

week of february 22-26, 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.

week of february 22-26, 2021

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

<b>MONDAY</b>	<b>Heggerty Lesson I3.1</b> Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes <b>Saxon Exposure - Power Point Lesson 48</b> reviewing sounds and focusing on: digraph sh
<b>TUESDAY</b>	<b>Heggerty Lesson I3.2</b> Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes <b>Saxon Exposure - Power Point Lesson 48</b> reviewing sight words and focusing on: should, would, could
<b>WEDNESDAY</b>	<b>Heggerty Lesson I3.3</b> Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes <b>Saxon Exposure - Power Point Lesson 49</b> reviewing sounds and focusing on: digraph oo
<b>THURSDAY</b>	<b>Heggerty Lesson I3.4</b> Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes <b>Saxon Exposure - Power Point Lesson 49</b> reviewing sight words and focusing on: school

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

week of february 22-26, 2021

# guided reading group 8:50-9:10

AR BF TS

## 20 Minute Guided Reading rotation is as follows

- \* 2-minute Warm Up >>> focus on review phonetic skills
- \* Word Work >>> focus on decodable words and HFW for the story
- \* Introduce the story
- \* Set purpose & read (independently & with help)
- \* Story summary & comprehension questions

If time allows - extra >>> sight word/phonemic awareness closure

**Monday - No School**

**Tuesday - No Groups due to 2 hour delay**

**Wednesday - Max Fox and Lon Ox**

**Thursday - Is It Funny?**

### Max Fox and Lon Ox

page 63

#### Decodable Words

Target Skill: Short o  
bop, box, Fox, got, Lon, not, Ox

Target Skill: Inflection -s  
sits, plays

Target Skills: Consonants l, x  
box, Fox, Lon, Max, Ox, sax, six

Words with Previously Taught Skills  
big, bip, can, in, is, it, sad

#### High-Frequency Words

New  
do, no, sing

Previously Taught  
a, and, play, plays, what

### Is It Funny?

page 69

#### Decodable Words

Target Skill: Short o  
box, Dog, dog, hot, lot, not, on, pot,  
Ron

Target Skill: Inflection -s  
fans, sings, sits, taps

Target Skills: l, x  
box, Hal, lot, mix

Words with Previously Taught Skills  
big, can, has, his, in, is, it, pad,  
Pat, rap, sad, tap

#### High-Frequency Words

New  
funny, sing, sings

Previously Taught  
a, the, what

# guided reading group 9:10-9:30

JR & BN

## 20 Minute Guided Reading rotation is as follows

- \* Warm Up with Letter name & sounds >>> transition to blends and digraphs
- \* Word Work >>> focus on decodable words and HFW for the story
- \* Introduce the story
- \* Set purpose & read (most days' echo read, or try to read independently)
- \* Story summary & comprehension questions

If time allows - Interactive Writing

**Monday - No School**

**Tuesday - No Groups due to 2 Hour Delay**

**Wednesday - Max Fox and Lon Ox**

**Thursday - Is It Funny?**

### Max Fox and Lon Ox

page 63

#### Decodable Words

Target Skill: Short o

bop, box, Fox, got, Lon, not, Ox

Target Skill: Inflection -s

sits, plays

Target Skills: Consonants l, x

box, Fox, Lon, Max, Ox, sax, six

Words with Previously Taught Skills

big, bip, can, in, is, it, sad

#### High-Frequency Words

New

do, no, sing

Previously Taught

a, and, play, plays, what

### Is It Funny?

page 69

#### Decodable Words

Target Skill: Short o

box, Dog, dog, hot, lot, not, on, pot, Ron

Target Skill: Inflection -s

fans, sings, sits, taps

Target Skills: l, x

box, Hal, lot, mix

Words with Previously Taught Skills

big, can, has, his, in, is, it, pad, Pat, rap, sad, tap

#### High-Frequency Words

New

funny, sing, sings

Previously Taught

a, the, what

# guided reading group 9:30-9:50

RB OC AC & JM

## 20 Minute Guided Reading rotation is as follows

- \* 2-minute Warm Up >>> focus on review phonetic skills
  - \* Word Work >>> focus on decodable words and HFW for the story
  - \* Introduce the story
  - \* Set purpose & read (independently & with help)
  - \* Story summary & comprehension questions
- If time allows - extra >>> sight word/phonemic awareness closure

