





## Mrs. Crawley - 1<sup>st</sup> Grade April 3<sup>rd</sup> through April 7<sup>th</sup> \*\* Plans are subject to change based on difficulty and schedule changes throughout the week. \*\*

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Monday	Tuesday	Wednesday	Thursday	Friday			
8:45 – 9:30 Bell Work –	8:45 – 9:30 Bell Work –	8:45 - 9:00	8:45 – 9:30 Bell Work –				
take activity from Mon.	take activity from Tues.	Bell Work – take activity	take activity from Thurs.				
basket; AR; teacher works	basket; AR; teacher works	from Wed. basket; AR	basket; AR; teacher works				
with folder friends	with folder friends		with folder friends				
9:30 – 10:00 Go over	9:30 - 10:00 Phonics -	9:00 - 9:30	9:30 - 10:00 Phonics -				
word wall words: our,	Unit 22 Lesson 3; use	Extra PE	Unit 22 Lesson 5: Review				
your, work, for, &	phonics boxes to build		on Smart TV; Have				
together	words with long igh & long		students turn to page 48 in				
Phonics –	oa team letters in them;	L'CCI SI	their workbook; call out				
Unit 22 Lesson 2; start	teacher models then	A STATE OF S	words; students place dots				
with review on Smart	students will take turns	9:30 - 10:00	for # of phonemes then				
board; learn other vowels	practicing with desk	<u>Phonics</u> –	spell with letters; guide				
oi phoneme; practice	partner building or writing	Unit 22 Lesson 4:	students for 1 <sup>st</sup> one then				
stretching words with oi	words	Review; p. 43 detective	have students place dots				
phoneme	(LG – TSW be able to accurately read 1 & 2 syllable words with	work mark graphemes &	& spell words for rest; go				
(LG – TSW accurately identify	long igh & oa)	read whole waord;	over spellings for the				
& segment phonemes in single		practice read it 3 words	words called out; If time				
syllable words)		calling on student	go over fluence sentences				
		(LG - TSW be able to read	on WB page 46				
		graphemes & blend to read whole words)	(LG - TSW be able to				
		whole words)	accurately spell one & 2 syllable				
			words with long e & long a				
10.00 10.20	10:00 - 10:30	10.00 10.20	vowel teams.) 10:00 – 10:30				
10:00 - 10:30	'	10:00 - 10:30					
$\underline{Math}$ –	$\frac{Math}{10 \text{ T}}$	$\frac{Math}{10 \text{ T}}$ –	$\underline{Math}$ –				
Topic 10 Time Day 1	Topic 10 Time: Day 2	Topic 10 Time: Day 3	Topic 10 Time Day 4				
Teacher demonstrates	Teacher reviews time to	Teacher will demonstrate	Teacher demonstrates	No School!			
how to use the hour &	the hour on the clock	how to show time to the	how to use the hour &				
minute hand on the clock	face; students will use	half hour & where both	minute hand on the clock	$\sim$ 1 1			
face; students will use	clock to show & write	hands will be; teacher will	face & digital clock;	School			
clock faces to show hours;	time to the hour	model completing	students will use clock	School.			
teacher will model how to	LG – TSW be able to tell & write time to the hour on a clock	problem 1; students will	faces to show hours;				
complete the time on	face	complete 2-4 as guided	teacher will model how to				
cover page; students		practice; teacher checks	complete the time on				
complete independently		for understanding;	cover page; students				
LG – TSW be able to tell & write time to the hour on a clock		students will complete the	complete independently				
face		rest independently	LG – TSW be able to tell & write time to the hour on a clock				
		LG – TSW be able to tell & write time to the half hour	face & digital clock				
10:25	10:25	10:25	10:25				
Go over centers	Go over centers	Go over centers	Go over centers				
10:30 - 12:00	10:30 - 12:00	10:30 - 12:00	10:30 - 12:00				
Guided Reading : listen to	<u>Guided Reading</u> : listen to	Guided Reading : listen to	Guided Reading : listen				
students read (each begins	students read (each begins	students read (each begins	to students read (each				
reading as they come to	reading as they come to	reading as they come to	begins reading as they				
the table so they end up in	the table so they end up in	the table so they end up in	come to the table so they				
different places);	different places);	different places);	end up in different				
introduce new books; read	introduce new books; read	introduce new books; read	places); introduce new				
at home (use iPad for	at home (use iPad for	at home (use iPad for	books; read at home (use				
lesson as needed) (4	lesson as needed) (4	lesson as needed) (4	iPad for lesson as needed)				
students)	students)	students)	(4 students)				
<u>Centers</u> :	<u>Centers</u>	<u>Centers</u> :	<u>Centers</u>				
1 <u>Word Wall</u> – write new	Centers are the same as	1 <u>Word Wall</u> – write	Centers are the same as				
<u>i viola vian</u> whichew	conters are the same as	$1 \overline{1010} \overline{1010} = WII0$	conters are the same as	1			

