





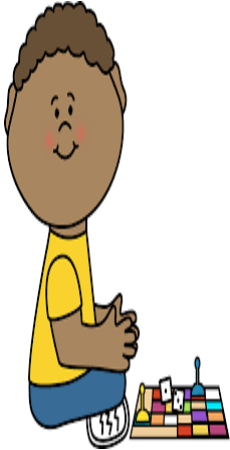
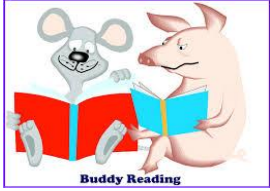











Mrs. Crawley - 1st Grade

January 30th through February 3rd

** 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	8:45 – 9:30 Bell Work – take activity from Tues. basket; AR; teacher works with folder friends	8:45 – 12:00 Global Day of Play	8:45 – 9:30 Bell Work – take activity from Thurs. basket; AR; teacher works with folder friends	8:45 – 9:35 Bell Work – take activity from Fri. basket; AR; teacher works with folder friends
9:30 – 10:00 Go over word wall words: those, going, stop, old, & cold <u>Phonics</u> - Unit 16 Lesson 5: review on Smart board; complete spelling TB p.56-57 student workbook p.12 words worked on this week; read fluency workbook p.10 <i>(LG – TSW be able to accurately spell open syllable words worked on this week)</i>	9:30 – 10:00 <u>Phonics</u> – Unit 17 Lesson 1: skip to new heart words: take, go, see, could, where & complete practices <i>(LG – TSW be able to accurately read new heart words)</i>	9:00 – 9:30 Extra PE 	9:30 – 10:00 <u>Phonics</u> - Unit 17 Lesson 2: Review on Smart Board; Introduce concept of R-controlled vowels; go over vowel phoneme or; segment words with the r controlled vowel phoneme or; finger stretch words & discuss long, short, or r-controlled <i>(LG – TSW be able to accurately segment, identify, & blend or words)</i>	9:30 – 10:00 <u>Phonics</u> – Unit 17 Lesson3; teach spelling 2 syllable words with open syllables; teacher models using 2 SyllaBoards & marker with eraser; students will do a new word with guided practice; complete 4 more take turns with partners <i>(LG – TSW accurately identify sounds & spell 2 syllable words)</i>
10:00 – 10:30 <u>Math</u> – Subtraction 2 Lesson 4: Teacher reviews doubles; Teacher models how to use doubles in addition to subtract numbers using example box; complete 1 & 2 as guided practice; students complete 3-4 independently as teacher checks for understanding; students will then complete work on back independently (teacher reads story problems) <i>LG – TSW show an understanding of subtraction using different methods needed to find differences</i>	10:00 – 10:30 <u>Math</u> –Subtraction II Day 5 Teacher reviews doubles; Teacher models how to use doubles in addition to subtract numbers using example box; complete 1 & 2 as guided practice; students complete 3-4 independently as teacher checks for understanding; students will then complete work on back independently (teacher reads story problems) <i>LG – TSW show an understanding of subtraction using different methods needed to find differences</i>	 	10:00 – 10:30 <u>Math</u> –Subtraction 2 Day 6: Teacher models how to use related facts in addition & subtraction to complete # sentences using example box; complete 1 & 2 as guided practice; students complete 3-4 independently as teacher checks for understanding; students will then complete work on back independently (teacher reads story problems) <i>LG – TSW show an understanding of addition & subtraction using different methods needed to find differences</i>	10:00 – 10:30 <u>Math</u> – Subtraction 2 Day 7: Teacher reviews related facts; Teacher models how to use related facts in addition & subtraction to complete # sentences using example box; complete 1 & 2 as guided practice; students complete 3-4 independently as teacher checks for understanding; students will then complete work on back independently (teacher reads story problems) <i>LG – TSW show an understanding of addition & subtraction using different methods needed to find differences</i>
10:20 Go over centers	10:20 Go over centers		10:20 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> :	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>		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> :	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>

<p>1 <u>Word Wall</u> – write words with different writing utensils (2 students)</p> <p>2 <u>Writing</u> – color parent valentine cards neatly with crayon only (2 students)</p> <p>3 <u>Listening</u> – IXL (2 students)</p> <p>4 <u>Library</u> – read, take tests, go to the library (4 students)</p> <p>5 <u>Sorting</u>– tear paper & glue to decorate hears (2 students)</p> <p>6 <u>Spelling</u> – cut & sort Groundhog Day words in abc order (2 students)</p> <p>7 <u>Word Work</u> – sort words & picture cards for compound words; write on graphic organizer (2 students)</p> <p>(LG – TSW be able to use phonics skills to decode words)</p>	<p>Centers are the same as Thursday just switched around so everyone gets a chance to go to each center. Review each center with students.</p> 		<p>1 <u>Word Wall</u> – ghost words; write with white crayon & color over with marker (2 students)</p> <p>2 <u>Spelling</u>– cut & sort short a & long a words – (2 students)</p> <p>3 <u>Listening</u> – IXL (2 students)</p> <p>4 <u>Word Work</u> – sort contractions by 2 words & their contraction; write on graphic organizer (2 students)</p> <p>5 <u>Library</u> – read; test; go to library (4 students)</p> <p>6 <u>Sorting</u> – find and tally sight words with highlighters (2 students)</p> <p>7 <u>Writing</u> – draw & color 100 year self portraits (2 students)</p> <p>(LG – TSW be able to use phonics skills to decode words)</p>	<p>Centers are the same as Thursday just switched around so everyone gets a chance to go to each center. Review each center with students.</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 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>Handwriting</u> – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with folder friends</p>	<p>12:50 – 1:15 <u>Handwriting</u> – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with folder friends</p>	<p>12:50 -1:20 Global Day of Play</p>	<p>12:50 – 1:10 <u>Handwriting</u> – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with folder friends</p>	<p>12:50 – 1:10 <u>Handwriting</u> – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with folder friends</p>
<p>1:20 – 2:10 Specials STEAM</p> 	<p>1:20 – 2:10 Specials Indian Culture</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 - 2:25 <u>Read aloud</u> – <i>Geoffrey Groundhog Predicts the Weather</i> LG – TSW be able to listen when read to. <u>Writing</u> – model how to write Valentine letter to parents; brainstorm words; have students write parent Valentines (LG – TSW be able to write, revise, edit, & write a final draft RWSR) SSR or IXL if done early</p>	<p>2:10 - 2:25 <u>Read aloud</u> – <i>Gretchen Groundhog</i> LG – TSW be able to listen when read to. <u>Writing</u> – complete Valentine letters to parents; Begin reading books about presidents to prepare for “If I were President” writings (LG – TSW be able to write, revise, edit, & write a final draft RWSR) SSR or IXL if done early</p>	<p>2:10 – 2:20 Go over reading goals met. Prepare for home.</p>	<p>2:10 – 3:20 <u>Read aloud</u> – <i>The White House</i> LG – TSW be able to listen when read to. <u>Writing</u> – read <i>The Story of the White House & Hall of Heroes</i>; discuss writing about “If I Were President” (LG – TSW be able to write, revise, edit, & write a final draft RWSR) SSR or IXL if done early</p>	<p>2:10 - 2:25 <u>Read aloud</u> – <i>Duck for President</i> LG – TSW be able to listen when read to. <u>Writing</u> – begin reading president books to prepare for If I were President writing (LG – TSW be able to write, revise, edit, & write a final draft RWSR) SSR or IXL if done early Show & Tell RWSR</p>