

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).

week of november 23-27, 2020

Subject to change at anytime

haggerty & saxon Phonics 8:35-9:15

Phonics review this week!

Monday

Complete Saxon 39 >>> utilize powerpoint and manual to guide students. Write the Room with beginning sounds including blends. This is carryover from Saxon and Heggerty. Once complete students may pick one of the blend activities for golden tickets or LEXIA.

tuesday

ASSESS Saxon 40 (as students are completing their syllable sort - pull for oral assessment) >>> Thanksgiving Syllable Sort - Once finished they can complete the back or get on Lexia!

*There may be blend activities left over from yesterday that they can complete for additional golden tickets.

wednesday (early dismissal)

BEGIN IMMEDIATELY INTO VIRTUAL
MACY'S DAY PARADE FIELD TRIP!

**See Lesson plan for Wednesday Morning.

week of november 23-27, 2020

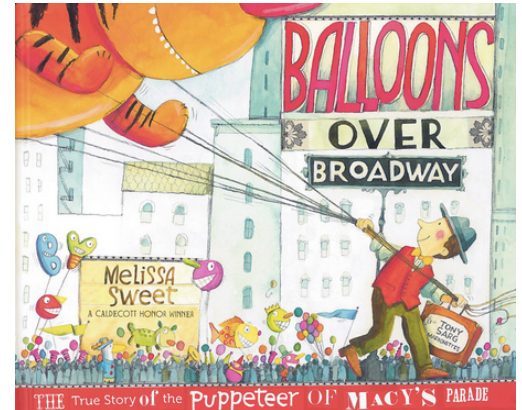
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VIRTUAL FIELD TRIP: MACY'S THANKSGIVING DAY PARADE

WEDNESDAY 8:30-10:30

USING GOOGLE SLIDES GUIDE STUDENTS THROUGH THE FOLLOWING ACTIVITIES!

- * Explore: What is a parade?
- * Parade History
- * Balloons Over Broadway (Read Aloud)
- * Tony Sarg Biography >>> review the information gathered about him - Artist or Engineer or BOTH!
- * Parade Studio: Part 1 Design Room - review vocabulary: sketch, two-dimensional, model and scale
- * Parade Studio: Part 2 Production Room - How do engineers adapt their design to make it work.
- * Parade Studio: Part 3 Float Workshop - After exploring the workshop discuss the following: Where does the name "float" come from What special effects are used to engage the audience? How is metal used in making floats?
- * Parade Studio: Part 4 The Paint Workshop - How does the parade help tell the story of the holiday season?
- * Meet the Balloonatics! >>> almost the students turn!
- *** YOUR TURN - Allow for students to design their own balloon they will need to sketch it first and decide what materials they will need to complete their balloon. Once finished they can offer assistance to others in finishing their balloon design. We will share designs when completed and even have our own PARADE!
 - - - if time allows completing the extra activities listed:
 - * Parade Lineup - What else is part of the parade other than the inflatable balloons.
 - * Parade Route - Look at the map and follow along with Mrs. Wight's Directions with a crayon or highlighter.
 - * What is Helium?
 - * Observe Inflation Experiment



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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	Pilgrims - Listen to <u>The Littlest Pilgrim</u> and discuss the story structure! *If finished early go ahead and start on the Mayflower craftivity.
TUESDAY	Native Americans - Listen to <u>The Very First Americans</u> and discuss what we can learn from reading informational text >>> Once finished explain Thanksgiving and watch: <u>The Wampanoag Way</u> - discuss their way of life. Begin artifact activity when done.
WEDNESDAY	Virtual Field Trip: Macy's Thanksgiving Day Parade
THURSDAY	Happy Thanksgiving No School
FRIDAY	No School

READ TO SOMEONE IS UTILIZED DURING CORE READING TIME WHEN MRS. WIGHT CAN MAKE ACTIVE OBSERVATIONS, AS NEEDED.

CORE READING 10:00-10:30

THIS WEEK DURING CORE READING STUDENTS WILL BE APPLYING KNOWLEDGE ABOUT THANKSGIVING AND A VARIETY OF INFORMATION TIED TO THE HOLIDAY. A VARIETY OF LITERATURE AND RESOURCES WILL BE UTILIZED!

MONDAY	<u>Mayflower Craftivity</u> - after completing the pilgrim read aloud from the morning dive deeper into the journey to get here on the Mayflower. Listen to <u>If You Were a Kid on the Mayflower</u> - Complete the Mayflower craftivity that describes the composure of the mayflower. If students finish early they can engage on Lexia or extra Thanksgiving word work activities.
TUESDAY	<u>Native American Artifacts</u> - after exploring the Wampanog way allow for students to create one or more artifact. They can create a canoe, papoose, headwear, or tee-peel! Students must complete at least one artifact activity before engaging in Lexia or an extra Thanksgiving word work activity.
WEDNESDAY	Virtual Field Trip Macy's Thanksgiving Day Parade
THURSDAY	No School Happy Thanksgiving
FRIDAY	No School

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!

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Writer's Workshop 11:15-12:00

Monday	<p>Correct Punctuation</p> <p>Have students determine if a sentence is a statement or a question and add the correct punctuation. Once finished visit the MAYFLOWER on the SmartBoard via Scholastic.</p>
Tuesday	<p>I am Thankful for...</p> <p>We have been working really hard on sentences today brainstorm a bunch of things that you are thankful for and then write once good sentence about one of the items.</p> <p>Once finished visit the Native American tribe on the SmartBoard via Scholastic.</p>
Wednesday	<p>Finalize Macy's Thanksgiving Day Parade Field Trip activities</p>
Thursday	<p>No School Happy Thanksgiving</p>
Friday	<p>No School</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;">REVIEW</p> <p>Missing Addends >>> After completing missing addends students may pick *Doubles *Roll and Color *Thanksgiving Color by Number *Roll Subtract and Solve *Roll, Add and Solve >>> MUST finish one and then may get on splash math or keep going!</p>
Tuesday	<p style="text-align: center;">REVIEW</p> <p>Turkey Roll to 100 >>> After completing missing addends students may pick *Doubles *Roll and Color *Thanksgiving Color by Number *Roll Subtract and Solve *Roll, Add and Solve >>> MUST finish one and then may get on splash math or keep going!</p>
Wednesday	<p>No Math due to Early Dismissal</p>
Thursday	<p>No School Happy Thanksgiving</p>
Friday	<p>No School</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.