

# 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 (6) Pages 16-18

\* **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 5-9 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.

<b>MONDAY</b>	<b>Heggerty - skills listed explained above&gt;&gt;&gt;</b> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words * adding words * deleting words *language awareness
	Fine Motor Rhyming activity! :)
	Complete the flip book together!
	Early finishers may do an independent rhyming activity!
<b>TUESDAY</b>	<b>Heggerty - skills listed explained above&gt;&gt;&gt;</b> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words * adding words * deleting words *language awareness
	<b>Saxon Warm Up: LESSON 16</b> - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN letter f video
	<b>Saxon Whole Group: LESSON 16</b> - <u>New Increment</u> : The Letter f - (PowerPoint only) - utilize white boards during the PowerPoint to go over skills not already on assessment 2/lesson 16 - Spell with Letter Tiles
	<b>Saxon Closure: LESSON 16</b> - <u>Application and Continual Review</u> : board work and see if students can spell words on the spelling list (even though we do use Saxon Spelling) - utilize whiteboards if time allows!
<b>WEDNESDAY</b>	<b>Heggerty - skills listed explained above&gt;&gt;&gt;</b> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words * adding words * deleting words *language awareness
	<b>Saxon Warm Up: LESSON 17</b> Alphabet activity (use Jack Hartmann letter-sound review), phonological and phonemic awareness with initial sounds, daily letter sound review via PowerPoint >>> JACK HARTMANN letter H video
	<b>Saxon Whole Group: LESSON 17</b> - <u>New Increment</u> : The Letter H (PowerPoint to supplement) Worksheet 17: Handwriting * Spelling Review * New picture card (hat) <u>Application and Continual Review</u> : boardwork and worksheet 17 (complete what is not covered in Decodable 3: Hal Has a Pal )
	<b>Saxon Closure: Saxon Closure: Decodable - Hal Has a Pal (3)</b> complete decodable activity as well as review reading skills previously discussed.
<b>THURSDAY</b>	<b>Heggerty - skills listed explained above&gt;&gt;&gt;</b> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words * adding words * deleting words *language awareness
	<b>Saxon Warm Up: LESSON 18</b> - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN letter G video
	<b>Saxon Whole Group: LESSON 18</b> - <u>New Increment</u> : The Letter G (PowerPoint to supplement) Worksheet 18: Handwriting * Spelling Review * New picture card (goat) <u>Application and Continual Review</u> : boardwork and worksheet 18
	<b>Saxon Closure: PHONICS REVIEW</b> or Sight Word Activity or game via YouTube Fry Words or TPT Sound Activity
<b>FRIDAY</b>	<b>Heggerty - skills listed explained above&gt;&gt;&gt;</b> 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! <b>**Weekly Assessments will begin immediately following**</b>

# 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	<p>Review Word Work and Lexia Jobs!</p> <p>Explain to students that today read to self is going to be introduced.</p> <p>Make a t-chart and talk about it! &gt;&gt;&gt; go over 3 ways to read a book. Explain that today we will be just picking out books for our book bins and will get to change them at the end of the day depending on what group that they are in.</p> <p>*Mrs. Wight will be helping students pick out good fit books. Students will be completing roll and write until someone hits the top and then they may attempt to log on to Lexia!</p>
TUESDAY	<p>Word Work Must Do today is Cut and Write! Once children are finished they will get on their iPad for Lexia &gt;&gt;&gt; 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. &gt;&gt;&gt; End Lexia and Word Work early to attempt read to self for STAMINA!</p>
WEDNESDAY	<p>Word Work Must Do is Sight Word Book! Once children are finished they will get on their iPad for Lexia &gt;&gt;&gt; Remind students of expectations. Work hard to build stamina. Once they complete Word Work they can get on Lexia &gt;&gt;&gt; End Lexia and Word Work early to attempt read to self for STAMINA!</p>
THURSDAY	<p>Review and go over expectations for Word Work &amp; 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. &gt;&gt;&gt; End Lexia and Word Work early to attempt read to self for STAMINA! **Introduce Daily 5 Folders!</p>
FRIDAY	<p>Weekly Assessments today: Spelling, Sight Word &amp; Comprehension (this may take the entire time +)</p> <p>Introduce new spelling and heart words &gt;&gt;&gt; Prep Bee Binders!</p> <p>**Complete any activities from the week that are not completed.</p>

