

# 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 march 9-13 2020

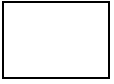
\*Subject to change at anytime\*

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

MONDAY	Heggerty>>> 26: Onset Fluency * Identifying Medial Sounds * Segmenting Phonemes * Substituting Phonemes * Adding Phonemes * Deleting Phonemes
	Saxon Warm Up: DECODABLE: 16: A Get Well Wish. Read the story together.
	Saxon Whole Group: DECODABLE 16: A Get Well Wish. Go back through and highlight a word from the book with each sound: sh, shr, both oo... find a word from the books with each suffix and box in the suffix: -s, -ing, -ed. Find the word "could" and circle it with a crayon... practice using it in a sentence orally. Underling answers to the comprehension questions.
	Phonics Closure: Introduce spelling words! >>> focus on handwriting.
TUESDAY	Heggerty>>> 26: Onset Fluency * Identifying Medial Sounds * Segmenting Phonemes * Substituting Phonemes * Adding Phonemes * Deleting Phonemes
	Saxon Warm Up: Lesson 96 Alphabetize spelling words & complete #1-10 on spelling/sound review worksheet.
	Saxon Whole Group: Lesson 96 Introduce New Increment: Suffix -es Echo these words and listen for sound in the final position: branches, dishes, fizzes, boxes, messes. >>> introduce suffixes -es >>> introduce sibilant sounds (hissing sounds) and code them on the board. Complete #11-20 on the worksheet together!
	Phonics Closure: Lesson 96 - Complete the back of the worksheet for a grade and turn it into the done bin!
WEDNESDAY	Heggerty>>> 26: Onset Fluency * Identifying Medial Sounds * Segmenting Phonemes * Substituting Phonemes * Adding Phonemes * Deleting Phonemes
	Saxon Warm Up: LESSON 97 Warm up sound review on the smartboard and sight word review.
	Saxon Whole Group: LESSON 97 - <u>New Increment</u> : digraph ue echo ue words and write them on the board: glue, blue, clue >>> remind how to code them Introduce the new keyword: glue
	Phonics Closure: LESSON 97 - Review together on whiteboards!
THURSDAY	Heggerty>>> 26: Onset Fluency * Identifying Medial Sounds * Segmenting Phonemes * Substituting Phonemes * Adding Phonemes * Deleting Phonemes
	Saxon Warm Up: DECODABLE 17: Just Jump! read it together!
	Saxon Whole Group: DECODABLE 17: Just Jump!. Go back through and highlight a word from the book with each sound: j, ng, both oo... find a word from the book with each of the long vowel sounds and make a box around the word: long vowel sounds spelling o, ee, and a-e. Find the word "says" and circle it with a crayon... practice using it in a sentence orally. Underling answers to the comprehension questions.
	Phonics Closure: DECODABLE 17: Just Jump! >>> Students will complete the worksheet for an assessment grade.
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 9-13 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	

