

# Mrs. Wight's

## First Grade Lesson Plans

\*All curriculum materials are aligned to the PA Core Standards via Journeys, Saxon Phonics & Everyday Math

<p><b>EVERYDAY</b> <b>7:50-8:20</b> <b>Homeroom</b></p>	<p>As students start to come in at 7:50 they will put their BEE Binders in the orange bin right inside the classroom. BEE Binders are checked, especially Communication Folders for potential dismissal notes</p> <p>Students may pull buns if not other necessary activities are there for them to individually complete.</p> <p>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.</p> <p>I have pencils in a cup by my sink children may exchange their broken pencils with you throughout the day. If they don't have one to exchange with you they can buy a pencil for a golden ticket. &gt;&gt;&gt; Head to Morning Meeting.</p>
<p><b>Everyday</b> <b>8:20-8:35</b> <b>Morning Meeting</b></p>	<p>Identify date - days in school - tally marks - weather - fine arts schedule - number sentence - word form of numbers - number bonds - money depositor - number sense †</p>
<p><b>8:35-8:45 Brain Break &amp; Prep for Morning &gt;&gt;&gt; Get ready for Rotations</b></p>	

# 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.

General Daily Five Rotation Schedule Below

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>
Rotation 1 8:45-9:00	Circle - Mrs. Wight Triangle - Read to Self Square - Lexia Star - Word Work	Circle - Mrs. Wight Triangle - Read to Self Square - Lexia Star - Word Work	Circle - Mrs. Wight Triangle - Read to Self Square - Lexia Star - Word Work	Circle - Lexia Triangle - Word Work Square - Mrs. Wight Star - Read to Self
Rotation 2 9:00-9:15	Circle - Read to Self Triangle - Lexia Square - Word Work Star - Mrs. Wight	Circle - Word Work Triangle - Mrs. Wight Square - Read to Self Star - Lexia	Circle - Word Work Triangle - Mrs. Wight Square - Read to Self Star - Lexia	Circle - Read to Self Triangle - Lexia Square - Word Work Star - Mrs. Wight
Rotation 3 9:15-9:30	Circle - Lexia Triangle - Word Work Square - Mrs. Wight Star - Read to Self	Circle - Read to Self Triangle - Lexia Square - Word Work Star - Mrs. Wight	Circle - Lexia Triangle - Word Work Square - Mrs. Wight Star - Read to Self	Circle - Word Work Triangle - Mrs. Wight Square - Read to Self Star - Lexia

Read to Someone is utilized during CORE reading time when Mrs. Wight can make active observations, as needed.

