

MRS. WIGHT'S

>>>First Grade Lesson Plans<<<

*All curriculum materials are aligned to the PA Core Standards via Journeys, Saxon Phonics & Everyday Math Teacher Manuals are Located beside Teacher Laptop station >> or located on the self

EVERYDAY 7:50-8:20 Homeroom

As students start to come in at 7:50 they will put their BEE Binders in the pink bin right inside the classroom. BEE Binders are checked, especially Communication Folders for potential dismissal notes.

Students may pull bins if not other necessary activities are there for them to individually complete.

8:20ish -Little Gator News will come on, and after that you may send the black folder up with any notes. Attendance and Lunch count are submitted via PowerSchool.

I have pencils that students can exchange daily in the morning. If they don't have a pencil they can buy one with a golden ticket.

Calendar & Morning Meeting 8:20-8:30

Meet at the calendar to go over calendar activities as well as anything special going on. :)

week of january 13-17 2020

Subject to change at anytime

haggerty & saxon Phonics 8:30-9:15

MONDAY	Heggerty>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	Saxon Warm Up: LESSON 71 Alphabet activity, phonological and phonemic awareness with changing initial sound, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 71 - <u>New Increment:</u> Combination ar Review rules <u>Application and Continual Review:</u> board work and worksheet
	Phonics Closure: LESSON 71 - Read paragraph and answer comprehension questions.
TUESDAY	Heggerty>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	Saxon Warm Up: LESSON 72 Alphabet activity, phonological and phonemic awareness with dropping initial sound, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 72 - <u>New Increment:</u> digraph <i>ch</i> review digraphs and coding rules <u>Application and Continual Review:</u> board work and worksheet 72
	Phonics Closure: LESSON 72 - Read paragraph and answer comprehension questions.
WEDNESDAY	Heggerty>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	Saxon Warm Up: LESSON 73 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 73 - <u>New Increment:</u> combination <i>or</i> lots of practice with coding digraphs and combinations as a review Keyword: horse <u>Application and Continual Review:</u> board work and worksheet 73
	Phonics Closure: LESSON 73 - Read paragraph and answer comprehension questions.
THURSDAY	Heggerty>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	Saxon Warm Up: LESSON 74 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review >> focus on ABC order
	Saxon Whole Group: LESSON 74 - <u>New Increment:</u> combination <i>qu</i> review digraph/letter combination rules and introduce new keyword: quilt <u>Application and Continual Review:</u> board work and worksheet 74
	Phonics Closure: LESSON 74 - Read paragraph and answer comprehension questions.
FRIDAY	Heggerty>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	Saxon Warm Up: ASSESS LESSON 75
	Saxon Whole Group: ASSESS LESSON 75
	Phonics Closure: ASSESS LESSON 75

GUIDED READING & DAILY FIVE

During Daily Five - Students will be working independently on a variety of literacy and language activities. Those activities include:

* **WORD WORK/WORK ON WRITING** will focus on practicing spelling and sight words, along with reviewing Saxon phonics skills as they apply to words.

* **READ TO SELF** will focus on students reading books that are at their independent level along with those that provide the exposure to sight words and decodable phonics skills. >> Students will be good fit books during assigned days for their reading bags that are stored within the classroom.

* **LEXIA** is tiered to meet children's individual language skills and is administered through the iPads and Chrome Boxes.

* **MRS. DEGOLIER** will be working on Saxon Phonics Decodable Readers along with response questions.

