

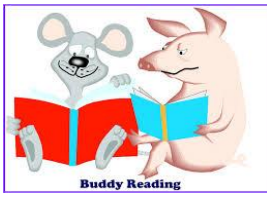













**Mrs. Crawley - 1<sup>st</sup> Grade**  
**April 10<sup>th</sup> through April 14<sup>th</sup>**

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

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:45 – 9:30 Bell Work – take activity from Mon. basket; AR; teacher works with folder friends	8:45 – 9:15 Bell Work – take activity from Tues. basket; AR; teacher works with folder friends	8:45 – 9:00 Bell Work – take activity from Wed. basket; AR	8:45 – 9:30 Bell Work – take activity from Thurs. basket; AR; teacher works with folder friends	8:45 – 9:30 Bell Work – take activity from Thurs. basket; AR; teacher works with folder friends
9:30 – 10:00 <u>Phonics</u> – Go over word wall words: fight, right, light, night, certain, & city Unit 23 Lesson 2: Heart word practice; review other vowel phonemes oo & oi; stretch words; introduce other vowel phoneme ou; stretch words with that phoneme; complete phoneme blending activity & phoneme manipulation activity <i>(LG – TSW be able to stretch words with other vowel phoneme ou)</i>	9:15 – 9:45 <u>Phonics</u> - Unit 23 Lesson 3: Go over the suffix –ed; teacher shows words with that when adding ed shows the 3 different sound ed makes & goes over each; play game & move words to suffix ed or no suffix ed heading; go over 1 syllable & 2 syllable ed words <i>(LG – TSW be able to read 1 &amp; 2 syllable words with the suffix –ed)</i>	9:00 – 9:30 Extra PE 	9:30 – 10:00 <u>Phonics</u> – Unit 23 Lesson 4: Review; p. 49 call on students to complete mark it outloud while everyone marks each phoneme; call on students to read three up words; complete word sort by finding the base word & deciding if it is 1 or 2 syllables then decide on sound of ed & read whole word; call on students after 1 guided practice; all students mark on p.50 in workbook <i>(LG – TSW be able to read graphemes, blend real words, &amp; read words with suffix ed)</i>	9:45 – 10:15 <u>Phonics</u> – Unit 23 Lesson 5: Review on Smart TV; Have students turn to page 54 in their workbook; call out words; students place dots for # of phonemes then spell with letters; guide students for 1 <sup>st</sup> one then have students place dots & spell words for rest; go over spellings for the words called out; If time go over fluency sentences on WB page 52 <i>(LG – TSW be able to accurately spell one &amp; 2 syllable words with suffix -ed)</i>
10:00 – 10:30 <u>Math</u> – Topic 10 Time Day 6 Teacher demonstrates how fill in a missing hundreds chart piece; students will complete the rest independently; teacher will model how to read a schedule and answer questions over it; go over & work time to the hour & half hour <i>LG – TSW be able to tell &amp; write time to the hour on a clock face; read a schedule</i>	9:45 – 10:30 <u>Math</u> – Topic 10 Time: Day 7 Teacher explains time to the half hour & goes over where the hands on the clock will be; students will show time on clock faces; complete p. 295 as guided practice; complete p. 296 independently <i>LG – TSW be able to tell &amp; write time to the half hour by reading an analog clock</i>	10:00 – 10:30 <u>Math</u> – Topic 10 Time: Day 8 Teacher will review how to show time to the half hour & where both hands will be; teacher will model drawing hands in the correct places; students will complete the rest independently <i>LG – TSW be able to tell &amp; write time to the half hour</i>	10:00 – 10:30 <u>Math</u> – Topic 10 Review time to the hour & half hour; teacher will model how to complete the time on cover page; students complete independently <i>LG – TSW be able to tell &amp; write time to the hour &amp; half hour on a clock face &amp; digital clock</i>	10:00 – 10:30 <u>Math</u> – Topic 10 Review time to the hour & half hour; teacher goes over instructions for assessment; students complete independently <i>LG – TSW be able to tell &amp; write time to the hour &amp; half hour on a clock face &amp; digital clock</i>
10:25 Go over centers	10:25 Go over centers	10:25 Go over centers	10:25 Go over centers	10:15 – 10:30 Extra Recess
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 new	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>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> – reread guided reading books & test over <u>SSR</u> or <u>IXL</u> if done early Show & Tell <u>RWSR</u> Watch Tiger Vision News <u>Social studies</u> – complete a <u>Scholastic News</u> lesson; Watch video; read; discuss; complete work on back <u>Rocket Math</u> – complete

