

week of February 1-5, 2021

# 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 8:20-8:30

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.

## 8:30-8:50 Phonemic Awareness Activities

<b>MONDAY</b>	<b>Heggerty Lesson I2.1</b> Rhyme Production - Onset Fluency - Blending Phonemes - Isolating - Medial Sounds - Segmenting Words into Phonemes Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes <b>Saxon PowerPoint</b> 48 - digraph sh >>> should, would, could
<b>TUESDAY</b>	<b>Heggerty Lesson I2.2</b> Rhyme Production - Onset Fluency - Blending Phonemes - Isolating - Medial Sounds - Segmenting Words into Phonemes Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes <b>Saxon PowerPoint</b> 49 -digraph oo >>> school
<b>WEDNESDAY</b>	<b>Heggerty Lesson I2.3</b> Rhyme Production - Onset Fluency - Blending Phonemes - Isolating - Medial Sounds - Segmenting Words into Phonemes Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes <b>Saxon PowerPoint</b> 51 - letter j >>> says
<b>THURSDAY</b>	<b>Heggerty Lesson I2.4</b> Rhyme Production - Onset Fluency - Blending Phonemes - Isolating - Medial Sounds - Segmenting Words into Phonemes Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes <b>Saxon PowerPoint</b> 52 - floss rule

**\*\*\*Miss Mattie will be pulling small group to administer phonemic awareness interventions at this time.**

week of February 1-5, 2021

# guided reading group 8:50-9:10

AR BF TS

Monday	<b>2 Minute Warm Up</b> short i rhyming words (oral) - fit, his, in, it, sit, tin
	<b>Word Work</b> sight words: for, look & what (white board write)
	<b>Intro Book</b> <u>Can It Fit?</u> picture walk
	<b>Set Purpose &amp; Read Story</b> lots of short i words stretch out when needed
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond to 3 MC questions
	<b>Preview New Story</b> <u>I Ran</u>
Tuesday	<b>2 Minute Warm Up</b> write as many words that end in -id, -ip, -im
	<b>Word Work</b> sight word: look, too
	<b>Intro Book</b> <u>I Ran</u> genre & characters
	<b>Set Purpose &amp; Read Story</b> stretchy snack & eagle eye
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond to 3 MC questions
	<b>Preview New Story</b> <u>Sid Pig</u>
Wednesday	<b>2 Minute Warm Up</b> spell with letter tiles: big, bit, tip
	<b>Word Work</b> sight word: have, he, too - write one in a sentence
	<b>Intro Book</b> <u>Sid Pig</u> - what do the pictures tell?
	<b>Set Purpose &amp; Read Story</b> apply eagle eye and stretchy snake
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond to 3 MC questions
	<b>Preview New Story</b> <u>Pam</u>
Thursday	<b>2 Minute Warm Up</b> write as many short i words you can!
	<b>Word Work</b> sight words: for, too (white board write)
	<b>Intro Book</b> <u>Pam</u> - real or fake?
	<b>Set Purpose &amp; Read Story</b> focus on eagle eye and using your words!
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond to 3 MC questions
	<b>Preview New Story</b> *New Bookmark >>> <u>Lil and Max?</u>

*week of february 1-5, 2021*

week of February 1-5, 2021

# guided reading group 9:10-9:30

JR & BN

Monday	<b>3 Minute Letter Sounds</b> - Say sound >>> Write the letter
	<b>Word Work</b> sight words: for, look & what (white board write)
	<b>Intro Book</b> <u>Can It Fit?</u> picture walk
	<b>Set Purpose &amp; Read Story</b> lots of short i words stretch out when needed
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond to 3 MC questions
	<b>Preview New Story</b> <u>I Ran</u>
Tuesday	<b>3 Minute Letter Sounds</b> - Show the letter have student make the sound
	<b>Word Work</b> sight word: look, too
	<b>Intro Book</b> <u>I Ran</u> genre & characters
	<b>Set Purpose &amp; Read Story</b> stretchy snack & eagle eye
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond to 3 MC questions
	<b>Preview New Story</b> <u>Sid Pig</u>
Wednesday	<b>3 Minute Letter Sounds</b> - Say sound >>> Write the letter
	<b>Word Work</b> sight word: have, he, too - write one in a sentence
	<b>Intro Book</b> <u>Sid Pig</u> - what do the pictures tell?
	<b>Set Purpose &amp; Read Story</b> apply eagle eye and stretchy snake
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond to 3 MC questions
	<b>Preview New Story</b> <u>Pam</u>
Thursday	<b>3 Minute Letter Sounds</b> - Show the letter have student make the sound
	<b>Word Work</b> sight words: for, too (white board write)
	<b>Intro Book</b> <u>Pam</u> - real or fake?
	<b>Set Purpose &amp; Read Story</b> focus on eagle eye and using your words!
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond to 3 MC questions
	<b>Preview New Story</b> *New Bookmark >>> <u>Lil and Max?</u>

