

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

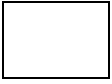
Meet at the calendar to go over calendar activities as well as anything special going on. :)

haggerty & saxon Phonics 8:30-9:15

MONDAY	Heggerty>>> 27: Onset Fluency * Identifying Medial Sounds * Segmenting Phonemes * Substituting Phonemes * Adding Phonemes * Deleting Phonemes
	Saxon Warm Up: Lesson 98: Warm up by introducing and alphabetizing spelling words!
	Saxon Whole Group: Lesson 98: New Increment - Spelling with <i>ou</i> & <i>ow</i> Review <i>ow</i> sound. >>> Write the following on the board: mouse and cow - discuss spelling sound for diphthong <i>ou</i> and final diphthong <i>ow</i> . Complete the fill in the blank activity.
	Phonics Closure: Lesson 98: Complete worksheet 98
TUESDAY	Heggerty>>> 27: Onset Fluency * Identifying Medial Sounds * Segmenting Phonemes * Substituting Phonemes * Adding Phonemes * Deleting Phonemes
	Saxon Warm Up: Lesson 99 (on the Smartboard) >>> complete sound review & sight word review
	Saxon Whole Group: Lesson 99 Introduce New Rule: The Rules <i>vc\ccv</i> & <i>vcc\cv</i> Write the following on the board: inspect and pumpkin... code the words and introduce the new patterns. Go slow and REVIEW
	Phonics Closure: Lesson 99 - White board review: using words in a sentence and spelling sight words
WEDNESDAY	Heggerty>>> 27: Onset Fluency * Identifying Medial Sounds * Segmenting Phonemes * Substituting Phonemes * Adding Phonemes * Deleting Phonemes
	Saxon Warm Up: DECODEABLE 13: The Bake Sale Warm up with preview the topic and the cover page.
	Saxon Whole Group: DECODEABLE 13: The Bake Sale Read through the story and find some bossy e words and highlight them. Then find words with the long vowel sounds and circle them with a crayon. Next who can use the word <u>done</u> in a sentence >>> call on at least 3 (review sentence writing words, spaces, capitalization, punctuation). Comprehension questions underline them in the book.
	Phonics Closure: Complete Worksheet Phonics Reader 13
THURSDAY	Heggerty>>> 27: Onset Fluency * Identifying Medial Sounds * Segmenting Phonemes * Substituting Phonemes * Adding Phonemes * Deleting Phonemes
	Saxon Warm Up: Lesson 101: Warm up by using white boards and putting sight words in ABC order... then practice spelling soil, soy, toy, and toil. Complete letter sound review for numbers I-10 on worksheet 101 & spelling out and about
	Saxon Whole Group: Lesson 101: introduce new increment: digraph <i>au</i> echo words pause, auto and fault, review sounds and look at the words. Code the words on the board. Complete application and continual review. Complete worksheet 101
	Phonics Closure: Lesson 101: Finish the worksheet on the back answering comprehension questions and pull to read sight words.
FRIDAY	Use this time for Saxon Phonics Review >>> Lexia/Spelling Tic-Tac-Toe finishers as well as beating time in Fluency Packet. If there are any assessments that need completed, complete them at this time. :)

week of march 16-20 2020

Subject to change at anytime



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. DECOLIER** will be pulling groups from 9:30-10:00 on an as needed skill basis.
- * **MRS. KIO** will pull learning support children form 9:30-10:00

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Rotation 1 9:15-9:30	Green Lexia Blue Lexia Orange Free choice Yellow Mrs. Wight	Green Word Work Blue Read to Self Orange Lexia Yellow Mrs. Wight	Green Read to Self Blue Word Work Orange Lexia Yellow Mrs. Wight	Green Word Work Blue Mrs. Wight Orange Free Choice Yellow Read to Self	progress monitoring. due students and no guided reading due to
Rotation 2 9:30-9:45	Green Free Choice Blue Mrs. Wight Orange Lexia Yellow Lexia	Green Read to Self Blue Lexia Orange Mrs. Wight Yellow Word Work	Green Lexia Blue Free Choice Orange Mrs. Wight Yellow Word Work	Green Lexia Blue Read to Self Orange Mrs. Wight Yellow Free Choice	
Rotation 3 9:45-10:00	Green Mrs. Wight Blue Word Work Orange Read to Self Yellow Free Choice	Green Free Choice Blue Mrs. Wight Orange Word Work Yellow Lexia	Green Mrs. Wight Blue Lexia Orange Word Work Yellow Read to Self	Green Mrs. Wight Blue Free Choice Orange Read to Self Yellow Lexia	

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guided reading with mrs. chilson

9:15-10:00

MONDAY	<p>yellow - 1: Warm up with HFW and build background and introduce the text. Read Amy's Airplane. Then complete the worksheet.</p> <p>blue - 1: Warm up with HFW and build background and introduce the text. Read Lens Tomatoes. Then complete the worksheet.</p> <p>green - 1: Warm up with HFW and build background and introduce the text. Read The Lemonade Stand. Then complete the worksheet.</p>
TUESDAY	<p>yellow - 2: Reread Amy's Airplane and complete the phonics awareness activity: clapping syllables.</p> <p>orange - 1: Warm up with HFW and build background and introduce text. Read So Many Sounds. Complete the worksheet that goes along with it.</p> <p>blue - 2: Reread Len's Tomatoes and then complete the phonics awareness activity: using the words in a sentence.</p>
WEDNESDAY	<p>yellow - 3: Review sight words using the etch a sketch boards.</p> <p>orange - 2: Reread So Many Sounds and complete phonics awareness chance letter in the word.</p> <p>green - 2: Reread The Lemonade Stand and then complete the phonics awareness activity, and build sentences from words within their story.</p>
THURSDAY	<p>blue - 3: Review sight words using the etch a sketch boards.</p> <p>orange - 3: Review sight words using the etch a sketch boards.</p> <p>green - 3: Review sight words using the etch a sketch boards.</p>
FRIDAY	<p>No Guided Reading due to assessments. This time is used to prep for next week and pull for individualized assessments as needed.</p>

READ TO SOMEONE IS UTILIZED DURING CORE READING TIME WHEN MRS. WIGHT CAN MAKE ACTIVE OBSERVATIONS, AS NEEDED.

