**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**

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| **Monday** | **Heggerty>>>** letter naming \* rhyme recognition \* onset fluency \* blending words \* identifying final sounds \* segmenting words \* substituting words |
| **Saxon Warm Up: LESSON 23** Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review |
| **Saxon Whole Group: LESSON 23 - New Rule: Spelling with k and c**  Introduce the rule and practice whole group **Application and Continual Review:** boardwork and worksheet 23 |
| **Phonics Closure: LESSON 23 -** practice c or k :) |
| **Tuesday** | **Heggerty>>>** letter naming \* rhyme recognition \* onset fluency \* blending words \* identifying final sounds \* segmenting words \* substituting words |
| **Saxon Warm Up: LESSON 24** Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review |
| **Saxon Whole Group: LESSON 24 - New Increment:** The Letter B  Handwriting \* Spelling with Letter Tiles \* New picture card - balloon **Application and Continual Review:** boardwork and worksheet 24 |
| **Phonics Closure: LESSON 25 -** ASSESS \*\*MRS. WIGHT WILL PULL ONE ON ONE FOR ASSESSMENT as needed . |
| **Wednesday** | **Heggerty>>>** letter naming \* rhyme recognition \* onset fluency \* blending words \* identifying final sounds \* segmenting words \* substituting words |
| **Saxon Warm Up: LESSON 26** Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review |
| **Saxon Whole Group: LESSON 26 - New Increment:** The Letter M  Handwriting \* Spelling with Letter Tiles \* New picture card - Monkey **Application and Continual Review:** boardwork and worksheet 26 |
| **Phonics Closure: LESSON 26 -** Read simple sentences and identify initial blends. (Review inital and final sounds) |
| **Thursday** | **Heggerty>>>** letter naming \* rhyme recognition \* onset fluency \* blending words \* identifying final sounds \* segmenting words \* substituting words |
| **Saxon Warm Up: LESSON 27** Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review |
| **Saxon Whole Group: LESSON 27 - New Increment:** The Letter E  Handwriting \* Spelling with Letter Tiles \* New picture cards: elephant and equals  **Application and Continual Review:** boardwork and worksheet 27 |
| **Phonics Closure: LESSON 27 -** Handwriting the letter e, reading simple sentences, picture matching blends... and practicing SPELLING using all phonics skills thus far. |
| **Friday** | **Heggerty>>>** letter naming \* rhyme recognition \* onset fluency \* blending words \* identifying final sounds \* segmenting words \* substituting words |
| **Saxon Warm Up: LESSON 28** Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review |
| **Saxon Whole Group: LESSON 28 - New Increment: Digraph ck**  Review c, and k rules! Digraph ck is used at the end of the word, the /k/ sound is spelled *ck* if it comes after a short vowel **Application and Continual Review:** boardwork and worksheet 28 |
| **Phonics Closure: LESSON 28 -** make a list of words that end in ck! :) |

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.

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|  | 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 (Mrs. Degolier is pulling YELLOW & ORANGE group daily for 15 minutes) \*Mrs. Wight is having students begin with a Word Work MUST DO, and then make a daily 5 choice reviewing expectations DAILY >>> Mrs. Wight will rotate, and pull students based on individual needs at this time.

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| Monday | Review Lexia Log in Cards, and iPad Rules. Explain minute expectations & golden tickets for Lexia. COMPLETE Word Work Together focusing on handwriting, then have the students rainbow with three colors over their words! Once complete students may pick LEXIA or WORD WORK or READ TO SELF with decodable Unit 1 or 2! :) |
| Tuesday | Word Work Must Do: Cut and Write - color code vowels and consonants, cut and glue, then write their spelling words. Once word work is complete students may move on to Lexia (reminder on minutes) or Read to Self with decodable Unit 1 or 2 OR Jack and the Wolf! |
| Wednesday | Word Work Must Do: Sight Word Booklet  Once word work is complete students may move on to Lexia (reminder on minutes) or Read to Self with decodable Unit 1 or 2 OR Jack and the Wolf! |
| Thursday | SPECIAL ROTATIONS TODAY: We have been working really hard reviewing characters! Today we have Mrs. Barber with us to help us analyze our characters by making a VIDEO! You get to be a star! Show students one that Mrs. Wight did with HEN. Today there is going to be 4 rotations: \*Mrs. Barber \*Mrs. Wight (get your detective skills on to practice adjectives) \*Lexia \*Word Work (word search)  >>> Bring your word search to Mrs. Wight when you come to her group. |
| Friday | Read to Self - Set a new stamina goal and try it & go over GOOD FIT books! >>> SHARE Character Chatter Pix at this time after working on Stamina |

Read to Someone is utilized during CORE reading time when Mrs. Wight can make active observations, as needed.

