





## Mrs. Crawley - 1st Grade March 20th through March 25th \*\* Plans are subject to change based on difficulty and schedule changes throughout the week. \*\*

Monday	Tuocdov	Wodnosdow	Thursday	Fridox
Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:00	8:45 – 9:15	8:45 – 9:00	8:45 – 9:00	8:45 – 9:15
Bell Work – take activity	Bell Work – take activity	Bell Work – take activity	Bell Work – take activity	Bell Work – take activity
from Mon. basket; AR	from Tues. basket; AR	from Wed. basket; AR	from Thurs. basket; AR	from Friday basket
9:00 – 9:30	9:00 – 9:30	9:00 – 9:30	9:00 – 9:30	9:00 – 9:30
Word Wall – go over	Extra PE	<u>Handwriting</u> – work on	<u>Handwriting</u> – Review of	All About Me for Serin
word wall words: hurt,		writing words neatly	this quarter's letters	35
never, after, better, under				· ( )
	L'GGLS.			
				-
9:30 – 10:20	9:30 – 10:20	9:30 – 10:20	9:30 – 10:20	9:30 – 10:20
<u>Math</u> – Complete pretest	<u>Math</u> – Lesson 15-2 (13-	Math - Lesson 15-3 (13-3):	Math – Lesson 15-4 go	Math – Lesson 15-5 go
orally; Introduce Topic 15	2): introduce telling &	introduce telling & writing	over top of p. 466-467	over top of p. 470-471
(13): Time on the smart	writing time to the hour	time to the ½ hour to class	orally; turn back to cover	orally; turn back to cover
board; introduce 15-1 (13-	on Smart board; model	on Smart board; model	and give some example	& have students make
1) understanding the hour	using demonstration	using demonstration clock;	activities to have students	the March calendar; then
and minute hands on	clock; complete guided	complete guided practice	mark about how long they	ask them 3 questions to
Smart board; model using	practice together using	together using individual	might take; check for	answer about the
demonstration clock;	individual clocks;	clocks; complete	understanding & go over	calendar; go over guided
complete guided practice	complete independent	independent practice; go	orally; have students	& independent practice
together using individual	practice; go over problem	over problem solving	complete guided practice	& have students
clocks; complete	solving together	together	& independent practice;	complete; read & have
independent practice; go	LG – TSW be able to tell & write time in hours & ½ hours	LG – TSW be able to tell & write time in hours & ½ hours using	read & have students	students complete
over problem solving	using analog & digital clocks	analog & digital clocks	complete problem solving	problem solving
together		Complete a Rocket Math	independently	independently
LG – TSW be able to tell & write time in hours & ½ hours	1	lesson.	LG – TSW be able to estimate with reasonableness how long	LG – TSW be able to make, read, and find answers to
using analog & digital clocks	1	LG – TSW be able to add facts to	activities might take	questions over a calendar
	10.00	18	_	1
10:20	10:20	10:20	10:20	
Go over centers	Go over centers	Go over centers	Go over centers	10.20 12.00
10:30 – 12:00	10:30 – 12:00	10:30 – 11:30	10:30 – 12:00	10:30 – 12:00
Guided Reading: listen to	<u>Guided Reading</u> : listen to	Guided Reading: listen to	<u>Guided Reading</u> : listen to	<u>Spelling</u> – Mrs.
