

# 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 september 16-20, 2019

\*Subject to change at anytime\*

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

MONDAY	<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 13</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 13 - <u>New Increment:</u></b> Blends (pl, sl, sn, sp, spl, and st) Introduce blends and the variety. Oral practice & coding <b><u>Application and Continual Review:</u></b> boardwork and worksheet 13
	<b>Phonics Closure: LESSON 13</b> - identify initial blend sounds as well as coding rules up until this point.
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 14</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 14 - <u>New Increment:</u></b> The Letter D Handwriting * Spelling with Letter Tiles * New picture card - DOG <b><u>Application and Continual Review:</u></b> boardwork and worksheet 14
	<b>Phonics Closure: LESSON 14</b> - handwriting letter Dd and spelling short vowel CVC words and words with blends.
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 15</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 15 - Assessment 2</b>
	<b>Phonics Closure: LESSON 15</b> - Mrs. Wight will pull for the oral assessment part during snack time when possible. n
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 16</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 16 - <u>New Increment:</u></b> The Letter F Handwriting * Spelling with Letter Tiles * New picture card: Fish <b><u>Application and Continual Review:</u></b> boardwork and worksheet 16
	<b>Phonics Closure: LESSON 16</b> - Handwriting the letter f, reading simple sentences, picture matching blends... and practicing SPELLING using all phonics skills thus far.
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 17</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 17 - <u>New Increment:</u></b> The Letter H Handwriting the letter Hh * Spelling with letter tiles * New picture card: Hat <b><u>Application and Continual Review:</u></b> boardwork and worksheet 17
	<b>Phonics Closure: LESSON 17</b> - Handwriting the letter Hh, reading simple sentences and matching it to the picture, picture matching initial blends.

# 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	INTRODUCE LEXIA
TUESDAY	Review the three ways to read a book. *Get ready to launch read to self! Complete an anchor chart and discuss urgency and the importance of reading. (Allow them to practice with a decodable!) - focus on stamina!
WEDNESDAY	Review Read to Self & TRY! - meet and discuss >>> Fill out stamina graph! - Complete a Word Work spelling activity after read to self is finished.
THURSDAY	Read to Self - today before working on stamina discuss where to sit and where not to sit and model. TAKE PICUTRES :) *Read Rosie's Walk and focus on three ways to read a story with big focus on RETELL
FRIDAY	Read to Self - Set a new stamina goal and try it! >>> Introduce Work on Writing as a daily 5 station and complete anchor chart!

**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> Lucia's Neighborhood (Informational Text) 98-109</p> <p><u>SPELLING WORDS:</u> yet, web, pen, wet, leg, hen</p> <p><u>HIGH FREQUENCY WORDS:</u> all, does, here, me, my, who</p> <p><u>SKILLS AND STRATEGY:</u> Text/Graphic Features &amp; Questioning</p>	
MONDAY	<p><u>Opening:</u> Read <i>Painting Word Pictures</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> Practice using text and graphic features... go back and point them out and talk about them!</p>
TUESDAY	<p><u>Opening:</u> Warm up with wordplay &gt;&gt; How do they go together: vet, teacher, firefighter &amp; Daily Vocabulary Boost</p> <p><u>Whole Group Activity:</u> Reread the story &amp; focus on the essential question and have a classroom conversation (T328)</p> <p><u>Skills/Strategy Application:</u> Draw a picture of someone from your neighborhood. Add a label. Write a sentence.</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 - The Never Ending Story &amp; Daily Vocabulary Boost</p> <p><u>Whole Group Activity:</u> Read <i>City Mouse and Country Mouse</i> discuss the difference in genre</p> <p><u>Skills/Strategy Application:</u> Compare TEXTS on page 117</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	<b>STEM</b>
Tuesday	<b>STEM</b>
Wednesday	<b>STEM</b>
Thursday	<p style="text-align: center;"><b>2.1 Let's Explore Narrative Stories</b></p> <p><b>Mini-Lesson:</b> Writers write about all kinds of things. Read <i>Big Mama's</i> by Donald Crew - look what did in his book about going to visit grandma. focus on details. - THINK ALOUD</p> <p><b>Try it:</b> Today you are going to start your FIRST BOOK! Do what I did. Think of something and get it down</p> <p><b>Check:</b> Writer's always start with the first writing page in a new book.</p> <p><b>Share:</b> 2-3 students may share. Model "notincings" &amp; "questions"</p>
Friday	<p style="text-align: center;"><b>2.2 Let's explore narrative stories - adding a new page</b></p> <p><b>Mini-Lesson:</b> Yesterday we were really excited about starting our books. Today teach how to add another page. *** FOLDERS</p> <p><b>Try it:</b> Have students get their book from yesterday and keep going!</p> <p><b>Check:</b> When Mrs. Wight is will someone - no interruptions.</p> <p style="text-align: center;"><b>Share:</b> 2-3 students may share. Model "notincings" &amp; "questions"</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 style="text-align: center;"><b>I.8 MORE ORGANIZING DATA</b></p> <p>Warm Up: Mental Math and Fluency Review Tally Chart                  Math with Mrs. Wight: Organizing and Representing data in a tally chart (whole group) – play rock, paper, scissors</p>
Tuesday	<p style="text-align: center;"><b>I.9 EXPLORING MATH MATERIALS</b></p> <p>Warm Up: Mental Math and Fluency &amp; set up exploration stations:                  *pattern blocks *base-10 blocks *and geoboards                  Math with Mrs. Wight: rotation of exploration to get on Freckle!</p>
Wednesday	<p style="text-align: center;"><b>I.10 NUMBER STORIES</b></p> <p>Warm Up: Mental Math and Fluency &amp; REVIEW for part 1 of math test #1-3 (QUICKLY take the test)                  Math with Mrs. Wight: Telling Simple Number Stories &amp; Sharing Simple Number Stories                  *** Mrs. Dibble can work on the Unit 1 Challenge! :)</p>
Thursday	<p style="text-align: center;"><b>I.11 COUNTING LARGER NUMBERS</b></p> <p>Warm Up: Mental Math and Fluency &amp; REVIEW for part 2 of math test #4-8 (Quickly take the test)                  Math with Mrs. Wight: Introduce Rolling for 50 and number grid counting!</p>
Friday	<p style="text-align: center;"><b>FLEX STATIONS AND MATH GAMES</b></p> <p style="text-align: center;">**Pull for make up math tests!</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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