**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><b>READING STORY:</b> Curious George at School? (<i>genre</i>)</p> <p><b>SPELLING WORDS:</b> (short o) log, dot, top, hot, lot, ox</p> <p><b>HIGH FREQUENCY WORDS:</b> do, find, funny, sing, no, they</p> <p><b>SKILLS AND STRATEGY:</b> Sequence of Events &amp; Authors Word Choice</p> <p><b>ESSENTIAL QUESTION:</b> Why is going to school important?</p> <p><b>POEM:</b> Dot the Tot &gt;&gt;&gt; -ot</p>	
<p>YEPUNO</p>	<p><b>Opening:</b> Teacher Read Aloud - *** before reading go over the oral vocabulary, read the story and then complete the listening comprehension questions.</p> <p><b>Whole Group Activity:</b> Discuss Genre - and discuss that the author wrote this story to make us read for fun! Take a picture walk and talk about looking closely at the details</p> <p><b>Skills/Strategy Application:</b> 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><b>Poetry (last 5 minutes):</b> Echo Read the Poem</p>
<p>YEPSON</p>	<p><b>Opening:</b> Preview the Topic T119 &amp; SB41 Set the Purpose T121</p> <p><b>Whole Group Activity:</b> Read the story to the class and discuss what it is all about! Review Characters!</p> <p><b>Skills/Strategy Application:</b> Discuss George in depth and complete the Character Analysis Activity! Remind students that there are some words that also have more than one meaning complete multiple meaning word: WELL activity</p> <p><b>Poetry (last 5 minutes):</b> Highlight Phonics Pattern in the Poem &amp; Write down 4 Words</p>
<p>YEPSUNPO</p>	<p><b>Opening:</b> Review sight words by using them in a sentence &gt;&gt;&gt; golden ticket worthy</p> <p><b>Whole Group Activity:</b> Listen to the Story on the SmartBoard and go back through and answer the think through the text questions.</p> <p><b>Skills/Strategy Application:</b> Complete the sequencing activity together! Remind students that there are some words that also have more than one meaning complete multiple meaning word: BAT activity</p> <p><b>Poetry (last 5 minutes):</b> Read the Poem together and complete nonsense word activities!</p>
<p>YEPSUNPT</p>	<p><b>Opening:</b> Review sight words on white boards &gt;&gt;&gt; say it - write it - show it</p> <p><b>Whole Group Activity:</b> Partner Read the Story! (model and monitor) - pick partners</p> <p><b>Skills/Strategy Application:</b> Phonics Journeys 3 Assessment</p> <p><b>Poetry (last 5 minutes):</b> Read the Poem to yourself and create visualizing picture on the back!</p>
<p>YEPIT</p>	<p>Spelling, Sight Word, and Comprehension Assessments are completed this morning. This time may be used to prepare and introduce new reading story for next week including updating Bee Binders.</p> <p>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	<p style="text-align: center;"><b>1.10 Noticing Details - Characters have a Setting</b></p> <p><b>Handwriting:</b>  <b>Mini-Lesson:</b> Use The Best Story Ever book to look at details. Explain to students that adding details to your background and setting are important. It helps clear up any confusion for students. (Imagine if I was drawing our classroom.) Discuss what I might add.  <b>Try it:</b> Today try to write a story with a character and a background (setting!)... Work the entire time.  <b>Check:</b> Chart stamina time!  <b>Share (if time allows):</b> 2-3 students may share. Model "noticing's" &amp; "questions" make sure the audience is practicing good listening!</p>
Tuesday	<p style="text-align: center;"><b>1.11 Noticing Details - Characters have Clothing</b></p> <p><b>Handwriting:</b>  <b>Mini-Lesson:</b> Grab a book at look closely at the main character. Look at how much detail is added. Details help us to recognize characters and who they are. *Pick a kid and draw them today.  <b>Try it:</b> Today make sure writing has characters that are detailed so you can recognize them. Work on stamina still!  <b>Check:</b> Have students create their very own story heart to keep in their writing folder!  <b>Share (if time allows):</b> 2-3 students may share. Model "noticing's" &amp; "questions" make sure the audience is practicing good listening!</p>
