

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 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 (9)

* **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 2-6, 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	Prep BEE Binders
	for this Week
	including all
	November Materials
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 26 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN letter M video
	Saxon Whole Group: LESSON 26 - <u>New Increment:</u> The Letter M Utilize the PowerPoint for assistance Echo Words... introduce new blends... Handwriting the letter Mm and keyword picture monkey.
	Saxon Closure: LESSON 26 - <u>Application and Continual Review:</u> board work continual review completing worksheet 26
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 27 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN letter E video
	Saxon Whole Group: LESSON 27 - <u>New Increment:</u> The Letter E Utilize the PowerPoint for assistance Echo Words... introduce new blends... Handwriting the letter Ee and keyword picture elephant and equal.
	Saxon Closure: LESSON 27 - <u>Application and Continual Review:</u> board work continual review completing worksheet 27
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 28 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN sight word review video
	Saxon Whole Group: LESSON 28 - <u>New Increment:</u> Digraph ck Utilize the PowerPoint for assistance Echo Words... introduce new blends... Look at when to use the CK rule
	Saxon Closure: LESSON 28 - <u>Application and Continual Review:</u> board work continual review completing worksheet 28
FRIDAY	<p>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</p> <p>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!</p> <p style="text-align: center;">**Weekly Assessments will begin immediately following**</p>

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.
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
WEDNESDAY	Word Work Must Do is Word Search Today! 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
THURSDAY	Post Lexia Minutes to complete for goal of the week. This will help hold students accountable for their completion of Lexia in the given time. Once completed they can make a word work free choice from the selection! :) >>> Children with completed Lexia minutes can choose! >>> Allow for read to self
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>READING STORY: Gus Takes the Train</p> <p>SPELLING WORDS: up, bug, mud, nut, hug and tub</p> <p>HIGH FREQUENCY WORDS: friend, full, good, hold, many and pull</p> <p>SKILLS AND STRATEGY: Story Structure</p> <p>ESSENTIAL QUESTION: How does the setting make the story interesting?</p> <p>POEM: Bug on the Rug</p>	
MON	<p>Opening: Teacher Read Aloud - <u>Training Around the Town</u> before reading go over the oral vocabulary, read the story and then complete the listening comprehension questions.</p> <p>Whole Group Activity: Discuss Genre - and discuss that the author wrote this story to help us be entertained.</p> <p>Skills/Strategy Application: Check out highlighted sight words in the story and see if they can recognize them... Go over ADJECTIVES (focus on color)</p> <p>Poetry (last 5 minutes): Echo Read the Poem</p>
TUE	<p>Opening: Preview the Topic T407 & SBI25 Set the Purpose T409</p> <p>Whole Group Activity: Read the story to the class and discuss what it is all about! Review the importance of looking at the pictures to get details >>> think about all the parts that make up a story.</p> <p>Skills/Strategy Application: Discuss synonyms and how there are words that have similar meanings... make a synonym roll :)</p> <p>Poetry (last 5 minutes): Highlight Phonics Pattern in the Poem & Write down 4 Words</p>
WED	<p>Opening: Review sight words by using them in a sentence >>> golden ticket worthy</p> <p>Whole Group Activity: Listen to the Story on the SmartBoard and go back through and answer the think through the text questions.</p> <p>Skills/Strategy Application: Complete the beginning - middle - end activity</p> <p>Poetry (last 5 minutes): Read the Poem together and complete nonsense word activities!</p>
THU	<p>Opening: Review sight words on white boards >>> say it - write it - show it</p> <p>Whole Group Activity: Read the story again and discuss the importance of the story.</p> <p>Skills/Strategy Application: Complete the phonics assessment</p> <p>Poetry (last 5 minutes): Visualize the poem (focus on adjectives)</p>
FRI	<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	<p style="text-align: center;">SENTENCE STRUCTURE Puzzle 1: School Time</p> <p>Handwriting: Continue working out of the handwriting book on the page with a sticky note. Mini-Lesson: Writing sentences can be tricky but we are going to keep practicing so we can get better. Complete steps 1. Cut puzzle 2. Solve the puzzle, paste it in the box and answer the questions Try it: Attempt to write a super sentence with the information from above. 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!</p>
Tuesday	<p style="text-align: center;">SENTENCE STRUCTURE Puzzle 2: The Bus is Coming!</p> <p>Handwriting: Continue working out of the handwriting book on the page with a sticky note. Mini-Lesson: Writing sentences can be tricky but we are going to keep practicing so we can get better. Complete steps 1. Cut puzzle 2. Solve the puzzle, paste it in the box and answer the questions Try it: Attempt to write a super sentence with the information from above. 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!</p>
Wednesday	<p style="text-align: center;">SENTENCE STRUCTURE Puzzle 3: Here is the School Bus!</p> <p>Handwriting: Continue working out of the handwriting book on the page with a sticky note. Mini-Lesson: Writing sentences can be tricky but we are going to keep practicing so we can get better. Complete steps 1. Cut puzzle 2. Solve the puzzle, paste it in the box and answer the questions Try it: Attempt to write a super sentence with the information from above. 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!</p>
Thursday	<p style="text-align: center;">SENTENCE STRUCTURE Puzzle 4: Down the Slide</p> <p>Handwriting: Continue working out of the handwriting book on the page with a sticky note. Mini-Lesson: Writing sentences can be tricky but we are going to keep practicing so we can get better. Complete steps 1. Cut puzzle 2. Solve the puzzle, paste it in the box and answer the questions Try it: Attempt to write a super sentence with the information from above. 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!</p>
Friday	<p style="text-align: center;">Sentence Writing Assessment</p> <p style="text-align: center;">Give the students a picture and see if they can write at least one good sentence to match.</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>3.1 PARTS-AND-TOTAL NUMBER STORIES</p> <p>Warm Up: Write and Solve Number Models</p> <p>NO ROTATIONS: Whole group introduce parts-and total diagram and use to solve number stories. Introduce domino addition - children represent the number of dots on the dominoes with parts-and-total diagrams with number sentence... practice and then introduce domino top-it (allow for time to play)</p> <p>Closure: Math Boxes 3.1 & ACI 3.1</p>
Tuesday	<p>3.2 NUMBER STORY STRATEGIES</p> <p>Warm Up: Skip Counting!</p> <p>NO ROTATIONS: Whole group Modeling Number Stories >>> Children will use their white boards to write and solve number stories.</p> <p>Closure: Math Boxes 3.2 & ACI 3.2 >>> Should be extra time to get on Splash Math!</p>
Wednesday	<p>3.3 EXPLORING COUNTING, MATCHING PAIRS, AND ORDERING BY LENGTH</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: Counting Counters with estimation *Table 2: Have children cut out pictures and try to make a number model to match the pictures *Table 3: Domino top-it *Table 4 Square Up *Around the Room SPLASH LEARN **Mrs. Dibble will be pulling for domino addition assessment >>> Mrs. Wight will be pulling for ACI completion</p>
Thursday	<p>3.2 BIRDS IN A TREE</p> <p>Warm Up: Counting using a number grid</p> <p>NO ROTATIONS: Whole group Representing a number story using a picture and number model to represent a situation. >>> Share responses</p> <p>Closure: Splash Learn - Math</p>
Friday	<p>FLEX STATIONS AND MATH GAMES</p> <p>*Top-It *Splash Learn *Square Up</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.