

# 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 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	<h2>No School due to Labor Day</h2>
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 6</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 6 - <u>New Increment:</u></b> The Letter I Handwriting * Spelling with Letter Tiles * New picture card (inch & icicle) <b><u>Application and Continual Review:</u></b> boardwork and worksheet 6
	<b>Phonics Closure: LESSON 6</b> - handwriting letter i, coding short vowel words, and spelling cvc words
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 7</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 7 - <u>New Increment:</u></b> The Letter L Handwriting * Spelling with Letter Tiles * New picture card (lion) <b><u>Application and Continual Review:</u></b> boardwork and worksheet 7
	<b>Phonics Closure: LESSON 7</b> - handwriting letter l, coding short vowel words, and spelling cvc words & HFW (no)
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 8</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 8 - <u>New Increment:</u></b> The Letter A (part one) Handwriting * Spelling with Letter Tiles * New picture card (apple and acorn) <b><u>Application and Continual Review:</u></b> boardwork and worksheet 8
	<b>Phonics Closure: LESSON 8</b> - handwriting letter l, coding short vowel words, and spelling cvc words
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 9</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 9 - <u>New Increment:</u></b> The Letter Z Handwriting * Spelling with Letter Tiles * New picture card (zebra) <b><u>Application and Continual Review:</u></b> boardwork and worksheet 9
	<b>Phonics Closure: LESSON 9</b> - handwriting letter z, coding short vowel words & HFW, and spelling cvc words

# 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 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	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 9:30-9:45	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 9:45-10:00	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	

# 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 due to Labor Day
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><b>READING STORY:</b> The Storm (Realistic Fiction) 42-53</p> <p><b>SPELLING WORDS:</b> if, is, him, rip, fit, pin</p> <p><b>HIGH FREQUENCY WORDS:</b> for, what, have, he, look, too</p> <p><b>SKILLS AND STRATEGY:</b> Understanding Characters &amp; Infer/Predict</p>	
MONDAY	No School due to Labor Day
TUESDAY	<p><b>Opening:</b> Read <i>Susie and the Bandits</i> complete listening comprehension questions</p> <p><b>Whole Group Activity:</b> Picture walk through the story (and predict what is going to happen) then read it together.</p> <p><b>Skills/Strategy Application:</b> Retell the story</p>
WEDNESDAY	<p><b>Opening:</b> Warm up with wordplay &gt;&gt; The Never-Ending Story &amp; Daily Vocabulary Boost</p> <p><b>Whole Group Activity:</b> Reread the story <i>The Storm</i> &amp; discuss the genre - realistic fiction.</p> <p><b>Skills/Strategy Application:</b> Look at pages 48-49 and draw/write words and pictures to describe how Tim feels. Use text evidence, and the book to help.</p>
THURSDAY	<p><b>Opening:</b> Warm up with Wordplay - Two Words &amp; Daily Vocabulary Boost</p> <p><b>Whole Group Activity:</b> Read <i>Storms!</i> discuss the difference in genre and focus on the photographs.</p> <p><b>Skills/Strategy Application:</b> Compare text-to-text: talk about different kinds of storms.</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	<h1>No School due to Labor Day</h1>
Tuesday	<p style="text-align: center;"><b>1.1 WRITING IS JUST TELLING ON PAPER</b></p> <p><b>Mini-Lesson:</b> Read: <u>What do Authors Do?</u> - by: Eileen Christelow Get excited for writers workshop! Model how to think. Do a think aloud, about myself.</p> <p><b>Try it:</b> Have students get a picture in their head and draw it the best they can - add labels!</p> <p><b>Check:</b> Writer's need a quiet place to work. Help your friends by working quietly</p> <p><b>Share:</b> 2-3 students may share. Model "noticings" &amp; "questions"</p>
Wednesday	<p style="text-align: center;"><b>1.2 WRITING IS JUST TELLING ON PAPER</b></p> <p><b>Mini-Lesson:</b> Do another think aloud. *be dramatic - Focus on details! - Today YOU MUST add a sentence</p> <p><b>Try it:</b> Have students get a picture in their head and draw it the best they can - add labels AND a sentence today!</p> <p><b>Check:</b> Writer's are construction workers - they need tools! Make sure students are using appropriate tools during writer's workshop.</p> <p><b>Share:</b> 2-3 students may share. Model "noticing's" &amp; "questions" make sure the audience is practicing good listening!</p>
Thursday	<p style="text-align: center;"><b>1.3 TELL A STORY INSTEAD OF NAMING THE PARTS</b></p> <p><b>Mini-Lesson:</b> Share Pancakes for Breakfast by: Tomie dePaola &gt;&gt;&gt; Use the story to model telling a story rather than just naming the parts.</p> <p><b>Try it:</b> Have students TELL a story today... focus on guiding them beyond just naming the pictures.</p> <p><b>Check:</b> Writer's are construction workers - they need tools! Introduce writing folders and how we store our work!</p> <p><b>Share:</b> 2-3 students may share. Model "noticing's" &amp; "questions" make sure the audience is practicing good listening!</p>
Friday	<p style="text-align: center;"><b>1.4 WRITERS WORK ON STAMINA</b></p> <p><b>Mini-Lesson:</b> Explain that writing takes time and muscles. Compare writing to football players and dancers. Model write working hard!</p> <p><b>Try it:</b> Set the expectation to write for 10 minutes &gt;&gt;&gt; Add to an old story or start a new one! Encourage and praise those showing strong work stamina.</p> <p><b>Check:</b> Share with them how many minutes they worked for by charting it!</p> <p><b>Share:</b> 2-3 students may share. Model "noticing's" &amp; "questions" make sure the audience is practicing good listening!</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	No School Due to Labor Day
Tuesday	<p style="text-align: center;"><b>1.5 I MORE, I LESS</b></p> <p>Warm Up: Mental Math and Fluency &amp; Introduce White Boards as tools                  Math with Mrs. Wight: Telling I-More and I-Less Stories &amp; Introduce Bunny Hop</p>
Wednesday	<p style="text-align: center;"><b>1.6 COMPARING NUMBERS</b></p> <p>Warm Up: Mental Math and Fluency &amp; Comparing and Ordering Numbers                  Math with Mrs. Wight: Practice comparing and ordering numbers &amp; Introduce Top-It</p>
Thursday	<p style="text-align: center;"><b>1.7 ORGANIZING DATA IN A TALLY CHART</b></p> <p>Warm Up: Mental Math and Introducing Tally Marks                  Math with Mrs. Wight: Organizing and representing categorical data &gt;&gt;&gt; ACI</p>
Friday	<b>FLEX STATIONS AND MATH GAMES</b>