CORE READING 10:00-10:30

*MRS. CHILSON IS TEACHING CORE READING

<p><u>READING STORY:</u> Whistle for Willie (genre: Realistic Fiction)</p> <p><u>SPELLING WORDS:</u> look, book, good, hook, brook, took, foot, shook, wood, hood</p> <p><u>HIGH FREQUENCY WORDS:</u> again, boy, nothing, along, father, together, began, house</p> <p><u>SKILLS AND STRATEGY:</u> Cause and Effect, Figurative Language & Clarifying</p>	
MONDAY	<p><u>Opening:</u> Warm up with wordplay T210 & go over HFW (words to know) T218</p> <p><u>Whole Group Activity:</u> Preview the topic... review the genre and then read the story together. (comprehension questions throughout)</p> <p><u>Skills/Strategy Application:</u> Sequence of Events Worksheet (cut and paste) >>> If time allows go over comprehension questions.</p>
TUESDAY	<p><u>Opening:</u> Review HFW (using in a sentence) >>> Listen to the story for a second time.</p> <p><u>Whole Group Activity:</u> Discuss cause and effect and complete worksheet together cut and paste.</p> <p><u>Skills/Strategy Application:</u> Complete cause and effect pocket activity/sort!</p>
WEDNESDAY	<p>AR READ in Mrs. Howards Room with third grade.</p>
THURSDAY	<p><u>Opening:</u> Warm up with Wordplay</p> <p><u>Whole Group Activity:</u> Read our story. Start Willie Cause and Effect Craft!</p> <p><u>Skills/Strategy Application:</u> Finish craft >>> early finishers will complete cause and effect cut and paste activity.</p>
FRIDAY	<p>Spelling and Sight Word Test & Vocabulary Test (during guided reading time) >>> Read the story again... Complete the Cause and Effect cut and past assessment that goes along with the story. Then they will play the Whistle for Willie Board Game.</p> <p>***Finish Willie craft instead of play the game if it is incomplete.</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	<p>6.4 Using your Story Heart tell about who and what</p> <p>Open up with Personal Narrative: "Night Shift Daddy," by Eileen Spinelli. >>> Use story hearts to create a narrative that include the who and the what. The key is to get them adding details. *use graphic organizer</p>
Tuesday	<p>St. Patrick's Day Activities</p>
Wednesday	<p>6.5 & 6.6 Include your Feelings!</p> <p>Have them pick out a story that they have in their writing folders and they are going to revisit it today. Add feelings to previous story >>> Brainstorm feelings and write them on the board so that students can use them.</p>
Thursday	<p>6.7 Using Thought and Speech Bubbles</p> <p>Introduce speech and thought bubbles and explain the difference. Model in your own writing >> model speech bubble in one picture and a thought bubble in the other picture.</p>
Friday	<p>6.8 & 6.9 Make your words easy to read & "I am noticing"</p> <p>REVIEW Smartie Spelling (reference their writing folders) >>> Go over what are good writing habits and what they should be using as good writers: *Spacing between words *Small piece of the pie *Stretched out words >>> Partner them up to share their writing so far and have them talk about good writing! (If time allows switch up partners)</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 1:15-2:00/2:15

***Mrs. Chilson will be teaching math**

Monday	<p style="text-align: center;">7.1 FACT FAMILIES</p> <p>Warm up with Mental Math and Fluency using the white boards. Complete the Math Focus - Pull dominos and introduce fact families. Math Journal page 134 together and then exit ticket >>> ACI 7.1 (2 pages)</p>
Tuesday	<p style="text-align: center;">7.2 MORE FACT FAMILIES</p> <p>Warm up with Mental Math and Fluency. Introduce Fact Triangles and then complete math journal page 140. Fact Family Roll the Dice with a partner. Exit ticket >>> ACI 7.2</p>
Wednesday	<p style="text-align: center;">7.3 RELATING SPECIAL ADDITION AND SUBTRACTION FACTS</p> <p style="text-align: center;">*Mrs. Dibble will to complete any UNIT 6 assessments.</p> <p>Warm up with Mental Math and Fluency and complete the Math Message and Think Addition to Subtract with DOUBLES & COMBINATIONS OF 10. >>> Introduce Salute and then complete Exit Ticket >>> ACI 7.3</p>
Thursday	<p style="text-align: center;">7.4 MORE SUBTRACTION FACT STRATEGIES</p> <p>Warm up with Mental Math and Fluency. Complete the Math Focus comparing counting u and counting back to subtract. Math Journal page 142 together. Exit ticket >>> ACI 7.4 and then introduce shaker addition top it.</p>
Friday	<p style="text-align: center;">FLEX</p> <p>Fact Family Assessment using dominoes and fact triangle. Then create fact family puzzles to play and take home! Mrs. Chilson will pull to have students complete ACIs that are incomplete.</p>

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