
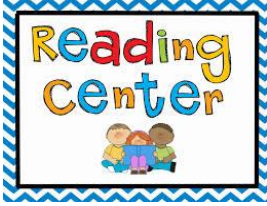
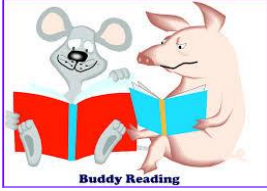














Mrs. Crawley - 1st Grade
March 6th through March 10th

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

Monday	Tuesday	Wednesday	Thursday	Friday
<p>8:45 – 9:30 Bell Work – take activity from Mon. basket; AR; teacher works with folder friends</p> <p>9:30 – 10:00 <u>Phonics</u> – go over new word wall words: across, upon, able, even, open, & part</p> <p>Review ar sound & or sound: go over directions p. 2 to complete the correct sound to make a real word; write word; find word in word search. (LG – TSW be able to identify & read ar and er sounds in words correctly)</p>	<p>8:45 – 9:30 Bell Work – take activity from Tues. basket; AR; teacher works with folder friends</p> <p>9:30 – 10:00 <u>Phonics</u> – Unit 19 Lesson 2: Review; introduce & practice er phoneme while also reviewing or & ar; complete phoneme blending activity; complete phoneme manipulation activity (LG – TSW be able to accurately identify the r controlled phoneme in words; accurately segment phonemes & blend phonemes to produce words)</p>	<p>8:45 – 9:00 Bell Work – take activity from Wed. basket; AR</p> <p>9:00 – 9:30 Extra PE </p> <p>9:30 – 10:00 <u>Phonics</u> – Unit 19 Lesson 3: Review; go over the difference in cvc & cvce words; begin to read cvce words using v motion & connecting smile with whitboards (LG – TSW be able to accurately read cvc & cvce words)</p>	<p>8:45 – 9:30 Bell Work – take activity from Thurs. basket; AR; teacher works with folder friends</p> <p>9:30 – 10:00 <u>Phonics</u> – Unit 19 Lesson 4: Review; complete mark it by underlining vowel & e & connecting them (teacher models first); Complete word sort marking open, closed, or VCE then long or short vowel phoneme; practice reading phrases (LG – TSW be able to accurately read cvc & cvce words)</p>	<p>8:45 – 9:30 Bell Work – take activity from Fri. basket; AR; teacher works with folder friends</p> <p>9:30 – 10:00 <u>Phonics</u> – Unit 19 Lesson 5: Review; complete spell it working on Long vowel silent e words (LG – TSW be able to accurately read cvc & cvce words)</p> <p><u>Phonics</u> - Unit 20 Lesson 1: review vowel-consonant silent e spellings; introduce vowel consonant e in 2 syllable words; go over heart words: good, around, know, too, & every (LG – TSW be able to accurately read cvce words & new heart words)</p>
<p>10:00 – 10:30 <u>Math</u> – complete 100’s chart mystery picture; use number line to complete subtraction problems (LG – TSW be able to use a number line to complete subtraction sentences)</p>	<p>10:00 – 10:30 <u>Math</u> – review fact families; go over examples with the class; have students complete shamrock fact family # sentences (LG – TSW be able to complete a fact family with #'s given)</p>	<p>10:00 – 10:30 <u>Math</u> – Review addition facts; complete addition sentences & color by code. (LG – TSW be able to add and complete addition sentence sums)</p>	<p>10:00 – 10:30 <u>Math</u> – review fact families; go over examples with the class; have students complete shamrock fact family # sentences (LG – TSW be able to complete a fact family with #'s given)</p>	<p>10:00 – 10:30 <u>Math</u> – complete ways to make 10 Saint Patrick’s Day craft project. (LG – TSW be able to complete all the ways to make 10 using addition sentences)</p>
<p>10:20 Go over centers</p>	<p>10:20 Go over centers</p>		<p>10:20 Go over centers</p>	<p>10:25 Go over centers</p>
<p>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 words (2 students) 2 – <u>Writing</u> – write birthday letter for Alex (2 students) 3 <u>Listening</u> – IXL ELA (2 students) 4 <u>Library</u> – read, take</p>	<p>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 Tuesday just switched around so everyone gets a chance to go to each center. Review each center with students.</p>	<p>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> – stamp & stencil words (2 students) 2 <u>Spelling</u> – sort & write words in abc order (2 students) 3 <u>Listening</u> – IXL ELA then math (2 students) 4 <u>Word Work</u> – read, highlight, & tally r</p>	<p>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 Thursday just switched around so everyone gets a chance to go to each center. Review each center with students.</p>	<p>10:30 – 12:00 <u>Reading</u> – AR; IXL reading Reread guided reading books from Thursday; take AR tests <u>Science/Social Studies</u> <u>Scholastic News</u>: on smart board watch video, go over vocabulary, and read; complete written work <u>Watch this week’s Tiger Vision News</u> <u>Math</u> Go over Rocket math; complete Rocket math lesson 1 LG – TSW be able to divide shapes into quarters or fourths</p>

