



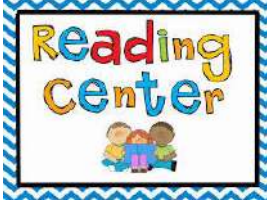













Spring

Mrs. Crawley - 1st Grade March 20th through March 25th

** 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; AR	8:45 – 9:15 Bell Work – take activity from Tues. basket; AR	8:45 – 9:00 Bell Work – take activity from Wed. basket; AR	8:45 – 9:00 Bell Work – take activity from Thurs. basket; AR	8:45 – 9:15 Bell Work – take activity from Friday basket
9:00 – 9:30 <u>Word Wall</u> – go over word wall words: hurt, never, after, better, under	9:00 – 9:30 Extra PE 	9:00 – 9:30 <u>Handwriting</u> – work on writing words neatly	9:00 – 9:30 <u>Handwriting</u> – Review of this quarter's letters	9:00 – 9:30 All About Me for Serin 
9:30 – 10:20 <u>Math</u> – Complete pretest orally; Introduce Topic 15 (13): Time on the smart board; introduce 15-1 (13-1) understanding the hour and minute hands on Smart board; model using demonstration clock; complete guided practice together using individual clocks; complete independent practice; go over problem solving together LG – TSW be able to tell & write time in hours & ½ hours using analog & digital clocks	9:30 – 10:20 <u>Math</u> – Lesson 15-2 (13-2): introduce telling & writing time to the hour on Smart board; model using demonstration clock; complete guided practice together using individual clocks; complete independent practice; go over problem solving together LG – TSW be able to tell & write time in hours & ½ hours using analog & digital clocks	9:30 – 10:20 <u>Math</u> - Lesson 15-3 (13-3): introduce telling & writing time to the ½ hour to class on Smart board; model using demonstration clock; complete guided practice together using individual clocks; complete independent practice; go over problem solving together LG – TSW be able to tell & write time in hours & ½ hours using analog & digital clocks Complete a Rocket Math lesson. LG – TSW be able to add facts to 18	9:30 – 10:20 <u>Math</u> – Lesson 15-4 go over top of p. 466-467 orally; turn back to cover and give some example activities to have students mark about how long they might take; check for understanding & go over orally; have students complete guided practice & independent practice; read & have students complete problem solving independently LG – TSW be able to estimate with reasonableness how long activities might take	9:30 – 10:20 <u>Math</u> – Lesson 15-5 go over top of p. 470-471 orally; turn back to cover & have students make the March calendar; then ask them 3 questions to answer about the calendar; go over guided & independent practice & have students complete; read & have students complete problem solving independently LG – TSW be able to make, read, and find answers to questions over a calendar
10:20 Go over centers	10:20 Go over centers	10:20 Go over centers	10:20 Go over centers	
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>Writing</u> – write birthday letter for Serin (2 students) 3 <u>Listening</u> – Scootpad ELA then Scootpad Math (2 students) 4 <u>Library</u> – read, take tests, go to the library (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 students) <u>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 – 11:30 <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> – stamp & stencil words (2 students) 2 <u>Spelling</u> - use white crayon to make magic words; color with marker – (2 students) 3 <u>Listening</u> – Scootpad ELA then math (2 students) 4 <u>Word Work</u> – cut, sort, & glue nouns in person, place, or thing boxes	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) 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>Spelling</u> – Mrs. Deerinwater will give spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns <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 <u>Writing</u> – work on phase of “If I were President” writing (LG – TSW be able to write, revise, edit, & write a final draft RWSR) <u>Science/Social Studies</u> <u>Scholastic News</u> : on smart board watch video,

