

# 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 have 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 6-10 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 66 Alphabet activity, phonological and phonemic awareness with changing initial sound, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 66 - <u>New Increment</u> : Compound Words Review rules <u>Application and Continual Review</u> : board work and worksheet 66
	Phonics Closure: LESSON 66 - 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 67 Alphabet activity, phonological and phonemic awareness with dropping initial sound, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 67 - <u>New Increment</u> : suffixes! Reminder rule to box in the suffixes <u>Application and Continual Review</u> : board work and worksheet 67
	Phonics Closure: LESSON 67 - 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 68 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 68 - <u>New Increment</u> : Digraph ai lots of practice with coding digraphs as a review Keyword: rain <u>Application and Continual Review</u> : board work and worksheet 68
	Phonics Closure: LESSON 68 - 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 69 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review >> focus on ABC order
	Saxon Whole Group: LESSON 69 - <u>New Increment</u> : digraph ay review digraph rules and introduce new keyword: hay <u>Application and Continual Review</u> : board work and worksheet 69
	Phonics Closure: LESSON 69 - 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 70
	Saxon Whole Group: ASSESS LESSON 70
	Phonics Closure: ASSESS LESSON 70

# 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

week of January 6-10 2020

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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><u>READING STORY:</u> Animal Groups (Informational Text) 164-183</p> <p><u>SPELLING WORDS:</u> time, like, bike, kite, white, drive</p> <p><u>HIGH FREQUENCY WORDS:</u> bird, both, eyes, fly, long, or, those, walk</p> <p><u>SKILLS AND STRATEGY:</u> Compare and Contrast &amp; Text and Graphic Features</p>	
MONDAY	<p><u>Opening:</u> Read <i>The Dancing Wolves</i> complete listening comprehension questions</p> <p><u>Whole Group Activity:</u> Picture walk through the story (and predict what is going to be about - look at the pictures) then read it together.</p> <p><u>Skills/Strategy Application:</u> Focus on text features and complete the activity that goes along with it!</p>
TUESDAY	<p><u>Opening:</u> Reread <i>Animal Groups of Texas</i></p> <p><u>Whole Group Activity:</u> Discuss how it is important to compare and contrast two things.</p> <p><u>Skills/Strategy Application:</u> Practice comparing and contrasting using a Venn Diagram today &gt;&gt; pick out animals from the story!</p>
WEDNESDAY	<p>AR READ with a focus on listening comprehension in Mrs. Howards Room! :)</p>
THURSDAY	<p><u>Opening:</u> Warm up with wordplay &gt;&gt; Two Words T464 &amp; Daily Vocabulary Boost</p> <p><u>Whole Group Activity:</u> Read <i>Animal Picnic</i> 188-190</p> <p><u>Skills/Strategy Application:</u> Compare Texts 191</p>
FRIDAY	<p>Spelling * Sight Word * Vocabulary * Comprehension Assessments &gt;&gt;&gt; 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!

## Writer's Workshop 11:15-12:00

Monday	Donors Choose Thank You Cards!
Tuesday	<b>Name Practice - Q2 Assessment</b> Student will practice their name in a variety of different ways: Play doh, white board, handwriting, pen! >>> Pull students to correct and fix!
Wednesday	<b>Alphabet Practice - Q2 Assessment</b> Students will practice writing the alphabet without looking writing in both capital and lowercase letters!
Thursday	<b>Sentence Practice - Q2 Assessment</b> Students will have to fix and correct sentences that have errors in them. Model one and have them complete others independently. If they finish early they can free write!
Friday	<b>This will be used to prep for next week INTRODUCING BEE BINDERS.</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>5.1 INTRODUCING PLACE VALUE</b></p> <p>Warm up with Mental Math and Fact Fluency. Complete the math message (have them think really hard!). Go over how to name numbers with base ten blocks and practice exchanging base ten blocks. Complete math journal pages 68-69.</p>
Tuesday	<p style="text-align: center;"><b>5.2 DIGITS AND PLACE VALUE</b></p> <p>Warm up with Mental Math and Fact Fluency. Complete the math message (have them think really hard!). Investigate base-10 block patterns... show calculator investigation on the SmartBoard. Complete math journal page 70.</p>
Wednesday	<p style="text-align: center;"><b>FLEX DAY</b></p> <p>Math Games while Mrs. Dibble and Mrs. Wight pull for any necessary Q2 assessments</p>
Thursday	<p style="text-align: center;"><b>5.3 PLACE-VALUE APPLICATION: PENNIES AND DIMES</b></p> <p>Warm up with Mental Math and Fact Fluency. Complete the math message. Practice using dimes as tens, and exchanging pennies for dimes. Introduce penny-dime exchange.</p>
Friday	<p style="text-align: center;"><b>MATH FLEX</b></p> <p>*Mrs. Wight can pull for make up tests and ACI's :) *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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