









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

August 22<sup>nd</sup> through August 26<sup>th</sup>

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

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:00 Bell Work – take activity from Mon. basket	8:45 – 9:00 Bell Work – take activity from Tues. basket	8:45 – 9:00 Bell Work – take activity from Wed. basket	8:45 – 9:00 Bell Work – take activity from Thurs. basket	8:45 – 9:00 Bell Work – take activity from Fri. basket
9:00 – 9:30 <u>Phonics</u> – Unit 2 Lesson 1: Sounds form t, & s; Look, Think, Say!	9:00 – 9:30 <u>Phonics</u> - Unit 2 Lesson 2: learn that phonemes are sounds; learn to use finger-stretching to count the # of phonemes in words	9:00 – 9:30 Extra PE 	9:00 – 9:30 <u>Phonics</u> – Unit 2 Lesson 3: learn about syllables; closed syllable short vowel phonemes using whiteboard with tiles	9:00 – 9:15 <u>Phonics</u> – Unit 2 Lesson 4: read real words with short a & I & identify them as containing either sound; use workbook
9:30 – 10:10 <u>Math</u> – Review Kindergarten skills Day 6; show how to count & add on; have students count on using the dots from the dice; then count on from five on the dominos on 2 <sup>nd</sup> side; watch and participate in subitizing video <i>(LG – the students will be able to count, write, &amp; count on)</i> <u>Word Wall</u> – go over words: let, get, then, them, been	9:30 – 10:10 <u>Math</u> – Review Kindergarten skills Day 7: review counting to 35; cut, sort, & glue numbers in order; go over how to read # words; write # words to match digits; watch and participate in subitizing video <i>(LG – the students will be able to count &amp; organize numbers to 34; read and match # words to digits)</i>	9:30 - 10:15 <u>Math</u> – Review Kindergarten skills Day 8: use cubes and pictures to count and add 1 more; write sums; watch and participate in subitizing video <i>(LG – the students will be able to count, write, &amp; add 1 more)</i>	9:30 – 10:10 <u>Math</u> – Review Kindergarten skills Day 9: review counting & adding 1 using ten frame & counters & using a number line; complete a few on each side as guided practice; teacher monitors & checks for understanding; students complete independently; watch and participate in subitizing video <i>(LG – the students will be able to count on by adding 1 and finding the sum)</i>	9:30 – 10:20 <u>Penmanship</u> – work on letter a <u>Math</u> – Review Kindergarten skills Day 10: students use number line to add 1; teacher models how to count dots and write #'s from least to greatest; students complete independently; watch and participate in subitizing video <i>(LG – the students will be able to count on by adding 1 and finding the sum)</i>
10:10 – 10:20 Morning Recess 10:20 Go over centers	10:10 – 10:20 Morning Recess 10:20 - 10:30 Go over centers	10:20 Go over centers	10:10 – 10:20 Morning Recess 10:20 Go over centers	10:20 – 10:30 Morning Recess
10:30 – 12:00 <u>Centers:</u> <u>Guided Reading /Testing</u> – work on word list with partner; read books from author box (4 students) <u>Centers</u> 1 <u>Word Wall</u> – write words with pencil, crayon, & pen (2 students) 2 <u>Spelling</u> –cut, glue letters to make words; write words (2 students) 3 <u>Word Work</u> – cut, put together, color, & read at family word wheel (2	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> <u>Guided Reading /Testing</u> – work on word list flash cards with partner (4 students) <u>Centers:</u> 1 <u>Word Wall</u> – introduce new word wall words; write words(2 students) 2 <u>Spelling</u> – stamp beginning sound of pictures given (2 students) 3 <u>Word Work</u> – color, cut, put together, & read short a word puzzle(2 students) 4 <u>Author study</u> read books from author box (2	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>Phonics</u> – Unit 2 Lesson 5: accurately articulate the phonemes taught in unit 2; accurately spell words with a controlled set of concepts & phonemes iPad – start IXL <u>SSR</u> – students read, take tests, or go to the library 2:35 – 3:20 <u>Scholastic News</u> Watch video, read, discuss, complete the back <u>Writing</u> - have students

<p>students)</p> <p>4 <u>Author study</u> read or look at pictures in Clifford book; complete writing (2 students)</p> <p>5 <u>Library</u> – read; test; go to the library (4 students)</p> <p>6 <u>Sorting</u> – sort &amp; write words in abc order (2 students)</p> <p>7 <u>Writing</u> – draw a picture &amp; write a sentence about your friend (2 students) (LG – TSW be able to use phonics skills to decode words)</p>		<p>students)</p> <p>5 <u>Library</u> – read; test; go to library (4 students)</p> <p>6 <u>Sorting</u> – cut, color, put together, &amp; read an family word wheel (2 students)</p> <p>7 <u>Writing</u> – (2 students) (LG – TSW be able to use phonics skills to decode words)</p>		<p>complete own journal writing &amp; illustration LG – TSW be able to write &amp; illustrate</p>
<p>12:00 – 12:30 Lunch</p>	<p>12:00 – 12:30 Lunch</p>	<p>12:00 – 12:30 Lunch (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 (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</u> – <i>First Day of School</i> by Mercer Mayer; discuss</p>	<p>12:50 – 1:15 <u>Penmanship</u> – magic c; go over then have students write; walk around &amp; check work</p>	<p>12:50 – 1:10 Read aloud: <i>All By Myself</i>; discuss <u>Writing</u> – journal writing LG – TSW be able to write &amp; illustrate</p>	<p>12:50 – 1:15 <u>Read Aloud</u> – <i>What Does it Mean to be Kind</i>; discuss</p>	<p>12:50 – 1:15 <u>Read Aloud</u>: read <i>The Principal's New Clothes</i>; discuss</p>
<p>1:20 – 2:10 Specials STEM</p> 	<p>1:20 – 2:10 Specials Indian Culture/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 – 2:35 <u>SSR</u> – students read, take tests, or go to the library 2:35 – 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 – 2:35 <u>SSR</u> – students read, take tests, or go to the library 2:35 – 3:20 Read aloud: <i>The Mega-Deluxe Capitalization Machine</i>; discuss <u>Writing</u> - Find words around the room that begin with capital letters &amp; write in journal LG – TSW be able to write &amp; illustrate</p>	<p>2:10 – 2:15 Start dismissal procedures; listen for buses &amp; have IE line up</p>	<p>2:10 – 2:35 <u>SSR</u> – students read, take tests, or go to the library 2:35 – 3:20 <u>Writing</u> - have students complete own journal writing &amp; illustration LG – TSW be able to write &amp; illustrate</p>	<p>2:10 – 2:35 <u>Fun time</u> Students who completed centers have play time with rainy day boxes; students who did not will complete centers <u>Show &amp; Tell</u> Students show &amp; tell about things brought or just tell LG – TSW be able to speak &amp; share verbally with others RWSR</p>

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