<p>tests, go to the library (4 students)</p> <p>5 <u>Sorting</u> – sort silly synonyms & write on graphic organizer (2 students)</p> <p>6 <u>Spelling</u> – silly sentences; cut & build, write, illustrate (2 students)</p> <p>7 <u>Word Work</u> – cut, color, & put together Leprechaun contractions word wheel; read (LG – TSW be able to use phonics skills to decode words)</p>		<p>controlled vowel words (2 students)</p> <p>5 <u>Library</u> – read; test; go to library (4 students)</p> <p>6 <u>Sorting</u> – sort silly synonyms & write on graphic organizer (2 students)</p> <p>7 <u>Writing</u> – write about what you would do if you found a pot of gold at the end of the rainbow (2 students)</p> <p>(LG – TSW be able to use phonics skills to decode words)</p>		<p>or thirds; divide shapes into equal shares</p> <p>Shop at Tiger Buck store; watch Tiger vision News</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>Word Wall</u> – go over words: go over words: fine, grade, grow, knew, & few; AR; teacher works with folder friends</p>	<p>12:50 – 1:15 <u>Handwriting</u> – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with folder friends</p>	<p>12:50 -1:20 <u>Handwriting</u> – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with folder friends</p>	<p>12:50 – 1:10 <u>Handwriting</u> – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with folder friends</p>	<p>12:50 – 1:10 <u>Handwriting</u> – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with folder friends</p>
<p>1:20 – 2:10 Specials STEAM</p> 	<p>1:20 – 2:10 Specials Indian Culture</p> 	<p>1:20 – 2:00 Specials Computers</p> 	<p>1:20 – 2:10 Specials Music</p> 	<p>1:20 – 2:10 Specials PE</p> 
<p>2:10 - 2:25 <u>SSR</u> – read library books & take tests; teacher works with students at table LG – TSW be able to read for a period of time <u>Social Studies & Science</u> Complete Scholastic News & a Science spin lesson: read & go over the back</p>	<p>2:10 - 2:25 <u>SSR</u> – read library books & take tests; teacher works with students at table LG – TSW be able to read for a period of time <u>Writing</u> – work on write name cloud with rainbow adjectives describing ourselves (LG – TSW be able to write, revise, edit, & write a final draft RWSR)</p>	<p>2:00 – 2:20 <u>Read Aloud</u> – Redbud book Prepare for home.</p>	<p>2:10 – 3:20 <u>Read aloud</u> – Redbud book <u>Writing</u> – Journal writing (LG – TSW be able to write, revise, edit, & write a final draft RWSR) <u>Science Spin</u> – <i>If You Give a Moose Some Help!</i> Watch video; read; discuss; complete work on back.</p>	<p>2:10 - 2:25 <u>Read aloud</u> Redbud book LG – TSW be able to listen when read to. All About me for Alex</p>  <p>Show & Tell RWSR</p>

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