





## Mrs. Crawley - 1st Grade

January 30<sup>th</sup> through February 3<sup>rd</sup>
\*\* Plans are subject to change based on difficulty and schedule changes throughout the week. \*\*

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Monday	Tuesday	Wednesday	Thursday	Friday			
8:45 – 9:30 Bell Work –	8:45 – 9:30 Bell Work –	8:45 - 12:00	8:45 – 9:30 Bell Work –	8:45 – 9:35 Bell Work –			
take activity from Mon.	take activity from Tues.	Global Day of Play	take activity from Thurs.	take activity from Fri.			
basket; AR; teacher works	basket; AR; teacher works		basket; AR; teacher works	basket; AR; teacher			
with folder friends	with folder friends		with folder friends	works with folder friends			
9:30 – 10:00	9:30-10:00	9:00 - 9:30	9:30-10:00	9:30 – 10:00			
Go over word wall words:	<u>Phonics</u> – Unit 17 Lesson	Extra PE	Phonics - Unit 17 Lesson	<u>Phonics</u> – Unit 17			
those, going, stop, old, &	1: skip to new heart		2: Review on Smart	Lesson3; teach spelling 2			
cold	words: take, go, see,		Board; Introduce concept	syllable words with open			
<u>Phonics</u> - Unit 16 Lesson	could, where & complete		of R-controlled vowels; go	syllables; teacher models			
5: review on Smart board;	practices	The state of the s	over vowel phoneme or;	using 2 SyllaBoards &			
complete spelling TB	(LG – TSW be able to accurately read new heart words)		segment words with the r	marker with eraser;			
p.56-57 student workbook	read new neart words)		controlled vowel phoneme	students will do a new			
p.12 words worked on			or; finger stretch words &	word with guided			
this week; read fluency			discuss long, short, or r-	practice; complete 4			
workbook p.10			controlled	more take turns with			
(LG – TSW be able to accurately spell open syllable words			(LG – TSW be able to accurately segment, identify, &	partners			
worked on this week)			blend or words)	(LG – TSW accurately identify sounds & spell 2			
Í			,	syllable words)			
10:00 – 10:30	10;00 – 10:30		10:00 - 10:30	10:00 – 10:30			
Math – Subtraction 2	Math –Subtraction II Day	A A CONSTRUCTION OF THE	Math –Subtraction 2 Day	Math – Subtraction 2			
Lesson 4: Teacher	5 Teacher reviews		6: Teacher models how to	Day 7: Teacher reviews			
reviews doubles; Teacher	doubles; Teacher models		use related facts in	related facts; Teacher			
models how to use	how to use doubles in		addition & subtraction to	models how to use			
doubles in addition to	addition to subtract	230 00 003	complete # sentences	related facts in addition			
subtract numbers using	numbers using example		using example box;	& subtraction to			
example box; complete 1	box; complete 1 & 2 as		complete 1 & 2 as guided	complete # sentences			
& 2 as guided practice;	guided practice; students		practice; students	using example box;			
students complete 3-4	complete 3-4		complete 3-4	complete 1 & 2 as			
independently as teacher	independently as teacher		independently as teacher	guided practice; students			
checks for understanding;	checks for understanding;		checks for understanding;	complete 3-4			
students will then	students will then		students will then	independently as teacher			
complete work on back	complete work on back	( 5 )	complete work on back	checks for			
independently (teacher	independently (teacher		independently (teacher	understanding; students			
reads story problems)  LG – TSW show an	reads story problems)  LG – TSW show an		reads story problems)  LG – TSW show an	will then complete work			
understanding of subtraction	understanding of subtraction		understanding of addition &	on back independently (teacher reads story problems)			
using different methods needed	using different methods needed	E	subtraction using different	LG – TSW show an			
to find differences	to find differences		methods needed to find	understanding of addition &			
			differences	subtraction using different methods needed to find			
				differences			
10:20	10:20		10:20	10:25			
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			
Guided Reading: listen to	Guided Reading: listen to		Guided Reading: listen to	Guided Reading: listen			
students read (each begins	students read (each begins		students read (each begins	to students read (each			
reading as they come to	reading as they come to		reading as they come to	begins reading as they			
the table so they end up in	the table so they end up in		the table so they end up in	come to the table so they			
different places);	different places);		different places);	end up in different			
introduce new books; read	introduce new books; read		introduce new books; read	places); introduce new			
at home (use iPad for	at home (use iPad for		at home (use iPad for	books; read at home (use			
lesson as needed) (4	lesson as needed) (4		lesson as needed) (4	iPad for lesson as			
students)	students)		students)	needed) (4 students)			
<u>Centers</u> :	<u>Centers</u>		<u>Centers</u> :	<u>Centers</u>			
	l			1			