**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.



**COMMON CORE** **State Standards**

**READING LITERATURE**

- RL.1.1** ask and answer questions about key details
- RL.1.2** retell stories and demonstrate understanding of the message or lesson
- RL.1.4** identify words and phrases that suggest feelings or appeal to senses
- RL.1.7** use illustrations and details to describe characters, settings, or events

**READING INFORMATIONAL TEXT**

- RI.1.6** distinguish between information provided by pictures and words
- RI.1.9** identify similarities in and differences between texts on the same topic

**FOUNDATIONAL SKILLS**

- RF.1.2b** orally produce single-syllable words by blending sounds
- RF.1.2c** isolate and pronounce sounds in spoken single-syllable words
- RF.1.2d** segment spoken single-syllable words into their complete sequence of individual sounds
- RF.1.3b** decode regularly spelled one-syllable words
- RF.1.3f** read words with inflectional endings
- RF.1.4a** read on-level text with purpose and understanding
- RF.1.4b** read on-level text orally with accuracy, appropriate rate, and expression

**SPEAKING AND LISTENING**

- SL.1.1a** follow rules for discussions
- SL.1.1c** ask question to clear up confusion about topics and texts under discussion
- SL.1.3** ask and answer questions about what a speaker says
- SL.1.4** describe people, places, things, and events with details/express ideas and feelings clearly
- SL.1.5** add drawings or visual displays to descriptions to clarify ideas, thoughts, and feelings
- SL.1.6** produce complete sentences when appropriate to task and situation

**LANGUAGE**

- L.1.1b** use common, proper, and possessive nouns
- L.1.2d** use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- L.1.4a** use sentence-level context as a clue to the meaning of a word or phrase
- L.1.5c** identify real-life connections between words and their use

