

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 november 18-22, 2019

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 46 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 46 - <u>New Increment:</u> The Letter X Review rules * New picture card - fox <u>Application and Continual Review:</u> boardwork and worksheet 46
	Phonics Closure: LESSON 46 - Read simple sentence 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 46 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 46 - <u>New Increment:</u> The Letter X Review rules * New picture card - fox <u>Application and Continual Review:</u> boardwork and worksheet 46
	Phonics Closure: LESSON 46 - Read simple sentence 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 47 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 47 - <u>New Increment:</u> The letter Y Handwriting * Spelling with Letter Tiles * New picture card - yarn (candy & cry) <u>Application and Continual Review:</u> boardwork and worksheet 47
	Phonics Closure: LESSON 47 - Read simple 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 48 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 48 - <u>New Increment:</u> digraph <i>sh</i> Introduce digraph sh with the word shark and sight word should <u>Application and Continual Review:</u> boardwork and worksheet 48
	Phonics Closure: LESSON 48 - Read simple paragraph and answer comprehension questions.
FRIDAY	Band Concert at the High School

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 (no group rotations until DIBELS are administered and expectations are established.)

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! (Complete this after lunch due to Veterans Day Ceremony)
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: How Leopard Got His Spots (Folk tale) 46-63</p> <p>SPELLING WORDS: chin, chop, much, chip, rich, chick</p> <p>HIGH FREQUENCY WORDS: been, never, own, brown, off, very, know, out</p> <p>SKILLS AND STRATEGY: Sequence of Events & and Question</p>	
MONDAY	<p>Opening: Read <i>Turtle, Frog, and Rat</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: Practice ordering the events</p>
TUESDAY	<p>Opening: Warm up with wordplay >> How do they go together T136 & Daily Vocabulary Boost</p> <p>Whole Group Activity: Reread the story & focus on the essential question and have a classroom conversation (T142)</p> <p>Skills/Strategy Application: What lesson is learned in the story? Draw a picture and write a sentence to match.</p>
WEDNESDAY	<p>AR READ with a focus on listening comprehension in Mrs. Howards Room! :)</p>
THURSDAY	<p>Opening: Warm up with wordplay >> Make a Rhyme T146 & Daily Vocabulary Boost</p> <p>Whole Group Activity: Read <i>The Rain Forest</i> 68-70</p> <p>Skills/Strategy Application: Compare Texts 71</p>
FRIDAY	<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	STEM
Tuesday	STEM
Wednesday	<p>Begin How To Writing!</p> <p>Writers write about all kinds of things. Today I want to teach you that writers can also be teachers! In fact, you can be a teacher right now!</p> <p>Read Charlie Needs a Cloak. Make sure to point out illustrations and all the steps that he took. Then let them try!</p>
Thursday	<p>How To Writing! >>> Generate Ideas</p> <p>Today I want you to create a list of a bunch of thing that you know how to do! Once you get at least 6 topics down pick one and expand on it.</p>
Friday	<p>This will be used to prep for next week or finish assessments due to the Band Concert.</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>4.1 INTRODUCING LENGTH MEASUREMENT</p> <p>Warm up with Mental Math and Fact Fluency. Introduce length using the two trees as well as length comparison. Complete math journal pages 43-45</p>
Tuesday	<p>4.2 MEASURING LENGTH</p> <p>Warm up with Mental Math and Fact Fluency. Complete the math message (have them think really hard!). Practice estimating length... then practice measuring length. Complete math journal pages 46-47</p>
Wednesday	<p>4.3 MORE MEASURING LENGTH</p> <p>Warm up with Mental Math and Fact Fluency. Practice estimating length with pencils... and measure with a pencil. Complete math journal pages 48-50</p>
Thursday	<p>4.4 MEASURING A MARKER</p> <p>Warm up with Mental Math and Fact Fluency. Complete Math Journal page 51 >>> discuss the open response problem. Partner them up to work for 15-20 minutes. Pull them back to share their answers.</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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