week of February 1-5, 2021

# guided reading group 9:30-9:50

RB OC AC & JM

<b>Monday</b>	<b>2 Minute Warm Up</b> - give me a word that starts with /ch/ give me a word that ends with /ch/ - go around
	<b>Word Work</b> - review sight words: brown, never, off, out
	<b>Intro Book</b> - Picture walk >>> what is the title? <u>Scratch, Chomp</u>
	<b>Set Purpose</b> - Read Story: focus on stretchy snake a sight words.
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond 3 MC questions
	<b>Preview New Story</b> <u>Rich Gets a Dog</u>
<b>Tuesday</b>	<b>2 Minute Warm Up</b> rhyme time - much & rich
	<b>Word Work</b> sight words: own & very>>> write in a sentence
	<b>Intro Book</b> <u>Rich Gets a Dog</u> - zoom in and pick out one picture to tell me everything you see in it!
	<b>Set Purpose - Read Story</b> Read Story: focus on punctuation (look ahead)
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond 3 MC questions
	<b>Preview New Story</b> <u>Champs</u>
<b>Wednesday</b>	<b>2 Minute Warm Up</b> Look at the words: Bill's, Dutch's, Fran's (look at the ' to show ownership)
	<b>Word Work</b> Sight Word - know >>> use it in a sentence talk about punctuation.
	<b>Intro Book</b> <u>Champs</u> - focus on annunciation of words.
	<b>Set Purpose</b> - Focus on punctuation
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond 3 MC questions
	<b>Preview New Story</b> <u>Kits, Chicks, and Pups</u>
<b>Thursday</b>	<b>2 Minute Warm Up</b> Show me a word with possession like we practiced yesterday
	<b>Word Work</b> Sight Word >>> out - Write a sentence.
	<b>Intro Book</b> Today we see real pictures, what does that tell us?!
	<b>Set Purpose</b> - Read Story Today we are going to read to learn think about one fact you can share.
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond 3 MC questions
	<b>Preview New Story</b> <u>Phil's New Bat</u>

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# guided reading group 9:50-10:10

DF LC CS BA

<b>Monday</b>	<b>2 Minute Warm Up</b> Medial Sound: bug, can, dot, fun, get, has, hop, let, pad
	<b>Word Work</b> Sight Words >>> some & why
	<b>Intro Book</b> <u>Brad and Cris</u> - importance of names being capitalized
	<b>Set Purpose - Read Story</b> When you come to a word you don't know try to use stretchy snake and eagle eye!
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond 3 MC questions
	<b>Preview New Story</b> <u>What Did Dad Get?</u>
<b>Tuesday</b>	<b>2 Minute Warm Up - Rhyme Time:</b> big, did, grin, his, Jill,
	<b>Word Work</b> Sight Words >>> animal, how, of
	<b>Intro Book</b> <u>What Did Dad Get?</u> What is that punctuation mark at the end & why
	<b>Set Purpose - Read Story</b> Really focus on Eagle Eye today and recognizing those sight words
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond 3 MC questions
	<b>Preview New Story</b> <u>Crabs</u>
<b>Wednesday</b>	<b>2 Minute Warm Up</b> short i words: big, grip, zig, (on white board)
	<b>Word Work</b> sight words >>> make & of
	<b>Intro Book</b> <u>Crabs</u> - Real story - try to connect to real information
	<b>Set Purpose - Read Story</b> Today we are going to read a story with real information look at the pictures for clues
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond 3 MC questions
	<b>Preview New Story</b> <u>The Big Job</u>
<b>Thursday</b>	<b>2 Minute Warm Up</b> Medial Sound: back, dad, has, job, lot, lug, red, rock
	<b>Word Work</b> sight words >>> of & why
	<b>Intro Book</b> <u>The Big Job</u> - What is a job? - What might that tell us what we will read about?
	<b>Set Purpose - Read Story</b> Read Today when you are reading thinking about stretching out your words
	<b>Book Summary &amp; Comprehension Questions</b> discuss and respond 3 MC questions
	<b>Preview New Story</b> <u>Our Flag</u>