<p>students)</p> <p>5 <u>Sorting</u> – put together file folder game 2 words to make a compound word; write word (2 students)</p> <p>6 <u>Spelling</u> – write words with crayon, pen, & marker (2 students)</p> <p>7 <u>Word Work</u> – color, cut, put together, & glue long ay puzzle (LG – TSW be able to use phonics skills to decode words)</p>		<p>(2 students)</p> <p>5 <u>Library</u> – read; test; go to library (4 students)</p> <p>6 <u>Sorting</u> – sort spelling words for spelling patterns & glue (2 students)</p> <p>7 <u>Writing</u> – choose a would you rather prompt to write about (2 students) (LG – TSW be able to use phonics skills to decode words)</p>	 	<p>go over vocabulary, and read; complete written work</p>
12:00 – 12:30 Lunch	11:45 – 12:30 Lunch 	12:00 – 12:30 Lunch Cafeteria Duty	12:00 – 12:30 Lunch 	12:00 – 12:30 Lunch
12:30 – 12:50 Recess	12:30 – 12:50 Recess 	12:30 – 12:50 Recess Recess Duty	12:30 – 12:50 Recess 	12:30 – 12:50 Recess Recess Duty
12:50 – 1:15 <u>Rocket Math</u> – Go over lesson on the Smart Board; Pass out by letters the students are on	12:50 – 1:15 <u>Rocket Math</u> – Go over lesson on the Smart Board; Pass out by letters the students are on	12:50 – 1:10 Take compound word assessment; go over contraction poem	12:50 – 1:15 <u>Rocket Math</u> – Go over lesson on the Smart Board; Pass out by letters the students are on	12:50 – 1:15 <u>Rocket Math</u> – Go over lesson on the Smart Board; Pass out by letters the students are on
<p>Specials</p> <p>Indian Culture</p> 	<p>1:20 – 2:10 Specials</p> <p>Foreign Language</p> 	<p>1:15 – 2:00 Specials</p> <p>Music</p> 	<p>1:20 – 2:10 Specials</p> <p>PE</p> 	<p>1:20 – 2:10 Specials</p> <p>STEAM</p> 
<p>2:10 – 3:20</p> <p><u>Shared Reading</u> – introduce <i>Three Bees</i> long vowel poem; read together</p> <p><u>Writing</u> – work on group letter to the president (LG – TSW be able to write, revise, edit, & write a final draft RWSR)</p> <p><u>SSR</u> – read library books & take tests; teacher works with students at table</p> <p>LG – TSW be able to read for a period of time</p> <p><u>Read Aloud</u> – <i>Tales of a 4th Grade Nothing</i> Ch. 1 LG – TSW be able to listen when read to.</p>	<p>2:10 - 3:20</p> <p><u>Shared Reading</u> – introduce <i>Sleepy Sheep</i> long vowel poem; read together</p> <p><u>Writing</u> – work on blowing a bubble writing & art project. (LG – TSW be able to write, revise, edit, & write a final draft RWSR)</p> <p><u>SSR</u> – read library books & take tests; teacher works with students at table</p> <p>LG – TSW be able to read for a period of time</p> <p><u>Read Aloud</u> – <i>Tales of a 4th Grade Nothing</i> Ch. 2 LG – TSW be able to listen when read to.</p>	<p>2:00 – 2:15</p> <p><u>Read Aloud</u> - <i>Tales of a 4th Grade Nothing</i> Ch. 3 LG – TSW be able to listen when read to.</p>	<p>2:10 – 3:20</p> <p><u>Shared Reading</u> – review this week's poems</p> <p><u>Writing</u> – work on blowing a bubble writing & art project. (LG – TSW be able to write, revise, edit, & write a final draft RWSR)</p> <p><u>SSR</u> – read library books & take tests; teacher works with students at table</p> <p>LG – TSW be able to read for a period of time</p> <p><u>Read Aloud</u> - <i>Tales of a 4th Grade Nothing</i> Ch. 4 LG – TSW be able to listen when read to.</p>	<p>2:10 – 3:20</p> <p><u>Shared Reading</u> – review this week's poems</p> <p><u>Science/Social Studies</u> – <u>OERB</u> : <i>From the Ground to All Around</i> & (coffee filters, crayons, cups, water, pipettes) discussion</p> <p><u>SSR</u> – read library books & take tests; teacher works with students at table</p> <p>LG – TSW be able to read for a period of time</p> <p><u>Read Aloud</u> - <i>Tales of a 4th Grade Nothing</i> Ch. 5 LG – TSW be able to listen when read to.</p>