

# 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 (15)

\* **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 december 14-18 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	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 49 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN sight word review
	Saxon Whole Group: LESSON 49 - <u>New Concept</u> : <i>Contractions</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 44
	Saxon Closure: LESSON 49 - <u>Application and Continual Review</u> : board work continual review completing worksheet 44
TUESDAY	<b>No Heggerty &gt;&gt;&gt; Assess Saxon Lesson 50</b>
	Christmas Words >>> Can you make the words out of the given letters?
	Go through and try to make the words with the letter tiles >>> as they finish go right into word work :)
	***While students are working Mrs. Wight will pull for phonics assessments.
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
	Rhyming Elves
	Students can choose if they want to match the pictures or the words that rhyme with the actual words >>> once they finish they can go to word work!
	Mrs. Wight will be pulling to assist with activity or help with holiday crafts
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
	Long and Short Christmas Lights
	Whole group read the words on the lights and code the long vowel words red and short vowels green
	Cut and glue light bulbs on the tree!
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**

# 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 handwriting spelling words & then Color Code Sight Words! 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 pulling students for Holiday Activities!
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 pulling students for Holiday Activities!
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 pulling students for Holiday Activities!
THURSDAY	Word Work Must Do is Word Search! 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 pulling students for Holiday Activities!!
FRIDAY	Weekly Assessments today: Spelling Word - Sight Word - Phonics. Work on and finalize some of the Christmas Crafts.

**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> Variety of Holiday Children's Literature</p> <p><b>SPELLING WORDS:</b> yes, let, red, ten, bed, get</p> <p><b>HIGH FREQUENCY WORDS:</b> was, after, read, write, draw, pictures</p> <p><b>SKILLS AND STRATEGY:</b> **Review first grade standards</p> <p><b>ESSENTIAL QUESTION:</b> How can you comprehend what you read</p> <p><b>POEM:</b> None this week :)</p>	
MONDAY	Students will be working on a variety of Holiday Activities including engaging in children's literature, December Journal with focus on grammar and sentence structure, Holiday crafts to focus on the season of "giving," and being able to write and discuss, directed drawings to enhance students ability to transfer information. **Mrs. Wight will be teaching whole group and small group at this time as needed.
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FRIDAY	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 Directed Drawings! :)

## 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	<h3>HARDWORK?</h3> <p><b>Handwriting:</b> Continue working out of the handwriting book on the page with a sticky note.  <b>Mini-Lesson:</b> Discuss what is it like to have an opinion and why we have them. Have a discussion "Do you think that it is hard work being Santa Claus?" &gt;&gt;&gt; create a list on the board  <b>Try it:</b> Have the students pick <u>yes</u> or <u>no</u> &amp; state at least one reason they chose that answer in a complete sentence (Provide sentence stem if needed)  <b>Check:</b> Collect work in the green done bin &gt;&gt;&gt; GRADED ASSESSMENT  <b>Share (if time allows):</b> 2-3 students may share. their opinions from today and reason</p>
Tuesday	<h3>If I Were a Reindeer</h3> <p><b>Handwriting:</b> Continue working out of the handwriting book on the page with a sticky note.  <b>Mini-Lesson:</b> Listen to Olive the Other Reindeer...  <b>Try it:</b> Write about what you would do if you were a reindeer for the day?  <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> Or write a sentence on your own! :)</p>
Wednesday	<h3>Santa's Workshop</h3> <p><b>Handwriting:</b> Continue working out of the handwriting book on the page with a sticky note.  <b>Mini-Lesson:</b> Discuss some things we think we would see at Santa's workshop&gt;&gt;&gt; complete a list.  <b>Try it:</b> Have students talk about what it would be like to be in Santa's workshop for the day... focus on senses (model on the board)  <b>Check:</b> Complete and turn in the bin for a grade! :)  <b>Share (if time allows):</b> 2-3 students may share. what they learned today!</p>
Thursday	<h3>Signs of Christmas</h3> <p><b>Handwriting:</b> Continue working out of the handwriting book on the page with a sticky note.  <b>Mini-Lesson:</b> Discuss what how important it is to make lists to generate idea's - together make a list of the different signs of Christmas.  <b>Try it:</b> Have the students write about how you know it is CHRISTMAS time. Try to get 5 good sentences :) &gt;&gt;&gt; Provide some sentence starters  <b>Check:</b> Collect work in the green done bin  <b>Share (if time allows):</b> 2-3 students may share. their opinions from today and reasoning</p>
Friday	<h3>December Journal ... KEEP PLUGGING!</h3> <p>Continue to work out of the December Journal as needed. Trying to Finish before next Wednesday to send home as a gift! &gt;&gt;&gt; Have students free write as needed. - Pull kids for make up assessments to grade as needed (as well).</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;"><b>4.8 &amp; 4.9 COMBINATIONS OF 10</b></p> <p>Warm Up: Mental Math and Fluency                  No ROTATIONS: Complete Combination of 10 activity on smart board                  Closure: ACI 4.8 &amp; 4.9 &gt;&gt;&gt; Splash Math</p>
Tuesday	<p style="text-align: center;"><b>4.10 ADDING THREE NUMBERS</b></p> <p>Mrs. Wight has four exploration stations and they will rotate to tables. Students will stay put. They are as follows: 1. Roll Add and Color. 2. Tangrams &gt;&gt;&gt; Christmas Style! 3. Spin and Graph 4. Splash Math                  Closure: ACI 4.10</p>
Wednesday	<p style="text-align: center;"><b>4.11 10 MORE 10 LESS</b></p> <p>ROTATIONS IMMEDIATELY - *Mrs. Dibble - How Many Tickets? *Mrs. Wight - 10 more and 10 less using the hundreds chart. *Independent Rotation working on Splash Math or Math Activities out of the math bins                  Closure: ACI 4.11</p>
Thursday	<p style="text-align: center;"><b>4.12 UNIT FOUR ASSESSMENT</b></p> <p>Warm Up: Review for the test                  No Rotations &gt;&gt;&gt; Assess whole group!                  Closure: Splash Math</p>
Friday	<p style="text-align: center;"><b>FLEX &gt;&gt;&gt; TEN LITTLE REINDEER</b></p> <p>Math Make Ups with Mrs. Wight * Math Games * Math Bin Activities</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.