

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 have 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 (7) Pages 19-21

* **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.

week of october 12-16, 2020

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.

MONDAY	No School - Teacher In-service
	No School - Teacher In-service
	No School - Teacher In-service
	No School - Teacher In-service
TUESDAY	Heggerty - skills listed explained above>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words * adding words * deleting words *language awareness
	Saxon Warm Up: LESSON 19 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN letter R video
	Saxon Whole Group: LESSON 19 - <u>New Increment:</u> The Letter R Utilize the PowerPoint for assistance Echo Words... introduce new blends... Handwriting the letter Rr and keyword picture rabbit.
	Saxon Closure: LESSON 19 - <u>Application and Continual Review:</u> board work continual review completing worksheet 19
WEDNESDAY	SAXON ASSESSMENT ONE (LESSON 20) No Heggerty today! >>> Complete whole group assessment on the front, pull for individual assessment throughout the week as time allows.
	Sight Word Review via SmartBoard
	DECODABLE #4: Frog and the Figs Read it to them. Echo read. Complete activities.
	Allow students to add color to the decodable or read with a friend/to self.
THURSDAY	Heggerty - skills listed explained above>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words * adding words * deleting words *language awareness
	RHYMING >>> Jack Hartman Review
	Roll and Rhyme with a partner! :) >>> each student gets their own paper - Roll and write a word that rhymes - once you fill up your column you get a golden ticket and keep playing!
	Roll and Rhyme Candy Corn (utilize as assessment)
FRIDAY	Heggerty - skills listed explained above>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words * adding words * deleting words *language awareness 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 **Weekly Assessments will begin immediately following**

week of october 12-16, 2020

Subject to change at anytime

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 due to Teacher In-Service!
TUESDAY	Practicing interacting with reading! >>> <u>Going to the Pumpkin Patch</u> - Mrs. Wight will read it... Students will echo read the 2nd time... 3rd time quietly read it to yourself. Complete activities that go along with it. Attempt to do the back on your own. Word Work Must do today is Consonants and Vowels Once completed students may get on Lexia
WEDNESDAY	Practicing interacting with reading! >>> <u>How to Pick a Pumpkin</u> - Mrs. Wight will read it... Students will echo read the 2nd time... 3rd time quietly read it to yourself. Complete activities that go along with it. Attempt to do the back on your own. Word Work Must do today is Rainbow Write Once completed students may get on Lexia
THURSDAY	Practicing interacting with reading! >>> <u>Pumpkins for Sale</u> - Mrs. Wight will read it... Students will echo read the 2nd time... 3rd time quietly read it to yourself. Complete activities that go along with it. Attempt to do the back on your own. Word Work Must do today is ABC Order Once completed students may get on Lexia
FRIDAY	Weekly Assessments today: Spelling & Sight Word 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><u>READING STORY:</u> LITTLE BOO! :) >>> so excited!</p> <p><u>SPELLING WORDS:</u> (review) tap, zip, mop, tan, pit, lot</p> <p><u>HIGH FREQUENCY WORDS:</u> of, you, said, if, what, have</p> <p><u>SKILLS AND STRATEGY:</u> Interacting with a story</p> <p><u>ESSENTIAL QUESTION:</u> How do we understand what we read?</p> <p><u>POEM:</u> My Perfect Pumpkin Pick & Pumpkins (fill in the blank!)</p>	
MONDAY	<p>No School due to Teacher In-Service</p>
TUESDAY	<p><u>Opening:</u> Explain to students that we are going to read a story this week that has lots of Big and Important Words.</p> <p><u>Whole Group Activity:</u> Complete vocabulary seeds >>> cut and glue when done. Words include: burrowing, tender, silent, patient, appeared, & afraid</p> <p><u>Skills/Strategy Application:</u> Listen to Little Boo. Discuss the importance of hearing those words in the story!</p> <p><u>Poetry (last 5 minutes):</u> Read the poem and echo read... cut & glue in notebook</p>
WEDNESDAY	<p><u>Opening:</u> Review vocabulary words from the story!</p> <p><u>Whole Group Activity:</u> Listen to the Story and today focus on the Character... Boo</p> <p><u>Skills/Strategy Application:</u> Discuss how Little Boo changes from the beginning to the end of the story. Share response using pictures and words!</p> <p><u>Poetry (last 5 minutes):</u> Read the Poem together and visualize it in notebook!</p>
THURSDAY	<p><u>Opening:</u> Review sight words on white boards >>> say it - write it - show it</p> <p><u>Whole Group Activity:</u> Read the story again and discuss the BME and discuss how important it is to understand the problem and solution.</p> <p><u>Skills/Strategy Application:</u> Complete SWBST activity use the story.</p> <p><u>Poetry (last 5 minutes):</u> Adjective pumpkin poem! Cut and glue in notebook.</p>
FRIDAY	<p>Spelling, & Sight Word Assessments are completed this morning. >>> How are You Like Little Boo? 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!</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	No School Due to Teacher In-service
Tuesday	<p>1.19 Selecting a Piece to Publish (Fixing it up)</p> <p>Handwriting: Super C Circles pages 20-21</p> <p>Mini-Lesson: We are getting close to the end of our first writing unit! - It's such an exciting time. I want to go back over my writing and select one piece that I want to fix up. I will need to look over everything. Today I want to teach you that good writers go back and fix up their writing to make sure people can read it. Model as you ask questions</p> <p>Try it: You may pick one piece of your writing and work on making the picture clearer. You may want to add more details to the illustrations. You may want to re-read the words and add more to your sentence.</p> <p>Check: Have students discuss what they fixed today.</p> <p>Share (if time allows): 2-3 students may share. Model "noticing's" & "questions" make sure the audience is practicing good listening!</p>
Wednesday	<p>1.19 Finish Publishing Work Today!</p> <p>Students will finish publishing one piece. They may complete any daily 5 activities when they are done.</p>
Thursday	<p>1.20 Writing Celebration</p> <p>Handwriting:</p> <p>Mini-Lesson: Today is the day we have been working towards for a long time! Everyone will get to share their story they published and we will have little snacks :)</p> <p>**Finish activities from the morning as needed. Prep for tomorrow's fun activity!</p>
Friday	PUMPKIN COMPOSTING ACTIVITY

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	NO SCHOOL DUE TO TEACHER INSERVICE
Tuesday	<p style="text-align: center;">MATH REVIEW</p> <p>Warm Up: Review Tally Marks with white boards NO ROTATIONS: Tally Mark QUIZ >> Students will then play Reach for the stars! **Mrs. Wight will be pulling for individualized Assessments and make up work.</p>
Wednesday	<p style="text-align: center;">2.4 EXPLORING SUBTRACTION, PAIRS OF NUMBERS THAT ADD 10, AND DATA!</p> <p>Mrs. Wight will set out a variety of stations at table for students to actively rotate to and move around the room that include: *Table 1: Pattern Block Template activities *Table 2: Penny Plate *Table 3: Hex It Out (by yourself or with one partner) *Table 4 Square Up *Around the Room Rock Paper Scissors</p>
Thursday	<p style="text-align: center;">2.5 10 APPLES</p> <p>Warm Up: Review Tally Marks with white boards NO ROTATIONS: Whole group complete math journal pg8... Solve the open response problem - Discuss how we can solve it (use ten frame) Closure: Math box on math journal page 9</p>
Friday	FLEX STATIONS AND MATH GAMES *Top-It *Rock Paper Scissors *Rolling for 50

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.