


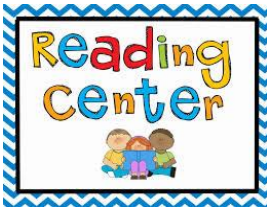
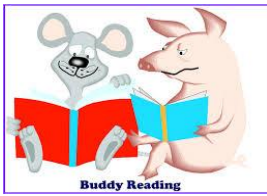











Mrs. Crawley - 1<sup>st</sup> Grade

April 17<sup>th</sup> through April 21<sup>st</sup>

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

Monday	Tuesday	Wednesday	Thursday	Friday
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 Fri. basket; AR; teacher works with folder friends
9:30 – 10:00 <u>Phonics</u> – Unit 24 Lesson 1: Teacher goes over & reviews suffix –ed & chunk –ing as well as endings –er, -s, & -es; complete some guided practice with the class; teacher goes over new heart words give, our, both, does, & write (LG – TSW be able to read words with endings & read new heart words) <u>Word Wall</u> – go over words: go over words: walk, draw, always, answer, both, & people; AR; teacher works with fold	9:15 – 9:45 <u>Phonics</u> – Unit 24 Lesson 2: Review; teacher introduces the other vowel phoneme short oo after reviewing all the other other vowel phonemes ( long oo, oi, and ou); teacher will model stretching out words with the short oo phoneme then call on students to do the same; then we will complete a phoneme blending & phoneme manipulation activity (LG – TSW be able to accurately stretch out words with the oo phoneme as well as blend & manipulate the words)	9:00 – 9:30 Extra PE  9:30 – 10:00 Unit 24 Lesson 3: Review inflectional endings er, ed, s, es, & ing; Use syllaboards to work on reading 2 syllable words with inflected endings (LG – TSW be able to accurately read words with inflectional endings er,ed, s, es, & ing)	9:30 – 10:00 <u>Phonics</u> – Unit 24 Lesson 4: Review; p. 55 teacher models detective work then calls on students; p.56 model how to code words with suffix er, ed, s, es, & ing endings; p. 57 phrase reading practice (LG – TSW be able to accurately read phrases & sentences; read words with endings & code them)	9:30 – 10:00 <u>Phonics</u> – Unit 24 Lesson 5: Review; p. 58-59 call on students to practice reading phrases & sentences; p.60 model how to spell words with s, es, ed, er, & ing endings; teacher checks for understanding (LG – TSW be able to accurately read phrases & sentences; spell words with inflectional endings)
10:00 – 10:25 <u>Math</u> – Graphing topic day 1: Teacher models a tally chart & survey; students will complete a tally chart & survey as a guided lesson on p. 510; then teacher goes over how to total & answer questions from a tally chart then students complete p. 514 (LG – TSW be able to read and complete a tally chart and answer questions from it)	10:00 – 10:25 <u>Math</u> – Graphing topic day 2: teacher reviews tally charts; teacher then reads directions as students complete tally chart answers to questions teacher reads (students complete answers independently); students complete addition & color by code on the back independently (LG – TSW be able to read and complete a tally chart and answer questions from it)	10:00 – 10:25 <u>Math</u> – Graphing topic day 3: teacher reads directions as students complete their own tally chart & answers questions; then students will answer questions from a tally chart provided (LG – TSW be able to read and complete a tally chart and answer questions from it)	10:00 – 10:30 <u>Math</u> – Graphing Topic Day 4: Teacher will explain how to use data from a tally table to create a picture graph; students will total a tally table and make a picture graph with the teacher as guided practice; students will complete p. 523 totaling a tally table and creating a picture graph as independent practice LG – TSW be able to complete a tally chart & create a picture graph	10:00 – 10:15 <u>Math</u> – Graphing Topic Day 5: Teacher will review picture graphs; teacher reads graphing questions & students answer independently using graph; students will then total a tally table & make a picture graph from it independently LG – TSW be able to complete a tally chart & create a picture graph
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	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	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	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)	<u>Reading</u> – reread guided reading books & test over SSR or IXL if done early Show & Tell <b>RWSR</b> Watch Tiger Vision News <u>Social studies</u> – complete a Scholastic News lesson; Watch video; read; discuss; complete work on

<p>students) <u>Centers:</u> 1 <u>Word Wall</u> – write words; build words with magnetic letters (4 students) 2 – <u>Writing</u> – cut, sort, &amp; glue April words in ABC order (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 &amp; write the 3 sounds of –ed cards (2 students) 6 <u>Word Work</u> – sort word cards with blends in correct groups; write on organizer (2 students) 7 <u>Spelling</u> – play ELA &amp; math frog games (LG – TSW be able to use phonics skills to decode words)</p>	<p>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>students) <u>Centers:</u> 1 <u>Word Wall</u> – use smelly markers to write words wall words (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 ed words with correct phonemes; write on graphic organizer (2 students) 5 <u>Library</u> – read; test; go to library (4 students) 6 <u>Sorting</u> – cut, sort, &amp; glue April words in ABC order (2 students) 7 <u>Writing</u> – cut, glue on correct life cycle chart, color frog life cycle(2 students) (LG – TSW be able to use phonics skills to decode words)</p>	<p>(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>back <u>Rocket Math</u> – complete 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.) Complete independent math lesson.</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>Rocket Math</u> – Teacher &amp; class orally go over current leveled additon level the class is on; complete 2 min. timed assessment at each student’s level er friends</p>	<p>12:50 – 1:15 <u>Rocket Math</u> – Teacher &amp; class orally go over current leveled additon level the class is on; complete 2 min. timed assessment at each student’s level</p>	<p>12:50 -1:20 <u>Rocket Math</u> – Teacher &amp; class orally go over current leveled additon level the class is on; complete 2 min. timed assessment at each student’s level</p>	<p>12:50 – 1:10 <u>Rocket Math</u> – Teacher &amp; class orally go over current leveled additon level the class is on; complete 2 min. timed assessment at each student’s level</p>	<p>12:50 – 1:10 <u>Rocket Math</u> – Teacher &amp; class orally go over current leveled additon level the class is on; complete 2 min. timed assessment at each student’s level</p>
<p>1:20 – 2:10 Specials STEAM</p> 	<p>1:20 – 2:10 Specials Indian Culture</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>Read aloud</u> – teacher reads Rooted in Reading book: <i>Wangari’s Trees of Peace</i>; also read the nonfiction book; complete directed drawing &amp; writing about Marine Biologists (LG – TSW be able to listen when read to.)</p>	<p>2:10 - 3:20 <u>Writing</u> – Teacher models how to complete an opinion writing on favorite pet; brainstorm ideas with class; complete own writing (LG – TSW be able to write, revise, edit, &amp; write a final draft RWSR)</p>	<p>2:10 – 2:15 Teacher announces AR awards &amp; # completed AR tests. Prepare for home</p>	<p>2:10 – 3:20 <u>Science</u> – Students will color, cut, &amp; glue the parts of a flower together then lable the parts on large sheet of construction paper (LG – TSW be able to label the parts of a flower)</p>	<p>2:10 – 3:20 <u>Read aloud Earth Day</u> books Watch Earth Day video; complete Earth Day writing (LG – TSW be able to listen when read to.)</p>