students read (each begins	1		1 . 1 . 1	70 1 111 1
	students read (each begins	students read (each begins	students read (each begins	Deerinwater will give
reading as they come to	reading as they come to	reading as they come to the	reading as they come to	spelling test to groups in
reading as they come to the table so they end up in	reading as they come to the table so they end up in	reading as they come to the table so they end up in	reading as they come to the table so they end up in	spelling test to groups in the classroom; Cut
reading as they come to the table so they end up in different places);	reading as they come to the table so they end up in different places);	reading as they come to the table so they end up in different places); introduce	reading as they come to the table so they end up in different places);	spelling test to groups in the classroom; Cut spelling words for next
reading as they come to the table so they end up in different places); introduce new books; read	reading as they come to the table so they end up in different places); introduce new books; read	reading as they come to the table so they end up in different places); introduce new books; read at home	reading as they come to the table so they end up in different places); introduce new books; read	spelling test to groups in the classroom; Cut spelling words for next week; pull students by
reading as they come to the table so they end up in different places); introduce new books; read at home (use iPad for	reading as they come to the table so they end up in different places); introduce new books; read at home (use iPad for	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	reading as they come to the table so they end up in different places); introduce new books; read at home (use iPad for	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over
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	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	reading as they come to the table so they end up in different places); introduce new books; read at home	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	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns
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)	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)	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)	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)	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns SSR – read library books
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:	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	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:	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	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns SSR – read library books & take tests; teacher
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: 1 Word Wall – write	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 Centers are the same as	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:  1 Word Wall – stamp &	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	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns  SSR – read library books & take tests; teacher works with students at
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: 1 Word Wall – write words with different	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 Centers are the same as Monday just switched	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:  1 Word Wall – stamp & stencil words (2 students)	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	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns  SSR – read library books & take tests; teacher works with students at table
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: 1 Word Wall – write words with different writing utensils (2	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 Centers are the same as Monday just switched around so everyone gets a	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:  1 Word Wall – stamp & stencil words (2 students)  2 Spelling- use white	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	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns  SSR – read library books & take tests; teacher works with students at table  LG – TSW be able to read for
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: 1 Word Wall – write words with different writing utensils (2 students)	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 Centers are the same as Monday just switched around so everyone gets a chance to go to each	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:  1 Word Wall – stamp & stencil words (2 students)  2 Spelling- use white crayon to make magic	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	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns  SSR – read library books & take tests; teacher works with students at table  LG – TSW be able to read for a period of time
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 Word Wall – write words with different writing utensils (2 students) 2 – Writing – write	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 Centers are the same as Monday just switched around so everyone gets a chance to go to each center. Review each	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:  1 Word Wall – stamp & stencil words (2 students)  2 Spelling- use white crayon to make magic words; color with marker –	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	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns  SSR – read library books & take tests; teacher works with students at table  LG – TSW be able to read for
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 Word Wall – write words with different writing utensils (2 students)  2 - Writing – write birthday letter for Serin	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 Centers are the same as Monday just switched around so everyone gets a chance to go to each	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:  1 Word Wall – stamp & stencil words (2 students)  2 Spelling- use white crayon to make magic words; color with marker – (2 students)	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	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns  SSR – read library books & take tests; teacher works with students at table  LG – TSW be able to read for a period of time  Writing – work on phase
