

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. :)

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 27 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 27 - <u>New Letter</u> : E Introduce the rule and practice whole group <u>Application and Continual Review</u> : boardwork and worksheet 27
	Phonics Closure: LESSON 27 - reading simple sentences and matching initial blends
TUESDAY	Heggerty>>> No Heggerty (Mrs. Wight is out) - complete lesson warm up within Saxon
	Saxon Warm Up: LESSON 28 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 28 - <u>New Increment</u> : Digraph ck * New picture card - duck <u>Application and Continual Review</u> : boardwork and worksheet 28
	Phonics Closure: Complete worksheet 28
WEDNESDAY	Heggerty>>> No Heggerty (Mrs. Wight is out) - complete lesson warm up within Saxon
	Saxon Warm Up: LESSON 29 Lesson Warm-Up follow Saxon
	Saxon Whole Group: LESSON 29 - <u>New Rule</u> : Spelling with ck and Final k sound review - and introducing spelling rules: ck after a short vowel, k after a consonant or vowel digraph and c at the end of the word with 2 or more syllables <u>Application and Continual Review</u> : boardwork and worksheet 29 (short worksheet)
	Phonics Closure: LESSON 30 - give lesson 30 assessment.
THURSDAY	Heggerty>>> No Heggerty (Mrs. Wight is out) - complete lesson warm up within Saxon
	Saxon Warm Up: LESSON 31 Saxon Lesson Warm-Up
	Saxon Whole Group: LESSON 31 - <u>New Increment</u> : Digraph th Daily sound letter review and spelling review <u>Application and Continual Review</u> : boardwork and worksheet 31
	Phonics Closure: LESSON 31 - Practice reading simple sentences and answering questions, and matching initial blends.
FRIDAY	Heggerty>>> No Heggerty (Mrs. Wight is out) - complete lesson warm up within Saxon
	Saxon Warm Up: LESSON 32 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 32 - <u>New Increment</u> : Digraph ng and ing follow new increment lesson <u>Application and Continual Review</u> : boardwork and worksheet 32
	Phonics Closure: LESSON 32 - complete the rest of worksheet 32

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

guided reading with mrs. wight

9:15-10:00 >>> Introducing Daily 5 (Mrs. Degolier is pulling YELLOW & ORANGE group daily for 15 minutes) *Mrs. Wight is having students begin with a Word Work MUST DO, and then make a daily 5 choice reviewing expectations DAILY >>> Mrs. Wight will rotate, and pull students based on individual needs at this time.

MONDAY	Handwriting spelling! >>> Mrs. Wight will pull one-on-one to work on handwriting! - If they finish they may get on Lexia or make a word work free choice! I
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	PRACTICE INFERING! >>> "Who Am I?" complete the activity together. They will probably really enjoy this activity. Remind them to listen to ALL the clues and be good detectives. *complete whole group (again, use the document camera if you'd like)

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: How Animals Communicate (Informational Text) 46-61</p> <p>SPELLING WORDS: in, will, did, sit, six, big</p> <p>HIGH FREQUENCY WORDS: animal, how, make, of, some, why</p> <p>SKILLS AND STRATEGY: Main Idea and Details, Text Features & Inferring</p>	
MONDAY	<p>Opening: Read <i>Prairie Dogs</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. FOCUS ON GENRE</p> <p>Skills/Strategy Application: Practice picking out FACTS (not opinions)</p>
TUESDAY	<p>Opening: Warm up with wordplay >> (day 1) Share a Riddle: What has a bark but makes no noise?</p> <p>Whole Group Activity: Reread the text & focus on the FACTS (things you've learned)</p> <p>Skills/Strategy Application: Complete the fact sheet where you have to record at least three facts. Can complete this with pictures, words, or both! >>> add more facts to the back if they want!</p>
WEDNESDAY	<p>Opening: Warm up with wordplay >> (day 3) Daily Vocabulary Boost</p> <p>Whole Group Activity: Reread the text & focus on the main idea. Why did the author mostly write this text?</p> <p>Skills/Strategy Application: Complete the main idea and detail page</p>
THURSDAY	<p>Opening: (day 4) Warm up with Wordplay - Two Words & Daily Vocabulary Boost</p> <p>Whole Group Activity: Read <i>Insect Messages</i> discuss the difference in genre (fable vs. fairy tale)</p> <p>Skills/Strategy Application: Discuss insect messages and what facts they gained. Take Vocabulary Test.</p>
FRIDAY	<p>Spelling * Sight Word * Comprehension Assessments >>></p> <p>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	<h3>Writing Flex Day</h3> <p>Students will revisit their personal narratives and add. Do not add anything new.</p>
Tuesday	<h3>Phonics Decodable</h3> <p>At this time complete phonics decodable activity. With any remaining time pull from fall fun activities :)</p>
Wednesday	<h3>Phonics Decodable</h3> <p>At this time complete phonics decodable activity. With any remaining time pull from fall fun activities :)</p>
Thursday	<h3>STEM</h3>
Friday	<h3>STEM</h3>

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

1:15-2:15

Monday	<p style="text-align: center;">FLEX</p> <p>Mrs. Wight will have math stations set out while pulling for assessments.</p>
Tuesday	<p style="text-align: center;">3.1 PARTS-AND-TOTAL NUMBER STORIES</p> <p>Warm Up: Mental Math and Fluency Introduce parts-and-total diagrams using math journal page 18 (document camera) & Introduce Domino Addition - use my domino bin, put a couple at each table and have them complete the worksheet (don't play domino top it today) - complete math box page 19.</p>
Wednesday	<p style="text-align: center;">3.2 NUMBER STORY STRATEGIES</p> <p>Warm Up: Mental Math and Fluency Solving Carnival Number Stories using math journal page 20. Complete math journal pages 21-23 together.</p>
Thursday	<p style="text-align: center;">3.4 BIRDS IN A TREE</p> <p>Warm Up: Mental Math and Fluency Representing a Number Story in math journal on page 27 Solve the open response problem. >>> You may be able to do this is one day! :)</p>
Friday	<p style="text-align: center;">DOMINO TOP-IT!</p> <p>If you did not finish the open response problem from yesterday, finish that first! Then teach them how to play domino top-it, partner them up and have them try!</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.

