
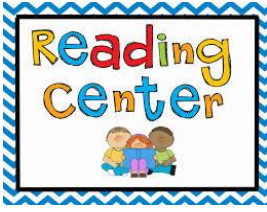
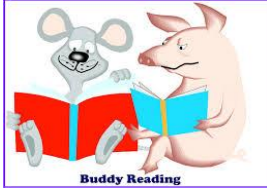













**Mrs. Crawley - 1<sup>st</sup> Grade**  
**January 23<sup>rd</sup> - January 27<sup>th</sup>**

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

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|--|--|---|--|---|
| <p>word wall words neatly; build with magnetic letters (2 students)<br/> 2 – <u>Writing</u> use highlighters &amp; dice to make long vowel I words (2 students)<br/> 3 <u>Listening</u> – IXL on tablets (2 students)<br/> 4 <u>Library</u> – read, take tests, go to the library (4 students)<br/> 5 <u>Sorting</u>– use marshmallow stick e’s to make cvce words; write cvc &amp; cvce words on graphic organizer (2 students)<br/> 6 <u>Spelling</u> – make 100 year portraits (2 students)<br/> 7 <u>Word Work</u> – use magic e to build long vowel silent e words; write on graphic organizer (2 students)<br/> (LG – TSW be able to use phonics skills to decode words)</p> | <p>Tuesday just switched around so everyone gets a chance to go to each center. Review each center with students.</p>   | <p>ghost words (2 students)<br/> 2 <u>Spelling</u>- I can write 100 words – (4 students)<br/> 3 <u>Listening</u> – IXL on computers (2 students)<br/> 4 <u>Word Work</u> – play I can read 100 words game with partner; read 100<sup>th</sup> day of school mystery with partner (2 students)<br/> 5 <u>Library</u> – read; test; go to library (4 students)<br/> 6 <u>Sorting</u> – play frog reading then math game with partner (2 students)<br/> 6 <u>Writing</u> – draw or write to complete writing prompts (If I had \$100) (2 students)<br/> (LG – TSW be able to use phonics skills to decode words)</p> | <p>Thursday just switched around so everyone gets a chance to go to each center. Review each center with students.</p>                 | <p>read; complete written work<br/> <u>Watch this week’s Tiger Vision News</u><br/> Make Love you to pieces hearts</p>  |
| <p>12:00 – 12:30<br/>Lunch</p>   | <p>12:00 – 12:30<br/>Lunch</p>   | <p>12:00 – 12:30<br/>Lunch<br/>Cafeteria Duty</p>   | <p>12:00 – 12:30<br/>Lunch</p>   | <p>12:00 – 12:30<br/>Lunch</p>  |
| <p>12:30 – 12:50<br/>Recess</p>  | <p>12:30 – 12:50<br/>Recess</p>   | <p>12:30 – 12:50<br/>Recess<br/>Recess Duty</p>   | <p>12:30 – 12:50<br/>Recess</p>   | <p>12:30 – 12:50<br/>Recess<br/>Recess Duty</p>   |
| <p>12:50 – 1:15<br/><u>Word Wall</u> – go over words: it’s, I’m, they’re, couldn’t, that’s, don’t; teacher works with folder friends at table; AR</p>  | <p>12:50 – 1:15 Handwriting – go over how to write the letter correctly; have students write words &amp; sentences with the letter; watch for neatness</p>   | <p>12:50 – 1:10 <u>SSR</u> – read library books &amp; take tests; teacher works with students at table<br/> (LG – TSW be able to read for a period of time)</p>   | <p>12:50 – 1:15 Handwriting – go over how to write the letter correctly; have students write words &amp; sentences with the letter; watch for neatness</p>   | <p>12:50 – 1:10 <u>Show &amp; Tell</u> – Share with the class something to show or tell about<br/> (LG – TSW be able to share orally with the class <b>RWSR</b>)</p>  |
| <p>1:20 – 2:10<br/>Specials<br/>STEAM</p>    | <p>1:20 – 2:10<br/>Specials<br/>Indian Culture</p>    | <p>1:20 – 2:00<br/>Specials<br/>Computers</p>    | <p>1:20 – 2:10<br/>Specials<br/>Music</p>   | <p>1:20 – 2:10<br/>Specials<br/>PE</p>   |
| <p>2:10 - 3:20<br/><u>Read aloud</u> – <i>Snot Stew</i><br/> (LG – TSW be able to listen when read to.)<br/> <u>Writing</u> – brainstorm what we might look &amp; feel like when we are 100; model a prewriting of If I were 100; students begin own writing of If I were 100<br/> (LG – TSW be able to write, revise, edit, &amp; write a final draft <b>RWSR</b>)<br/> <u>SSR or IXL</u> if done early.</p>  | <p>2:10 - 3:20<br/><u>Read aloud</u> – <i>Darkest Dark</i><br/> (LG – TSW be able to listen when read to.)<br/> <u>Writing</u> – complete <i>Darkest Dark</i> writing &amp; illustration<br/> (LG – TSW be able to write, revise, edit, &amp; write a final draft <b>RWSR</b>)<br/> <u>SSR or IXL</u> if done early.</p> | <p>2:00 – 2:20<br/><u>Read aloud</u> – <i>Snot Stew</i><br/> (LG – TSW be able to listen when read to.)<br/> <u>Writing</u> – journal writing<br/> (LG – TSW be able to write sentences)</p>  | <p>2:10 – 3:20<br/><u>Read aloud</u> – <i>Snot Stew</i><br/> (LG – TSW be able to listen when read to.)<br/> 100 Day snack putting together &amp; eating; journal writing<br/> (LG – TSW be able to write sentences)</p> | <p>2:10 - 3:20<br/><u>Read aloud</u> – <i>Snot Stew</i><br/> (LG – TSW be able to listen when read to.)<br/> <u>Writing</u> – model how to write Valentine letter to parents; brainstorm words; have students write parent Valentines<br/> (LG – TSW be able to write, revise, edit, &amp; write a final draft <b>RWSR</b>)<br/> <u>SSR or IXL</u> if done early.</p> |