**Monday - No School**

**Tuesday - No Groups due to 2 Hour Delay**

**Wednesday - Ralph Goes to Camp**

**Thursday - Trish's Gift**

### Ralph Goes to Camp

page 63

#### Decodable Words

Target Skill: Contractions 's, n't  
didn't, isn't, it's

Target Skills: Digraphs *sh, wh, ph*  
Ralph, Ralph's, rush, Shep, shocked,  
splashing, splishing, trash, when

#### Previously Taught Skills

and, asked, asks, at, bad, bag, bath, big,  
bins, but, camp, can, dad, did, dog, fun,  
got, had, hat, his, if, is, it, job, jobs, just,  
last, mom, spill, that, trip, tub, well,  
went, wet, yes

#### High-Frequency Words

##### New

goes, yellow

##### Previously Taught

do, give, go, he, no, said,  
some, the, to, today, was,  
you

### Trish's Gift

page 69

#### Decodable Words

Target Skill: Contractions 's, n't  
can't, didn't, it's, let's, that's

Target Skills: Digraphs *sh, wh*  
shed, Trish, when

#### Previously Taught Skills

and, ask, asked, at, back, bench, big,  
brass, but, can, cloth, Dad, desk, did,  
fast, gift, got, Gramps, had, him, his,  
hunted, in, is, it, just, lifted, Mom, on,  
ran, sent, sit, ten, that, then, this, trim,  
up, with, yelled, yes

#### High-Frequency Words

##### New

green, grow, new, opened

##### Previously Taught

a, call, I, know, put, said,  
see, the, was, we, where

week of february 22-26, 2021

# guided reading group 9:50-10:10

DF LC CS BA

## 20 Minute Guided Reading rotation is as follows

- \* 2-minute Warm Up >>> focus on review phonetic skills
  - \* Word Work >>> focus on decodable words and HFW for the story
  - \* Introduce the story
  - \* Set purpose & read (independently & with help)
  - \* Story summary & comprehension questions
- If time allows - extra >>> sight word/phonemic awareness closure

**Monday - No School**

**Tuesday - No Groups due to Two Hour Delay**

**Wednesday - Our Sled Club**

**Thursday - The Pet Club**

### Our Sled Club

page 63

#### Decodable Words

Target Skill: Short *o*  
Block, flop, hop, not, on, Roz

Target Skill: Clusters with *l*  
black, Block, club, flip, flop, Glen, plan,  
sled, sleds

Words with Previously Taught Skills  
Dan, fun, get, grip, has, Hill, his, is, red,  
set, tan, tugs, up, will, yells

#### High-Frequency Words

New  
her, now, our

Previously Taught  
a, go, we

### The Pet Club

page 69

#### Decodable Words

Target Skill: Short *o*  
dog, Dom, flop, not, Roz, Todd

Target Skill: Clusters with *l*  
Bluff, clack, club, flap, flip, flop, Glenn,  
Plum, Slim

Previously Taught Skills  
Ann, but, can, cat, Ham, has, his, is,  
kick, kiss, Nick, pet, pets, run, sit, will

#### High-Frequency Words

New  
her, would

Previously Taught  
a, and, come, like, play, see,  
the, to, you

week of february 22-26, 2021

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

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

**\*\*informational activities >>> arctic animals finalization\*\***

<b>Monday</b>	INFORMATIONAL FOCUS - Walrus! >>> utilize the informational packet and complete the graphic organizers to pick out important information about what you read.
<b>Tuesday</b>	INFORMATIONAL FOCUS - Arctic Foxes! >>> utilize the informational packet and complete the graphic organizers to pick out important information about what you read.
<b>Wednesday</b>	INFORMATIONAL FOCUS - Snowy Owls! >>> utilize the informational packet and complete the graphic organizers to pick out important information about what you read.
<b>Thursday</b>	Text and Graphic Features are important let us try to add them to our writing today... Begin writing about ONE arctic animal, or about all the animals that live in the arctic. MODEL - MODEL - MODEL

