

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

MONDAY	Heggerty>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	Saxon Warm Up: LESSON 9 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 9 - <u>New Increment</u> : The Letter Z Handwriting * Spelling with Letter Tiles * New picture card (zebra) <u>Application and Continual Review</u> : boardwork and worksheet 9
	Phonics Closure: LESSON 9 - handwriting letter z, coding short vowel words & HFW, and spelling cvc words
TUESDAY	Heggerty>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	Saxon Warm Up: LESSON 10 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 10 - complete whole group assessment
	Phonics Closure: Assessment with Lesson 10
WEDNESDAY	Heggerty>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	Saxon Warm Up: LESSON 11 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 11 - <u>New Increment</u> : The Letter S Handwriting * Spelling with Letter Tiles * TWO New picture cards SUN - s and ROSE - /z/ s <u>Application and Continual Review</u> : boardwork and worksheet 11
	Phonics Closure: LESSON 11 - handwriting letter s, coding short vowel words, and spelling cvc words & HFW
THURSDAY	Heggerty>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	Saxon Warm Up: LESSON 12 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 12 - <u>New Increment</u> : The suffix -s Discuss plural and illustrate it along with review voiced and unvoiced s <u>Application and Continual Review</u> : boardwork and worksheet 12
	Phonics Closure: LESSON 12 - practice coding suffix and writing plural words
FRIDAY	Heggerty>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	Saxon Warm Up: LESSON 13 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review
	Saxon Whole Group: LESSON 13 - <u>New Increment</u> : Blends (pl, sl, sn, sp, spl, and st) Introduce blends and the variety. Oral practice & coding <u>Application and Continual Review</u> : boardwork and worksheet 13
	Phonics Closure: LESSON 13 - identify initial blend sounds as well as coding rules up until this point.

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 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>READING STORY: Curious George at School (Fantasy) 70-81</p> <p>SPELLING WORDS: log, dot, top, hot, ox, lot</p> <p>HIGH FREQUENCY WORDS: do, find, sing, funny, no, they</p> <p>SKILLS AND STRATEGY: Sequence of Events & Monitoring Reading</p>	
MONDAY	<p>Opening: Read <i>Stone Stew</i> complete listening comprehension questions</p> <p>Whole Group Activity: Picture walk through the story (and predict what is going to happen) then read it together.</p> <p>Skills/Strategy Application: Practice monitoring and clarifying... go back and reread and talk about a part that didn't make sense</p>
TUESDAY	<p>Opening: Warm up with wordplay >> Two Words & Daily Vocabulary Boost</p> <p>Whole Group Activity: Reread the story <i>Curious George at School</i> & discuss the genre - fantasy.</p> <p>Skills/Strategy Application: Complete a sequence of events activity... If time allows complete write about reading on p85</p>
WEDNESDAY	<p>AR READ with a focus on listening comprehension in Mrs. Howards Room! :)</p>
THURSDAY	<p>Opening: Warm up with Wordplay - The Never Ending Story & Daily Vocabulary Boost</p> <p>Whole Group Activity: Read <i>School Long Ago</i> discuss the difference in genre and focus on the photographs.</p> <p>Skills/Strategy Application: Compare TEXTS on page 89</p>
FRIDAY	<p>Spelling * Sight Word * Vocabulary * Comprehension Assessments >>> 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	<p style="text-align: center;">1.8 Choosing a Writing Topic (1.9>>> Review)</p> <p>Mini-Lesson: REVISIT <u>The Best Story</u> - discuss that some ideas that are the best are the ones that are the most important to us!</p> <p>Try it: Have students try to BRAINSTORM 8 things! Record them and then turn one into a story!</p> <p>Check: Writer's need a quiet place to work. Help your friends by working quietly</p> <p>Share: 2-3 students may share. Model "notincings" & "questions"</p>
Tuesday	<p style="text-align: center;">1.10 Noticing Details</p> <p>Mini-Lesson: REVISIT details from <u>The Best Story</u> - focus on setting and background *Model with the classroom</p> <p>Try it: Have students pick an idea from yesterday and add setting and details to writing!</p> <p>Check: Writer's need a quiet place to work. Help your friends by working quietly and STAMINA</p> <p>Share: 2-3 students may share. Model "notincings" & "questions"</p>
Wednesday	<p style="text-align: center;">1.13 & 1.14 Moving from "i love" to a focused idea</p> <p>Mini-Lesson: Revisit family writing (Mr. Wight golf) TELL ME MORE >>> zoom in model model model!</p> <p>Try it: Have students write by zooming in and telling more - work on stamina - go BEYOND the pictures.</p> <p>Check: Writers keep building stamina</p> <p>Share: 2-3 students may share. Model "noticing's" & "questions" make sure the audience is practicing good listening!</p>
Thursday	<p>STEM</p>
Friday	<p>STEM</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;">I.8 MORE ORGANIZING DATA</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;">I.9 EXPLORING MATH MATERIALS</p> <p>Warm Up: Mental Math and Fluency & 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;">I.10 NUMBER STORIES</p> <p>Warm Up: Mental Math and Fluency & REVIEW for part 1 of math test #1-3 (QUICKLY take the test) Math with Mrs. Wight: Telling Simple Number Stories & Sharing Simple Number Stories *** Mrs. Dibble can work on the Unit 1 Challenge! :)</p>
Thursday	<p style="text-align: center;">I.11 COUNTING LARGER NUMBERS</p> <p>Warm Up: Mental Math and Fluency & 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;">FLEX STATIONS AND MATH GAMES</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.

week of september 9-13, 2019

Subject to change at anytime

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