**COMMON
CORE**

State Standards

READING LITERATURE

- RL.1.1** ask and answer questions about key details
- RL.1.2** retell stories and demonstrate understanding of the message or lesson
- RL.1.4** identify words and phrases that suggest feelings or appeal to senses
- RL.1.7** use illustrations and details to describe characters, settings, or events

**READING
INFORMATIONAL TEXT**

- RI.1.9** identify similarities in and differences between texts on the same topic

FOUNDATIONAL SKILLS

- RF.1.1a** recognize the features of a sentence
- RF.1.2b** orally produce single-syllable words by blending sounds
- RF.1.2c** isolate and pronounce sounds in spoken single-syllable words
- RF.1.2d** segment spoken single-syllable words into their complete sequence of individual sounds
- RF.1.3a** know the spelling-sound correspondences for common consonant digraphs
- RF.1.3g** recognize and read irregularly spelled words
- RF.1.4a** read on-level text with purpose and understanding
- RF.1.4b** read on-level text orally with accuracy, appropriate rate, and expression

WRITING

- W.1.2** write informative/explanatory texts
- W.1.5** focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing

SPEAKING AND LISTENING

- SL.1.1b** build on others' talk in conversations by responding to others' comments
- SL.1.1c** ask question to clear up confusion about topics and texts under discussion
- SL.1.2** ask and answer questions about details in a text read aloud, information presented orally, or through other media
- SL.1.6** produce complete sentences when appropriate to task and situation

LANGUAGE

- L.1.1f** use frequently occurring adjectives
- L.1.2d** use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- L.1.4a** use sentence-level context as a clue to the meaning of a word or phrase
- L.1.5d** distinguish shades of meaning among verbs by defining or by acting out the meanings
- L.1.6** use words and phrases acquired through conversations, reading and being read to, and responding to texts.

week of october 7-11, 2019

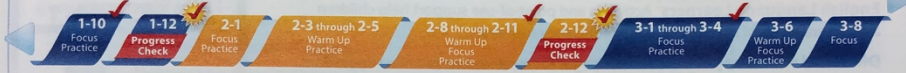
Subject to change at anytime

CCSS Spiral Trace: Skills, Concepts, and Applications

Mastery Expectations This Spiral Trace outlines instructional trajectories for key standards in Unit 2. For each standard, it highlights opportunities for Focus instruction, Warm Up and Practice activities, as well as formative and summative assessment. It describes the **degree of mastery**—as measured against the entire standard—expected at this point in the year. For a general discussion of the *Everyday Mathematics* spiral and how it's represented in the program, see the online *Implementation Guide*.

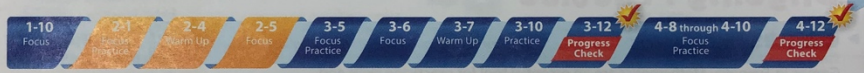
Operations and Algebraic Thinking

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.



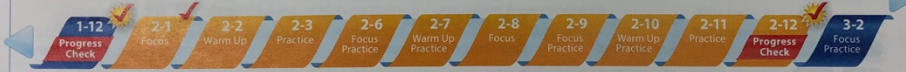
By the end of Unit 2, expect children to solve and interpret number models for change-to-more and change-to-less stories within 10.

1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)



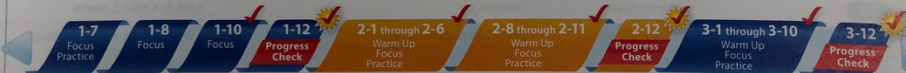
By the end of Unit 2, expect children to observe that adding the same two numbers in a different order results in the same sum.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).




By the end of Unit 2, expect children to use a counting strategy to find the sum of two numbers.

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).



By the end of Unit 2, expect children to add and subtract within 10, including finding pairs of numbers that add to 10.



Go to connectED.mheducation.com for comprehensive trajectories that show how in-depth mastery develops across the grade.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.

2-8 through 2-11 Focus Practice | 3-1 Warm Up Focus | 3-2 Focus Practice | 3-4 Focus Practice | 3-7 Focus Practice | 3-8 Warm Up | 3-9 Focus Practice | 3-10 Focus Practice | 3-12 Progress Check | 4-2 Warm Up | 4-4 Warm Up

★ By the end of Unit 2, expect children to represent number stories using number models that include a symbol for the unknown value.

Numbers and Operations in Base Ten

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1-11 Warm Up Focus Practice | 1-12 Progress Check | 2-1 Warm Up Focus Practice | 2-2 Warm Up Focus Practice | 2-3 Practice | 2-4 Focus Practice | 2-5 Warm Up Focus Practice | 2-7 Warm Up Focus Practice | 2-10 Warm Up Focus Practice | 2-11 Practice | 2-12 Progress Check | 3-2 Warm Up Focus Practice

★ By the end of Unit 2, expect children to count and represent a number of objects (<20) with a written numeral.

Measurement and Data

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Routine 4 | 1-7 Focus | 1-8 Focus | 1-12 Progress Check | 2-2 Practice | 2-4 Focus Practice | 2-12 Assess | 4-5 Focus | 4-6 Focus Practice | 4-12 Progress Check | 8-3 Focus Practice | 8-6 Practice

★ By the end of Unit 2, expect children to answer simple questions about a tally chart.