**Core Reading 10:00-10:30**

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| **Reading Story:** Jack and the Wolf (Fable) 14-29  **Spelling Words:** an, bad, can, had, cat, ran  **High Frequency Words:** away, call, come, every, hear, said  **Skills and Strategy:** Understanding Characters & Summarizing | |
| **Monday** | **Opening**: Read *Night of the Wolf* complete listening comprehension questions  **Whole Group Activity**: Picture walk through the story (and predict what is going to be about - look at the pictures) then read it together. FOCUS ON GENRE  **Skills/Strategy Application**: Practice picking out the characters and describing their actions |
| **Tuesday** | **Opening**: Warm up with wordplay >> Share a Riddle: What can you put in a glass but never take out? & Daily Vocabulary Boost  **Whole Group Activity**: Reread the story& focus on the essential question and have a classroom conversation (T42)  **Skills/Strategy Application**: Draw Jack and label him with a variety of character traits. |
| **Wednesday** | AR READ with a focus on listening comprehension in Mrs. Howards Room! :) |
| **Thursday** | **Opening**: Warm up with Wordplay - Two Words & Daily Vocabulary Boost  **Whole Group Activity**: Read *The Three Little Pigs* discuss the difference in genre (fable vs. fairy tale)  **Skills/Strategy Application**: Compare TEXTS on page 37 |
| **Friday** | Spelling \* Sight Word \* Vocabulary \* Comprehension Assessments >>> As finished prep binders for next week! |

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**

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| **Monday** | **2.6 Make your story come alive**  **Mini-Lesson:** Read the book *Shortcut* by Donald Crews. Draw attention to facial expressions, sound words, the letters...  **Try it:** Today you are going to start a new book! Make your story come alive.  **Check:** Writer's always start with the first writing page in a new book.  **Share:** 2-3 students may share. Model "notincings" & "questions" |
| **Tuesday** | **2.7 Stretching the sounds through the words**  **Mini-Lesson:** Practice stretching out words with model writing today in front of students.  **Try it:** Have students get their book from yesterday and keep going!  **Check:** When Mrs. Wight is with someone - no interruptions.  **Share:** 2-3 students may share. Model "notincings" & "questions" |
| **Wednesday** | **2.9 Rereading and Pointing to where words go**  **Mini-Lesson:** Model reading and pointing and realizing that you forgot a word. Show them how to add a carat to their work to add a work  **Try it:** Have students go back and reread and look to see if they need to add any words.  **Check:** STAMINA (Set Timer)  **Share:** 2-3 students may share. Model "notincings" & "questions" |
| **Thursday** | **2.10-11 Drawing people, animals, or items from a different point of view**  **Mini-Lesson:** Read *Red Rubber Boot Day* and focus on the illustrations. Focus on how Laura drew in the story.  **Try it:** Have the students continue writing or go back and find writing to add a picture to and do what Laura did!  **Check:** STAMINA (Set Timer)  **Share:** 2-3 students may share. Model "notincings" & "questions" |
| **Friday** | **2.12-13 Adding Speech Bubbles**  **Mini-Lesson:** Today I want to teach how another way writers bring stories to life! Read a Mo Willems Pigeon story and point out the speech bubbles and what the character is saying in the.  **Try it:** Today act just like Mo Willems and try to add a speech bubble.  **Check:** STAMINA (Set Timer)  S**hare:** 2-3 students may share. Model "notincings" & "questions" |

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

1:15-2:15

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| Monday | 2.8 Change-to-More Number Stories  Warm Up: Ten Frame YouTube Quick Look  Play penny drop and introduce change to more boxes. Practice together with worksheet 43 & then Math Boxes and ACI |
| Tuesday | 2.9 Change-t0-Less Number Stories  Warm Up: Before and after numbers!  Review Change-to-More number stories and then explain that they can also be Change-to-Less Number Stories >>> Practice with Cup Mystery activity... then ACI & Math Boxes |
| Wednesday | 2.10 Introducing Addition Number Models  Warm Up: Review the Number Grid!  Today will be a big focus on math symbols + and = and relate it to change-to-more stories. Complete a Math addition worksheet and ACI & Math Boxes  \*Mrs. Dibble will be pulling for assessment check in and fixer uppers |
| Thursday | 2.11 Finding Unknowns  Warm Up: Practice number stories on white boards >>> Addition Strategies BOOK! :) Quick review of Unit 2 and then start Unit 2 Assessment |
| Friday | FLEX  Finish Unit 2 Assessment and then set up flex stations |