# Guided Reading Lesson Plans

	Rotation One	Rotation Two	Rotation Three
Monday	<p>circle:D&gt;&gt;&gt; day 1: *sight word warm up: was, saw, know. *synopsis: book intro - The Lost Hat &amp; prep for quotations marks and "oo" digraph *read with prompting focusing on monitoring and word-solving prompts *discussion prompt post read &amp; suffix words *teach sight word: that *word work: sort pictures by beginning digraph</p>	<p>star:G&gt;&gt;&gt; day 1: *sight word warm up: <i>journeys words</i>. *synopsis: book intro - Little Red Hen &amp; prep for quotations marks *read with prompting focusing on monitoring and word-solving prompts *discussion prompt post read &amp; suffix words *teach sight words that students were stumped on *word work: sound boxes - initial and final blends/digraphs</p>	<p>square:F&gt;&gt;&gt; day 1: *sight word warm up: was, they, where. *synopsis: book intro - Fish for Dinner &amp; prep for quotations marks and contractions *read with prompting focusing on monitoring and word-solving prompts *discussion prompt post read &amp; suffix words *teach sight words: were, could *word work: sound boxes (final blends) - melt, kept, sing, pond, hung</p>
Tuesday	<p>circle:D&gt;&gt;&gt; day 2: *sight word warm up: that, was, saw *sentence work: That is not my hat. My hat is green. *reread focusing on fluency and comprehension: The Lost Hat *teaching point: punctuation *review sight word: that</p>	<p>triangle:E&gt;&gt;&gt; day 1: *sight word warm up: was, come. *synopsis: book intro - Get Down! &amp; prep for quotations marks *read with prompting focusing on monitoring and word-solving prompts *discussion prompt post read &amp; suffix words *teach sight word: get *word work: sound boxes - beginning blends: crab, slip, grab, spot, step</p>	<p>star:G&gt;&gt;&gt; day 2: *sight word warm up using <i>journeys list</i> *sentence work: Using <i>journeys</i> words use them in a sentence *reread focusing on fluency and comprehension: Little Red Hen *teaching point: punctuation *review sight words</p>
Wednesday	<p>circle:D&gt;&gt;&gt; day 3: *sight word warm up: that *Guided Writing Warm Up: This is not my _____. My _____ is _____. *reread for the third time: The Lost Hat *Guided Writing: Five Finger Retell (26l)</p>	<p>triangle:E&gt;&gt;&gt; day 2: *sight word warm up: come, was, get *sentence work: I wanted to get my ball out of the mud. *reread focusing on fluency and comprehension: Get Down! *teaching point: punctuation *review sight word: that</p>	<p>square:F&gt;&gt;&gt; day 2: *sight word warm up: were, could, where *sentence work: use one of the sight words in a sentence *reread focusing on fluency and comprehension: Fish for Dinner *teaching point: punctuation *review sight words</p>
Thursday	<p>square:F&gt;&gt;&gt; day 3: *sight word warm up: were, could *Guided Writing Warm Up: Make a connection to the story and tell me about it with one sentence! *reread for the third time: Fish for Dinner *Guided Writing: Five Finger Retell (26l)</p>	<p>star:G&gt;&gt;&gt; day 3: *sight word warm up *Guided Writing Warm Up: What can you learn from a story like Little Red Hen? *reread for the third time: Little Red Hen *Guided Writing: B-M-E (260)</p>	<p>triangle:E&gt;&gt;&gt; day 3: *sight word warm up: get *Guided Writing Warm Up: I wanted to get my _____ out of the _____. *reread for the third time: Get Down! *Guided Writing: B-M-E (260)</p>

\*Friday Guided Reading & Daily 5 time will be utilized for Spelling & Comprehension Assessments, allow with the instruction of any skills that need remediation or a preview for the following week

# Saxon Phonics 9:30-10:00

<p><b>Monday</b></p>	<p>Lesson 86 Powerpoint Preteach DIGRAPH EA&gt;&gt;&gt; Review Cards with letter sounds - review affixes with coding... Review sight words - *Echo new words for the new increment and introduce the new sound response.</p>
<p><b>Tuesday</b></p>	<p>Lesson 86 Application of DIGRAPH ea - Complete the spelling review on worksheet 86 - review and reteach the new increment - focus on spelling and coding - finish worksheet 86 and complete the back by reading the passage and answering the comprehension questions</p>
<p><b>Wednesday</b> <b>*shorten to 15-20 minutes</b></p>	<p>Lesson 87 Powerpoint Preteach DIGRAPH ea, part 2 &gt;&gt;&gt; Review Cards with letter sounds - review affixes with coding... Review sight words - *Echo new words for the new increment and introduce the new sound response. THREE SOUNDS FOR EA!!!</p>
<p><b>Thursday</b> <b>*time adjustment 8:45-9:15</b></p>	<p>Lesson 87 Application DIGRAPH ea, part 2 - complete the spelling sound review on worksheet 87 - review and reteach the new rule - focus on spelling and coding - finish worksheet 87 and complete the back by looking at the picture and trying to find the words of things in the picture and writing it on the lines! (review sight words) - Miss Autumn will be doing DECODABLE Reader 31: Jack and the Great Bean Plant</p>
<p><b>Friday</b></p>	<p>Lesson 88 Powerpoint Preteach RULE: SPELLING WITH THE DROPPING RULE &gt;&gt;&gt; Review Cards with letter sounds - review affixes with coding... Review sight words - *Introduce the new word by looking at examples and why it doesn't work.... focus on adding a consonant suffix.</p>

