

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 rime.

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.

* **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	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 21 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN letter k video
	Saxon Whole Group: LESSON 21 - <u>New Increment</u>: The Letter k Utilize the PowerPoint for assistance Echo Words... introduce new blends... Handwriting the letter Kk and keyword picture kite..
	Saxon Closure: LESSON 21 - <u>Application and Continual Review</u>: board work continual review completing worksheet 21
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 22 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN letter C video
	Saxon Whole Group: LESSON 22 - <u>New Increment</u>: The Letter C Utilize the PowerPoint for assistance Echo Words... introduce new blends... Handwriting the letter Cc and keyword picture cat.
	Saxon Closure: LESSON 22 - <u>Application and Continual Review</u>: board work continual review completing worksheet 22
WEDNESDAY	No Phonics due to 2 Hour Delay
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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
	Saxon Warm Up: LESSON 23 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN letter sound video
	Saxon Whole Group: LESSON 23 - <u>New Rule</u>: Spelling with k and c Utilize the PowerPoint for assistance and review!
	Saxon Closure: LESSON 23 - <u>Application and Continual Review</u>: board work continual review completing worksheet 23
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**

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 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 floating around the room to help assist with academics as well as behavioral interventions as needed. >>> End Lexia and Word Work early to attempt read to self for STAMINA!
TUESDAY	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. Once they complete Word Work they can get on Lexia >>> End Lexia and Word Work early to attempt read to self for STAMINA!
WEDNESDAY	No Guided Reading due to 2 Hour Delay
THURSDAY	Review and go over expectations for Word Work & Lexia - both can be completed at Smart Spots (part of expectations). Word Work Must Do's from Tuesday and Wednesday must be completed and then they can pick from the others that have been placed in the word work bins. Completed work goes in the green done bin to be checked! Mrs. Wight will be floating around the room to help assist with academics as well as behavioral interventions as needed. >>> End Lexia and Word Work early to attempt read to self for STAMINA! **Introduce Daily 5 Folders!
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> Lucia's Neighborhood</p> <p><u>SPELLING WORDS:</u> yet, web, pen, wet, leg, hen</p> <p><u>HIGH FREQUENCY WORDS:</u> all, does, here, me, my, who</p> <p><u>SKILLS AND STRATEGY:</u> Text and Graphic Features... Questioning</p> <p><u>ESSENTIAL QUESTION:</u> How can you meet in a Neighborhood?</p> <p><u>POEM:</u> The Smart Hen</p>	
MONDAY	<p><u>Opening:</u> Teacher Read Aloud - <u>Painting Word Pictures</u> before reading go over the oral vocabulary, read the story and then complete the listening comprehension questions.</p> <p><u>Whole Group Activity:</u> Discuss Genre - and discuss that the author wrote this story to help us learn something new or add to what we already know.</p> <p><u>Skills/Strategy Application:</u> Check out highlighted sight words in the story and see if they can recognize them... Explain to students that there are some words that also have more than one meaning complete multiple meaning word: LEAVES activity</p> <p><u>Poetry (last 5 minutes):</u> Echo Read the Poem</p>
TUESDAY	<p><u>Opening:</u> Preview the Topic T311 & SB97 Set the Purpose T313</p> <p><u>Whole Group Activity:</u> Read the story to the class and discuss what it is all about! Review the importance of labels and photographs.</p> <p><u>Skills/Strategy Application:</u> Pictures & Words Activity. Draw a picture on the back of something from your community</p> <p><u>Poetry (last 5 minutes):</u> Highlight Phonics Pattern in the Poem & Write down 4 Words</p>
WEDNESDAY	<p>**Time will be adjusted and completed after Lunch 11:15-12:00**</p> <p><u>Opening:</u> Review sight words by using them in a sentence >>> golden ticket worthy</p> <p><u>Whole Group Activity:</u> Listen to the Story on the SmartBoard and go back through and answer the think through the text questions.</p> <p><u>Skills/Strategy Application:</u> Complete the text feature graphic organizer together.</p> <p><u>Poetry (last 5 minutes):</u> Read the Poem together and complete nonsense word activities!</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 FACTS</p> <p><u>Skills/Strategy Application:</u> Complete Comprehension Test!</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.

week of October 19-23, 2020

Subject to change at anytime

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;">Handwriting Assessments for Quarter 1</p> <p>Handwriting Book continue where the sticky note is! :) Practice writing lower case letters by tracing, then writing their own while looking at the model review practice using proper size, spacing and lines. 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	<p style="text-align: center;">Handwriting Assessments for Quarter 1</p> <p>Handwriting Book continue where the sticky note is! :) Practice writing upper case letters by tracing, then writing their own while looking at the model review practice using proper size, spacing and lines. 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	<p>No Writing today due to 2 Hour Delay. Core Reading will occur at this time.</p>
Thursday	<p style="text-align: center;">Handwriting Assessments for Quarter 1</p> <p>Handwriting Book continue where the sticky note is! :) Practice writing name by tracing, then writing their own while looking at the model review practice using proper size, spacing and lines. 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>
Friday	<p>PUMPKIN COMPOSTING ACTIVITY</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;">2.7 LABELING COUNTS</p> <p>Warm Up: Play High Roller! >>> 15 minutes - set timer & go! NO ROTATIONS: Looking at using a number grid to count to add numbers larger than 10! Practice with own number grid and white boards. Introduce Unit Boxes and practice with them doing verbal word problems and completing unit boxes. Complete Math Box 2.7 & ACI 2.7 as exit ticket **Mrs. Wight will be pulling for individualized Assessments and make up work.</p>
Tuesday	<p style="text-align: center;">2.8 CHANGE TO MORE NUMBER STORIES</p> <p>Warm Up: Subitize via YouTube Jack Hartmann NO ROTATIONS: Introduce Change-to-More diagrams on the white board. Try it out with change to more worksheet with change to more word stories (complete together)... **Mrs. Wight will be pulling for individualized Assessments and make up work.</p>
Wednesday	<p style="text-align: center;">FLEX</p> <p>Mrs. Wight will set out a variety of stations at table for students to actively rotate to may include phonics review, Lexia, or completing make up work :) - due to a 2 hour delay students did not get to work through such activities in the morning.</p>
Thursday	<p style="text-align: center;">2.9 CHANGE TO LESS NUMBER STORIES</p> <p>Warm Up: Mental math and fluency NO ROTATIONS: Introduce Change-to-Less diagram on the board and complete more Change-to-Less Stories >>> Ice Cubes in the Tray activity if time allows and Math Journal Page 13 Closure: ACI book</p>
Friday	<p style="text-align: center;">FLEX STATIONS AND MATH GAMES</p> <p style="text-align: center;">*Top-It *Rock Paper Scissors *Rolling for 50</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.