

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

haggerty skills (8) Pages 22-24

* **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, 1 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 26-30, 2020 spooktacular week!

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	Heggerty - skills listed explained above>>> Quick Review!
	Saxon Warm Up: LESSON 24 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN letter b video
	Saxon Whole Group: LESSON 24 - <u>New Increment</u> : The Letter B and blends Utilize the PowerPoint for assistance Echo Words... introduce new blends... Handwriting the letter Bb and keyword picture balloon - practice other b words
	Saxon Closure: LESSON 24 - <u>Application and Continual Review</u> : DECODABLE 6: The Big Pig
TUESDAY	SAXON ASSESSMENT THREE (LESSON 25) No Heggerty today! >>> Complete whole group assessment on the front, pull for individual assessment throughout the week as time allows.
	Saxon Warm Up: Decodable 5: The Cat Cap
	Saxon Whole Group: Complete the worksheet that goes along with the decodable
	Saxon Closure: pull for oral assessment with assessment 3
WEDNESDAY	Review Rhyming
	RHYME AROUND THE ROOM
	Early Finishers may get on Lexia
	or can complete any extra Halloween activities
THURSDAY	Heggerty - skills listed explained above>>> Quick Review!
	Review Blends and Word Families >>> Posters posted in the room
	Record Words on the posters that match that blend/word family
	Make Word Family SPIDERS!
FRIDAY	Spooktacular Halloween Rotations within the Classroom *Start with a directed drawing! (So they can paint it!) Activities include: Brain Teasers, Craft Stations, Stem Stations, Game, and Fine Motor Activities

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 Guided Reading or Word Work! *Lexia can be completed by Early Finishers Read Aloud: Creepy Underwear
TUESDAY	No Guided Reading or Word Work! *Lexia can be completed by Early Finishers Read Aloud: Room on the Broom
WEDNESDAY	No Guided Reading or Word Work! *Lexia can be completed by Early Finishers Read Aloud: Creepy Carrots
THURSDAY	No Guided Reading or Word Work! *Lexia can be completed by Early Finishers Read Aloud: Skeleton Hiccups
FRIDAY	... *continue Spooktacular Halloween Rotations within the Classroom Activities include: Brain Teasers, Craft Stations, Stem Stations, Game, and Fine Motor Activities

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: Halloween Activities!</p> <p>SPELLING WORDS: No spelling this week >>> Will continue to review</p> <p>HIGH FREQUENCY WORDS: No HFW this week >>> Will continue to review</p> <p>SKILLS AND STRATEGY: Review a variety of strategies</p> <p>ESSENTIAL QUESTION: How can you interact with a story.</p> <p>POEM: Spooktacular Poems :)</p>	
<p>YEPWUOL</p>	<p>A creepy pair of underwear craftivity! >>> Students will get to make creepy underwear from the story! >>> Write adjectives on the back that describe their underwear. Once finished they will be tracing and writing for the handwriting sentence assessments. If time allows students may get on Lexia. :)</p>
<p>YEPSONT</p>	<p>Room on the Broom sequencing craftivity! >>> Students will get to make a broom and sequence what happens in the story. Early finishers can hop on Lexia!</p>
<p>YEPSOUPOM</p>	<p>Creepy Carrot Activities: after listening to the story complete the following activities (in any order) - *If you could be any shape carrot what would it be and why? *Venn Diagram creepy underwear and creepy carrots *What will the carrots do next? *Do you like carrots? *Make a creepy carrot of your own >>> Early finishers can hop on Lexia!</p>
<p>YEPSJNYT</p>	<p>Skeleton Hiccups - Listen to the story and discuss what was the problem and solution - create skeleton craftivity and problem/solution graphic organizer. ***Finish activities up from the week. >>> Early finishers may get on Lexia</p>
<p>YEPJIT</p>	<p>Spooktacular Halloween Rotations within the Classroom *Start with a directed drawing! (So they can paint it!) Activities include: Brain Teasers, Craft Stations, Stem Stations, Game, and Fine Motor Activities</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	STEM
Tuesday	STEM
Wednesday	STEM
Thursday	<p>What should Mrs. Wight Be for HALLOWEEN? Fun Write :)</p> <p>Have students put a costume on Mrs. Wight and write about it. If time allows share what they created.</p>
Friday	halloween bingo >>> WOO HOO!

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;">2.10 NUMBER MODELS</p> <p>Warm Up: Counting using a number grid. NO ROTATIONS: Introduce Number Model addition and subtraction problems and discuss counting up and counting back and how to use a variety of strategies. Complete Math Box 2.10 & ACI 2.10 as exit ticket. **Mrs. Wight will be pulling for individualized Assessments and make up work.</p>
Tuesday	<p style="text-align: center;">2.11 FINDING UNKNOWNNS</p> <p>Warm Up: Combination of 10 activities! NO ROTATIONS: Practice writing number models for number stories together. :) Complete Math Box 2.11 & ACI 2.11 as exit ticket. **Mrs. Wight will be pulling for individualized Assessments and make up work.</p>
Wednesday	<p style="text-align: center;">2.12 UNIT 2 ASSESSMENT</p> <p>Mrs. Wight will review and assess for Unit 2. Mrs. Dibble will pull LB, RF, JR, and BN to complete the test in small group. Once completed students can get on Splash Math.</p>
Thursday	<p style="text-align: center;">PUMPKIN TOWER STEM</p> <p style="text-align: center;">Listen to Iggy Peck Architect!</p> <p>Students will get the opportunity to create a TOWER out of Pumpkin candies and tooth picks. They must attempt to design a tower to be tall and sturdy >>> Maybe Mr. Wight can Zoom In and be a judge of the towers.</p>
Friday	<p style="text-align: center;">SPOOKLY</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.