### **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!

*week of february 22-26, 2021*

# Fabulous Fun, Fine Motor Friday!

<b>8:30-9:00</b>	Complete Lexia Minutes and Fluency Packets or Spelling Tic-Tac-Toe... All that are complete will get to complete in Fabulously Fun Friday Activities
<b>9:00-9:45</b>	Phonics Assessment then >>> 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 (if time allows)
<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!



week of february 22-26, 2021

# Writer's Workshop 11:15-12:00

Monday	<h2>Informational - Walrus</h2> <p>Finish reading and listening about walruses to complete the informational graphic organizers. Allow for students to write about walruses on the back and or complete a directed drawing: <a href="https://www.youtube.com/watch?v=T9QqOVQDkkQ">https://www.youtube.com/watch?v=T9QqOVQDkkQ</a></p>
Tuesday	<h2>Informational - Arctic Fox</h2> <p>Finish reading and listening about arctic foxes to complete the informational graphic organizers. Allow for students to write about arctic foxes on the back and or complete a directed drawing: <a href="https://www.youtube.com/watch?v=Ok7EGIy6zPO">https://www.youtube.com/watch?v=Ok7EGIy6zPO</a></p>
Wednesday	<h2>Informational - Snowy Owl</h2> <p>Finish reading and listening about snowy owls to complete the informational graphic organizers. Allow for students to write about snowy owls on the back and or complete a directed drawing: <a href="https://www.youtube.com/watch?v=a336CNPmp18">https://www.youtube.com/watch?v=a336CNPmp18</a></p>
Thursday	<h2>Informational BOOKS and YOU'RE the author!</h2> <p>Carry over from core reading time &gt;&gt;&gt; students will get to create a book. They have 2 options to choose from they can 1. Pick one arctic animal that we have learned about and write all about them! or 2. Write about the arctic including AT LEAST three animals we have learned about. Must add some text and graphic features to your writing. That is what makes informational books INTERESTING, and Fun to Read! (model throughout, and conference as needed)... do not have to finish today... just keep working!</p>
Friday	<h2>Finish Publishing informational books!</h2>

**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

week of february 22-26, 2021

# 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>6.4 INTRODUCING NEAR DOUBLES</b> **No Rotations today... Warm Up: Mental Math and Fluency and write as many double facts that you can on your white board Share with students that using double facts can be a great strategy to help find other sums. Show them how to use the doubles strategy on the white board. Complete math journal pages for 6.4 together whole group! Closure ACI 6.4 >>> Splash Math/Math bin once finished.
Tuesday	<b>6.5 RECORDING NEAR-DOUBLE STRATEGIES</b> **No Rotations today... Warm Up: CLOCK VIDEO (introduce minute hand today!) - and explain that we can tell time to the nearest hour and half hour. Practice with saved videos on youtube. - Practice by completing clock worksheet activity by matching the clock and writing the time to the nearest hour - Complete Math Journal Boxes once complete, and reviewing near doubles... have students start independently on their own. Closure ACI 6.5 >>> Splash Math/Math bin once finished.
Wednesday	<b>MATH FACTS FLUENCY &amp; REVIEW</b> Today students will be able to practice math facts with a variety of activities >>> Mrs. Dibble will be pulling to play a time game & Mrs. Wight will be pulling to complete doubles and near doubles activity.
Thursday	<b>6.6 INTRODUCING MAKING 10</b> **No Rotations today... Warm Up with ten frame practice. - What happens when you have too many - You need another ten frame! Introduce the new strategy and practice looking for combinations of 10 and adding those numbers together. Closure ACI 6.6 >>> Splash Math/Math bin once finished.
Friday	<b>MATH FLEX DAY</b> Students will complete math ACI's, Bins, games, flashcards >>> Mrs. Wight will be pulling for interventions.

**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 Heggrety & 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.