

# 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 (10)

\* **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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\*Subject to change at anytime\*

\* **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>MONDAY</p>	<h1 style="text-align: center;">No School</h1>
<p>TUESDAY</p>	<p style="text-align: center;"><b>Heggerty(10) - skills listed and explained above</b></p> <ul style="list-style-type: none"> <li>• Letter Sound and Sight Word review via Saxon Power Point 41</li> <li>• Middle Sounds: Word Work Interactive PowerPoint</li> <li>• Stamina Activity &gt;&gt;&gt; lower case letters</li> </ul>
<p>WEDNESDAY</p>	<p style="text-align: center;"><b>Heggerty (10) - skills listed and explained above</b></p> <ul style="list-style-type: none"> <li>• Letter Sound and Sight Word review via Saxon Power Point 42</li> <li>• Sight Word practice video: <a href="https://www.youtube.com/watch?v=qkpeENLaEg4&amp;t=475s">https://www.youtube.com/watch?v=qkpeENLaEg4&amp;t=475s</a></li> <li>• Stamina Activity &gt;&gt;&gt; capital letters</li> </ul>
<p>THURSDAY</p>	<p style="text-align: center;"><b>Heggerty (10) - skills listed and explained above</b></p> <ul style="list-style-type: none"> <li>• Letter Sound and Sight Word review via Saxon Power Point 43</li> <li>• Interactive Power Point beginning consonant blends</li> <li>• Stamina Activity &gt;&gt;&gt; name &gt;&gt;&gt; first and last</li> </ul>
<p>FRIDAY</p>	<p style="text-align: center;"><b>Heggerty (10) - skills listed and explained above **Time adjustment to 9:00-9:20</b></p> <ul style="list-style-type: none"> <li>• Letter Sound and Sight Word review via Saxon Power Point 44</li> <li>• Sight Word practice video (pick up where you left off): <a href="https://www.youtube.com/watch?v=qkpeENLaEg4&amp;t=475s">https://www.youtube.com/watch?v=qkpeENLaEg4&amp;t=475s</a></li> <li>• Stamina Activity &gt;&gt;&gt; BOGGLE</li> </ul>

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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	No School for Students
TUESDAY	Introduce Word Work Mama Mia Pizza Words and Fancy Words - Practice with 5 CVC words on the board! - Once completed students may get on Lexia!
WEDNESDAY	Introduce Pyramid Pile Up and Hidden Words - Practice with 5 CVC words on the board! - Once completed students may get on Lexia! >>> Introduce Get Epic
THURSDAY	Introduce Rocket Words and Round up Rhymes - Practice with 5 CVC words on the board! - Once completed students may get on Lexia!
FRIDAY	Introduce the remainder of Word Work Activities >>> Allow them to practice with boggle words >>> students that have completed their minutes on Lexia may read on Epic.. if not they are working to compete Lexia.

**READ TO SOMEONE IS UTILIZED DURING CORE READING TIME WHEN MRS. WIGHT CAN MAKE ACTIVE OBSERVATIONS, AS NEEDED.**

# CORE READING 10:00-10:30

## \*\* REVIEW WEEK \*\*

MON	No School
TUE	Listen to Martin's Big Words Then scholastic MLK Jr Clip Complete emergent reader together Complete WAS - HAD - WANTED & 3 facts
WED	<u>EAGLE EYE</u> Review the strategy using Power Point and tools. Practice using the strategy with books in book bin.
THUR	<u>STETCHY SNAKE</u> Review the strategy using Power Point and tools. Practice using the strategy with books in book bin.
FRI	Introduce Fine Motor Stations *Kinetic Sand *TheraPutty *Tweezers *Puzzle

### **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	No School for Students
Tuesday	<b>MLK JR Informational writing</b> Finish work from the morning. (if needed) MLK Jr directed Drawing MLK Jr informational writing after modeling
Wednesday	<b>FREE WRITE &gt;&gt;&gt; NARRATIVE</b> Tell me something. Focus on something you want to tell me. Use pictures/labels and words. Focus on sentence structure.
Thursday	<b>STEM</b>
Friday	<b>STEM</b>

**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	<b>NO SCHOOL</b>
Tuesday	<b>BASE TEN SCOOT</b> Mrs. Wight will set a 1 minute timer to rotate to the next card. Once finished students may get on splash math or pull from the math bin!
Wednesday	<b>REVIEW BASE 10</b> ROTATIONS IMMEDIATELY *Mrs. Dibble - Base Ten Sort and Record *Mrs. Wight - Which number is Less? Which Number is More? *Independent Rotation working on Splash Math or Math Activities out of the math bins
Thursday	<b>WHOLE GROUP COMPARING NUMBERS</b> Warm Up: Mental Math and Fluency No ROTATIONS: Mrs. Wight will be completing the comparing number packet with students to look at the variety of different ways we can compare numbers
Friday	<b>FLEX</b> Math Make Ups with Mrs. Wight * Math Games * Math Bin Activities

**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.