

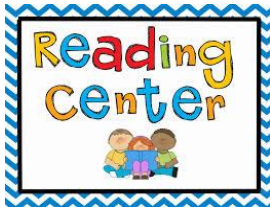













Mrs. Crawley - 1<sup>st</sup> Grade  
**January 16<sup>th</sup> through 20<sup>th</sup>**

\*\* Plans are subject to change based on difficulty and schedule changes throughout the week. \*\*

Monday	Tuesday	Wednesday	Thursday	Friday
<b>NO School!!!</b>	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 – 9:00 Bell Work – take activity from Friday basket; AR; teacher works with folder friends
	9:30 – 10:00 <u>Phonics</u> – <u>Phonics</u> - Unit 15 Lesson 2: Review on Smart Board; use whale talk, syllable stomp, & syllable stomp with SyllaBoards to break words into syllables; blend spoken syllables into words <i>(LG – TSW be able to accurately break words into syllables &amp; blend syllables into words)</i>	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 15 Lesson 4; review on Smart board; complete detective work stretching out sound in 2 syllable words; teacher models then all practice WB page 1; word sort p. 2 looking for vowels, vowel sounds, & # syllables; teacher models then students practice rest ; call on students to read phrases p. 3 <i>(LG – TSW be able to accurately read 1 &amp; 2 syllable words &amp; find vowel sounds; read phrases)</i>	9:00 – 10:00 <u>Phonics</u> – Unit 15 Lesson 5; review on Smart board; complete spell it workbook p.6: teacher says word, has students repeat, has students whale talk the word then spell is syllable 1 at a time; if time work on fluency p.4 <i>(LG – TSW be able to accurately spell 1 &amp; 2 syllable words using phonic knowledge learned)</i>
	10:00 – 10:25 <u>Math</u> – Subtraction Day 11: Review subtraction using cubes & subtracting from 9; teacher models example; complete p 177 using cubes as guided practice checking students work for understanding; complete p 177 – 178 independently using cubes if needed; teacher reads as students complete story problems on p. 178 independently <i>LG – TSW show an understanding of subtraction using different methods needed to find differences</i>	9:50 – 10:20 <u>Phonics</u> – Unit 15 Lesson3; teach spelling 2 syllable words; teacher models using 2 SyllaBoards & marker with eraser; students will do a new word with guided practice; complete 4 more take turns with partners <i>(LG – TSW accurately identify sounds &amp; spell 2 syllable words)</i>	10:00 – 10:25 <u>Math</u> – Subtraction Day 12: Review subtraction using cubes & subtracting from 10; teacher models example; complete p 183 using cubes as guided practice checking students work for understanding; complete p 183 – 184 independently using cubes if needed; teacher reads as students complete story problems on p. 184 independently <i>LG – TSW show an understanding of subtraction using different methods needed to find differences</i>	10:00 – 10:25 <u>Math</u> – Review subtraction topic 1; teacher goes over directions for assessment; students will complete assessment independently with offices up <i>LG – TSW show an understanding of subtraction using different methods needed to find differences</i>
	10:20 Go Noodle then Go over centers	10:20 Go Noodle then Go over centers	10:20 Go Noodle then go over centers	10:20 Go Noodle then 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)	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>	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)	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)

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