





Mrs. Crawley - 1st Grade January 16th through 20th ange based on difficulty and schedule changes throughout the week. **

January 16th through 20th ** Plans are subject to change based on difficulty and schedule changes throughout the week. **						
Monday Tuesday Wednesday Thursday Friday						
	8:45 - 9:30	8:45 - 9:00	8:45 - 9:30	8:45 - 9:00		
NO	Bell Work – take activity	Bell Work – take activity	Bell Work – take activity	Bell Work – take activity		
	from Tues. basket; AR; teacher works with folder	from Wed. basket	from Thurs. basket; AR; teacher works with folder	from Friday basket; AR; teacher works with folder		
School!!!	friends		friends	friends		
	9:30 - 10:00	9:00 - 9:30	9:30 - 10:00	9:00 - 10:00		
	$\frac{9.50 - 10.00}{\text{Phonics}} - $	Extra PE	<u>Phonics</u> – Unit 15 Lesson	Phonics – Unit 15 Lesson		
	Phonics - Unit 15 Lesson		4; review on Smart board;	5; review on Smart board;		
	2: Review on Smart		complete detective work	complete spell it		
	Board; use whale talk,	LICELS	stretching out sound in 2	workbook p.6: teacher		
	syllable stomp, & syllable	9:30 - 9:50	syllable words; teacher	says word, has students		
	stomp with SyllaBoards	Finish morning work; AR;	models then all practice	repeat, has students whale		
	to break words into	teacher works with folder	WB page 1; word sort p. 2	talk the word then spell is		
	syllables; blend spoken	& flashcard friends	looking for vowels, vowel	syllable 1 at a time; if		
	syllables into words		sounds, & # syllables; teacher models then	time work on fluency p.4		
	(LG – TSW be able to		students practice rest ; call	(LG - TSW) be able to accurately		
	accurately break words into syllables & blend syllables into		on students to read phrases	spell 1 & 2 syllable words using phonic knowledge learned)		
	words)		p. 3	r i i i i i i i i i i i i i i i i i i i		
			(LG - TSW be able to			
			accurately read 1 & 2 syllable words & find vowel sounds;			
			read phrases)			
	10:00 - 10:25	9:50 - 10:20	10:00 - 10:25	10:00 - 10:25		
	<u>Math</u> – Subtraction Day	Phonics – Unit 15	Math - Subtraction Day	<u>Math</u> – Review		
	11: Review subtraction	Lesson3; teach spelling 2	12: Review subtraction	subtraction topic 1;		
$A \wedge A \wedge A$	using cubes & subtracting	syllable words; teacher	using cubes &	teacher goes over		
	from 9; teacher models	models using 2	subtracting from 10;	directions for assessment;		
	example; complete p 177	SyllaBoards & marker	teacher models example;	students will complete		
$\Pi_{r} \tau_{LT} \tau_{TT} \tau$	using cubes as guided	with eraser; students will	complete p 183 using	assessment independently		
🚺 TI T 1'T'1 IT'D 🚺	practice checking students work for understanding;	do a new word with guided practice; complete 4 more	cubes as guided practice checking students work	with offices up LG – TSW show an		
	complete p 177 – 178	take turns with partners	for understanding;	understanding of subtraction		
The TOT	independently using cubes	(LG – TSW accurately identify	complete p $183 - 184$	using different methods needed		
	if needed; teacher reads as	sounds & spell 2 syllable words)	independently using	to find differences		
	students complete story		cubes if needed; teacher			
	problems on p. 178		reads as students			
Lugh	independently		complete story problems			
	LG – TSW show an		on p. 184 independently			
-	understanding of subtraction using different methods needed		LG – TSW show an			
	to find differences		understanding of subtraction using different methods needed			
			to find differences			
	10:20	10:20	10:20	10:20		
	Go Noodle then Go over	Go Noodle then Go over	Go Noodle then go over	Go Noodle then Go over		
	centers 10:30 - 12:00	centers 10:30 – 12:00	centers 10:30 – 12:00	centers 10:30 – 12:00		
	<u>Guided Reading</u> : listen to	<u>Guided Reading</u> : listen to	<u>Guided Reading</u> : listen	<u>Guided Reading</u> : listen to		
	students read (each begins	students read (each begins	to students read (each	students read (each begins		
	reading as they come to	reading as they come to the	begins reading as they	reading as they come to		
	the table so they end up in	table so they end up in	come to the table so they	the table so they end up in		
	different places);	different places); introduce	end up in different	different places);		
	introduce new books; read	new books; read at home	places); introduce	introduce new books; read		
	at home (use iPad for	(use iPad for lesson as	new books; read at home	at home (use iPad for		
	lesson as needed) (4	needed) (4 students)	(use iPad for lesson as	lesson as needed) (4		
	students)	<u>Centers</u>	needed) (4 students)	students)		

