

# 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 (10)

\* **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.

<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
	<b>Saxon Warm Up: LESSON 29</b> - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> Jack Hartmann Sight Word Review
	<b>Saxon Whole Group: LESSON 29</b> - <b>New Increment:</b> Spelling with ck and final k Spelling Review with Letter Sounds and new Increments: Spelling rules - review coding <b>Application and Continual Review:</b> board work continual review completing worksheet complete the back together whole group.
	<b>Saxon Closure: LESSON 29</b> - <b>DECODABLE:</b> I Pick Zack! - complete decodable reader activity.
<b>TUESDAY</b>	<b>Warm up with Saxon Assessment with Lesson 30 &gt;&gt;&gt; No Heggerty</b> pull for individualized assessment today during daily 5 time
	<b>Saxon Warm Up: LESSON 31</b> - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN digraph th video
	<b>Saxon Whole Group: LESSON 31</b> - <b>New Increment:</b> Digraph th Utilize the PowerPoint for assistance Echo Words... introduce new digraph that we have seen before but never really talked about. Spelling sound review - go over how to code a digraph and discuss that the digraph th makes two sounds
	<b>Saxon Closure: LESSON 31</b> - <b>Application and Continual Review:</b> board work continual review completing worksheet 31
<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 32</b> - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN sight word review video
	<b>Saxon Whole Group: LESSON 32</b> - <b>New Increment:</b> Digraph ng and suffix - ing Utilize the PowerPoint for assistance Echo Words... complete letter sound review on worksheet 32. >>> Complete sample words on the board with ng - complete worksheet 32
	<b>Saxon Closure: LESSON 32</b> - <b>DECODABLE:</b> The King's Thanks
<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 33</b> - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> SUFFIX review on the smartboard
	<b>Saxon Whole Group: LESSON 33</b> - <b>New Increment:</b> Suffix -ed Utilize the PowerPoint for assistance Echo Words... FOCUS ON SIGHT WORDS - and the different sounds -ed makes
	<b>Saxon Closure: LESSON 33</b> - <b>Application and Continual Review:</b> board work continual review completing worksheet 33
<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	Word Work Must Do today is Consonants and Vowels! 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!
TUESDAY	Word Work Must Do is Read It, Trace It, Write It! 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!
WEDNESDAY	Word Work Must Do is Word Search Today & Rainbow Write for golden ticket! 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	Weekly Assessments today: Spelling Word Introduce new spelling and heart words >>> Prep Bee Binders! **Complete any activities from the week that are not completed.
FRIDAY	No School due to Act 80 Parent Teacher Confernces

**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> Turkey Trouble and Don't Forget, God Bless our Troops</p> <p><b>SPELLING WORDS:</b> as, is, so, its, sit, and, did, last, stop, land</p> <p><b>HIGH FREQUENCY WORDS:</b> REVIEW</p> <p><b>SKILLS AND STRATEGY:</b> Story Structure, Sequencing &amp; Making Connections</p> <p><b>ESSENTIAL QUESTION:</b> How can we interact with a story?</p> <p><b>POEM:</b> Thank You, Veteran</p>	
<p>10:00-10:15</p>	<p>Read Turkey Trouble! Discuss the Story structure together &gt;&gt;&gt; create an anchor chart! Talk about why the turkey continued to attempt to disguise himself. Complete the Wanted Turkey Activity. On the back have students attempt to share their opinion about what they think we should eat for Thanksgiving instead of Turkey! **Allow for share time.</p>
<p>10:15-10:30</p>	<p>Reread Turkey Trouble! Review Story Structure (add more detail if needed) and then sequence the story. Students will then independently complete the Book Talk activity using pictures and labels (reminder to add details) and then complete the sequence on the back. This could be used for assessment.</p>
<p>10:30-10:45</p>	<p>Read &gt; Let's Learn About Veterans Day. Discuss the importance of understanding and celebrating this day! Complete the Veterans Protect our Country Scrambled Sentence. Share the Once Finished Roll and Color!</p>
<p>10:45-11:00</p>	<p>Read &gt; Don't Forget, God Bless Our Troops and discuss the importance. Complete the Serving with Syllables activity. Listen to Heroes in our Neighborhood on YouTube Complete the My Hero Activity.</p>
<p>11:00-11:15</p>	<p>No School due to Act 80 Parent Teacher Conferences</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	<h3>Dictated Sentence Practice</h3> <p><b>Handwriting:</b> Continue working out of the handwriting book on the page with a sticky note. <b>Mini-Lesson:</b> 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 3 <b>Check:</b> Check to see 1. Capital letter at the beginning 2. Period at the end 3. Appropriate spaces. <b>Share (if time allows):</b> 2-3 students may share. Model "noticing's" &amp; "questions" make sure the audience is practicing good listening! - Discuss importance</p>
Tuesday	<h3>Dictated Sentence On-Your-Own!</h3> <p><b>Handwriting:</b> Continue working out of the handwriting book on the page with a sticky note. <b>Mini-Lesson:</b> 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. <b>Check:</b> 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>
Wednesday	<h2>STEM</h2>
Thursday	<h2>STEM</h2>
Friday	No School due to Act 80 Parent Teacher Conferences

**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>3.5 COUNTING ON THE NUMBER LINE</b></p> <p>Warm Up: Subitizing Jack Hartmann</p> <p>NO ROTATIONS: Have students explore the number line. Explain that the number line can be used to skip count and practice. Listen to <u>Two Ways to Count to Ten</u> by Ruby Dee and discuss the different ways to count to ten and what is quickest and why do we think that.</p> <p>Closure: Math Boxes 3.5 &amp; ACI 3.5</p>
Tuesday	<p><b>3.6 COUNTING TO ADD AND SUBTRACT</b></p> <p>Warm Up: Solve Number Stories with white boards</p> <p>NO ROTATIONS: Whole group use the number line to add and subtract work whole group to complete the activities.</p> <p>Closure: Math Boxes 3.6 &amp; ACI 3.6 &gt;&gt;&gt; Should be extra time to get on Splash Math!</p>
Wednesday	<p><b>3.7 MORE COUNTING TO ADD AND SUBTRACT</b></p> <p>ROTATIONS IMMEDIATELY - *Mrs. Dibble - Coloring a number sentence</p> <p>*Mrs. Wight - adding and subtracting on a number line *Independent Rotation working on Splash Math or Math Activities out of the math bins</p> <p>Closure: ACI 3.7</p>
Thursday	<p><b>FLEX</b></p> <p>Math Make Ups with Mrs. Wight</p> <p>Math Games</p> <p>Math Bin Activities</p>
Friday	<p>No School due to Act 80 Parent Teacher Conferences</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.