



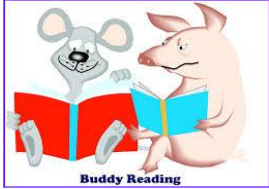











Mrs. Crawley - 1st Grade

October 31st through November 4th

** 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; AR; teacher works with folder friends	8:45 – 9:15 Bell Work – take activity from Tues. basket; AR; work with folder friends	8:45 – 9:15 Bell Work – take activity from Wed. basket; teacher works with flashcard friends	8:45 – 9:15 Bell Work – take activity from Thurs. basket; AR; teacher works with folder friends	8:45 – 9:15 Bell Work – take activity from Friday basket; teacher works with folder friends group 1; AR
9:15 – 9:45 <u>Phonics</u> – Unit 9 Lesson 2: Review short vowel o & u phonemes; complete phoneme manipulation activity <i>(LG – TSW accurately identify short & long u and o phonemes in words & blend phonemes together to produce single-syllable words)</i>	9:15 – 9:45 <u>Phonics</u> – Unit 9 lesson 3: learn digraphs ck; use holding & working whiteboards with tiles to read & spell words with digraph ck <i>(LG – TSW learn the digraph ck & be able to spell words with that digraph)</i>	9:00 – 9:30 Extra PE  9:30 – 9:45 Finish morning work; AR; teacher works with flashcard friends	9:15 – 9:45 <u>Phonics</u> – Unit 9 Lesson 4: use detective skills to read words & mark phonemes; workbook p.36; read word rows on read it; sort for vowels & digraphs for word sort p. 37 <i>(LG – TSW read words & phrases with phonemes & digraphs learned accurately)</i>	9:15 – 9:45 <u>Phonics</u> – Unit 9 Lesson 5 use students workbooks p.39 to read phrases & p. 41 to spell words with short vowels & digraphs sh or th <i>(LG – TSW accurately articulate phonemes in heart words; accurately read phrases & sentences; accurately spell words)</i>
9:45 – 10:15 <u>Math</u> – Day 8 place value Review using cubes & base 10 blocks to show how to stack & make 10's; teacher models how using example; have students complete p. 375 as guided practice; teacher walks around & checks for understanding; students will complete page 376 independently <i>(LG – TSW be able to count, read, & write numbers by tens)</i> 10:15 – 10:25 extra recess 10:25 – Go over centers:	9:45 – 10:15 <u>Math</u> -Day 9 Place Value Go over top of page 386; use tens & ones work mat to show using base 10 blocks & digits; use #1 to model it for students; have students complete 2 & 3 as guided practice; teacher walks around & checks for understanding; students will complete p. 386 independently <i>(LG – TSW be able to count, read, & write numbers by tens)</i> 10:15 – 10:25 extra recess 10:25 - Go over centers	9:45 – 10:25 <u>Math</u> – Place Value Day 10: Review reading tens and ones on a ten frame & reading it in words; model how to count ten rods & one cubes & write them on a ten frame; do 1 & 2 for guided practice; teacher checks students work for understanding; have students complete p. 390 independently <i>(LG – TSW be able to read ten and ones as place value blocks & write numbers)</i> 10:25 – Go over centers	9:45 – 10:15 <u>Math</u> – Place Value Review: Then teacher passes out Place Value part 1 assessment. Teacher reads instructions as students complete assessment independently <i>(LG – TSW be able to count, read, & write numbers by tens)</i> 10:15 – 10:25 extra recess 10:25 – go over centers	9:45 – 10:00 10:00 – 10:25 extra recess 10:25 – go over centers
10:30 – 12:00 <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 Wall</u> – write words; build words with magnetic letters (2 students) 2 – <u>Writing</u> – write, illustrate, & color birthday letter for Jaleigh (2 students) 3 <u>Word Work</u> – cut & put together fl blend word wheel; write words (2	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 6 <u>Sorting</u> – cut & sort	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 sentences with this week's words (2 students) 2 <u>Spelling</u> - complete I spy digraph words (2 students) 3 <u>Listening</u> – IXL ELA then math (2 students) 4 <u>Word Work</u> – write 50	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.	10:30 – 12:00 <u>Reading</u> – reread guided reading book & take AR quiz <u>Handwriting</u> – work on new handwriting letter <u>Reading</u> – watch video, read, & discuss <u>Scholastic News</u> ; ; work on AR/IXL Watch Tiger Vision News

<p>students) 4 <u>Listening</u> – IXL ELA (2 students) 5 <u>Library</u> – read, take tests, go to the library (4 students) 6 <u>Sorting</u> – sort Halloween words in ABC order; complete spider word search (4 students) (LG – TSW be able to use phonics skills to decode words RWSR)</p>	<p>digraph words in abc order; glue (4 students)</p> 	<p>words: # words, months, shapes, class names; colors using office (2 students) 5 <u>Library</u> – read; test; go to library (4 students) 6 <u>Sorting</u> – cut, sort, & glue nouns and adjectives (2 students) 7 <u>Writing</u> – write 1 thing you can thank you parents for on 4 turkey feathers; color turkey, outline feathers; cut & put together (2 students) (LG – TSW be able to use phonics skills to decode words RWSR)</p>		<p><u>Writing</u> – Review brainstorming ideas for Veteran’s Day writing; work on writing (LG – TSW be able to write sentences) <u>Read aloud</u> – <i>The Very First Thanksgiving Day</i> LG – TSW be able to listen when read to.</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 new word wall words: will, call, small, tell, well; finish morning work; teacher works with flashcard friends; AR</p>	<p>12:50 – 1:15 Handwriting – teacher models & students write magic c letter a practice, words, & sentences; teacher walks around monitoring students handwriting</p>	<p>12:50 – 1:15 Handwriting – teacher models & students write magic c letter d practice, words, & sentences; teacher walks around monitoring students handwriting</p>	<p>12:50 – 1:15 Handwriting – teacher models & students write magic c letter g practice, words, & sentences; teacher walks around monitoring students handwriting</p>	<p>12:50 – 1:15 <u>Math</u> – Review addition & place value concepts; complete independent work (LG – TSW be able to read ten and ones as place value blocks & write numbers & add to sums of 12)</p>
<p>1:20 – 2:10 Specials STEAM</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 Complete Halloween search & find as teacher completes DRA assessments <u>Read Aloud</u> <i>The Girl Who Thought In Pictures</i>; discuss with students & go over vocabulary</p>	<p>2:10 – 3:20 <u>Read aloud</u> – <i>Hero Dad</i> LG – TSW be able to listen when read to. <u>Writing</u> – brainstorm; model writing an example; Write letters to Veterans in the hospital (LG – TSW be able to write sentences)</p>	<p>2:10 – 2:15 <u>Prepare for Home</u>; go over reading points & rewards</p>	<p>2:10 - 3:20 <u>Read aloud</u> – <i>The Wall</i> LG – TSW be able to listen when read to. <u>Writing</u> – finish letters to Veterans; brainstorm ideas for Veteran’s Day Writing <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</p>	<p>2:15 – 2:30 Students do Show & Tell</p> <p>2:30 – 3:00 Fun Friday box play time</p> <p>3:00 Prepare to go home; read aloud</p>