-			
<u>Centers</u> :	Centers are the same as	<u>Centers</u> :	Centers
1 Word Wall – write	Thursday just switched	1 Word Wall -write	Centers are the same as
words; build with	around so everyone gets a	sentences with words;	Thursday just switched
magnetic letters (2	chance to go to each	write with different	around so everyone gets a
students)	center. Review each center	utensils (2 students)	chance to go to each
$2 - \frac{\text{Writing}}{\text{Writing}} - \text{color the}$	with students.	2 Spelling- roll, read, &	center. Review each
picture then complete a		highlight long e sound	center with students.
winter writing (2		words (2 students)	
students)		3 Listening – IXL (2	
3 Word Work – cut, put		students)	
together, Read, & write		4 <u>Word Work</u> – sort	
long vowel I word wheel		words for common &	
(2 students)		proper nouns; write on	
4 Listening – IXL		graphic organizer (2	
language arts (2 students)	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	students)	
$5 \underline{\text{Library}} - \text{read, take}$	Reading	5 <u>Library</u> – read; test; go	
tests, go to the library (4		to library (4 students)	
students)	SCENTER	6 <u>Sorting</u> – cut, sort, &	
6 <u>Sorting</u> – cut letters in		glue winter words in abc	
January; make & write	3 🐖 🎽	order (2 students)	
words using the letters (2		$7 \frac{\text{Writing}}{\text{Writing}} - \text{cut, sort, and}$	
students)		glue months of the year	Buddy Reading
,		in correct order; color	
7 <u>Spelling</u> – roll, read, & highlight long a sound		(2 students)	
		(LG – TSW be able to use	
words (2 students) (LG – TSW be able to use		phonics skills to decode words)	
phonics skills to decode words)			
12:00 - 12:30	12:00 - 12:30	12:00 - 12:30	12:00 - 12:30
Lunch	Lunch	Lunch	Lunch
9-3-	Cafeteria Duty	19 - Barris	
	-		
12:30 - 12:50	12:30 - 12:50	12:30 - 12:50	12:30 - 12:50
Recess	Recess	Recess	Recess
	Recess Duty		Recess Duty
12:50 - 1:15	12:50 - 1:25	12:50 - 1:15	12:50 - 1:15
<u>Word Wall</u> – go over	<u>Handwriting</u> – go over	<u>Handwriting</u> – go over	<u>Read aloud</u> – Polar
words: fine, take, hope,	how to write the letter	how to write the letter	Animal Adaptations
change, place, page	correctly; have students	correctly; have students	LG – TSW be able to listen
<u>Handwriting</u> – complete a	write words & sentences	write words & sentences	when read to.
letter page writing	with the letter; watch for	with the letter; watch for	
correctly & neatly	neatness	neatness	
1:20 - 2:10	1:25 - 2:10	1:20 - 2:10	1:20 - 2:10
Specials	Specials	Specials	Specials
Art	Computers	Music	PE
	Se fair B	5	a Contains
		E	
		L 131	
2:10 - 3:20	2:10 - 2:15	2:10 - 3:20	2:10 - 2:25
<u>Writing</u> – complete I can	Go over reading goals met	<u>Read aloud</u> –LG – TSW be	Unit 16 Lesson 1: review
draw Martin Luther King	& rewards earned.	able to listen when read to.	on Smart TV; go over
drawing & coloring for	Prepare for Home	<u>Writing</u> – discuss	new hear words: him,
those that didn't complete		adjectives; write	into, put, has, & look;
it last week; write a		sentences adding	complete look, think, say;
sentence about him; IXL		adjectives to the words	pop-up; & 3 up; & read a
for those that have done it		given to make sentences	row with hear words
(LG – TSW be able to write,		more interesting	(LG – TSW be able to accurately
revise, edit, & write a final draft		(LG - TSW be able to write,	read words using phonics
R <mark>W</mark> SR)		revise, edit, & write a final draft	knowledge)
		R <mark>W</mark> SR)	Show & Tell