**DOMAIN: Earth Science**  
LESSON TOPIC: Weather

**COMMON CORE**

**LESSON 2**

# Our Focus Wall

**ANCHOR TEXT**

**The Storm**  
Realistic Fiction

**Storms!**  
Informational Text

Read Together

**ESSENTIAL QUESTION**  
What happens during a storm?

**FOUNDATIONAL SKILLS**

**Words to Know**  
HIGH-FREQUENCY WORDS

for	what	have
he	look	too

**Phonics**

Words with Short *i*  
Consonants *r, h, l/z/s, b, g*  
Phonogram *-it*

**Fluency**

Accuracy: Words Connected in Text

**READING LITERATURE & INFORMATIONAL TEXT**

**Comprehension Skills and Strategies**

**TARGET SKILL**

- Understanding Characters
- Realistic Fiction

**TARGET STRATEGY**

- Infer/Predict

**LANGUAGE**

**Spelling**

Short *i*; Consonants *r, h, l/z/s*

if	rip
is	fit
him	pin

**Grammar**

Possessives

**Vocabulary Strategies**

Context Clues

**WRITING**

**Writing**

Narrative Writing:  
Captions  
Focus Trait: Ideas



Go to [connectED.mheducation.com](http://connectED.mheducation.com) for comprehensive trajectories that show how in-depth mastery develops across the grade.

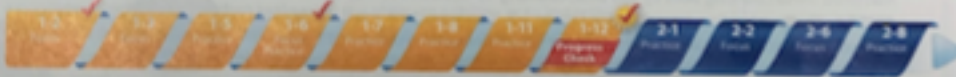
### Numbers and Operations in Base Ten

**1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.



★ By the end of Unit 1, expect children to count up by 1s on a number grid or number line (starting at any number < 100) and count a number of objects (< 20), including tally marks.

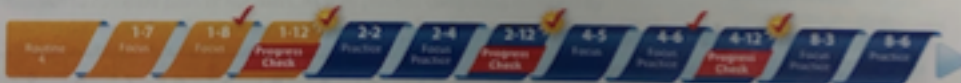
**1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .



★ By the end of Unit 1, expect children to tell which of two numbers (< 15) is larger, using a number line if necessary.

### Measurement and Data

**1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.



★ By the end of Unit 1, expect children to read the number of data points in each category of a tally chart.



**CCSS Spiral Trace: Skills, Concepts, and Applications**

**Mastery Expectations** This Spiral Trace outlines instructional trajectories for key standards in Unit 1. For each standard, it highlights opportunities for Focus instruction, Warm Up and Practice activities, and assessment, and describes the **degree of mastery**—as measured against the entire standard—expected at this point in the year. For a general discussion of the *Everyday Mathematics* spiral and how it's represented in the program, see the online Implementation Guide.

**Operations and Algebraic Thinking**

**1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1-1 Focus | 1-5 Focus | 1-10 Focus Practice | 1-12 Program Check | 2-1 Focus Practice | 2-3 through 2-5 Warm Up Practice | 2-8 through 2-11 Warm Up Focus Practice | 2-12 Program Check | 3-1 through 3-4 Focus Practice

★ By the end of Unit 1, expect children to solve simple number stories involving addition and subtraction within 10.

**1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1-1 Focus | 1-5 Focus | 1-6 Warm Up Practice | 1-9 Warm Up Practice | 1-10 Focus | 1-11 Warm Up Practice | 1-12 Program Check | 2-1 Focus | 2-2 Warm Up | 2-3 Practice | 2-6 Focus Practice | 2-7 Warm Up Practice

★ By the end of Unit 1, expect children to find a new number by counting up and back a number of spaces from a given number (< 20) on a number grid or number line.

**1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 5 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , ones knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

1-1 Focus | 1-3 Focus | 1-5 Focus Practice | 1-7 Focus Practice | 1-8 Focus | 1-10 Focus | 1-12 Program Check | 2-3 through 2-6 Warm Up Focus Practice | 2-8 through 2-11 Warm Up Focus Practice | 2-12 Program Check

★ By the end of Unit 1, expect children to use addition and subtraction within 10 to solve simple number stories.