
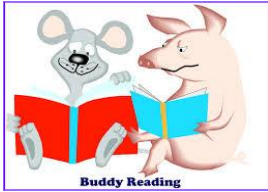













Mrs. Crawley - 1st Grade
January 9th through January 13th

** 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 14 Lesson 2 begin learning 2 syllable words using whale talk; then introduce syllable stomp & say words using syllable stomp; show process using SyllaBoards (LG – TSW accurately segment spoken words into syllables)	9:30 – 10:00 <u>Phonics</u> – Unit 14 Lesson 3; teacher models words with 2 closed syllables using SyllaBoards; class will then complete more 2 closed syllable words using SyllaBoards with guided practice; (LG – TSW accurately segment spoken words into syllables)	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 14 Lesson 4; start with review; detective work p. 66 use what we've learned to read 2 syllable words; complete word sort p. 67 counting # syllables & marking correct short vowel sound; read p.68 (LG – TSW accurately segment spoken words into syllables)	9:30 – 10:30 <u>Phonics</u> – Unit 14 Lesson 5; start with review on Smart board; read sentences p. 69; complete spelling of 2 syllable words p. 71; teacher p. 470 top 10 words. (LG – TSW accurately segment spoken words into syllables)
10:00 – 10:25 <u>Math</u> – Subtraction Day 6: Review subtraction showing how to subtract across or down using dominos; complete p134 as guided practice checking students work for understanding; complete p135 independently; teacher reads as students complete story problems on p136 independently (LG – TSW understand subtraction using a number line as needed to help find answers or check answers)	10:00 – 10:25 <u>Math</u> – Subtraction Day 7: Review how to subtract across or down using dominos; demonstrate using the example & #1: have students complete rest of p137 as guided practice checking for understanding; students complete p138 independently as teacher reads story problems (LG – TSW understand how to count on to find answers to subtraction problem)	9:50 – 10:25 <u>Math</u> – Subtraction Day 8: read & go over subtraction word problems p143 orally; complete together using pictures to take away as guided practice; students complete back p144 using pictures to take away independently (LG – TSW show an understanding of how to use pictures to take away in story problems)	9:30 – 11:00 <u>Math</u> – Subtraction Day 9: Review subtraction using cubes & subtracting from 4 or 5; complete p154 as guided practice checking student's work for understanding; complete p155 independently; teacher reads as students complete story problems on p156 independently (LG – TSW show an understanding of subtraction using different methods needed to find differences)	10:00 – 11:30 <u>Math</u> – Subtraction Day 10: review subtraction using cubes & subtracting from 6 & 7; complete p.160 as guided practice checking student's work for understanding; complete p161 independently (LG – TSW show an understanding of subtraction using different methods needed to find differences)
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; build	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>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>Sorting</u> – sort MLK part 2 words in ABC order;	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 (LG – TSW be able to read for a period of time) <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>with magnetic letters (2 students) 2 – <u>Writing</u> – write about winter illustration; color (2 students) 3 <u>Word Work</u> – play short vowel frog games with partner or by self if can't tolerate each other 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 & glue MLK words in abc order (2 students) 7 <u>Spelling</u> – color & read Martin Luther King, Jr. book (2 students) (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>write (2 students) 2 <u>Word Work</u> – finish long vowel silent e words using magic e wand; write long vowel silent e words (2 students) 3 <u>Listening</u> IXL math or reading (2 students) 4 <u>Library</u> – read, take tests, go to the library (4 students) 5 <u>Word Wall</u> – write ghost words (2 students) 6 <u>Writing</u> –cut & sort months of the year in correct order; color (2 students) 7 <u>Spelling</u> – play Frog word game with partner (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: made, gave, saw, don't, pretty</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 – 1:25 <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>1:20 – 2:10 Specials STEAM</p> 	<p>1:20 – 2:10 Specials Art</p> 	<p>1:25 – 2:20 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>Read Aloud</u> – MLK stories LG – TSW be able to listen when read to. <u>Writing</u> - Watch video about Martin Luther King from United Streaming; discuss (LG – TSW be able to write, revise, edit, & write a final draft RWSR)</p>	<p>2:10 – 3:20 <u>Read aloud</u> – MLK stories LG – TSW be able to listen when read to. <u>Writing</u> – teacher reads book on Martin Luther King; talk about Martin Luther King's dream; brainstorm ideas for own dream; write (LG – TSW be able to write, revise, edit, & write a final draft RWSR)</p>	<p>2:10 – 2:15 Go over goals met in AR & prizes to be awarded Thursday.</p>	<p>2:10 – 3:00 <u>Read Aloud</u> – Rooted in Reading book LG – TSW be able to listen when read to. <u>Writing</u> – complete directive draw & sentence writing of a snowman <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</p>	<p>2:10 – 3:20 <u>Read Aloud</u> – Rooted in reading drawing & writing LG – TSW be able to listen when read to. <u>Fun Friday; Tiger buck store</u></p>