


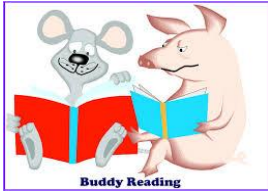









2023



Mrs. Crawley - 1st Grade
January 2nd through January 6th

** 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 group	8:45 – 9:30 Bell Work – take activity from Tues. basket; AR; teacher works with folder friends	8:45 – 9:00 Bell Work – take activity from Wed. basket	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 Friday basket; AR; teacher works with folder friends
9:30 – 10:00 <u>Phonics</u> – Unit 13 Lesson 1: Review the sounds of 6 graphemes; Learn & go over 5 new heart words: may, no, now, came, & out; Use look, think, say, 3 up, & read a row to go over new words <i>(LG – TSW be able to read words with graphemes learned; read new heart words)</i>	9:30 – 10:00 <u>Phonics</u> – Unit 13 Lesson 3: read and build words with 2 sound blends using tile boxes <i>(LG – TSW accurately segment read & spell words with 2 sound blends)</i>	9:00 – 9:30 Extra PE  9:30 – 9:50 Finish morning work; AR; teacher works with folder & flashcard friends	9:30 – 10:00 <u>Phonics</u> – Unit 13 Lesson 4: use detective skills to read words & mark phonemes with digraph ck, trigraphs tch & dge, & double consonants; workbook p54; read word rows on read it; sort for digraph, trigraph, & doubles for word sort p55 <i>(LG – TSW read words & phrases with digraphs, trigraphs, & doubles learned accurately)</i>	9:30 – 10:30 <u>Phonics</u> – Unit 13 Lesson 5: Review with letter-sound & heart word practice; practice reading fluently with sentences; complete spell it with 2 sound blend words <i>(LG – TSW be able to stretch out and spell words with blends accurately)</i>
10:00 – 10:25 <u>Math</u> – Day 1 Subtraction: Introduce subtracting a part from a whole; go over part of side 1 as guided practice making using counters & work mats; complete side one making sure students understand; complete the rest independently (may use cubes or counters) <i>LG – TSW understand subtraction using part, part whole mat & counters</i>	10:00 – 10:25 <u>Math</u> – Subtraction Day 2: review subtraction; model top of side 1; complete side 1 as guided practice using counters; teacher walks around making sure students understand; complete the rest independently (may use cubes or counters) <i>LG – TSW understand subtraction using manipulatives if necessary</i>	9:50 – 10:25 <u>Math</u> – Subtraction Day 3: review subtraction using drawings, crossing out, & number lines to find answers; go over one orally; work one checking for understanding; complete independently <i>LG – TSW understand subtraction using different methods to find answers</i>	9:30 – 11:00 <u>Math</u> – Subtraction Day 4: review subtraction using pictures and crossing out to help find answers; Model how to write subtraction number sentences; work p 125 as guided practice checking for students understanding; complete p 126 independently <i>LG – TSW understand subtraction using crossing out as needed to help find answers or check answers</i>	10:00 – 11:30 <u>Math</u> – Subtraction Day 5: review subtraction going over subtracting same # & subtracting 0; complete p 128 as guided practice checking for understanding; complete p 129-130 independently (teacher reads story problems) <i>LG – TSW understand subtraction using a number line as needed to help find answers or check answers</i>
10:25 Go over centers	10:25 Go over centers	10:25 Go over centers	10:25 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 new word wall words (2	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 Tuesday just switched	11:00 – 12:00 <u>Centers</u> : 1 <u>Sorting</u> – write sentences that go with snowy illustrations; color (2 students) 2 <u>Word Work</u> – cut, sort & color short & long vowels (2 students) 3 <u>Listening</u> IXL math or reading (2 students) 4 <u>Library</u> – read, take	11:00 – 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 Wednesday just switched	<u>SSR</u> – read library books & take tests; teacher works with students at table <i>LG – TSW be able to read for a period of time</i> <u>Science/Social Studies</u> <u>Scholastic News</u> : on smart board watch video, go over vocabulary, and read; complete written work <u>Show & Tell</u> – students share something to show &