# Core Reading 10:00-10:30

<p><b>Monday</b></p>	<p>Introduce High Frequency Words - Read <i>Chicken Little</i> T418 - complete listening comprehension. Take a picture walk through the story and set purpose T429. Focus on the genre and what they think the author wanted us to learn. Preview the topic on T427 on "feelings" - brainstorm about different feelings and why people feel that way. READ Little Rabbit's Tale T428</p>
<p><b>Tuesday</b></p>	<p>Teach Prepositions &gt;&gt;&gt; utilize the cut and paste listening activity. Reread Little Rabbits Tale again today! Stop and ask the think through the text questions while reading through it. Complete Cause and Effect activity.</p>
<p><b>Wednesday</b> <b>*mini-lesson during phonics time</b></p>	<p>Partner Read Little Rabbit's Tale... complete the Classroom Conversation on T448 10ish-10:30 AR read in Mrs. Howards room with our third grade readers!</p>
<p><b>Thursday</b> <b>*time adjustment 9:15-9:45</b></p>	<p>Listen to the Story Little Rabbit's Tale (teacher can read or online) - Complete the Write about Reading Activity... once that is complete have the students Write About Reading T449 <i>focus on letter writing!</i></p>
<p><b>Friday</b></p>	<p>COMPREHENSION ASSESSMENT Lesson 20&gt;&gt;&gt; If we finish early have students review sight words.</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 THURSDAYS

# 11:15-11:20 Handwriting \* 11:20-11:30 Grammar \* 11:30-11:55 Writing

Focusing on sentence structure this week!

	Handwriting	Grammar	Writers Workshop
<b>Monday</b>	SPELLING WORDS		2 sentences today! >>> If I found a pot of gold... & I feel lucky because... FOCUS ON capital letters, using handwriting lines, spaces and punctuation! Cut and glue onto red and pink strips write name on the back.
<b>Tuesday</b>	First Name		3 sentences today! >>> If I met a leprechaun..., If I turned into a leprechaun..., & If my hair turned green.... ... FOCUS ON capital letters, using handwriting lines, spaces and punctuation! Cut and glue onto orange, yellow and green strips write name on the back.
<b>Wednesday</b>	Last Name		2 sentences today! >>> I wish... & At the end of the rainbow, I found... FOCUS ON capital letters, using handwriting lines, spaces and punctuation! Cut and glue onto orange, yellow and green strips write name on the back.
<b>Thursday</b>	Numbers!		Take time to finish/finalize strips today... connect them to make them look like a rainbow. Trace black pots and add gold coins! They can rainbow write over their words in the color of the strip it is glued on to.
<b>Friday</b>	Finalize sentence structure "St. Patrick's Day" themed sentences to display in the room. >>> They will get to take them home later.		

## 12:00 - 12:40 Fine Arts

## 12:40-1:10 Recess

Mrs. Wight is out Monday, Wednesday, and Friday.

Mrs. Wight is the inside recess room on Tuesday.

Mrs. Wight does not have duty on Thursday!

## 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:  
 \*Prodigy/Freckle >>> \*Math Practice: MUST DO - Math Boxes first, then choice of practicing for math fact fluency, or math games (independently or with a friend)  
 \*Math with Mrs. Wight where the Core Everyday Math Lesson will be taught. \*\*No rotations on assessment days!

<b>Monday</b>	*no rotations* Combine 6.4 & 6.5 NEAR DOUBLES - Play roll and record doubles for a warm up! Complete math journal page 116 and 119 (go back and do math boxes if time allows) >>> Really focus on using near doubles in real life!
<b>Tuesday</b>	6.6 INTRODUCING MAKING 10 <i>do the making ten rainbow with Mrs. Wight! :) go back and complete math journal pages, and freckle rotation</i>
<b>Wednesday</b>	6.9 UNDERSTANDING EQUIVALENCE Warm up with mental math rotations today with *Mrs. Dibble - Math Journal 126-127 *Freckle *Mrs. Wight - UNIT 6 Whiteboard Review!
<b>Thursday</b>	*no rotations* 6.10 MORE PLACE VALUE - Warm up with exchanging base ten... complete math journal page 129 and introduce fishing for 10
<b>Friday</b>	FLEX & Test Prep

**2:15-2:30 Snack**  
**2:30-2:40 Pack Up**  
**2:40 Dismissal**

## **Essential Questions for the Week with Alignment of Standards:**

### **CC.1.1.1.C**

What is a digraph?

### **CC.1.1.1.C**

How can I add or substitute individual sounds in words to make new words?

### **CC.1.1.1.E**

Why is it important for me to become a fluent reader?

### **CC.1.3.1.A**

How can I determine cause and effect within literature?

### **CC.2.4.1.A.2**

How can I tell and write time to the nearest half hour using both analog and digital clocks?

### **CC.2.2.1.A.1**

How can knowing doubles facts be helpful in solving math problems? How can knowing combinations of tens be helpful in solving math problems?