

# 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 december 2-6, 2019

\*Subject to change at anytime\*

# haggerty & saxon Phonics 8:30-9:15

MONDAY	No School
	No School
	No School
	No School
TUESDAY	<b>Heggerty&gt;&gt;&gt;</b> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	<b>Saxon Warm Up: LESSON 56</b> Alphabet activity, phonological and phonemic awareness with dropping initial sound, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 56</b> - <b>New Increment:</b> Final, Stable Syllable <i>-ble</i> Review rules * New picture card - bubble <b>Application and Continual Review:</b> board work and worksheet 56
	<b>Phonics Closure: LESSON 56</b> - Read short paragraph and answer comprehension questions.
WEDNESDAY	<b>Heggerty&gt;&gt;&gt;</b> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	<b>Saxon Warm Up: LESSON 57</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 57</b> - <b>New Increment:</b> Final, Stable Syllables <i>-fle, -ple, -dle</i> lots of practice coding and spelling with final, stable syllables <b>Application and Continual Review:</b> board work and worksheet 57
	<b>Phonics Closure: LESSON 57</b> - Read simple paragraph and answer comprehension questions.
THURSDAY	<b>Heggerty&gt;&gt;&gt;</b> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	<b>Saxon Warm Up: LESSON 58</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review >> focus on ABC order
	<b>Saxon Whole Group: LESSON 58</b> - <b>New Increment:</b> final, stable syllables <i>-tle, -gle</i> Review previous rules and introduce more final stable syllables on the white board. Practice spelling with final stable syllables <b>Application and Continual Review:</b> board work and worksheet 58
	<b>Phonics Closure: LESSON 58</b> - Read simple paragraph and answer comprehension questions.
FRIDAY	<b>Heggerty&gt;&gt;&gt;</b> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	<b>Saxon Warm Up: LESSON 59</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review >> focus on ABC order
	<b>Saxon Whole Group: LESSON 59</b> - <b>New Increment:</b> final, stable syllables <i>-cle, -kle, -sle, -zle</i> Review previous rules and introduce more final stable syllables on the white board. Practice spelling with final stable syllables <b>Application and Continual Review:</b> board work and worksheet 59
	<b>Phonics Closure: LESSON 59</b> - Read simple paragraph and answer comprehension questions.

# 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	NO School
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> Seasons (Informational Text) 80-99</p> <p><u>SPELLING WORDS:</u> ship, shop, which, when, whip, fish</p> <p><u>HIGH FREQUENCY WORDS:</u> down, green, open, fall, grow, yellow, goes, new</p> <p><u>SKILLS AND STRATEGY:</u> Cause and Effect &amp; Visualize</p>	
MONDAY	<h2>No School</h2>
TUESDAY	<p><u>Opening:</u> Read <i>The Prickly Pride of Texas</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> Look at the pictures and talk about what the people are wearing and why</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; Share a Riddle T236 &amp; Daily Vocabulary Boost</p> <p><u>Whole Group Activity:</u> Read <i>Four Seasons for Animals</i> 104-114</p> <p><u>Skills/Strategy Application:</u> Compare Texts 115</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	No School
Tuesday	<p><b>Act Out the Steps - Be Sure You Have them ALL!</b></p> <p>Today practice by looking at how to get a lunch. Make sure to forget a step so that you can add it in! &gt;&gt;&gt; See if a student can identify what step you left out/may need to prompt them.</p>
Wednesday	<p><b>Using Words to Keep the Steps in Order</b></p> <p>Today go over Inez Snyder books... she used words instead of number - listen to one of her stories. Then go back and point out sequencing words and talk about the importance of using sequencing words. Go back and look at writing to see if they need to add more words or not.</p>
Thursday	<p><b>Make Your Pictures Clear and Add Labels</b></p> <p>Go back through and revisit writing. Look at the different ways to make your writing more interesting and clear such as zooming in on pictures and adding labels. Go back and fix or ADD some more :)</p>
Friday	<p><b>This will be used to prep for next week or finish assessments due to short week .</b></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	<b>NO SCHOOL</b>
Tuesday	<p><b>4.6 REPRESENTING DATA WITH A BAR GRAPH</b></p> <p>Warm up with Mental Math and Fact Fluency. Complete the math message (have them think really hard!). Go over how to make a tally chart and make a super hero bar graph! Discuss what kind of information we can gather from looking at dating complete math journal pages 55-56.</p>
Wednesday	<p><b>4.7 INTRODUCING DOUBLES</b></p> <p>Warm up with Mental Math and Fact Fluency. Review adding with doubles and play catch up on math journal pages.</p>
Thursday	<p><b>4.8 COMBINATIONS OF TEN</b></p> <p>Warm up with Mental Math and Fact Fluency, and go over fact strategy reviews. Introduce and play high roller!</p>
Friday	<p><b>MATH FLEX</b></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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