













Mrs. Crawley - 1st Grade

September 26th through September 30th

** 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; Teacher works with folder friends	8:45 – 9:10 Bell work – take activity from Tues. basket; teacher works with folder friends	8:45 – 9:00 Bell Work – take activity from Wed. basket; teacher works with flashcard friends	8:45 – 9:10 Bell Work – take activity from Thurs. basket; teacher works with folder friends	8:45 – 9:15 Bell Work – take activity from Friday basket; teacher works with folder friends
9:10 – 9:20 AR/Progress Monitoring <u>Word Wall</u> – go over new word wall words: trim, flat, plan, drip, glad, there teacher works with folder & flashcard friends	9:10 – 9:20 Finish work; AR; teacher works with folder & flashcard friends	9:00 – 9:30 Extra PE 	9:10 – 9:20 Finish work; AR; teacher works with folder & flashcard friends	9:15 – 9:30 Finish work; AR; teacher works with folder & flashcard friends
9:20 – 9:50 <u>Math</u> – Addition topic 2 Day 1: go over how to add using a # line; teacher models #5 & 6; students complete 8-9 while teacher checks for understanding; teacher goes over 18-19 with class; students complete the rest independently; when finished play math games on tablet (LG – TSW count and add on to 12 using a number line) 9:50 – 10:10 <u>Scholastic News</u>	9:20 – 10:15 <u>Phonics</u> – Unit 6 lesson 3: use holding & working whiteboards with tiles to read & spell words with the digraph th; handwriting <u>Math</u> – Addition topic 2 day 2: review using a number line to add; use example to review; teacher goes over story problems on p.228 orally; students complete addition sums independently (LG – TSW count and add on to 12 using a number line)	9:30 – 10:25 AR/ Progress Monitoring (about 15-20 minutes) <u>Math</u> – Addition topic 2 day 3: teacher goes over doubles; teacher models how to add using cubes p.233 1-3; students complete p. 233; teacher checks for understanding; students complete p. 231 independently (LG – TSW use doubles facts and cubes to add)	9:30 – 10:15 <u>Phonics</u> – Unit 6 Lesson 4 review; use student workbooks to complete p. 20 to complete mark in & read it; complete p. 21 digraph/no digraph & vowel phoneme <u>Math</u> – Addition topic 2 day 4: teacher reviews using doubles & shows how to use doubles to add doubles plus 1 using cubes; students complete p. 236 as guided practice as teacher checks for understanding; students complete p. 237 independently (LG – TSW use doubles facts to add doubles plus 1 with the use of cubes)	9:30 – 10:15 <u>Phonics</u> – Unit 6 Lesson 5 use students workbooks p.18 to read phrases & p. 19 to spell words with short vowels & digraph th
10:10 – 10:25 Morning Recess 10:25 Go over centers	10:15 – 10:25 AR/work with students 10:30 Go over centers	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> <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 letter tiles (2 students) 2 <u>Writing</u> – cut & glue words to make sentence;	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	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 words with different writing utensils (2 students) 2 <u>Listening</u> - play starfall or	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 Wednesday just switched around so everyone gets	10:30 – 12:00 <u>Phonics</u> – Unit 7 Lesson 1: Review letter sounds & words already learned; learn the sounds for 3 new consonant letters: j, p, & y; learn 5 new heart words: at, be, or, have, & from; AR; work with folder friends <u>Handwriting</u> – work on new handwriting letter <u>Reading</u> – watch video, read, & discuss <u>Scholastic</u>

<p>write sentence; illustrate sentence</p> <p>3 <u>Word Work</u> – read, cut, & sort letters to make heart words; write words (2 students)</p> <p>4 <u>Listening</u> – starfall or abcyA on computers (4 students)</p> <p>5 <u>Library</u> – read, take tests, go to the library (4 students)</p> <p>6 <u>Sorting</u> – cut letters to build words for digraph th pictures; write words(2 students)</p> <p><i>(LG – TSW be able to use phonics skills to decode words)</i></p>	<p>chance to go to each center. Review each center with students</p> 	<p>ABCya on tablets (2 students)</p> <p>3 <u>Word Work</u> – cut, color, put together, & read short vowel a word wheel (2 students)</p> <p>4 <u>Author Study</u> – read & play reading games in ocean animal box (2 students)</p> <p>5 <u>Library</u> – read; test; go to library (4 students)</p> <p>6 <u>Sorting</u> – sort words on shells for synonyms; write (2 students)</p> <p>7 <u>Writing</u> – cut, write words, & place pictures in correct places in ocean animal books (2 students)</p> <p><i>(LG – TSW be able to use phonics skills to decode words)</i></p>	<p>a chance to go to each center. Review each center with students.</p> 	<p><u>News: Firefighting Team!</u>; work on AR/IXL <u>Math</u> – Addition topic 2 day 5: adding in any order: teacher models how to switch the order of addends; teacher goes over story problems orally; students complete work independently using counters or cubes as needed</p> <p><i>(LG – TSW be able to switch the order of addends to add)</i></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>Read Aloud: Fire Fighters</u> <u>Read Aloud: Going to the Firehouse</u></p>	<p>12:50 – 1:15 <u>Writing</u> – model how to write a sea animal character story; begin own story <i>LG – TSW be able to write & illustrate</i></p>	<p>12:50 – 1:10 <u>Penmanship</u> – work on magic c and a</p>	<p>12:50 – 1:15 <u>Read aloud</u> – Sea Animal stories</p>	<p>12:50 – 1:15 <u>Penmanship & Read Aloud</u></p>
<p>1:20 – 2:10 Specials STEM</p> 	<p>1:20 – 2:10 Specials Art</p> 	<p>1:20 – 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>Phonics</u> – Unit 6 Lesson 2: finger stretch words with the short & long o phonemes <u>Writing</u> – write 2 sentences about what a fire fighter does in journal; draw an illustration <i>LG – TSW be able to write & illustrate</i></p>	<p>2:10 – 3:20 <u>Read aloud/ Writing</u> – read nonfiction story from Rooted in Reading <i>How to Make an Apple Pie</i> lesson; write 3 fact learned about apples <i>LG – TSW be able to write & illustrate</i> <u>Penmanship</u> – work on writing names on the lines</p>	<p>2:00 – 2:15 <u>Read aloud</u> – <i>I'm going to be a Firefighter</i></p>	<p>2:10 – 3:20 <u>Writing</u> – read rooted in Reading <i>Make Way for Ducklings</i>; complete drawing and writing activity <i>LG – TSW be able to write & illustrate</i> If time complete a penmanship sheet</p>	<p><u>Show & tell</u> – students listen as each takes turn showing & telling something about what they brought <u>Fun Friday</u> – students that have completed all weekly work play with rainy day box items; others complete work</p>