





Mrs. Crawley - 1st Grade January 23rd - January 27th ** 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 –	V	8:45 – 9:30 Bell Work –	v
8:45 – 9:30 Bell Work –		8:45 – 9:00		8:45 – 9:30 Bell Work –
take activity from Mon.	take activity from Tues.	Bell Work – take activity	take activity from Thurs.	take activity from Fri.
basket; AR; teacher works with folder friends	basket; AR; teacher works	from Wed. basket; AR	basket; AR; teacher works	basket; AR; teacher works
	with folder friends	0.00 0.20	with folder friends	with folder friends
9:30 – 10:00 <u>Phonics</u> –	9:30 – 10:00 <u>Phonics</u> –	9:00 – 9:30	9:30 – 10:00 <u>Phonics</u> –	9:30 – 10:00 <u>Phonics</u> –
Unit 16 Lesson 2: Review	Unit 16 Lesson3; teach	Extra PE	Unit 16 Lesson 4; review	Unit 16 Lesson 5: review
on Smart Board; use	spelling 2 syllable words		on Smart board; complete detective work stretching	on Smart board; complete
whale talk, syllable	with open syllables;	Reicks	out sound in 2 syllable	spelling TB p.56-57
stomp, & syllable stomp	teacher models using 2		words with open syllables;	student workbook p.12
with SyllaBoards to break	SyllaBoards & marker	9:30 – 9:45	teacher models then all	words worked on this
words into syllables;	with eraser; students will	Teacher works with folder	practice WB page 7; word	week; read fluency
blend spoken syllables	do a new word with	friends at table; AR	sort p 8 looking for vowels,	workbook p.10
into words (LG – TSW be able to	guided practice; complete		vowel sounds, & #	Unit 17 Lesson 1: skip to
accurately break words into	4 more take turns with		syllables; teacher models	new heart words: take, go,
syllables & blend syllables into	partners (LG – TSW accurately identify		then students practice rest;	see, could, where &
words)	sounds & spell 2 syllable words)		call on students to read	complete practices (LG – TSW be able to accurately
Word Wall Words – go	,		phrases p. 9	spell open syllable words
over words: should,			(LG – TSW be able to accurately	worked on this week; read new
found, any, our, & warm			read 1 & 2 syllable words & find vowel sounds; read phrases)	heart words)
9:45 – 10:20	9:45 – 10:20	9:45 – 10:20	9:45 – 10:20	9:45 – 10:30
Math –Subtraction 2 day	Math – Subtraction 2 day	Math – Subtraction 2	<u>Math</u> – 100 day math	Math – Subtraction 2
1: Go over how to count	2: Show students how to	lesson 3: Teacher models	activities: 100 charts; 100	Lesson 4: Teacher
back using cubes p.285;	use a number line to	how to use # line to	necklaces; count to 100	reviews doubles; Teacher
students complete p. 285	subtract & find a	subtract numbers using	by 10's; count to 100 by	models how to use
as guided practice as	difference; student	example box; complete 1	5's	doubles in addition to
teacher checks those	completes 5-10 as guided	& 2 as guided practice;	LG – TSW show an	subtract numbers using
completed for	practice; teacher checks	students complete 3-4	understanding of counting to	example box; complete 1
understanding; students	5-10 of students work for	independently as teacher	100; work on counting to 100 by 5's & 10's	& 2 as guided practice;
will then count back &	understanding; students	checks for understanding;	3 3 & 10 3	students complete 3-4
may use cubes to	complete rest of work	students will then		independently as teacher
complete p. 286	independently; teacher	complete work on back		checks for understanding;
independently; teacher	will read stories on p. 290	independently using #		students will then
reads stories orally	orally as students	lines as needed (teacher		complete work on back
LG – TSW show an	complete independently	reads story problems)		independently (teacher
understanding of how to count backwards to complete	LG – TSW show an	LG – TSW show an		reads story problems)
subtraction facts	understanding of how to use a number line to complete	understanding of subtraction using different methods needed		LG – TSW show an
	subtraction facts	to find differences		understanding of subtraction using different methods needed
				to find differences
10:20	10:20	10:20	10:20	
Go over centers	Go over centers	Go over centers	Go over centers	