Read to Someone is utilized during CORE reading time when Mrs. Wight can make active observations, as needed.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Rotation 1 9:15-9:30	Green Word Work Blue Mrs. Wight Orange Lexia Yellow Lexia Purple Read to Self	Green Lexia Blue Read to Self Orange Word Work Yellow Mrs. Wight Purple Lexia	Green Mrs. Wight Blue Lexia Orange Lexia Yellow Read to Self Purple Word Work	Green Read to Self Blue Word Work Orange Mrs. Wight Yellow Lexia Purple Lexia	Green Lexia Blue Lexia Orange Read to Self Yellow Word Work Purple Mrs. Wight
Rotation 2 9:30-9:45	Green Mrs. Wight Blue Mrs. Degolier Orange Lexia Yellow Read to Self Purple Word Work	Green Read to Self Blue Word Work Orange Mrs. Wight Yellow Mrs. Degolier Purple Lexia	Green Mrs. Degolier Blue Lexia Orange Read to Self Yellow Word Work Purple Mrs. Wight	Green Word Work Blue Mrs. Wight Orange Mrs. Degolier Yellow Lexia Purple Read to Self	Green Lexia Blue Read to Self Orange Word Work Yellow Mrs. Wight Purple Mrs. Degolier
Rotation 3 9:45-10:00	Green Mrs. Degolier Blue Lexia Orange Read to Self Yellow Word Work Purple Mrs. Wight	Green Word Work Blue Mrs. Wight Orange Mrs. Degolier Yellow Lexia Purple Read to Self	Green Lexia Blue Read to Self Orange Word Work Yellow Mrs. Wight Purple Mrs. Degolier	Green Mrs. Wight Blue Mrs. Degolier Orange Lexia Yellow Read to Self Purple Word Work	Green Read to Self Blue Word Work Orange Mrs. Wight Yellow Mrs. Degolier Purple Lexia

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guided reading with Mrs. Wight

9:15-10:00 >>> Introducing Daily 5 (no group rotations until DIBELS are administered and expectations are established.)

MONDAY	INTRODUCE new reading folders and spelling words get back on track! :) - Handwriting with spelling words and sight words.
TUESDAY	Word Work Must Do: Cut and Write - color code vowels (red) and consonants (blue), cut and glue, then write their spelling words. Once word work is complete students may move on to Lexia or Word Work free choice! It will take some of the students the entire time to complete The cut and write. If they don't finish they can stay in at recess to finish it.
WEDNESDAY	Word Work Must Do: Sight Word Booklet You can complete this whole group. I would at least do ABC order together. Feel free to use my document camera and do it on the smartboard. ABC order is a new skill that they are slowly working on! >>> Kids that finish can make a word work choice, read their story of the week, or get on Lexia!
THURSDAY	Word Work Must Do: Spelling & Sight Word Search! You can complete this whole group utilizing the document camera. Make sure they complete the sentences at the bottom. >>> Kids that finish can make a word work choice, read their story of the week, or get on Lexia!
FRIDAY	ASSESSMENTS: Vocabulary, Comprehension, Spelling, Sight Word, and dictated sentence!

READ TO SOMEONE IS UTILIZED DURING CORE READING TIME WHEN MRS. WIGHT CAN MAKE ACTIVE OBSERVATIONS, AS NEEDED.

CORE READING 10:00-10:30

<p>READING STORY: Let's Go to the Moon! (Informational Text) 14-35</p> <p>SPELLING WORDS: so, go, home, hole, no, rope, joke, bone, stove, poke</p> <p>HIGH FREQUENCY WORDS: around, because, before, bring, carry, light, show, think</p> <p>SKILLS AND STRATEGY: Main Idea and Details & Author's Purpose</p>	
MON	<p>Opening: Read <i>One Giant Leap</i> complete listening comprehension questions</p> <p>Whole Group Activity: Picture walk through the story (and predict what is going to be about - look at the pictures) then read it together.</p> <p>Skills/Strategy Application: Focus on author's purpose and complete the activity that goes along with it!</p>
TUE	<p>Opening: Reread <i>Let's Go to the Moon!</i></p> <p>Whole Group Activity: Discuss main idea and details. Talk about how text features can help identify main idea and details.</p> <p>Skills/Strategy Application: Pick out main idea and details for the story.</p>
WED	<p>AR READ with a focus on listening comprehension in Mrs. Howards Room! :)</p>
THU	<p>Opening: Warm up with wordplay >> Two Words T62 & Daily Vocabulary Boost</p> <p>Whole Group Activity: Read <i>Mae Jemison</i> 40-42</p> <p>Skills/Strategy Application: Compare Texts 43</p>
FRI	<p>Spelling * Sight Word * Vocabulary * Comprehension Assessments >>> As finished prep binders for next week!</p>

10:35: Prepare for Lunch

Students need to utilize the restroom, wash hands, and get lunch cards or lunch pails.

