





Mrs. Crawley - 1st Grade February 6h through February 10th

** 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 –	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:	Phonics - Unit 16 Lesson	Extra PE	STAR Early Literacy	Phonics – Unit 17			
those, going, stop, old, &	5: review on Smart board;		Assessment – complete	Lesson 1: skip to new			
cold	complete spelling TB		independently on tablets	heart words: take, go,			
STAR Assessment –	p.56-57 student workbook	Receive		see, could, where &			
complete independently	p.12 words worked on	The state of the s		complete practices			
on tablets	this week; read fluency			(LG – TSW be able to			
	workbook p.10			accurately read new heart words)			
·	(LG – TSW be able to accurately			words,			
	spell open syllable words worked on this week)						
10:00 – 10:30	10;00 – 10:30	10:00 - 10:30	10:00 - 10:30	10:00 - 10:30			
Math – Subtraction 2	Math –Subtraction II Day	Math –Subtraction 2 Day	Math – Subtraction 2 Day	Math – Subtraction 2			
Lesson 4: Teacher	5 Teacher reviews	6: Teacher models how to	7: Teacher reviews related	Day 8: Teacher models			
reviews doubles; Teacher	doubles; Teacher models	use related facts in	facts; Teacher models how	how to use 3 related #'s			
models how to use	how to use doubles in	addition & subtraction to	to use related facts in	in addition & subtraction			
doubles in addition to	addition to subtract	complete # sentences using	addition & subtraction to	to complete fact family #			
subtract numbers using	numbers using example	example box; complete 1	complete # sentences	sentences using example			
example box; complete 1	box; complete 1 & 2 as	& 2 as guided practice;	using example box;	box; complete 1 & 2 as			
& 2 as guided practice;	guided practice; students	students complete 3-4	complete 1 & 2 as guided	guided practice; students			
students complete 3-4	complete 3-4	independently as teacher	practice; students	complete 3			
independently as teacher	independently as teacher	checks for understanding;	complete 3-4	independently as teacher			
checks for understanding;	checks for understanding;	students will then complete	independently as teacher	checks for			
students will then	students will then	work on back	checks for understanding;	understanding; students			
complete work on back	complete work on back	independently (teacher	students will then	will then complete work			
independently (teacher	independently (teacher	reads story problems)	complete work on back	on back independently			
reads story problems)	reads story problems)	LG – TSW show an understanding of addition &	independently (teacher reads story	(teacher reads story			
LG – TSW show an understanding of subtraction	LG – TSW show an understanding of subtraction	subtraction using different	problems) LG – TSW show an	problems)			
using different methods needed	using different methods needed	methods needed to find	understanding of addition &	LG – TSW show an understanding of addition &			
to find differences	to find differences	differences	subtraction using different	subtraction in related facts to			
			methods needed to find differences	complete a fact family			
10:20	10:20	10:25	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 – reread guided			
students read (each begins	students read (each begins	students read (each begins	students read (each begins	reading books & test			
reading as they come to	reading as they come to	reading as they come to the	reading as they come to	over them			
the table so they end up in	the table so they end up in	table so they end up in	the table so they end up in	Writing - work on			
different places);	different places);	different places); introduce	different places);	drawing & writing that			
introduce new books; read	introduce new books; read	new books; read at home	introduce new books; read	goes with Slow Animals			
at home (use iPad for	at home (use iPad for	(use iPad for lesson as	at home (use iPad for	<u>Writing</u> – begin reading			
lesson as needed) (4	lesson as needed) (4	needed) (4 students)	lesson as needed) (4	president books to			
students)	students)	<u>Centers</u> :	students)	prepare for If I were			
<u>Centers</u> :	<u>Centers</u>	1 Word Wall – ghost	<u>Centers</u>	President writing			
1 Word Wall – write	Centers are the same as	words; write with white	Centers are the same as	(LG – TSW be able to write, revise, edit, & write a final			
words with different	Thursday just switched	crayon & color over with	Thursday just switched	draft RWSR)			
writing utensils (2	around so everyone gets a	marker (2 students)	around so everyone gets a	SSR or IXL if done early			
students)	chance to go to each	2 <u>Spelling</u> - sort candy	chance to go to each	Show & TellRWSR			
2 Writing – color parent	center. Review each	hears & graph— (2	center. Review each	_			

valentine cards neatly	center with students.	students)	center with students.	Watch Tiger Vision
with crayon only (2		3 <u>Listening</u> – IXL (2		News
students)	5 <u>Listening</u> – IXL (4	students)		
3 Library – read, take	students)	4 Word Work – cut & sort		<u> Handwriting</u> –
tests, go to the library (4	,	short a & long a words (2		Work on writing this
students)		students)		weeks letters correctly in
4 <u>Sorting</u> — tear paper &		5 <u>Library</u> – read; test; go to		words & sentences; AR;
glue to decorate hears (2	>>>>	library (4 students)	0 - 50	teacher works with
students)	Reading F	6 Sorting – sort valentine	920	folder friends
5 Spelling – cut out hear		words in abc order; write(2		
& tear different colored	Center	students)		
paper & glue to heart (4		7 Writing – write &		
students)		illustrate birthday letter for		
6 Word Work – sort		Kash	Buddy Reading	
words & picture cards for		(2 students)		
compound words; write		(LG – TSW be able to use		
on graphic organizer (2		phonics skills to decode words)		
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	Lunch	Lunch	Lunch	Lunch
	E Z	Cafeteria Duty	5	
10.00		12.20		12.00 12.70
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
12:50 – 1:15	12:50 – 1:15	12:50 -1:20	12:50 – 1:10	12:50 – 1:10
Handwriting –	<u> Handwriting</u> –	Global Day of Play	Handwriting –	Read aloud – Duck for
Work on writing this	Work on writing this		Work on writing this	President
weeks letters correctly in	weeks letters correctly in		weeks letters correctly in	LG – TSW be able to listen
words & sentences; AR;	words & sentences; AR;		words & sentences; AR;	when read to.
teacher works with folder	teacher works with folder		teacher works with folder	
friends	friends		friends	
1:20 - 2:10	1:20 - 2:10	1:25 – 2:10	1:20 – 2:10	1:20 - 2:10
Specials	Specials	Specials	Specials	Specials
STEAM	Indian Culture	Computers	Music	PE
		N CO B	5 77	600000
8			5	
	PAGESTAL SE STANCE CONTRACTOR		E 131	
2:10 - 2:25	2:10 - 2:25	2:10-2:20	2:10-3:20	2:10 - 2:25
Read aloud – Geoffrey	Read aloud – Gretchen	Go over reading goals met.	Read aloud – The White	Fun Friday –
Groundhog Predicts the	Groundhog LG – TSW be	Prepare for home.	House	Play time & spend Tiger
WeatherLG – TSW be able to	able to listen when read to.		LG – TSW be able to listen when	bucks at the Tiger store
listen when read to.	<u>Writing</u> – complete		read to.	
Writing – model how to	Valentine letters to		Writing – read The Story	Prepare for Home
write Valentine letter to	parents; Begin reading		of the White House & Hall	Show & Tell
parents; brainstorm	books about presidents to		of Heroes; discuss writing	
words; have students	prepare for "If I were		about "If I Were	
write parent Valentines	President" writings		President" (LG – TSW be able to write,	
(LG – TSW be able to write, revise, edit, & write a final draft	(LG – TSW be able to write, revise, edit, & write a final draft		revise, edit, & write a final draft	
RWSR)	RWSR)		RWSR)	
SSR or IXL if done early	SSR or IXL if done early		SSR or IXL if done early	
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