

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 (II)

* **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 november 16-20, 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.

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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 34 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> Jack Hartmann Sight Word Review
	Saxon Whole Group: LESSON 34 - New Increment: Digraph ee Spelling Review with Letter Sounds and New Increment: Digraph ee... review how to code and introduce spelling rules. Application and Continual Review: board work and continual review
	Saxon Closure: LESSON 34 - DECODABLE: Pigs Can Sleep! - complete decodable reader activity.
TUESDAY	Warm up with Saxon Assessment with Lesson 35 >>> No Heggerty pull for individualized assessment today during daily 5 time
	Saxon Warm Up: LESSON 36 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review
	Saxon Whole Group: LESSON 36 - New Increment: The rule vc\cv Utilize the PowerPoint for assistance Echo Words... introduce new digraph that we have seen before but never really talked about. Spelling sound review
	Saxon Closure: LESSON 36 - Application and Continual Review: board work continual review completing worksheet 36
WEDNESDAY	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 37 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN letter Uu
	Saxon Whole Group: LESSON 37 - New Increment: The Letter Uu Utilize the PowerPoint for assistance Echo Words... complete letter sound review on worksheet 37 >>> Complete worksheet 37
	Saxon Closure: LESSON 37 - DECODABLE: The Flu Bug
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 38 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> review on the smartboard
	Saxon Whole Group: LESSON 38 - New Increment: The letter Ww Utilize the PowerPoint for assistance Echo Words... FOCUS ON SIGHT WORDS - review review review!
	Saxon Closure: LESSON 38 - Application and Continual Review: board work continual review completing worksheet 38
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**

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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.)