10:40-11:10 Lunch

Mrs. Wight has lunch duty on Day 4!

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Writer's Workshop 11:15-12:00

Monday	<p>Persuasive Writing (1)</p> <p>Writers words can be very powerful! They can make us feel something (happy or sad.) Sometimes we can use words when we want someone to do something for us or if we want people to know how we feel about something. Have students practice today by writing about something that they want.</p>
Tuesday	<p>Generate Idea/List... solving problems and making solutions (2 & 3)</p> <p>Think of some issues that could be fixed and could use a sign. >>> POST FOR PURPOSE. Include WHY people should listen to you.</p>
Wednesday	<p>Writing Reviews and Recommendations</p> <p>Talk about the importance of reviews. Write one about the story this week that we are reading. LOTS OF MODELING >>> TRY IT!</p>
Thursday	<p>Review Spacing and using fearless words</p> <p>GO BACK and look at your writing. Pick some work to edit like your reviews or start a new one focusing on spacing and fearless words.</p>
Friday	<p>This will be used to prep for next week INTRODUCING BEE BINDERS.</p>

12:00-12:40 Fine Arts Day 1: Art Day 2: Music Day 3: Gym Day 4: Library

12:40-1:10 Recess Day 1&2: Out Day 3: In Day 4: Duty Free

EVERYDAY MATH

Math 1:15-1:30=Warm up & 1:30-2:15=Math Rotations

Every Group will get to all the rotations each day :) - Rotations include: * Math on the iPad >>>Prodigy/Freckle >>> *Math by Myself/Math with a Friend: MUST DO Math Journal First or Math Game with a friend *Math with Mrs. Wight where the Core Everyday Math Lesson will be taught. **No rotations on assessment days!

Monday	<p>5.4 GREATER THAN, LESS THAN, AND EQUAL TO</p> <p>Warm up with Mental Math and Fact Fluency. Complete the math message (have them think really hard!). Go over how to use the equal sign. Introduce relation symbols < and > complete math journal page 73 and practice with comparing numbers.</p>
Tuesday	<p>5.5 THE EQUAL SIGN</p> <p>Warm up with Mental Math and Fact Fluency. Complete the math message (have them think really hard!). Complete Math journal page 74-76 and ACI book.</p>
Wednesday	<p>5.6 COUNTING AND PLACE-VALUE APPLICATION: NUMBER SCROLLS</p> <p>Warm up with Mental Math and Fact Fluency. Complete the math message (have them think really hard!). Introduce <i>Before and After</i> and Number Scrolls & how to construct number scrolls set up rotations *MATH JOURNAL page 98,77 *Number Scrolls *Games</p>
Thursday	<p>5.7 MEASURING A PATH</p> <p>Warm up with Mental Math and Fact Fluency. Complete the math message. Measuring a path and making and measuring a crooked paths. Practice addition facts and math boxes in math journal 79-80</p>
Friday	<p>MATH FLEX</p> <p>*Mrs. Wight can pull for make up tests and ACI's :)</p> <p>*Students will rotate through math games and activities</p>

2:15-2:30 Snack
2:30-2:40 Pack Up
2:40 Dismissal

essential Questions with alignment of STANDARDS

haggerty & Saxon Phonics

Essential Question: How can I apply all my phonological skills to be the best reader, writer and speller?

STANDARDS BELOW

CCRF12a: distinguish long from short vowel in spoken single-syllable words

CCRF12b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends

CCRF12c: isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

CCRF12d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

GUIDED READING & DAILY FIVE

Essential Questions:

How can I use ELA Skills to complete ELA tasks independently?

What does it mean to read to self?

How do I decode an unknown word?

STANDARDS for Guided Reading align with Journeys
Weekly Core Instruction.

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