

# 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 23-27, 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 18</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 18</b> - <b>New Increment:</b> The Letter G Handwriting G and spelling with letter tiles... introduce new picture card: goat and goat <b>Application and Continual Review:</b> boardwork and worksheet 18
	<b>Phonics Closure: LESSON 18</b> - Read simple sentence and match it to the picture as well as identify initial blends.
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 19</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 19</b> - <b>New Increment:</b> The Letter R Handwriting * Spelling with Letter Tiles * New picture card - Rabbit <b>Application and Continual Review:</b> boardwork and worksheet 19
	<b>Phonics Closure: LESSON 20</b> - ASSESS **MRS. WIGHT WILL PULL ONE ON ONE FOR ASSESSMENT.
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 21</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 21</b> - <b>New Increment:</b> The Letter K Handwriting * Spelling with Letter Tiles * New picture card - Kite <b>Application and Continual Review:</b> boardwork and worksheet 21
	<b>Phonics Closure: LESSON 21</b> - Read simple sentences and identify initial blends.
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 22</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 22</b> - <b>New Increment:</b> The Letter C Handwriting * Spelling with Letter Tiles * New picture card: Cat <b>Application and Continual Review:</b> boardwork and worksheet 22
	<b>Phonics Closure: LESSON 22</b> - Handwriting the letter c, 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 23</b> Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	<b>Saxon Whole Group: LESSON 23</b> - <b>New Rule:</b> Spelling with k and c Introduce the rule and practice whole group <b>Application and Continual Review:</b> boardwork and worksheet 23
	<b>Phonics Closure: LESSON 23</b> - practice c or k :)

# 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	Lexia and Word Work (get everyone on Lexia) >>> REVIEW + chart
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 PICTURES :) *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> Gus Takes the Train (Fantasy) 126-137</p> <p><u>SPELLING WORDS:</u> up, bug, mud, nut, hug, tub</p> <p><u>HIGH FREQUENCY WORDS:</u> friend, full, good, hold, many, pull</p> <p><u>SKILLS AND STRATEGY:</u> Story Structure &amp; Analyzing and Evaluating</p>	
MONDAY	<p><u>Opening:</u> Read <i>Training Around the Town</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 picking out the characters!</p>
TUESDAY	<p><u>Opening:</u> Warm up with wordplay &gt;&gt; Share a Riddle: Why do elephants have trunks &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 (T424)</p> <p><u>Skills/Strategy Application:</u> Where does the story take place? Draw a picture and write a sentence to match the setting</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 - Two Words &amp; Daily Vocabulary Boost</p> <p><u>Whole Group Activity:</u> Read <i>City Zoo</i> discuss the difference in genre</p> <p><u>Skills/Strategy Application:</u> Compare TEXTS on page 145</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	<h3>2.1 Let's Explore Narrative Stories</h3> <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  <b>Try it:</b> Today you are going to start your FIRST BOOK! Do what I did. Think of something and get it down  <b>Check:</b> Writer's always start with the first writing page in a new book.  <b>Share:</b> 2-3 students may share. Model "notincings" &amp; "questions"</p>
Tuesday	<h3>2.2 Let's explore narrative stories - adding a new page</h3> <p><b>Mini-Lesson:</b> Yesterday we were really excited about starting our books. Today teach how to add another page. *** FOLDERS  <b>Try it:</b> Have students get their book from yesterday and keep going!  <b>Check:</b> When Mrs. Wight is will someone - no interruptions.  <b>Share:</b> 2-3 students may share. Model "notincings" &amp; "questions"</p>
Wednesday	<h3>2.3 Introduce story hand</h3> <p><b>Mini-Lesson:</b> Continue writing story... use the story hand and go through to make sure I have included everything.  <b>Try it:</b> Work on some more of your first book. :)  <b>Check:</b> STAMINA (Set Timer)  <b>Share:</b> 2-3 students may share. Model "notincings" &amp; "questions"</p>
Thursday	<h3>2.4 Continue with Story Hand and stretching Story</h3> <p><b>Mini-Lesson:</b> Focus on the "heart" part of story hand today...  <b>Try it:</b> Work on some more of your first book. (Do just what I did)  <b>Check:</b> STAMINA (Set Timer)  <b>Share:</b> 2-3 students may share. Model "notincings" &amp; "questions"</p>
Friday	<p>No Writing due to Flash Mob in the Afternoon... finish all Friday Activities at this time that were not completed in the morning.</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>2.5 10 APPLES</b></p> <p>Warm Up: Mental Math and Fluency Review Tally Chart Math with Mrs. Wight: Solving open response problems (work together!) focus on strategies</p>
Tuesday	<p style="text-align: center;"><b>2.6 MORE COUNTING ON TO ADD</b></p> <p>Warm Up: Mental Math and Fluency Math with Mrs. Wight: Introduce High Roller and PLAY &gt;&gt;&gt; when kids finish they can play penny plate or keep playing High Roller - math journal page 10</p>
Wednesday	<p style="text-align: center;"><b>MATH FLEX!</b></p> <p>Students may rotate through Math Games... Mrs. Wight will be pulling for assessments and Mrs. Dibble will be pulling for a math activity!</p>
Thursday	<p style="text-align: center;"><b>2.7 LABELING COUNTS</b></p> <p>Warm Up: Mental Math and Fluency Math with Mrs. Wight: Labeling with unites and introducing unit boxes - Complete math journal pg.11</p>
Friday	<p style="text-align: center;"><b>READING FLASH MOB</b></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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