

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 on the yellow table>>> or located on the to the right of the laptop.

EVERYDAY 7:50-8:20 Homeroom

As students start to come in at 7:50 they will put their folders on top of the cubbies! Mrs. Wight will check them and put them in their cubbies. Any notes will be initialed and placed outside Miss Osani's Classroom in the black bin. Any dismissal changes are noted on the dismissal list with a dry erase board.

Students may pull bins if not other necessary activities are there for them to individually complete.

8:20ish -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 8:20-8:35

Students will stay at their seats or use flexible seating to participate in Morning Meeting. Mrs. Wight will cover calendar, number of the day activities... go over spelling and sight words (quickly).

haggerty & saxon Phonics 8:35-9:15

heggerty skills (15)

* **RHYME RECOGNITION** - Instructions vary >> teacher reads a words and students show thumbs up for rhymes and thumbs down if they don't OR teacher reads three words and students have to identify the two that rhyme

* **ONSET FLUENCY** - Teacher reads each sentence. Students give the repeated onset.

* **BLENDING ONSET**- - Teacher says the onset and then the rime. Students say the whole words.

Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, I chop for each syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

* **IDENTIFYING FINAL SOUNDS** - Teacher says the name/word. Students repeat the name/word and over enunciate the final sound (teacher says Jill, students say JiLL)

* **SEGMENTING ONSET RIME** - Teacher says the word. Students repeat the word and segment it into onset and time.

Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each syllable in the word. *Note: Teachers will always chop from right to left so that the students mirror your movements.

* **SUBSTITUTING PHONEMES**- Teacher say the word. Students repeat the word. Teacher says, "Change * to ** and the word is?" >> Use sounds! (teacher says bugle students say bugle, teacher says change bu to ea and the word is... studnets say "eagle").

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first syllable, left hand is the second syllable. Shake the first that represents the syllable to be substituted, and lightly pound fists together when saying the new word.

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* **DELETING PHONEMES** - Teacher says the word. Students repeat the word. Teacher says, "without * and what is left?" *use sounds (teacher says tablet, student says tablet teacher says without /tab/ and what is left, students say let.)

Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the first sound, left hand is the rime. Pull the hand away which represents the syllable being deleted, and show what syllable remains with the other hand.

* **ADDING PHONEMES** - teacher says the rime. Students repeat the rime. Teacher says "Add * at the beginning/ and the word is?"

Adding hand motions: teacher holds left palm out in front to show rime. Add the first sound with your right hand, and lightly clap together for whole word.

* **LETTER NAMING** - Teacher holds up flashcards one at a time in random order. Students and teacher say each letter's name and sound(s). >>> Utilize Jack Hartmann :) **ALPHABET AUTOMATICITY**

* **LANGUAGE AWARENESS** - Nursery Rhyme Practice: Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track bring when they rhy and say it together. :) >>> Utilize the SmartBoard.

Review letter and letter sounds if time allows with letter tiles as they will be a key part to using Saxon Phonics effectively.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MONDAY</p>	<p style="text-align: center;">Heggerty - skills listed explained above & Saxon Lesson 54: <u>Spelling with Final C</u></p> <ul style="list-style-type: none"> • Preteach Youtube: Sight Words • Alphabet Activity & Phonological/Phonemic Awareness (quick as it is a review of Heggerty) • Daily Letter & Sound Review - complete via worksheet 54 • Saxon PowerPoint - Review all sight words and all letter sounds • New Increment: Rule final spelling with /k/ sound • Worksheet 54 - Complete as much as time allows. Complete at home for golden ticket an incomplete activities.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TUESDAY</p>	<p style="text-align: center;">ASSESS Lesson 55</p> <p style="text-align: center;">Heggerty - skills listed explained above & Saxon Decodable 12: <u>The Twins Swim</u></p> <ul style="list-style-type: none"> • Preteach Youtube: Sight Word Review • Picture Walk through the story • Read the story, echo read, and read independently • Word Work Activity & Comprehension >>> focus on using the text to help answer the questions • Place book in their Book Bins to practice reading independently
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WEDNESDAY</p>	<p style="text-align: center;">Heggerty - skills listed explained above & Saxon Decodable 13: <u>The Bake Sale</u></p> <ul style="list-style-type: none"> • Preteach Youtube: Sight Word Review • Picture Walk through the story • Read the story, echo read, and read independently • Word Work Activity & Comprehension >>> focus on using the text to help answer the questions • Place book in their Book Bins to practice reading independently
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">THURSDAY</p>	<p style="text-align: center;">Heggerty - skills listed explained above & Saxon Decodable 14: <u>Here Comes Pete the Pig!</u></p> <ul style="list-style-type: none"> • Preteach Youtube: Sight Word Review • Picture Walk through the story • Read the story, echo read, and read independently • Word Work Activity & Comprehension >>> focus on using the text to help answer the questions • Place book in their Book Bins to practice reading independently
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FRIDAY</p>	<p style="text-align: center;">Heggerty - skills listed explained above>>> Pick one-three skills to hone in on a review each day based on student participation to review an reteach, especially with hand motions.</p> <p style="text-align: center;">Use phonics time to review and prep for Weekly ELA Assessments. Also, pull to complete any individualized Saxon assessments not yet completed for the week or to intervene on necessary phonemic awareness skills!</p> <p style="text-align: center;">**Weekly Assessments will begin immediately following**</p>

