short phrases with 100% accuracy                     | 9:00 – 9:30<br>Extra PE<br>   | 9:15 – 9:45<br><u>AR</u> – read, take tests, go to the library<br>9:30 – 10:00<br><u>Phonics</u> – Unit 4 lesson 5: review this week's phonemes & high frequency words; read phrases & sentences that contain these phonemes; build & spell words that contain these phonemes; read phrases and sentences that contain this week's phonemes & high frequency words | 9:00 – 9:45<br><u>Reading</u> – AR testing & center completion<br>9:45 – 10:15<br><u>Phonics</u> - Unit 5, Lesson 1: Learn the sounds for 3 new consonant letters; learn 5 new hear words   |
| 10:00 – 10:15<br><u>Math</u> – Go over counting on to add day 10 lesson adding to make 4 & 5; teacher models an example using counters; complete front as guided practice using counters; complete the back independently using counters as the teacher reads the instructions (LG – TSW count and add on to 10) | 10:00 – 10:15<br><u>Math</u> – Go over counting on to add day 11 lesson adding to make 6 & 7; teacher models an example using counters; complete front as guided practice using counters; complete the back independently using counters as the teacher reads the instructions (LG – TSW count and add on to 10) | 10:00 – 10:15<br><u>Math</u> – Go over counting on to add day 12 lesson adding to make 8; teacher models an example using counters; complete front as guided practice using counters; complete the back independently using counters as the teacher reads the instructions (LG – TSW count and add on to 10) | 10:00 – 10:15<br><u>Math</u> – Go over counting on to add day 13 lesson adding to make 9; teacher models an example using counters; complete front as guided practice using counters; complete the back independently using counters as the teacher reads the instructions (LG – TSW count and add on to 10)   | 10:00 – 10:15<br><u>Math</u> – Go over counting on to add day 14 lesson adding to make 10; teacher models an example using counters; complete front as guided practice using counters; complete the back independently using counters as the teacher reads the instructions (LG – TSW count and add on to 10) |
| 10:15 – 10:25<br>Morning Recess<br>10:25<br>Go over centers  | 10:15 – 10:25<br>Morning Recess<br>10:30<br>Go over centers  | 10:15 – 10:25<br>AR – read, test, library<br>10:25<br>Go over centers  | 10:15 – 10:25<br>Morning Recess<br>10:25<br>Go over centers  | 10:15 – 10:30<br>Morning Recess   |
| 10:30 – 12:00<br><u>Centers:</u><br><u>Guided Reading</u> : introduce guided reading books; preview, read at home (use iPad for lesson as needed) (4 students)<br><u>Centers:</u><br>1 <u>Word Wall</u> – write words neatly (2 students)<br>2 <u>Listening</u> – Starfall (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>  | 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>   | 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)  | 10:30 – 12:00<br><u>Phonics</u> – Unit 5 Lesson 5 use students workbooks p.18 to read phrases & p. 19 to spell words with short a & u & digraph sh<br><u>Science/Social Studies</u><br><u>Scholastic News</u> : on smart board watch video, go over vocabulary, and read then complete written                |

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|---|--|---|--|--|
| <p>students)<br/> 3 <u>Word Work</u> – sort &amp; write short e &amp; short I words (2 students)<br/> 4 <u>Author Study</u> – Look at Clifford’s Pals book; complete writing over own friends (2 students)<br/> 5 <u>Library</u> – read; test; go to the library (4 students)<br/> 6 <u>Sorting</u> – sort words for ABC order on magnet board; write (2 students)<br/> 7 <u>Writing</u> – Complete birthday letter &amp; illustration for Mia (2 students)<br/> (LG – TSW be able to use phonics skills to decode words)</p> | <p>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>1 <u>Word Wall</u> – write words with different writing utensils (2 students)<br/> 2 <u>Spelling</u> – complete short e, long e picture sort (2 students)<br/> 3 <u>Word Work</u> – sort real &amp; nonsense words on helmets; write on graphic organizer (2 students)<br/> 4 <u>Author study</u> read books from author box (2 students)<br/> 5 <u>Library</u> – read; test; go to library (4 students)<br/> 6 <u>Sorting</u> – sort for spelling patterns (2 students)<br/> 7 <u>Writing</u> – complete birthday letter &amp; illustration for Hayden (2 students)<br/> (LG – TSW be able to use phonics skills to decode words)</p> | <p><u>Centers:</u><br/> Centers are the same as Thursday just switched around so everyone gets a chance to go to each center. Review each center with students.</p>    | <p>work<br/> <u>Fun Friday time:</u> rainy day toys; complete unfinished work</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>Math</u> – complete math lesson</p>   | <p>12:50 – 1:15<br/> <u>Math</u> – complete math lesson</p>  | <p>12:50 – 1:10<br/> <u>Read Aloud</u></p>  | <p>1:00 – 1:15<br/> <u>Math</u> – complete math lesson</p>   | <p>1:00 – ?<br/> Watch homecoming parade</p>   |
| <p>1:20 – 2:10<br/> Specials<br/> STEM<br/> </p>  | <p>1:20 – 2:10<br/> Specials<br/> Art<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>Go to Homecoming Assembly at the new gym<br/> </p> |
| <p>2:10 – 3:20<br/> <u>Read aloud</u> – Happiness dot book<br/> <u>Writing</u> – complete tiger directed drawing; write a sentence<br/> (LG – TSW be able to write &amp; illustrate)</p>  | <p>2:10 – 3:20<br/> <u>Read aloud</u> – Clifford’s Family; discuss<br/> <u>Writing</u> – brainstorm ideas about own family; begin rough draft writing<br/> (LG – TSW be able to write &amp; illustrate)</p>                    | <p>2:10 – 2:15<br/> <u>Prepare for Home</u><br/> Go over AR book numbers and rewards</p>  | <p>2:10 – 3:20<br/> <u>Read Aloud:</u> Kevin Henkes book<br/> <u>Writing</u><br/> Watch &amp; listen to United Streaming video: <i>Holiday Facts &amp; Fun, Constitution Day</i>; write facts learned about Constitution Day in journals<br/> (LG – TSW be able to write &amp; illustrate)</p> | <p>Cool off, rest, &amp; get ready for home with Magic School bus video.</p>   |