











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

**August 15<sup>th</sup> through August 19<sup>th</sup>**

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

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:10 Bell Work – take activity from Mon. basket; Spot book & lesson	8:45 – 9:10 Bell Work – take activity from Tues. basket; Spot book & lesson	8:45 – 9:00 Bell Work – take activity from Wed. basket	8:45 – 9:10 Bell Work – take activity from Thurs. basket; Spot book & lesson	8:45 – 9:10 Bell Work – take activity from Friday basket; Spot book & lesson
9:10 – 9:40 <u>Phonics</u> – Unit 1; lesson 1: teach what phonic is & the importance of reading correctly & show Blast student kits <i>(LG – TSW understand the importance of phonics)</i> Do a Go Noodle for a quick brain break	9:10 – 9:40 <u>Phonics</u> – Unit 1; Lesson 2: go over the 26 letters in the alphabet & the difference in a consonant & vowel; complete workbook p.1 word sort & p. 2 word or not <i>(LG – TSW be able to know the difference in consonant &amp; vowels &amp; words or not)</i>	9:00 – 9:30 Extra PE 	9:10 – 9:40 <u>Phonics</u> – Unit 1; Lesson 3; go over the 5 vowel letters; discuss the 5 short vowel phonemes (sounds) & go over each of the motions <i>(LG – TSW be able to name the 5 vowels, make their sounds &amp; motions)</i>	9:10 – 9:40 <u>Phonics</u> - Unit 1 lesson 4; go over the short & long vowel phonemes & review words with each of those phonemes going over if it's a short or long sound & make the motions. & <u>Word Wall</u> - introduce next weeks words <i>(LG – TSW be able to name the vowels &amp; their phonemes &amp; tell if they have short or long sounds in words called)</i>
9:40 – 10:15 <u>Math</u> – show on Smartboard how to count, write #'s, then circle the tank with more; show how to write the #'s missing in the groups of 3 <i>LG – TSW be able to recognize, draw, and write #'s 0-10.</i> <u>Word Wall</u> – review words: that, had, as, for, favorite  (10:00 – extra recess)	9:40 – 10:15 <u>Math</u> – teacher models how to count dots & write numbers then color the one with more; #2 guided practice; teacher models how to compare #'s & circle the one that's more; guided practice; students will complete rest of lesson 2 independently <i>LG – TSW be able to recognize, draw, and write #'s 0-10.</i>  (10:00 – extra recess)	9:30 – 10:15 <u>Math</u> – Review subitizing Review counting & writing #'s; show how to write #'s & color the one that's more; show how to use cubes & count on & write from 5. <i>LG – TSW be able to recognize, draw, and write #'s 0-10..</i> <u>Phonics</u> – Lesson 3: go over posters & learn motions for the short vowel sounds <i>(LG – TSW be able to make the short vowel sounds &amp; motions)</i>	9:40 – 10:15 <u>Math</u> – Review subitizing & adding 0, 1, or 2. Complete counting & cut & glue correct matching #'s to 10. <i>LG – TSW be able to recognize, draw, and write #'s 0-10.</i> <u>Phonics</u> – Lesson 4: teach long vowel phonemes & motions; teacher goes over words & make each phoneme ask students to tell if phoneme is long or short <i>(LG – TSW be able to make the long vowel phoneme &amp; motions &amp; tell if a phoneme is long or short)</i>	9:40 – 10:15 <u>Math</u> – Review subitizing & adding 0, 1, or 2. Review numbers 0-20; color #'s 10-19 with correct color <i>LG – TSW be able to recognize #'s 0-20. (extra recess at 10)</i>
10:15 – 10:25 Morning Recess 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	10:15 – 10:25 Morning Recess 10:25 Go over centers	10:15 – 10:30 Morning Recess
10:30 – 12:00 <u>Centers:</u> (1) <u>Guided Reading / Review</u> – work on word list with partner; read books from author box (4 students) (2) <u>Word Wall</u> – write	10:30 – 12:00 <u>Guided Reading / Centers</u> Centers are the same as Monday 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> (1) <u>Guided Reading / Review</u> – introduce new books; preview; vocab; read (4 students) (2) <u>Word Wall</u> – build words with magnetic	10:30 – 12:00 <u>Guided Reading / Centers</u> Centers are the same as Wednesday just switched around so everyone gets a chance to go to each center. Review each center with students	10:30 – 12:00 <u>Reading</u> – go over <u>Scholastic News</u> 10:45 <u>Library</u> Go to the library for library orientation

<p>words (2 students)  (3) <u>Listening</u> – iPad games (2 students)  (4) <u>Word Work</u> – color, cut &amp; put together at family book (2 students)  (5) <u>Writing</u> – birthday letter for Carson (4 students)  (6) <u>Library</u> – read books from classroom library (4 students)</p>	<p>(5) <u>Writing</u> – birthday letter for Hudson (4 students)</p>	<p>letters; write words (2 students)  (3) <u>Listening</u> – iPad reading games (4 students)  (4) <u>Word Work</u> – color, cut &amp; put together cvc word wheel (2 students)  (5) <u>Writing</u> – birthday letter for Landri (2 students)  (6) <u>Library</u> – read books from classroom library (4 students)  (7) <u>Sorting</u> – write &amp; stamp letters in name; draw yourself (2 students)</p>	 <p>11:15  Complete unfinished work for the week.  Read Aloud</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>Shared Reading</u> – read <i>First Day of School</i> poem to the class; go over together; read together</p>	<p>12:50 – 1:15  <u>Shared Reading</u> – review Monday’s poem; read together; word work</p>	<p>12:50 – 1:10  <u>Shared Reading</u> – introduce <i>Jitter Juice</i> in poetry folder; read together</p>	<p>1:00 – 1:15  <u>Shared Reading</u> – review poems; read together; word work</p>	<p>1:00 – 1:15  Read aloud: <i>Making Sarah Cry</i></p>
<p>1:20 – 2:10  Specials  STEAM</p> 	<p>1:20 – 2:10  Specials  Indian Culture</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  Read aloud: <i>Pete the Cat Rocking in My School Shoes</i>  <u>Writing</u> – write name &amp; something you like doing in your school shoes; illustrate &amp; color  LG – TSW be able to write &amp; illustrate</p>	<p>2:10 – 3:20  <u>Listening</u> – go over expectation #1  <u>We will value one another as Unique &amp; Special Individuals.</u> Watch video on United Streaming <u>Chr</u> (building self-esteem)  <u>Read Aloud</u> – <i>Elmer</i>; discuss; write in journal  LG – TSW be able to listen and discuss stories; write favorite part</p>	<p>2:00 – 2:15  Read aloud: <i>Ms. Nelson is Missing</i> (Teacher Attitude); discuss &amp; go over</p>	<p>2:10 – 3:20  Read aloud: <i>Making Sarah Cry</i>  <u>Writing</u> – write kind words on Band-Aids that would make Sarah feel better.  LG – TSW be able to write &amp; illustrate</p>	<p>2:10 – 3:20  Read aloud: <i>Leo the Late Bloomer</i> (All Children can Learn)  <u>Writing</u> – journal writing  LG – TSW be able to write &amp; illustrate</p>

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