Wednesday	<p style="text-align: center;"><b>1.12 Using Resources to Help us: ABC Chart</b></p> <p><b>Handwriting:</b>  <b>Mini-Lesson:</b> Review importance of writing all sounds down! Use nametags and ABC Chart  <b>Try it:</b> Glue ABC Chart in the front of the Journal. Have students pick a new topic or keep going on an old topic and work the whole time  <b>Check:</b> Chart stamina time!  <b>Share (if time allows):</b> 2-3 students may share. Model "noticing's" &amp; "questions" make sure the audience is practicing good listening!</p>
Thursday	<p style="text-align: center;"><b>1.13&amp;14 Moving from Lists "I Love" to a focused Idea</b></p> <p><b>Handwriting:</b>  <b>Mini-Lesson:</b> Review a story previously written "I love my family..." - Today focus on zooming in closer! Use pretend binoculars. "I am really looking close at my family and I want to tell you more. I want to tell you more about my sons.. They love to play with Legos, and they build the coolest things together. I love to watch them build while I am cooking dinner." Make sure drawing includes details told. Talk about thinking entire time I am drawing. &gt;&gt;&gt; focus on clothes and details and even speech bubbles. *high kids can use these effectively. (don't forget setting)  <b>Try it:</b> Today I want you to zoom in and tell me more. Keep working on stamina. Guide students beyond just naming the pictures.  <b>Share (if time allows):</b> 2-3 students may share. Model "noticing's" &amp; "questions" make sure the audience is practicing good listening!</p>
Friday	<p style="text-align: center;"><b>FALL WRITE</b></p> <p>Have students pick a topic about fall to write about. Use all your tools and resources we have learned so far in writing! Application BEYOND the journal. :)</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><b>2.1 INTRODUCING THE STRATEGY WALL</b></p> <p>Warm Up: Children Count up by 5's (Utilize Math paper and number line)</p> <p>No Rotations - Introduce Roll and Total WHOLE GROUP *Mrs. Wight will be calling partnerships to the yellow table to work out of the Math Journal</p> <p>Closure: ACI 2.1</p>
Tuesday	<p><b>2.2 DECOMPOSING NUMBERS WITHIN 10</b></p> <p>Warm Up: Children count up on the number grid</p> <p>NO ROTATIONS: Whole group - Mrs. Wight will introduce two-fisted penny addition and look at the combinations of 10 also explore ten frames with combinations of 10.</p> <p><a href="https://www.youtube.com/watch?v=73av5ojolU">https://www.youtube.com/watch?v=73av5ojolU</a> - Jack Hartmann Friends of 10!</p> <p>Complete the Rainbow Activity</p> <p>Closure: ACI 2.2</p>
Wednesday	<p><b>2.3 MORE DECOMPOSING NUMBERS WITHIN 10</b></p> <p>Warm Up: Warm up with subitize youtube:</p> <p><a href="https://www.youtube.com/watch?v=7909h7BcJ8w&amp;list=RDCMUCmdyULA4E5I8ywmpWISQ_OA&amp;start_radio=1&amp;t=18">https://www.youtube.com/watch?v=7909h7BcJ8w&amp;list=RDCMUCmdyULA4E5I8ywmpWISQ_OA&amp;start_radio=1&amp;t=18</a></p> <p>NO ROTATIONS: Whole group - Teach students how to play Penny Plate. Partner and Play. Mrs. Wight will be calling partnerships to the yellow table to complete Math Box. *Mrs. Dibble will pull to complete make up assessments today!</p> <p>Closure: ACI 2.3</p>
Thursday	<p><b>2.4 EXPLORING SUBTRACTION, PAIRS OF NUMBERS THAT ADD 10, AND DATA!</b></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>
Friday	<p><b>FLEX STATIONS AND MATH GAMES</b></p> <p>Variety of review math activities! &gt;&gt;&gt; Circle Sums of Ten and Number Stories</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.