





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

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

		based on difficulty and schedule cha		
Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:15	8:45 – 9:15	8:45 – 12:00	8:45 – 9:00	8:45 – 9:00
Bell Work – take activity	Bell Work – take activity	Global Day of Play	Bell Work – take activity	Bell Work – take
from Mon. basket; AR	from Tues. basket; AR		from Thurs. basket; AR	activity from Friday
				basket
9:15 – 9:30	9:00 – 9:30		9:00 – 9:30	9:00 – 9:30
Word Wall – go over	<u> Handwriting</u> –		Extra PE	All About Me for Garrett
words: go over words:	Work on writing this tris			A STATE OF THE STA
stop, old, cold, those,	letters correctly in words			-
going	& sentences			artis.
9:30 - 10:20	9:30 - 10:20		9:30 - 10:20	9:30 - 10:25
Math –	Math –		Math –	Math –
Review how to write	Review using a number		Review how to write	Read test orally & have
numbers from base 10	chart to write numbers		numbers from base 10	students complete
blocks then use them to	that are 10 more, 10 less,		blocks then use them to	independently
compare less than or	1 more, & 1 less. Have		compare less than or	LG – TSW be able to compare
greater than; have	students complete 1 or 2		greater than; have students	#'s using less than, greater
students complete top 2 as	& walk around to check		complete top 2 as guided	than, & equal to symbols &
guided practice checking	for understanding; have		practice checking for	write #'s that are 10 more, 10 less, 1 more, & 1 less.)
for understanding;	students complete		understanding; students	1655, 1 111676, 62 1 16551)
students complete the rest	independently; complete		complete the rest	
independently	the back writing less than,		independently	
(LG – TSW be able to compare	greater than, or equal to		(LG – TSW be able to compare	
#'s using less than, greater than,	symbols		#'s using less than, greater than,	
& equal to symbols.)	LG – TSW be able to compare		& equal to symbols.)	
	#'s using less than, greater than,			
10:20	& equal to symbols.) 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 the	begins reading as they
the table so they end up in	the table so they end up in	()	table so they end up in	come to the table so they
different places);	different places);		different places); introduce	end up in different
introduce new books; read	introduce new books; read		new books; read at home	places); introduce new
at home (use iPad for	at home (use iPad for	Y ()	(use iPad for lesson as	books; read at home (use
lesson as needed) (4	lesson as needed) (4		needed) (4 students)	iPad for lesson as
students)	students)		Centers:	needed) (4 students)
Centers:	Centers		1 Word Wall – stamp &	Centers
1 Word Wall – write	Centers are the same as		stencil words (2 students)	Centers are the same as
words with different	Thursday just switched		2 <u>Spelling</u> - use white	Thursday just switched
writing utensils (2	around so everyone gets a	/ LUB	crayon to make magic	around so everyone gets
students)	chance to go to each	3 ,	words; color with marker –	a chance to go to each
2 – Writing – write &	center. Review each		(2 students)	center. Review each
illustrate birthday letter to	center with students.		3 <u>Listening</u> – IXL (2	center with students.
Garrett			students)	
(2 students)			4 Word Work – sort candy	
3 <u>Listening</u> – IXL (2			hearts by color; complete	
students)			graph	
4 <u>Library</u> – read, take			5 <u>Library</u> – read; test; go to	
tests, go to the library (4			library (4 students)	
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students) 5 Sorting- Sort Valentine words in ABC order; write words (2 students) 6 Spelling - chalk words; build words with magnetic letters (2 students) 7 Word Work - use hearts to make words with the letters in Happy Valentine's Day (2 students) (LG - TSW be able to use phonics skills to decode words)	Reading		6 Sorting – sort for spelling patterns (2 students) 7 Writing – sort Valentine words into short and long sounds; color according to the code (2 students) (LG – TSW be able to use phonics skills to decode words)	Buddy Reading
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
Danen	E and a second	Cafeteria Duty	E S	Balleti
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
Shared Reading – go over	Shared Reading – review	Global Day of Play	Shared Reading - review	Shared Reading -
I Love You More Than	Monday's poem; preview		this week's poems	Review this week's
Applesauce; read together	new poem: Valentine's			poems as well as any
	Day			previous poems
1:20-2:10	1:20 - 2:10	1:20-2:10	1:20 - 2:10	1:20-2:10
Specials	Specials	Specials	Specials	Specials
STEAM	Indian Culture	Computers	Music	PE
STEM				
:10 - 2:25	2:10 - 2:25	2:10-3:20	2:10 – 3:20	2:10 - 2:25
Read aloud – Snot Stew LG – TSW be able to listen when read to.	Read aloud — Snot Stew LG – TSW be able to listen when read to.	Global Day of Play	Read aloud – Snot Stew LG – TSW be able to listen when read to.	Read aloud – Snot Stew LG – TSW be able to listen when read to.
SSR – read library books	SSR – read library books		SSR – read library books	Writing – continue If I
& take tests; teacher	& take tests; teacher		& take tests; teacher works	were President writing
works with students at	works with students at		with students at table	& self portrait
table	table		LG – TSW be able to read for a	LG – TSW be able to write,
LG – TSW be able to read for a	LG – TSW be able to read for a		period of time	revise, edit, & write a final
period of time	period of time		Writing – begin If I were	draft R <mark>W</mark> SR) Show & Tell
Writing – read The Story	<u>Writing</u> – begin reading		President writing (LG – TSW be able to write,	RW <mark>S</mark> R
of the White House &	president books to prepare		revise, edit, & write a final draft	· · · · · · · · · · · · · · · · · · ·
Hall of Heroes; discuss writing about "If I Were	for If I were President		R <mark>W</mark> SR)	
President"	writing (LG – TSW be able to write,	1 To		
(LG – TSW be able to write,	revise, edit, & write a final draft			
revise, edit, & write a final draft	R <mark>W</mark> SR)			
R <mark>W</mark> SR)				