

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 (14)

* **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 rime.

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.

* **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	<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>Saxon Warm Up: LESSON 44 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN sight word review</p>
	<p>Saxon Whole Group: LESSON 44 - New Concept: <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</p>
	<p>Saxon Closure: LESSON 44 - Application and Continual Review: board work continual review completing worksheet 44</p>
TUESDAY	<p>No Heggerty >>> Assess Saxon Lesson 45</p>
	<p>Saxon Warm Up: LESSON 46 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN sight word review</p>
	<p>Saxon Whole Group: LESSON 46 - New Concept: The letter Xx Utilize the PowerPoint for assistance Echo Words... review the letter sounds especially X</p>
	<p>Saxon Closure: LESSON 46 - Application and Continual Review: board work continual review completing worksheet 46</p>
WEDNESDAY	<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>Saxon Warm Up: LESSON 47 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN the letter y</p>
	<p>Saxon Whole Group: LESSON 47 - New Concept: The letter Yy 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 47</p>
	<p>Saxon Closure: LESSON 47 - Application and Continual Review: board work continual review completing worksheet 47</p>
THURSDAY	<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>Saxon Warm Up: LESSON 48 - Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN sight word review</p>
	<p>Saxon Whole Group: LESSON 48 - New Concept: Digraph sh 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 48</p>
	<p>Saxon Closure: LESSON 48 - Application and Continual Review: board work continual review completing worksheet 48</p>
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>**Weekly Assessments will begin immediately following**</p>

week of december 7-11, 2020

Subject to change at anytime

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 Fluency Strips and Triangle Books!
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 Fluency Strips and Triangle Books!
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 Fluency Strips and Triangle Books!
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 pulling students for Fluency Strips and Triangle Books!
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> A Musical Day</p> <p><u>SPELLING WORDS:</u> on, got, fox, pop, not, hop</p> <p><u>HIGH FREQUENCY WORDS:</u> her, now, our, she, today, would</p> <p><u>SKILLS AND STRATEGY:</u> Sequence of Events and Analyze/Evaluate</p> <p><u>ESSENTIAL QUESTION:</u> How is music part of your everyday life?</p> <p><u>POEM:</u> Pop, Pop</p>	
MON	<p><u>Opening:</u> Go over sight words and oral vocabulary.</p> <p><u>Whole Group Activity:</u> Read <u>The Neighbors</u> - go over the Listening Comprehension.</p> <p><u>Skills/Strategy Application:</u> Read Pages 76-77 and go over the section vocabulary... Take a picture walk and predict what the story is going to be about!</p> <p><u>Poetry (last 5 minutes):</u> Highlight Phonics Pattern in the Poem & Write down 4 Words</p>
TUE	<p><u>Opening:</u> Review genre >>> how do we know?!</p> <p><u>Whole Group Activity:</u> Read the story to the class and discuss what it is all about! Review the importance sequence and events!</p> <p><u>Skills/Strategy Application:</u> Discuss the Characters and make an anchor chart with them (because characters help us remember the sequence of events)</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 by completing the sequence of events retelling activity.</p> <p><u>Poetry (last 5 minutes):</u> Read the Poem together and visualize it in notebook!</p>
THUR	<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 pictures to know what is happening</p> <p><u>Skills/Strategy Application:</u> Write a sentence to match the pictures using clues from the story.</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!

Writer's Workshop 11:15-12:00

Monday	<h1>STEM</h1>
Tuesday	<p style="text-align: center;">Color by Sight Word and Build a Sentence</p> <p>Handwriting: Continue working out of the handwriting book on the page with a sticky note. Mini-Lesson: Review Sight Words: come, and, see, funny - Cut and unscramble the sentence and paste and write in order. Try it: You can then color code the the picture on the top. Check: Check to see 1. Capital letter at the beginning 2. Period at the end 3. Appropriate spaces. Share (if time allows): Or write a sentence on your own! :)</p>
Wednesday	<p style="text-align: center;">Stocking Full of Verbs and Adjectives</p> <p>Handwriting: Continue working out of the handwriting book on the page with a sticky note. Mini-Lesson: Go over what verbs and adjective are and what the difference is. Try it: Attempt to color code them red (verb) and green (adjective) Check: Review ABC order and try it on the back Share (if time allows): 2-3 students may share. what they learned today!</p>
Thursday	<p style="text-align: center;">HARDWORK?</p> <p>Handwriting: Continue working out of the handwriting book on the page with a sticky note. Mini-Lesson: 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?" >>> create a list on the board Try it: Have the students pick <u>yes</u> or <u>no</u> & state at least one reason they chose that answer in a complete sentence (Provide sentence stem if needed) Check: Collect work in the green done bin Share (if time allows): 2-3 students may share. their opinions from today and reasoning</p>
Friday	<p style="text-align: center;">Letters for Christmas</p> <p>Handwriting: Continue working out of the handwriting book on the page with a sticky note. Mini-Lesson: Review Letter and Letter Sounds Try it: Have students cut out the letter tiles that spell Christmas and see how many words they can come up with in 15 minutes Check: Go around and see what words the students came up with! Share (if time allows): Students may share their words! :) Make a big list on the board.</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;">4.4 MEASURING A MARKER</p> <p>Warm Up: Mental Math and Fluency ROTATIONS: *Mrs. Wight will complete the open ended math problems *Splash Math *Math Bins >>> MUST DO: Elf Measuring Closure: Complete December Measurement with Units! Count and Graph Snowmen</p>
Tuesday	<p style="text-align: center;">4.5 EXPLORING DATA - SHAPES - BASE TEN</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. Pattern Block Template matching the labels 3. Spin and Graph 4. Splash Math Closure: Review Tally Marks and complete activity</p>
Wednesday	<p style="text-align: center;">4.6 REPRESENTING DATA WITH A BAR GRAPH</p> <p>ROTATIONS IMMEDIATELY - *Mrs. Dibble - Reading a Tally Chart if competed early rock paper scissor bar graph *Mrs. Wight - Bar Graph Scoot at the yellow. *Independent Rotation working on Splash Math or Math Activities out of the math bins Closure: ACI 4.6</p>
Thursday	<p style="text-align: center;">4.7 INTRODUCING DOUBLES</p> <p>Warm Up: Adding with a Number Line >>> Sharing Pennies ROTATIONS: <i>before starting rotations go over bins :)</i> *Mrs. Wight will play double bingo *Splash Math *Math Bins MUST DO double the fun! Closure: ACI 4.7</p>
Friday	<p style="text-align: center;">FLEX</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.