



Happy Grandparents Day!


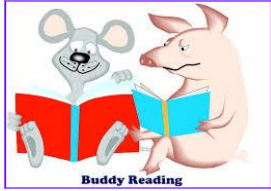










## Mrs. Crawley - 1<sup>st</sup> Grade

September 5<sup>th</sup> through September 9<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 Tues. basket; give STAR Early Lit. test; AR	8:45 – 9:00 Bell Work – take activity from Wed. basket; AR; flashcard friends	8:45 – 9:15 Bell Work – take activity from Thurs. basket; AR; flashcard friends	8:45 – 9:15 Bell Work – take activity from Friday basket; AR; flashcard friends
	9:15 – 9:45 <u>Phonics</u> – Unit 3 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 & discuss	9:00 – 9:30 Extra PE 	9:15 – 9:45 <u>AR</u> – read, take tests, go to the library <u>Phonics</u> – Unit 4, Lesson 1: Complete look, think, say, 3-Up, & Read a Row to go over & review letters & learn new heart words: is, for, that, & it	9:15 – 9:45 <u>AR</u> – read, take tests, go to the library Read & discuss <u>Scholastic News</u> on Smartboard
<p>Labor Day!</p> 	9:45 – 10:10 <u>Math</u> – Go over counting on to add day 6 lesson on vertical addition; teacher models an example dominos; students can use a part, part, whole mat & counters if needed; complete front as guided practice; complete the back independently as the teacher reads the instructions <i>(LG – TSW count and add on to 10)</i>	9:30 – 10:15 <u>Math</u> – Go over counting on to add day 7 lesson addition review; teacher models an example dominos; students can use a part, part, whole mat & counters if needed; complete front as guided practice; complete the back independently as the teacher reads the instructions <i>(LG – TSW count and add on to 10)</i>	9:30 – 10:15 <u>Math</u> – Go over counting on to add day 8 lesson on story problems; teacher models an example using a part, part, whole mat & counters; complete front as guided practice using mat & counters if needed; complete the back independently using mat & counters (if needed) as the teacher reads the instructions <i>(LG – TSW count and add on to 10)</i>	9:15 – 10:15 <u>Math</u> – Go over counting on to add day 9 lesson; 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 <i>(LG – TSW count and add on to 10)</i>
	10:10 – 10:20 Morning Recess 10:30 Go over centers	10:15 – 10:25 AR; flashcard friends 10:25 Go over centers	10:15 – 10:25 Morning Recess 10:25 Go over centers	10:15 – 10:25 Morning Recess 10:25 Go over centers
	10:30 – 12:00 <u>Centers:</u> <u>Guided Reading /Testing</u> – work on word list with partner; read books from author box (4 students) <u>Centers</u> 1 <u>Writing</u> – work on coloring & trying to read American symbols book 2 – <u>Word Wall</u> – write new word wall words (2 students) 3 <u>Word Work</u> – use the	10:30 – 12:00 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>Centers:</u> <u>Guided Reading /Testing</u> – work on word list flash cards with partner (4 students) <u>Centers:</u> 1 <u>Word Wall</u> – write words with different writing utensils (2 students) 2 <u>Word Work</u> –work on short o word slide; write words (2 students) 3 <u>Listening</u> – log onto	10:30 – 12:00 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>magnifying glass to read &amp; write popcorn words (2 students)</p> <p>4 <u>Library</u> – read a book from library; take test; &amp; or go to library (4 students)</p> <p>5 <u>Sorting</u> – cut &amp; sort long a short a pictures (2 students)</p> <p>6 <u>Listening</u> – log onto tablets &amp; play Starfall (4 students)</p> <p>(LG – TSW be able to use phonics skills to decode words)</p>		<p>tablets &amp; play starfall (4 students)</p> <p>4 <u>Library</u> – read; test; go to library (4 students)</p> <p>5 <u>Writing</u> – color, cut, draw face, make arms &amp; hair for grandparent cards (finish Fri. if needed) (4 students)</p> <p>(LG – TSW be able to use phonics skills to decode words)</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 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 – 1:25 Read Aloud: teacher reads <i>A Little Spot of Happiness</i>; Discuss with class</p>	<p>1:00 – 1:15 <u>Math</u> – complete math lesson</p>	<p>1:00 – 1:15 Show &amp; Tell</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 Read aloud: teacher reads <i>How to Make an Apple Pie and See the World</i>; discuss facts learned about apples; students write 3 facts learned <u>Handwriting</u> – names LG – TSW be able to write &amp; illustrate</p>	<p>2:10 – 2:15 Go over passed test numbers; prepare for home</p>	<p>2:10 – 3:20 <u>Read aloud:</u> <i>Clifford's Family</i> <u>Writing</u> – teacher models family writing; students complete own writing about their family LG – TSW be able to write &amp; illustrate</p>	<p>2:10 – 3:20 <u>Read Aloud:</u> <i>Llama Llama Gram and Grandpa</i>; discuss; write in journal LG – TSW be able to write &amp; illustrate Fun Friday: students who have incomplete work will work while others have inside play time</p>

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