1 Word Wall wit-				
1 Word Wall – write	Centers are the same as		1 Word Wall – ghost	Centers are the same as
words with different	Thursday just switched		words; write with white	Thursday just switched
writing utensils (2	around so everyone gets a		crayon & color over with	around so everyone gets
students)	chance to go to each		marker (2 students)	a chance to go to each
2 Writing – color parent	center. Review each		2 Spelling- cut & sort	center. Review each
valentine cards neatly	center with students.		short a & long a words –	center with students.
with crayon only (2			(2 students)	
students)		()	3 <u>Listening</u> – IXL (2	
3 <u>Listening</u> – IXL (2			students)	
students)			4 <u>Word Work</u> – sort	
4 <u>Library</u> – read, take			contractions by 2 words &	
tests, go to the library (4		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	their contraction; write on	
	······································		· ·	
students)	Posting		graphic organizer ( 2	
5 <u>Sorting</u> – tear paper &	2 Veddine		students)	
glue to decorate hears (2	S Cent.en		5 <u>Library</u> – read; test; go	
students)			to library (4 students)	63
6 <u>Spelling</u> – cut & sort		703	6 Sorting – find and tally	
Groundhog Day words in			sight words with	
abc order (2 students)	************		highlighters (2 students)	Buddy Reading
7 Word Work – sort		155)	7 Writing – draw & color	
words & picture cards for			100 year self portraits	
compound words; write			(2 students)	
on graphic organizer (2			(LG – TSW be able to use	
students)			phonics skills to decode words)	
(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	Lunch	Lunch	Lunch	Lunch
	6 3	Cafeteria Duty	5 3	
		·		
12:30 – 12:50	12:30 – 12:50	12:30 – 12:50	12:30 – 12:50	12:30 - 12:50
Recess	Recess	Recess	Recess	Recess
		Recess Duty		Recess Duty
10 50 115				
12:50-1:15	12:50-1:15	12:50 -1:20	12:50 – 1:10	12:50 – 1:10
<u> Handwriting</u> –	<u> Handwriting</u> –	12:50 -1:20 Global Day of Play	<u> Handwriting</u> –	<u> Handwriting</u> –
<u>Handwriting</u> – Work on writing this	<u>Handwriting</u> – Work on writing this		<u>Handwriting</u> – Work on writing this	<u>Handwriting</u> – Work on writing this
Handwriting – Work on writing this weeks letters correctly in	<u>Handwriting</u> – Work on writing this weeks letters correctly in		<u>Handwriting</u> – Work on writing this weeks letters correctly in	Handwriting – Work on writing this weeks letters correctly in
Handwriting – Work on writing this weeks letters correctly in words & sentences; AR;	Handwriting — Work on writing this weeks letters correctly in words & sentences; AR;		Handwriting — Work on writing this weeks letters correctly in words & sentences; AR;	Handwriting – Work on writing this weeks letters correctly in words & sentences; AR;
Handwriting – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with folder	Handwriting – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with folder		Handwriting – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with folder	Handwriting – Work on writing this weeks letters correctly in words & sentences; AR; teacher works with
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