word wall words; build	Tuesday just switched	words, write sentences	Thursday just switched	
words with magnetic	around so everyone gets a	with words, & write	around so everyone gets a	
letters (2 students)	chance to go to each	words by code (2	chance to go to each	
$2 - \frac{\text{Writing}}{\text{Writing}} - \text{color } \& \text{ cut}$	center. Review each	students)	center. Review each	
to work on butterfly cover	center with students.	2 Spelling- play reading	center with students.	
(4 students)		frog games with partner		· * >
3 Listening – IXL ELA	2 - Writing - cut & put	on the rug $-$ (2 students)		κ 🥥 )
(2 students)	together rest of butterfly	3 Listening – IXL ELA		
4 <u>Library</u> – read, take		then math (2 students)		
tests, go to the library (4		4 <u>Word Work</u> – sort long		
students)		vowel silent word cards;		
,		,		FI VO
5 <u>Sorting</u> – sort bunny	POSIL	write on organizer (2		A M M
contractions; write on		students)	9	
graphic organizer (2	S Center F	5 <u>Library</u> – read; test; go		
students)		to library (4 students)		
6 <u>Word Work</u> – sort team		6 <u>Sorting</u> – cut & sort		
vowel cards as long ee or		spring words in abc order	Buddy Reading	
ea; write on graphic		& glue in place		$\overline{}$
orgaizer (2 students)		(2 students)		
(LG - TSW be able to use		7 <u>Writing</u> – write		
phonics skills to decode words)		sentences using correct		
		end mark (2 students)		
		(LG - TSW) be able to use		
		phonics skills to decode words)		
12:00 - 12:30	12:00 - 12:30	12:00 - 12:30	12:00 - 12:30	
Lunch	Lunch	Lunch	Lunch	
		Cafeteria Duty	Contraction of the second	
12.20 12.50		12 20 12 50		
12:30 - 12:50	12:30 - 12:50	12:30 - 12:50	12:30 - 12:50	
Recess	Recess	Recess	Recess	
		Recess Duty		
12:50 - 1:15	12:50 - 1:15	12:50 -1:20	12:50 - 1:10	
<u>Word Wall</u> – go over	<u>Handwriting</u> –	<u>Handwriting</u> –	<u>Handwriting</u> –	
words: go over words:	Work on writing this	Work on writing this	Work on writing this	
above, against, among,	weeks letters correctly in	weeks letters correctly in	weeks letters correctly in	
across, able; AR; teacher	words & sentences; AR;	words & sentences; AR;	words & sentences; AR;	
works with folder friends	teacher works with folder	teacher works with folder	teacher works with folder	
	friends	friends	friends	
1:20 - 2:10	1:20 - 2:10	1:20 - 2:10	1:20 - 2:10	
Specials	Specials	Specials	Specials	
STEAM	Indian Culture	Computers	Music	
		en anti-	5 5 -7	
3			E C	
			~ ( <del>3</del> )	
2:10 - 3:20	2:10 - 3:20	2:10	2:10 - 3:20	
Writing – watch video on	<u>Writing</u> – brainstorm	Prepare for home & go over	Read aloud Redbud book	
Rooted in Reading book:	butterflies & compile web	reading awards	LG – TSW be able to listen	
Farfallina & Marcell;	of things learned orally;	2:15	when read to.	
discuss then read	students write about	Dismissal begins	Fun Friday on Thursday!	
nonfiction story about	butterflies		Students play quietly with	
butterflies to class;	(LG – TSW be able to write,		inside toys or complete	
discuss for tomorrow's	revise, edit, & write a final draft		incomplete work.	
butterfly writing	R <mark>W</mark> SR)			
Read Aloud Redbud	Read Aloud Redbud			
book; vote	book; vote			
book, voie		1	1	

 $3{:}25-Dismiss$  Early Bus and I.E.  $\,3{:}30-Dismiss$  Car & Bus