

# 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 27-31, 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 78 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review >> focus on ABC order
	Saxon Whole Group: LESSON 78 - <u>New Increment</u> : soft c review rules and final s spelling rule <u>Application and Continual Review</u> : board work and worksheet 78
	Phonics Closure: LESSON 78 - Read paragraph and answer comprehension questions.
TUESDAY	100th day celebration rotations
	100th day celebration rotations
	100th day celebration rotations
	100th day celebration rotations
WEDNESDAY	Heggerty>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	Saxon Warm Up: LESSON 79 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 79 - <u>New Increment</u> : digraph ow lots of practice with coding digraphs and combinations as a review Keyword: bow <u>Application and Continual Review</u> : board work and worksheet 79
	Phonics Closure: LESSON 79 - 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: Review for Assessment 80
	Saxon Whole Group: Assess 80
	Phonics Closure: Complete independent part on lesson 80 assessment
FRIDAY	Heggerty>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	Saxon Warm Up: Introduce the decodable Twins Swim
	Saxon Whole Group: Read Twins Swim
	Phonics Closure: Complete Activity page

# 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	Word Work Must Do: introduce spelling words and have them write it three ways. 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. If they don't finish they can stay in at recess to finish it. (attempt groups based on attendance)
TUESDAY	100th day celebration rotations
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 and Spelling

**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><u>READING STORY:</u> No Reading Story this Week!</p> <p><u>SPELLING WORDS:</u> play, stay, day, way, may, sail, mail, grain, rain, pain</p> <p><u>HIGH FREQUENCY WORDS:</u> first, food, ground, right, sometimes, these, under, your</p> <p><u>SKILLS AND STRATEGY:</u> No Reading Story This Week!</p>	
MON	BOOK REVIEW (start to review book review writing) - allow students to brainstorm about it and start their writing before lunch. Kids who have finished may make a daily 5 free choice!
TUE	Poison Control Presentation in the Gator Den
WED	AR READ with a focus on listening comprehension in Mrs. Howards Room! :)
THU	Ground Hog Day ACTIVITIES! SciShow Kids video and brainstorm questions. Once completed the video discuss and generate questions. Work on Groundhog BOOK!
FRI	prep binders for next week! >>> Fabulously Fun Friday time after assessments have been completed.

## 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><b>Finish BOOK REVIEWS!</b></p> <p>Finish up book reviews call to conference with students that believe they are done. &gt;&gt;&gt; If the majority finish start with 100 year old writing (just brainstorm).</p>
Tuesday	<b>STEM ROTATION</b>
Wednesday	<b>STEM ROTATION</b>
Thursday	<b>STEM ROTATION</b>
Friday	<b>STEM ROTATION</b>

**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 style="text-align: center;"><b>NUMBER SCROLLS!</b></p> <p>Review greater than, less than, and equal to. TAKE A QUIZ! Once the quiz is complete have them work on their number scrolls allow them to work around the room and to make sure to get checked for each completed page.</p>
Tuesday	<p style="text-align: center;"><b>WHEN I AM 100 YEARS OLD</b></p> <p>Since there is STEM this week complete 100th day writing activity about when they are 100 years old. Once finished they can complete Mrs. Wight's rotations from the morning</p>
Wednesday	<p><b>FLEX</b> &gt;&gt;&gt; Use Mrs. Dibble to get students caught up who have been absent and complete ACI's</p> <p>Mrs. Wight will allow for number scrolls to be completed after a math fact worksheet with basic addition facts.</p>
Thursday	<p style="text-align: center;"><b>MRS. WIGHT ABSENT</b></p> <p>Please feel free to complete any of the math activities that I have left. Thank You!</p>
Friday	<p style="text-align: center;"><b>5.9 MORE COMPARISON SYMBOLS</b></p> <p>Warm up with Mental Math and Fluency and Model Relation Number Stories. Solving with equal numbers. Complete Math Journal pages 84-85 together and then ACI 5.9 - check it and then get packed up to go home.</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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