10:30 – 12:00	10:30 - 12:00	10:30 - 12:00	10:30 - 12:00	10:30 - 12:00
Guided Reading: listen to	Guided Reading: listen to	Guided Reading: listen to	Guided Reading: listen to	Reading – AR; IXL
students read (each begins	students read (each begins	students read (each begins	students read (each begins	reading
reading as they come to	reading as they come to	reading as they come to	reading as they come to	Spelling – pass out & go
the table so they end up in	the table so they end up in	the table so they end up in	the table so they end up in	over new spelling words
different places);	different places);	different places);	different places);	<u>100 Day Fun</u> – make 101
introduce new books; read	introduce new books; read	introduce new books; read	introduce new books; read	day necklaces; color 100
at home (use tablet for	at home (use tablet for	at home (use tablet for	at home (use tablet for	day pictures
lesson as needed) (4	lesson as needed) (4	lesson as needed) (4	lesson as needed) (4	Science/Social Studies
students)	students)	students)	students)	<u>Scholastic News</u> : on smart
<u>Centers</u> :	<u>Centers</u>	<u>Centers</u> :	<u>Centers</u>	board watch video, go
1 Word Wall – write new	Centers are the same as	1 Word Wall – write	Centers are the same as	over vocabulary, and

word wall words neatly;	Tuesday just switched	ghost words (2 students)	Thursday just switched	read; complete written
build with magnetic	around so everyone gets a	2 Spelling- I can write	around so everyone gets a	work
letters (2 students)	chance to go to each	100 words – (4 students)	chance to go to each	Watch this week's Tiger
$2 - \underline{\text{Writing}}$ use	center. Review each	3 <u>Listening</u> – IXL on	center. Review each	<u>Vision News</u>
highlighters & dice to	center with students.	computers (2 students)	center with students.	Make Love you to pieces
make long vowel I words		4 Word Work – play I can		hearts
(2 students)		read 100 words game with		
3 <u>Listening</u> – IXL on		partner; read 100 th day of		
tablets (2 students)		school mystery with		
4 <u>Library</u> – read, take		partner (2 students)		
tests, go to the library (4		5 <u>Library</u> – read; test; go		
students)	*****	to library (4 students)		
5 <u>Sorting</u> use	Reading E	6 Sorting – play frog		
_	2 vedaine		900	
marshmallow stick e's to	3 Center E	reading then math game		
make cvce words; write		with partner (2 students)		
cvc & cvce words on		6 Writing – draw or write		
graphic organizer (2		to complete writing	0 7	
students)		prompts (If I had \$100)	Buddy Reading	
6 <u>Spelling</u> – make 100		(2 students) (LG – TSW be able to use		
year portraits (2 students)		phonics skills to decode words)		
7 Word Work – use magic		phonics skins to decode words)		
e to build long vowel				
silent e words; write on				
graphic organizer				
(2 students)				
(LG – TSW be able to use				
phonics skills to decode words) $12:00 - 12:30$	12:00 – 12:30	12:00 – 12:30	12:00 – 12:30	12:00 – 12:30
Lunch	12.00 – 12.30 Lunch	Lunch	Lunch	Lunch
Lunch	Lunch		Lunch	Lunch
	F2	Cafeteria Duty	F2	
12:30 – 12:50	12:30 – 12:50	12:30 – 12:50	12:30 – 12:50	12:30 – 12:50
			12:30 – 12:50 Recess	
12:30 – 12:50 Recess	12:30 – 12:50 Recess	Recess		Recess
	Recess	Recess Recess Duty	Recess	Recess
Recess 12:50 – 1:15	Recess 12:50 – 1:15 Handwriting	Recess Recess Duty 12:50 – 1:10 <u>SSR</u> – read	Recess 12:50 – 1:15 Handwriting	Recess Recess Duty 12:50 – 1:10
Recess 12:50 – 1:15 Word Wall – go over	Recess 12:50 – 1:15 Handwriting – go over how to write the	Recess Recess Duty 12:50 – 1:10 <u>SSR</u> – read library books & take tests;	Recess 12:50 – 1:15 Handwriting – go over how to write the	Recess Recess Duty 12:50 – 1:10 Show & Tell – Share with
Recess 12:50 – 1:15 Word Wall – go over words: it's, I'm, they're,	Recess 12:50 – 1:15 Handwriting – go over how to write the letter correctly; have	Recess Recess Duty 12:50 – 1:10 <u>SSR</u> – read library books & take tests; teacher works with	Recess 12:50 – 1:15 Handwriting – go over how to write the letter correctly; have	Recess Recess Duty 12:50 – 1:10 Show & Tell – Share with the class something to
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