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:  1 Word Wall – write words with different writing utensils (2 students)  2 – Writing – write birthday letter for Serin (2 students)	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 Centers are the same as Monday just switched around so everyone gets a chance to go to each center. Review each	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:  1 Word Wall – stamp & stencil words (2 students)  2 Spelling- use white crayon to make magic words; color with marker – (2 students)  3 Listening – Scootpad	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	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns  SSR – read library books & take tests; teacher works with students at table  LG – TSW be able to read for a period of time  Writing – work on phase of "If I were President" writing  (LG – TSW be able to write,
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: 1 Word Wall – write words with different writing utensils (2 students) 2 – Writing – write birthday letter for Serin (2 students) 3 Listening – Scootpad	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 Centers are the same as Monday just switched around so everyone gets a chance to go to each center. Review each	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:  1 Word Wall – stamp & stencil words (2 students)  2 Spelling- use white crayon to make magic words; color with marker – (2 students)  3 Listening – Scootpad ELA then math (2	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	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns SSR – read library books & take tests; teacher works with students at table LG – TSW be able to read for a period of time Writing – work on phase of "If I were President" writing (LG – TSW be able to write, revise, edit, & write a final
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: 1 Word Wall – write words with different writing utensils (2 students) 2 – Writing – write birthday letter for Serin (2 students) 3 Listening – Scootpad ELA then Scootpad Math	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 Centers are the same as Monday just switched around so everyone gets a chance to go to each center. Review each	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:  1 Word Wall – stamp & stencil words (2 students)  2 Spelling- use white crayon to make magic words; color with marker – (2 students)  3 Listening – Scootpad ELA then math (2 students)	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	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns SSR – read library books & take tests; teacher works with students at table LG – TSW be able to read for a period of time Writing – work on phase of "If I were President" writing (LG – TSW be able to write, revise, edit, & write a final draft RWSR)
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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: 1 Word Wall – write words with different writing utensils (2 students) 2 – Writing – write birthday letter for Serin (2 students) 3 Listening – Scootpad ELA then Scootpad Math	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 Centers are the same as Monday just switched around so everyone gets a chance to go to each center. Review each	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:  1 Word Wall – stamp & stencil words (2 students)  2 Spelling- use white crayon to make magic words; color with marker – (2 students)  3 Listening – Scootpad ELA then math (2 students)	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	spelling test to groups in the classroom; Cut spelling words for next week; pull students by groups to hall to go over words & patterns SSR – read library books & take tests; teacher works with students at table LG – TSW be able to read for a period of time Writing – work on phase of "If I were President" writing (LG – TSW be able to write, revise, edit, & write a final draft RWSR)

students)  5 Sorting – put together file folder game 2 words to make a compound word; write word (2 students)  6 Spelling – write words with crayon, pen, & marker (2 students)  7 Word Work – color, cut, put together, & glue long ay puzzle (LG – TSW be able to use phonics skills to decode words)	Reading Center	(2 students)  5 <u>Library</u> – read; test; go to library (4 students)  6 <u>Sorting</u> – sort spelling words for spelling patterns  & glue (2 students)  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)	Listening Writing  Big Books Computers	go over vocabulary, and read; complete written work
12:00 – 12:30 Lunch	11:45 – 12:30 Lunch	12:00 – 12:30 Lunch	12:00 – 12:30 Lunch	12:00 – 12:30 Lunch
		Cafeteria Duty		
12:30 – 12:50	12:30 – 12:50	12:30 – 12:50	12:30 – 12:50	12:30 – 12:50
Recess	Recess	Recess	Recess	Recess
		Recess Duty		Recess Duty
12:50 – 1:15	12:50 – 1:15	12:50 – 1:10	12:50 – 1:15	12:50 – 1:15
Rocket Math -	Rocket Math –	Take compound word	Rocket Math –	Rocket Math –
Go over lesson on the	Go over lesson on the	assessment; go over	Go over lesson on the	Go over lesson on the
Smart Board; Pass out by	Smart Board; Pass out by	contraction poem	Smart Board; Pass out by	Smart Board; Pass out by
letters the students are on	letters the students are on	1.15	letters the students are on	letters the students are on
Specials	1:20 – 2:10	1:15 – 2:00	1:20 – 2:10	1:20 – 2:10
Indian Culture	Specials	Specials	Specials	Specials
A PARTIES	Foreign Language	Music	PE	STEAM
2:10 – 3:20	2:10 - 3:20	2:00 – 2:15	2:10 – 3:20	2:10 - 3:20
<u>Shared Reading</u> –	Shared Reading –	Read Aloud -	Shared Reading – review	Shared Reading – review
introduce Three Bees long	introduce Sleepy Sheep	Tales of a 4 <sup>th</sup> Grade	this week's poems	this week's poems
vowel poem; read	long vowel poem; read	Nothing Ch. 3 LG – TSW be able to listen when	Writing – work on	Science/Social Studies –
together	together	read to.	blowing a bubble writing	OERB : From the
Writing – work on group letter to the president	Writing – work on blowing a bubble writing		& art project. (LG – TSW be able to write,	Ground to All Around & (coffee filters, crayons,
(LG – TSW be able to write,	& art project.		revise, edit, & write a final draft	cups, water, pipettes)
revise, edit, & write a final draft	(LG – TSW be able to write,		R <mark>W</mark> SR)	discussion
RWSR)	revise, edit, & write a final draft		SSR – read library books	SSR – read library books
SSR – read library books	RWSR)		& take tests; teacher	& take tests; teacher
& take tests; teacher	SSR – read library books & take tests; teacher		works with students at	works with students at
works with students at table	works with students at		table LG – TSW be able to read for a	table
LG – TSW be able to read for a	table		period of time	LG – TSW be able to read for a
period of time	LG – TSW be able to read for a		Read Aloud -	period of time Read Aloud -
Read Aloud – Tales of a	period of time		Tales of a 4 <sup>th</sup> Grade	Tales of a 4 <sup>th</sup> Grade
4 <sup>th</sup> Grade Nothing Ch. 1	Read Aloud – Tales of a		Nothing Ch. 4	Nothing Ch. 5
LG – TSW be able to listen when read to.	4 <sup>th</sup> Grade Nothing Ch. 2 LG – TSW be able to listen when read to.		LG – TSW be able to listen when read to.	LG – TSW be able to listen when read to.