<p>students) 2 – <u>Writing</u> – complete year 2021 interview (2 students) 3 <u>Word Work</u> – sort singular & plural nouns on gloves; write (2 students) 4 <u>Listening</u> – IXL (2 students) 5 <u>Library</u> – read, take tests, go to the library (4 students) 6 <u>Sorting</u>– sort New Year words in ABC order (2 students) 7 <u>Spelling</u> –read, find rhyming words, & color by code (LG – TSW be able to use phonics skills to decode words)</p>	<p>around so everyone gets a chance to go to each center. Review each center with students</p> 	<p>tests, go to the library (4 students) 5 <u>Word Wall</u> – write ghost words (2 students) 6 <u>Writing</u> –makes words with the letters in New Year (2 students) 7 <u>Spelling</u> – write & illustrate things you can do better at this next half of 1st grade (LG – TSW be able to use phonics skills to decode words)</p>	<p>around so everyone gets a chance to go to each center. Review each center with students.</p> 	<p>or tell about it; complete coloring sheets & prepare for home (LG – TSW be able to listen & speak about something brought RWSR)</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 (Playground Duty)</p>	<p>12:30 – 12:50 Recess</p> 	<p>12:30 – 12:50 Recess (Playground Duty)</p>
<p>12:50 – 1:15 <u>Word Wall</u> – review old words & place on wall; go over new word wall words: today, fly, play, why, & try</p>	<p>12:50 – 1:15 <u>Penmanship</u>: go over new letter, words, & sentences; write; teacher walks around & checks LG – TSW be able to write neatly & correctly</p>	<p>12:50 – 1:15 <u>Penmanship</u>: go over new letter, words, & sentences; write; teacher walks around & checks LG – TSW be able to write neatly & correctly</p>	<p>12:50 – 1:15 <u>Penmanship</u>: go over new letter, words, & sentences; write; teacher walks around & checks LG – TSW be able to write neatly & correctly</p>	<p>12:50 – 1:15 <u>Phonics</u> – Unit 14 Lesson 1: Review with letter sound, pop-up, 3-up, & read a row; Go over new heart words many, these, then, so, & some. Complete practices. (LG – TSW be able to read new words accurately)</p>
<p>1:20 – 2:10 Specials STEAM</p> 	<p>1:20 – 2:10 Specials Art</p> 	<p>1:15 – 2:00 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>Writing</u> – discuss our Christmas breaks; write & illustrate graphic organizers from winter break LG – TSW be able to write & illustrate things done Unit 13 Lesson 2: Review all short & long vowel phonemes; blend phonemes together to create words with short & long vowel phonemes (LG – TSW accurately segment phonemes with short & long vowel sounds)</p>	<p>2:10 – 3:20 <u>Read aloud</u> – <i>The Great Spruce</i> LG – TSW be able to listen when read to. <u>Writing</u> – review & complete writing & illustrations for graphic organizers from winter break LG – TSW be able to write & illustrate things done</p>	<p>2:10 – 2:15 <u>Reading Awards</u> – teacher goes over goals met</p>	<p>2:10 – 3:00 <u>Read Aloud</u> – <i>Over and Under the Snow</i> LG – TSW be able to listen when read to. <u>Writing</u> – Read <i>Chicken in the City</i> grammar story on nouns; review common & proper nouns; color reindeer for common or proper nouns LG – TSW be able to identify nouns & differentiate between common & proper)</p>	<p>2:10 – 3:20 <u>Read Aloud</u> – activity with this week’s read alouds LG – TSW be able to listen when read to. <u>Writing</u> – complete directive draw & sentence writing of a snowman SSR – read library books & take tests; teacher works with students at table LG – TSW be able to read for a period of time</p>