****JM will be working on individualized spelling list and completing word work activities via Spelling City!**

MONDAY	Word Work Must Do today is Secret Message! Once children are finished they will get on their iPad for Lexia or Roll and Write >>> 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 and pulling for SIGHT WORD CARDS!
TUESDAY	Word Work Must Do is Cut and Paste! Once children are finished they will get on their iPad for Lexia >>> Remind students of expectations. Work hard to build stamina. Mrs. Wight will be floating around the room to help assist with academics as well as behavioral interventions as needed and pulling for SIGHT WORD CARDS!
WEDNESDAY	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. Mrs. Wight will be floating around the room to help assist with academics as well as behavioral interventions as needed and pulling for SIGHT WORD CARDS!
THURSDAY	Word Work Must Do is Word Search and TWO Sentences! Once children are finished they will get on their iPad for Lexia >>> Remind students of expectations. Work hard to build stamina. Mrs. Wight will be floating around the room to help assist with academics as well as behavioral interventions as needed and pulling for SIGHT WORD CARDS!
FRIDAY	Weekly Assessments today: Spelling Word - Sight Word & Comprehension 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>READING STORY: Jack and the Wolf</p> <p>SPELLING WORDS: an, bad, can, had, cat, ran</p> <p>HIGH FREQUENCY WORDS: away, call, come, every, hear, said</p> <p>SKILLS AND STRATEGY: Understanding Characters & Summarizing</p> <p>ESSENTIAL QUESTION: What lessons can you learn from story characters?</p> <p>POEM: Sam's Jam</p>	
MONDAY	<p>Opening: Warm up with Wordplay T12>>> cat, sheep, wolf (how do they go together)? - Cut out heart words and put them in envelope.</p> <p>Whole Group Activity: Go over oral vocabulary T14-15 and read "Night of the Wolf" and complete the listening comprehension activities.</p> <p>Skills/Strategy Application: Review characters and introduce the genre fable. Talk about the importance of learning a lesson from a story.</p> <p>Poetry (last 5-10 minutes): Read the poem and echo read... cut & glue in notebook</p>
TUESDAY	<p>Opening: Introduce Selection Vocabulary T22: sheep, trick, wolf, and once upon a time.</p> <p>Whole Group Activity: Listen to Jack and the Wolf. Discuss at the end the genre Fable... and what made this story a fable (Jack learned a lesson).</p> <p>Skills/Strategy Application: Complete the Problem/Solution/Lesson activity together.</p> <p>Poetry (last 5-10 minutes): Read the poem and find the phonics pattern color it in.</p>
WEDNESDAY	<p>Opening: Listen to Jack and the Wolf and Summarize it. (BME)</p> <p>Whole Group Activity: Explain that there are many other stories like Jack and the Wolf that are fables that teach us lessons. >>> Read "The Little Red Hen" - Emergent reader!</p> <p>Skills/Strategy Application: Discuss how the two stories were alike in that they both taught us a lesson!</p> <p>Poetry (last 5-10 minutes): Read the poem and visualize it.</p>
THURSDAY	<p>Opening: Read the Three Little Pigs (second selection) discuss how that story is fable. What lesson can we learn from it.</p> <p>Whole Group Activity: Listen to Jack and the Wolf (echo read today) >>> review what a character is, and who is the Main Character</p> <p>Skills/Strategy Application: Analyze Jack on the inside talk about his actions and make inferences. (Does he change in the story?)</p> <p>Poetry (last 5-10 minutes): Read the poem and echo read... cut & glue in notebook</p>
FRIDAY	<p>Weekly Assessments today: Spelling Word - Sight Word & Comprehension</p> <p>Introduce new spelling and heart words >>> Prep Bee Binders!</p> <p>**Complete any activities from the week that are not completed.</p> <p>IF TIME ALLOWS THREE LITTLE PIG STEM ACTIVITY!</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	<h1>STEM</h1>
Tuesday	<p style="text-align: center;">Dictated Sentence Practice</p> <p>Handwriting: Continue working out of the handwriting book on the page with a sticky note. Mini-Lesson: Share that we are going to start looking at sentences to FIX up and make them super duper... Today practice the dictated sentence that aligns with Saxon Phonics Lesson 4 Check: Check to see 1. Capital letter at the beginning 2. Period at the end 3. Appropriate spaces. Share (if time allows): 2-3 students may share. Model "noticing's" & "questions" make sure the audience is practicing good listening! - Discuss importance</p>
Wednesday	<p style="text-align: center;">Dictated Sentence On-Your-Own!</p> <p>Handwriting: Continue working out of the handwriting book on the page with a sticky note. Mini-Lesson: Remind students that yesterday we practiced fixing up a sentence and we looked for capitals, spaces, and punctuation. Today you will have to remember all of that when you write your own sentence. Check: Check to see 1. Capital letter at the beginning 2. Period at the end 3. Appropriate spaces. Once Finished students may get on LEXIA</p>
Thursday	<p style="text-align: center;">Do your words match your picture?!</p> <p>Handwriting: Continue working out of the handwriting book on the page with a sticky note. Mini-Lesson: We know that good writers make sure that their pictures match their words. Today I want you to look at the picture and do your best to write a sentence/sentences that match your picture. THINK ABOUT how important it is to use capital letters, spaces and punctuation. Check: Check to see 1. Capital letter at the beginning 2. Period at the end 3. Appropriate spaces. Share (if time allows): 2-3 students may share. Model "noticing's" & "questions" make sure the audience is practicing good listening! - Discuss importance</p>
Friday	<p>Carry over STEM from the morning (three little pigs) >>> make sure BEE Binders are fully prepped. Lexia or Fabulously Fun Friday if everything is completed.</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>3.8 SKIP COUNTING TO ADD AND SUBTRACT</p> <p>Warm Up: Mental Math and Fluency</p> <p>NO ROTATIONS: Skip count using a number grid >>> practice practice practice with white boards</p> <p>Closure: ACI 3.8</p>
Tuesday	<p>3.9 COUNTING APPLICATION: FRAMES AND ARROWS</p> <p>Warm Up: Mental Math and Fluency</p> <p>NO ROTATIONS: Introduce frames and arrows in the math journal page 34. Complete Frames and arrows activities together!</p> <p>Closure: Math Boxes 3.9 & ACI 3.9 >>> Should be extra time to get on Splash Math!</p>
Wednesday	<p>3.10 ADDITION AND SUBTRACTION APPLICATION</p> <p>ROTATIONS IMMEDIATELY - *Mrs. Dibble - Math Journal P.35 if finished early Counting Hops on the Number Line *Mrs. Wight - Frames and Arrow practice *Independent Rotation working on Splash Math or Math Activities out of the math bins</p> <p>Closure: ACI 3.10</p>
Thursday	<p>3.12 MATH ASSESSMENT UNIT 3</p> <p>REVIEW AND ASSESS</p>
Friday	<p>FLEX DAY >>> Pull for make up assessments & allow for students to play math games!</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.