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*Mrs. Johnson will be pulling groups during guided reading*

- \* 9:30-9:40 Short & Long Vowel Discrimination TS AR BN JR
- \* 9:40-9:50 Blend Sound Identification BN AR TS
- \* 9:50-10:00 Letter Sounds BN

*Mrs. Dart will be pulling groups during guided reading + after*

- \* 9:45-10:00 Heggerty AR & BF
- \* 10:00-10:15 Heggerty BN & JR

## **10:10-10:30 CORE READING INSTRUCTION**

\*saxon phonics decodable\* >>> 15: "fox, not ox"

<b>Monday</b>	<b>I Read</b> - Read the book to the class <b>Echo Read</b> - Have the students echo read <b>Top Word Work Activity</b> - x word, y word, -ing & -ed word
<b>Tuesday</b>	<b>I Read</b> - Read the book to the class <b>We Read</b> - Read altogether focusing on tone and pace <b>Bottom Word Work Activity</b> - short vowels a, e, o, words
<b>Wednesday</b>	<b>I Read</b> - Read the book to the class <b>Whisper Read to Self</b> - attempt to do this in their smart spots! <b>Sight Word Sentence</b> - Write a sentence using the word <u>fought</u>
<b>Thursday</b>	<b>Read Independently</b> <b>Respond to Comprehension Questions</b> - 4 questions!

## **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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# Fabulous Fun, Fine Motor Friday!

<b>8:30-9:00</b>	Complete Lexia Minutes Fluency Packet or Spelling Tic-Tac-Toe All that are complete will get to complete in Fabulously Fun Friday Activities
<b>9:00-9:45</b>	Spelling Rotations Mrs. Wight will pull Yellow Group Green Group Blue Group & JM to test spelling Students will be allowed to go to open fine motor stations.
<b>9:45-10:00</b>	Cosmic Yoga
<b>10:00-10:30</b>	Fabulously Fun Friday Time - If all work is complete :)

## **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	<h2>100 years old 5 square</h2> <p>Handwriting - pick up where you left off with the sticky note Whole Group - Brainstorm what it will be like when you are 100 years old. Complete 4 square!</p>
Tuesday	<h2>100 years old write!</h2> <p>Handwriting - pick up where you left off with the sticky note Whole Group - use your 4 square from yesterday to write about and draw what it is like to be 100 years old</p>
Wednesday	<h2>Polar Bears</h2> <p>Handwriting - pick up where you left off with the sticky note Whole Group - Read about polar bears. Complete the graphic organizer and comprehension questions. Gather facts about polar bears. Then read the sentence, build it, write it, draw it! Dictated Sentence Practice - I had to go home</p>
Thursday	<h2>continue... Polar Bears</h2> <p>Handwriting - pick up where you left off with the sticky note Whole Group - Finish any of the polar bear activities not completed. Allow for a directed draw on the back :) &gt;&gt;&gt; If time allows &gt;&gt;&gt; Preview Artic Fox! Dictated Sentence Practice - The fan is on.</p>
Friday	<h2>Compare Polar Bears and Penguins</h2> <p>VENN DIAGRAM</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

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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	<b>MATH FACTS</b> Review for cumulative test Practice Math Fact Fluency +1 +2 +3
Tuesday	<b>100TH DAY ROTATIONS</b>
Wednesday	<b>MATH FACTS</b> Review for cumulative test Practice Math Fact Fluency +1 +2 +3
Thursday	<b>MATH FACTS</b> Review for cumulative test Practice Math Fact Fluency +1 +2 +3
Friday	Flex Day

**2:15-2:30 Snack**  
**2:30-2:40 Pack Up**  
**2:40 Dismissal**

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# 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.