week of march 9-13 2020

\*Subject to change at anytime\*

# guided reading with mrs. chilson

## 9:15-10:00

MONDAY	<p>yellow - 1: context vocabulary cards &gt;&gt;&gt; draw a picture to match the word!</p> <p>blue - 1: context vocabulary cards &gt;&gt;&gt; draw a picture to match the word!</p> <p>green - 1: context vocabulary cards &gt;&gt;&gt; draw a picture to match the word!</p>
TUESDAY	<p>yellow - 2: Amazing Animals brochure.</p> <p>orange - 1: context vocabulary cards &gt;&gt;&gt; draw a picture to match the word!</p> <p>blue - 2: Amazing Animals brochure.</p>
WEDNESDAY	<p>yellow - 3: FINISH Amazing Animals brochure if needed and then complete sentence scramble!</p> <p>orange - 2: Amazing Animals brochure.</p> <p>green - 2: Amazing Animals brochure.</p>
THURSDAY	<p>blue - 3: FINISH Amazing Animals brochure if needed and then complete sentence scramble!</p> <p>orange - 3: FINISH Amazing Animals brochure if needed and then complete sentence scramble!</p> <p>green - 3: FINISH Amazing Animals brochure if needed and then complete sentence scramble!</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><b>READING STORY:</b> Amazing Animals (genre: Informational Text)</p> <p><b>SPELLING WORDS:</b> her, fern, girl, sire, stir, bird, fur, hurt, turn, third</p> <p><b>HIGH FREQUENCY WORDS:</b> baby, begins, eight, follow, learning, until, years, young</p> <p><b>SKILLS AND STRATEGY:</b> Conclusions, Using Context &amp; Visualize</p>	
MONDAY	<p><b>Opening:</b> Warm up with wordplay T110 &amp; go over HFW (words to know) T118</p> <p><b>Whole Group Activity:</b> Preview the topic... review the genre and then read the story together. (comprehension questions throughout)</p> <p><b>Skills/Strategy Application:</b> Quick 5 facts &amp; Visualizing activity. (If time allows introduce the giraffe drawing conclusions activity.)</p>
TUESDAY	<p><b>Opening:</b> Review HFW (using in a sentence) &gt;&gt;&gt; Listen to the story for a second time.</p> <p><b>Whole Group Activity:</b> Watch informational giraffe video and collect giraffe facts from the story and the video.</p> <p><b>Skills/Strategy Application:</b> Complete giraffe detail and conclusion craft (directed drawing). Use facts from the brainstorming whole group activity. Encourage labels and complete sentences.</p>
WEDNESDAY	<p>AR READ in Mrs. Howards Room with third grade.</p>
THURSDAY	<p><b>Opening:</b> Play animal inference guessing game!</p> <p><b>Whole Group Activity:</b> Introduce writing clues to guess an animal.</p> <p><b>Skills/Strategy Application:</b> Which Animal is Behind the Door? Craftivity! *If time allows finish giraffe craft if needed. :)</p>
FRIDAY	<p>Spelling and Sight Word Test (during guided reading time) &gt;&gt;&gt; Read the story again... Complete Find the Page activity as an assessment and then play Amazing Animals scoot. Finish any unfinished work! :)</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!



week of march 9-13 2020

\*Subject to change at anytime\*

## Writer's Workshop 11:15-12:00

Monday	stem lab
Tuesday	stem lab
Wednesday	<b>6.1 Focus the Writing Get a Baseline</b> Have them write about something that has happened in their real life. Give me a beginning middle end. Good writers think write and draw. Remind them to use their writing folders to find words that they don't know. Stretch out words and make sure pictures match the words.
Thursday	<b>6.2 Retelling an event noticing what is important</b> Compare writing to sharing pie >>> use the assembly to model. Then have students try to write something of a personal narrative. Raise your hand if you need help .
Friday	<b>6.3 Design Story heart (not idea folder)</b> brainstorm a list of things that have happened in real life >>> focus on people places and things. If they finish early they could start writing about one of those things.

**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	<b>6.12 UNIT 6 CUMULATIVE ASSESSMENT</b> Review for Unit 6 Cumulative Assessment #1-7! Take as much time as needed. Then complete the assessment.
Tuesday	<b>6.12 UNIT 6 CUMULATIVE ASSESSMENT CONTINUED...</b> Review for Unit 6 Cumulative Assessment 8-12! Take as much time as needed. Then complete the assessment.
Wednesday	<b>MATH FLEX DAY - REVIEW</b> *Mrs. Dibble will pull groups to complete Spin the Place Value. *Place Value: Ten Less and Ten More with a partner in the classroom *Mrs. Chilson will be pulling to finalize ACI's & finishing Unit 6 Cumulative Assessment
Thursday	<b>6.12 UNIT 6 ASSESSMENT</b> Review for Unit 6 #1-7! Take as much time as needed. Then complete the assessment #1-7.
Friday	<b>6.12 UNIT 6 ASSESSMENT CONTINUED...</b> Review for Unit 6 #8-11 & Challenge! Take as much time as needed. Then complete the assessment.

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