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guided reading with Mrs. Wight

9:15-10:00 >>> Completing Whole Group & Introducing Daily 5 (no group rotations until DIBELS are administered and expectations are established.)

MONDAY	Word Work Must Do handwriting spelling words. Once children are finished they will get on their iPad for Lexia >>> Remind students of expectations. Work hard the the entire time to build stamina. Mrs. Wight will be pulling students for Daily 5 Prep including running records!
TUESDAY	Word Work Must Do today is Cut and Write! Once children are finished they will get on their iPad for Lexia >>> Remind students of expectations. Work hard the the entire time to build stamina. Mrs. Wight will be pulling students for Daily 5 Prep including running records!
WEDNESDAY	Word Work Must Do is Sight Word Book! Once children are finished they will get on their iPad for Lexia >>> Remind students of expectations. Work hard to build stamina. Mrs. Wight will be pulling students for Daily 5 Prep including running records!
THURSDAY	Word Work Must Do is Sight Word Book! Once children are finished they will get on their iPad for Lexia >>> Remind students of expectations. Work hard to build stamina. Mrs. Wight will be pulling students for Daily 5 Prep including running records!
FRIDAY	Weekly Assessments today: Spelling Word - Sight Word - Comprehension. Introduce new spelling and heart words >>> Prep Bee Binders! **Complete any activities from the week that are not completed.

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: At Home in the Ocean</p> <p>SPELLING WORDS: that, then, this, them, with, bath</p> <p>HIGH FREQUENCY WORDS: blue, cold, far, little, live, their, water, where</p> <p>SKILLS AND STRATEGY: Authors Purpose & DETAILS!</p> <p>ESSENTIAL QUESTION: What kinds of plants and animals would you find in the ocean?</p> <p>POEM: The Thief</p>	
MONDAY	<p>Opening: Go over sight words and oral vocabulary.</p> <p>Whole Group Activity: Read <u>The Piano Lesson</u> - go over the Listening Comprehension.</p> <p>Skills/Strategy Application: Read Pages 12-13 and go over the section vocabulary... Take a picture walk and predict what the story is going to be about!</p> <p>Poetry (last 5 minutes): Highlight Phonics Pattern in the Poem</p>
TUESDAY	<p>Opening: Review genre >>> how do we know?! (focus on real pictures!)</p> <p>Whole Group Activity: Read the story to the class and discuss what it is all about! Review the importance reading to learn new things and reading more than just the words.</p> <p>Skills/Strategy Application: Complete the "What's the Point?" activity together</p> <p>Poetry (last 5 minutes): Highlight Phonics Pattern in the Poem & Write down 4 Words</p>
WEDNESDAY	<p>Opening: Review oral vocabulary words - use them in a sentence.</p> <p>Whole Group Activity: Listen to the Story and today focus on ZOOMING IN.</p> <p>Skills/Strategy Application: Apply creating the "Text Guru" graphic organizer (directed drawing if time allows)</p> <p>Poetry (last 5 minutes): Read the Poem together and visualize it in notebook!</p>
THURSDAY	<p>Opening: Review sight words on white boards >>> say it - write it - show it</p> <p>Whole Group Activity: Read the story again and discuss how we can use pictures to know what is happening</p> <p>Skills/Strategy Application: Using details and the information the author has provided us compare two of the marine animals!</p> <p>Poetry (last 5 minutes): Complete real and nonsense word activity .</p>
FRIDAY	<p>Spelling, & Sight Word Assessments are completed this morning. >>> This time may be used to prepare and introduce new reading story for next week including updating Bee Binders. Complete Partner Read Poetry Notebook and TAKE IT HOME! >>> If time allows Animal Directed Drawings! :)</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!

