

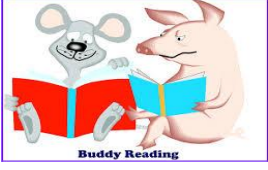











## Mrs. Crawley - 1<sup>st</sup> Grade

September 19<sup>th</sup> through September 23<sup>rd</sup>

\*\* Plans are subject to change based on difficulty and schedule changes throughout the week. \*\*

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:15 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 folder friends	8:45 – 9:15 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 <u>Word Wall</u> – go over new word wall words: who, with, did, him, you, or; teacher works with folder friends	9:15 – 9:30 Finish work; AR; teacher works with folder friends	9:00 – 9:30 Extra PE 	9:15 – 9:30 Finish work; AR; teacher works with folder friends	9:15 – 9:30 Finish work; AR; teacher works with folder friends
9:30 – 10:20 <u>Phonics</u> Unit 5, Lesson 2: finger stretch words with the short & long u phonemes <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)	9:30 – 10:20 <u>Phonics</u> – Unit 5 lesson 3: use holding & working whiteboards with tiles to read & spell words with the short u phoneme <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)	9:30 – 10:20 <u>Phonics</u> – Unit 5, Lesson 4: work book p.15-17: 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 <u>Math</u> – Review addition making ten Day 15. Go over ways of making 10 on the Smart board; complete p. 79 as guided practice checking students work for understanding; complete side 80 independently; review for addition assessment LG – TSW count and add on to 10)	9:30 – 10:15 <u>Phonics</u> – Unit 5 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 <u>Math</u> – Review addition for assessment; pass out assessment & have students listen & follow directions as teacher reads them aloud; walk around and monitor as students complete assessment LG – TSW count and add on to 10)	9:30 – 10:15 <u>Phonics</u> – Unit 6 Lesson 1: Learn the sounds for 3 new consonant letters: k, w, & v; learn 5 new heart words <u>Math</u> – Work on counting & writing #'s correctly; count as a group to 50; teacher models & students write on white boards numbers to 10; students complete cutting & gluing #'s to 30 page & writing #'s to 40; (work on writing #'s in the correct direction) LG – TSW count to 50 & write #'s correctly
10:20 Go over centers	10:20 Go over centers	10:20 Go over centers	10:20 Go over centers	10:00 – 10:15 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 Work</u> – build & write this week’s 5 heart words (2 students) 2 <u>Writing</u> – color & read Constitution Day book	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>	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	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	10:30 – 12:00 <u>Reading</u> – AR reading & testing over Thursday’s guided reading books & center completion <u>Science/Social Studies</u> <u>Scholastic News</u> : on smart board watch video, go over vocabulary, and read; complete written work <u>Spelling</u> – tablet – start IXL

<p>3 <u>Word Wall</u> – read &amp; write this week’s new words (2 students)  4 <u>Listening</u> – starfall or ABCya on tablets (4 students)  5 <u>Library</u> – Students may read a book, take an AR test, or go to the library to c/o a book (4 students)  6 <u>Sorting</u> – cut and sort words as nouns or not nouns; glue with correct group; write 2 sentences (2 students)  (LG – TSW be able to use phonics skills to decode words)</p>	<p>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>words in crayon, marker, pen, &amp; pencil; build words with magnetic letters (2 students)  2 <u>Word Work</u> – cut, put together, write &amp; illustrate sentence scramble (2 students)  3 <u>Listening</u> – IXL language skills (2 students)  4 <u>Library</u> – Students may read a book, take an AR test, or go to the library to c/o a book (4 students)  5 <u>Sorting</u> – Sort ocean antonym words; write (2 students)  6 <u>Writing</u> – make predictions then test items to see if they will sink or float - 2 students  7 <u>Spelling</u> – cut &amp; complete noun sort (2 students)  (LG – TSW be able to use phonics skills to decode words)</p>	<p>Thursday just switched around so everyone gets a chance to go to each center. Review each center with students.</p> 	<p><u>Writing</u> – complete Rooted in reading lion illustration &amp; writing activity</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>Math</u> – complete math lesson</p>	<p>12:50 – 1:15 <u>Math</u> – complete math lesson</p>	<p>12:50 – 1:10 <u>Math</u> – complete math lesson</p>	<p>12:50 – 1:15 <u>Math</u> – complete math lesson</p>	<p>12:50 – 1:15</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>SSR</u> – read library books &amp; take tests; teacher works with students at table  LG – TSW be able to read for a period of time  <u>Journal</u> – go over how to write in journals using topic given by teacher</p>	<p>2:10 – 3:20 <u>Read aloud: Franklin’s Class Trip</u>  <u>Writing</u> – journal writing  LG – TSW be able to write &amp; illustrate  <u>SSR</u> – read library books &amp; take tests; teacher works with students at table  LG – TSW be able to read for a period of time</p>	<p>2:00 – 2:15 <u>Read aloud: The Pout-Pout Fish Goes to School;</u> discussion  LG – TSW be able to listen to stories read for a period of time</p>	<p>2:10 – 3:20 <u>SSR</u> – read library books &amp; take tests; teacher works with students at table  LG – TSW be able to read for a period of time  <u>Read aloud</u> – orally share About the Ocean and include a discussion, review time  <u>Writing</u> – As a group write 3 facts learned about the ocean; Students will write 3 facts of their own they learned about the ocean in their journal</p>	<p>2:10 – 3:20 <u>Show &amp; Tell</u> – Students take turns showing &amp; telling about what they brought  Prepare for home with backpacks in seats;  <u>Fun Friday</u> – student who didn’t complete center work will work on it while those that finished have rainy day box play time</p>