<p>word wall words; build words with magnetic letters (2 students)  2 – <u>Writing</u> – cut &amp; sort months of the year correctly on a sentence strip; color (2 students)  3 <u>Listening</u> – IXL ELA (2 students)  4 <u>Library</u> – read, take tests, go to the library (4 students)  5 <u>Sorting</u> – sort words on eggs in abc order; write (2 students)  6 <u>Spelling</u> – play ELA frog game with partner (2 students)  7 <u>Word Work</u> – sort team vowel word cards; write under correct heading (2 students)  (LG – TSW be able to use phonics skills to decode words)</p>	<p>Tuesday just switched around so everyone gets a chance to go to each center. Review each center with students.</p> 	<p>words with white crayon &amp; color over to reveal ghost word (2 students)  2 <u>Spelling</u>- play reading frog games with partner on the rug – (2 students)  3 <u>Listening</u> – IXL ELA then math (2 students)  4 <u>Word Work</u> — sort r controlled word cards &amp; write under correct headings (2 students)  5 <u>Library</u> – read; test; go to library (4 students)  6 <u>Sorting</u> – cut, glue, &amp; sort adjectives &amp; nouns under correct headings (2 students)  7 <u>Writing</u> – cut &amp; glue frog life cycle headings &amp; pictures in correct places (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>an oral rocket math lesson with the class; pass out student’s leveled papers then time for 2 minutes &amp; complete independently  (LG – TSW be able to complete addition math facts quickly &amp; accurately.)</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 – 1:20 <u>Rocket Math</u> – Review Rocket Math lesson on SmartTV; complete timed lesson at own level  LG – TSW write sums quickly</p>	<p>12:50 – 1:20 <u>Rocket Math</u> – Review Rocket Math lesson on SmartTV; complete timed lesson at own level  LG – TSW write sums quickly</p>	<p>12:50 -1:20 <u>Rocket Math</u> – Review Rocket Math lesson on SmartTV; complete timed lesson at own level  LG – TSW write sums quickly</p>	<p>12:50 – 1:20 <u>Rocket Math</u> – Review Rocket Math lesson on SmartTV; complete timed lesson at own level  LG – TSW write sums quickly</p>	<p>12:50 – 1:20 <u>Read Aloud</u> – teacher reads book fair books to class.  LG – TSW be able to listen when read to.</p>
<p>1:20 – 2:10 Specials STEAM </p>	<p>1:20 – 2:10 Specials Indian Culture </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> – Teacher models how to complete an opinion writing on favorite weather; brainstorm ideas with class; complete own writing  (LG – TSW be able to write, revise, edit, &amp; write a final draft <b>RWSR</b>)</p>	<p>2:10 - 3:20 <u>Writing</u> – read <i>I Don't Want to be a Frog</i> &amp; the nonfiction story then complete writing &amp; drawing activity that goes along with it  (LG – TSW be able to write, revise, edit, &amp; write a final draft <b>RWSR</b>)</p>	<p>2:10 – 2:15 Teacher shares students reading test numbers &amp; prizes. Prepare for home.</p>	<p>2:10 – 3:20 <u>Read aloud</u> – book fair books  LG – TSW be able to listen when read to.  <u>Writing</u> – Teacher reviews how to complete an opinion writing on favorite food; brainstorm ideas with class; complete own writing  (LG – TSW be able to write, revise, edit, &amp; write a final draft <b>RWSR</b>)</p>	<p>2:10 - 2:25 Fun Friday – Play time &amp; spend Tiger bucks at the Tiger store  Prepare for Home Show &amp; Tell</p>