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Writer's Workshop 11:15-12:00

Monday	<h3>Handwriting Assessments for Quarter 2 - Capital Letter</h3> <p>Handwriting Book continue where the sticky note is! :)</p> <p>Practice writing upper case letters by tracing, then writing their own while looking at the model review practice using proper size, spacing and lines.</p> <p>Once writing assessment is completed students can continue to write out of their journal, write on handwriting paper, or finish work from the morning. Write and write some more! >>> good writers read, write and draw.</p>
Tuesday	<h3>Handwriting Assessments for Quarter 2 - Lowercase Letters</h3> <p>Handwriting Book continue where the sticky note is! :)</p> <p>Practice writing upper case letters by tracing, then writing their own while looking at the model review practice using proper size, spacing and lines.</p> <p>Once writing assessment is completed students can continue to write out of their journal, write on handwriting paper, or finish work from the morning. Write and write some more! >>> good writers read, write and draw.</p>
Wednesday	<h3>Begin Polar Animal Unit</h3> <p>Complete a KWL Chart about polar animals and ask students what they know about Polar Animals. Watch a video: Exploring the Arctic Free School...</p> <p>Add to the KWL chart as needed! - Have students write down one sentence fact about what they learned. Draw a picture to match.</p>
Thursday	<h3>PENGUINS</h3> <p>Penguins are the first animal on this informational text unit.</p> <p>Read about Penguins including looking at the diagram of the life cycle.</p> <p>Complete the graphic organizer and comprehension questions. Try to create a list of Penguins Can-Have-Are... and come up with 6 facts. Then read the sentence, build it, write it, draw it!</p>
Friday	<h3>continue... PENGUINS</h3> <p>Finish any of the penguin activities not completed. Allow for a directed draw on the back :) >>> If time allows finish work from the week or complete activities for next week.</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

Mrs. Wight will not currently be pulling for rotations & technology has not yet been introduced. However, rotations will happen at tables at will move from table to table with increased sanitation measures. Rotations are about 8-10 minutes a rotation. Closure is done after rotations are completed and students return materials and return to their seats.

Monday	<p style="text-align: center;">5.5. THE EQUAL SIGN</p> <p>Warm Up: Mental Math and Fluency & Math Message</p> <p>No Rotations: Complete Math Journal p.74 on the white board - write the fact and have students share if they believe if it is true or false with a focus on the equal sign. - Practice comparing ten frames</p> <p>Closure: ACI 5.5 >>> This will take a significant amount of time.</p>
Tuesday	<p style="text-align: center;">5.6 COUNTING AND PLACE-VALUE APPLICATION NUMBER SCROLLS.</p> <p>Warm Up: Mental Math and Fluency - Use quick look ten frames</p> <p>No Rotations: Introduce Number Scrolls and discuss how it does not just end at 120 and how it doesn't start just at -9! >>> Start the number scroll challenge.</p> <p>Closure: Popsicle stick place value</p>
Wednesday	<p style="text-align: center;">5.7 MEASURING A PATH</p> <p>ROTATIONS IMMEDIATELY</p> <ul style="list-style-type: none"> *Mrs. Dibble - Subtraction to 4 *Mrs. Wight - Non-Standard Measurement *Independent Rotation working on Splash Math or Math Activities out of the math bins <p>Closure: Fast Facts! >>> do as many as you can.</p>
Thursday	<p style="text-align: center;">5.8 EXPLORATION</p> <p>Warm Up: Mental Math and Fluency</p> <p>ROTATIONS: SCOOT Snowman Base 10 >>> Once done pick an exploration station *Splash Math *Math Bin *Base Ten Explore *Pattern Block</p> <p>Closure: Word Problem with Marshmallow</p>
Friday	<p style="text-align: center;">FLEX</p> <p>Math Make Ups with Mrs. Wight * Math Games * Math Bin Activities</p>

2:15-2:30 Snack
2:30-2:40 Pack Up
2:40 Dismissal

Weekly Standards and Objectives

*PHONICS & GUIDED READING INSTRUCTION >>> OBJECTIVE: SW

actively engage in Heggerty & Saxon direct instruction to learn hand motions as well as phonemic awareness procedures as applying oral processing information. SW focus on stretchy and blending CVC words and recognizing daily 5 word work activities.

CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

*CORE READING >>> OBJECTIVE: SW actively engage in Journey's literature

and strengthening their ability to infer/predict and understand characters.

CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.

*WRITING >>> OBJECTIVE: SW actively engage in writing activities that

beginning writers need to be successful >>> think * draw * write!

CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

*MATH >>> OBJECTIVE: SW identify numbers and use math tools and counting strategies.

CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.