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

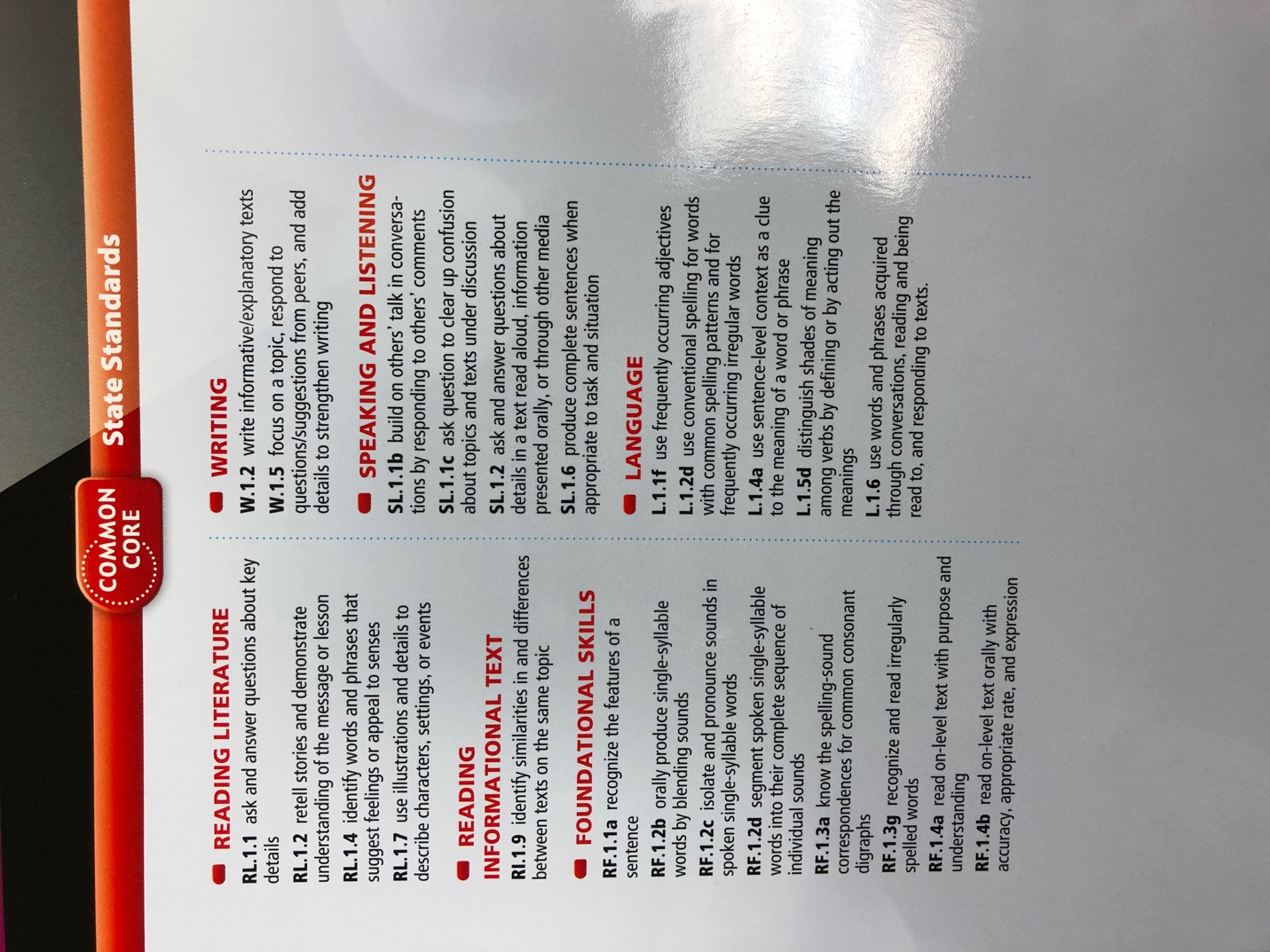
**Essential Questions:**

**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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