

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 (12)

* **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.

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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	No School
	No School
	No School
	No School
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 41 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN sight word review
	Saxon Whole Group: LESSON 41 - <u>New Concept:</u> <i>a consonant e - SPELLING with final -ke</i> Utilize the PowerPoint for assistance Echo Words... introduce new concept that we have seen before but never really talked about. Spelling sound review - go over the new concept and apply it on worksheet 41
	Saxon Closure: LESSON 41 - <u>Application and Continual Review:</u> board work continual review completing worksheet 41
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 42 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN sight word review
	Saxon Whole Group: LESSON 42 - <u>New Concept:</u> <i>o consonant e and u consonant e</i> Utilize the PowerPoint for assistance Echo Words... introduce new concept that we have seen before but never really talked about. Spelling sound review - go over the new concept and apply it on worksheet 42
	Saxon Closure: LESSON 42 - <u>Application and Continual Review:</u> board work continual review completing worksheet 42
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 43 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN sight word review
	Saxon Whole Group: LESSON 43 - <u>New Concept:</u> <i>i consonant e and e consonant e</i> Utilize the PowerPoint for assistance Echo Words... introduce new concept that we have seen before but never really talked about. Spelling sound review - go over the new concept and apply it on worksheet 43
	Saxon Closure: LESSON 43 - <u>Application and Continual Review:</u> board work continual review completing worksheet 43
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.)

MONDAY	No School
TUESDAY	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 and pulling for running records!
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 running records!
THURSDAY	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 running records
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><u>READING STORY:</u> How Animals Communicate</p> <p><u>SPELLING WORDS:</u> in, will, did, sit, six, big</p> <p><u>HIGH FREQUENCY WORDS:</u> animal, how, make, of, some, why</p> <p><u>SKILLS AND STRATEGY:</u> Main Idea/Details... Infer and predict</p> <p><u>ESSENTIAL QUESTION:</u> How do animals communicate?</p> <p><u>POEM:</u></p>	
MON	No School
TUE	<p><u>Opening:</u> Preview the Topic T121 Set the Purpose T123</p> <p><u>Whole Group Activity:</u> Read the story to the class and discuss what it is all about! Review the importance of headings and photographs.</p> <p><u>Skills/Strategy Application:</u> Discuss Main Idea and all the details. Use pictures and words to help.</p> <p><u>Poetry (last 5 minutes):</u> Highlight Phonics Pattern in the Poem & Write down 4 Words</p>
WED	<p><u>Opening:</u> Review oral vocabulary words - use them in a sentence.</p> <p><u>Whole Group Activity:</u> Listen to the Story and today focus on retelling.</p> <p><u>Skills/Strategy Application:</u> Apply retelling focusing on main idea and details by drawing and writing about what we learned.</p> <p><u>Poetry (last 5 minutes):</u> Read the Poem together and visualize it in notebook!</p>
THU	<p><u>Opening:</u> Review sight words on white boards >>> say it - write it - show it</p> <p><u>Whole Group Activity:</u> Read the story again and discuss how we can use skills to predict what something is or what's happening next.</p> <p><u>Skills/Strategy Application:</u> Complete "Who am I?" inference activity!</p> <p><u>Poetry (last 5 minutes):</u> Complete real and nonsense word activity .</p>
FRI	<p>Spelling, & Sight Word Assessments are completed this morning. >>> 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! >>> If time allows Animal Directed Drawings! :)</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!

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Writer's Workshop 11:15-12:00

Monday	No School
Tuesday	SENTENCE STRUCTURE puzzle 6: Bed Time 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!
Wednesday	SENTENCE STRUCTURE puzzle 7: Getting Dressed 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!
Thursday	STEM
Friday	STEM

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

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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	NO SCHOOL
Tuesday	4.1 INTRODUCING MEASURING LENGTH Warm Up: Solve Number Stories with white boards NO ROTATIONS: Whole group decide which of the trees is "bigger" via google drive - describe the different ways to measure a tree Closure: Compare objects in the room based on LENGTH and then complete ACI 4.1 - allow for students to get on splash math once completed.
Wednesday	4.2 MORE COUNTING TO ADD AND SUBTRACT ROTATIONS IMMEDIATELY - *Mrs. Dibble - Optical Illusion Activity *Mrs. Wight - Math Measuring Practice at her table with nonstandard measurement *Independent Rotation working on Splash Math or Math Activities out of the math bins Closure: ACI 4.2
Thursday	4.3 MORE LENGTH MEASUREMENT Warm Up: Count up and back on the number grid NO ROTATIONS: Children explain why people might get different measurements for the same object - Review how to measure using google slides presentations with a pencil and a paper clip. Closure: Partner Up and do a Measurement Hunt ACI 4.3 - allow for students to get on splash math once completed.
Friday	FLEX **Listening to Measuring with Penny and Complete the Scoot Activity FIRST Math Make Ups with Mrs. Wight * Math Games * Math Bin Activities

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.