


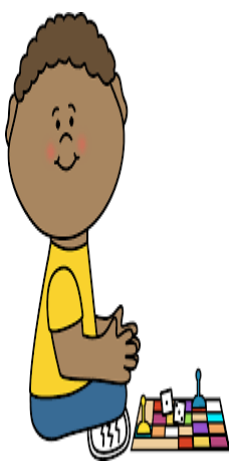
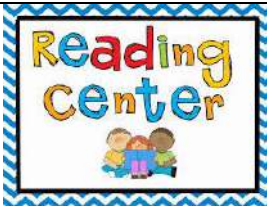
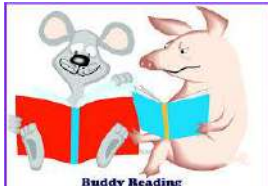














Mrs. Crawley - 1st Grade
February 4th through February 8th

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

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:15 Bell Work – take activity from Mon. basket; AR	8:45 – 9:15 Bell Work – take activity from Tues. basket; AR	8:45 – 12:00 Global Day of Play	8:45 – 9:00 Bell Work – take activity from Thurs. basket; AR	8:45 – 9:00 Bell Work – take activity from Friday basket
9:15 – 9:30 <u>Word Wall</u> – go over words: go over words: stop, old, cold, those, going	9:00 – 9:30 <u>Handwriting</u> – Work on writing this tris letters correctly in words & sentences		9:00 – 9:30 Extra PE 	9:00 – 9:30 All About Me for Garrett 
9:30 – 10:20 <u>Math</u> – Review how to write numbers from base 10 blocks then use them to compare less than or greater than; have students complete top 2 as guided practice checking for understanding; students complete the rest independently (LG – TSW be able to compare #'s using less than, greater than, & equal to symbols.)	9:30 – 10:20 <u>Math</u> – Review using a number chart to write numbers that are 10 more, 10 less, 1 more, & 1 less. Have students complete 1 or 2 & walk around to check for understanding; have students complete independently; complete the back writing less than, greater than, or equal to symbols LG – TSW be able to compare #'s using less than, greater than, & equal to symbols.)		9:30 – 10:20 <u>Math</u> – Review how to write numbers from base 10 blocks then use them to compare less than or greater than; have students complete top 2 as guided practice checking for understanding; students complete the rest independently (LG – TSW be able to compare #'s using less than, greater than, & equal to symbols.)	9:30 – 10:25 <u>Math</u> – Read test orally & have students complete independently LG – TSW be able to compare #'s using less than, greater than, & equal to symbols & write #'s that are 10 more, 10 less, 1 more, & 1 less.)
10:20 Go over centers	10:20 Go over centers		10:20 Go over centers	10:25 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) <u>Centers</u> : 1 <u>Word Wall</u> – write words with different writing utensils (2 students) 2 – <u>Writing</u> – write & illustrate birthday letter to Garrett (2 students) 3 <u>Listening</u> – IXL (2 students) 4 <u>Library</u> – read, take tests, go to the library (4	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> Centers are the same as Thursday just switched around so everyone gets a chance to go to each center. Review each center with 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> : 1 <u>Word Wall</u> – stamp & stencil words (2 students) 2 <u>Spelling</u> – use white crayon to make magic words; color with marker – (2 students) 3 <u>Listening</u> – IXL (2 students) 4 <u>Word Work</u> – sort candy hearts by color; complete graph 5 <u>Library</u> – read; test; go to library (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> 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>students)</p> <p>5 <u>Sorting</u>– Sort Valentine words in ABC order; write words (2 students)</p> <p>6 <u>Spelling</u>– chalk words; build words with magnetic letters (2 students)</p> <p>7 <u>Word Work</u>– use hearts to make words with the letters in Happy Valentine’s Day (2 students)</p> <p>(LG – TSW be able to use phonics skills to decode words)</p>			<p>6 <u>Sorting</u> – sort for spelling patterns (2 students)</p> <p>7 <u>Writing</u> – sort Valentine words into short and long sounds; color according to the code (2 students)</p> <p>(LG – TSW be able to use phonics skills to decode words)</p>	
12:00 – 12:30 Lunch	12:00 – 12:30 Lunch 	12:00 – 12:30 Lunch Cafeteria Duty	12:00 – 12:30 Lunch 	12:00 – 12:30 Lunch
12:30 – 12:50 Recess	12:30 – 12:50 Recess 	12:30 – 12:50 Recess Recess Duty	12:30 – 12:50 Recess 	12:30 – 12:50 Recess Recess Duty
12:50 – 1:15 <u>Shared Reading</u> – go over <i>I Love You More Than Applesauce</i> ; read together	12:50 – 1:15 <u>Shared Reading</u> – review Monday’s poem; preview new poem: <i>Valentine’s Day</i>	12:50 -1:20 Global Day of Play	12:50 – 1:10 <u>Shared Reading</u> – review this week’s poems	12:50 – 1:10 <u>Shared Reading</u> – Review this week’s poems as well as any previous poems
1:20 – 2:10 Specials STEAM 	1:20 – 2:10 Specials Indian Culture 	1:20 – 2:10 Specials Computers 	1:20 – 2:10 Specials Music 	1:20 – 2:10 Specials PE 
:10 - 2:25 <u>Read aloud</u> – <i>Snot Stew</i> LG – TSW be able to listen when read to. <u>SSR</u> – read library books & take tests; teacher works with students at table LG – TSW be able to read for a period of time <u>Writing</u> – read <i>The Story of the White House & Hall of Heroes</i> ; discuss writing about “If I Were President” (LG – TSW be able to write, revise, edit, & write a final draft RWSR)	2:10 - 2:25 <u>Read aloud</u> – <i>Snot Stew</i> LG – TSW be able to listen when read to. <u>SSR</u> – read library books & take tests; teacher works with students at table LG – TSW be able to read for a period of time <u>Writing</u> – begin reading president books to prepare for If I were President writing (LG – TSW be able to write, revise, edit, & write a final draft RWSR)	2:10 – 3:20 Global Day of Play 	2:10 – 3:20 <u>Read aloud</u> – <i>Snot Stew</i> LG – TSW be able to listen when read to. <u>SSR</u> – read library books & take tests; teacher works with students at table LG – TSW be able to read for a period of time <u>Writing</u> – begin If I were President writing (LG – TSW be able to write, revise, edit, & write a final draft RWSR)	2:10 - 2:25 <u>Read aloud</u> – <i>Snot Stew</i> LG – TSW be able to listen when read to. <u>Writing</u> – continue If I were President writing & self portrait LG – TSW be able to write, revise, edit, & write a final draft RWSR) Show & Tell RWSR

3:25 – Dismiss Early Bus and I.E. 3:30 – Dismiss Car & Bus