

week of march 15 >>> happy  week

# 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.

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

<b>MONDAY</b>	<b>Heggerty Lesson 15.1</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 51</b> reviewing sounds and focusing on: letter j
<b>TUESDAY</b>	<b>Heggerty Lesson 15.2</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 51</b> reviewing sight words and focusing on: says
<b>WEDNESDAY</b>	<b>Heggerty Lesson 15.3</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 52</b> reviewing sounds and focusing on: floss rule
<b>THURSDAY</b>	<b>Heggerty Lesson 15.4</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 52</b> reviewing sounds and focusing on: floss rule

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

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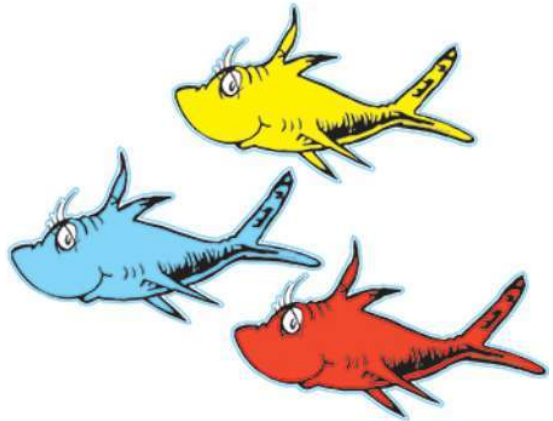
Monday 8:50-10:30

one fish, two fish, red fish blue fish

**Listen to the story!**

**Complete the following activities in any order:**

- \* How to draw Dr. Seuss One Fish via Art Hub
- \*\* Complete Old Fish, New Fish Opposite Activity
- \*\* Complete games with word families and rhyming word activity
- \* Emergent Reader >>> One Fish Two Fish How Do you Do, Fish?



**Once all activities are completed students will be able to pick a daily 5 choice:**

- \* Lexia
- \* Word Work
- \* Read to Self
- \* Listen to Reading >>> Share some Dr. Seuss Stories

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tuesday 8:50-10:30

the cat in the hat

**Listen to the story!**

**Complete the following activities in any order:**

- \* How to draw The Cat in the Hat via Art Hub
- \* The Can in the Hat came to my House... Writing activity
- \*\* Cat in the Hat Rhyming Sort!
- \* Cat in the Hat Word Search
- \* Listen to the Cat in the Hat COMES BACK!



**Once all activities are completed students will be able to pick a daily 5 choice:**

- \* Lexia
- \* Word Work
- \* Read to Self
- \* Listen to Reading >>> Share some Dr. Seuss Stories

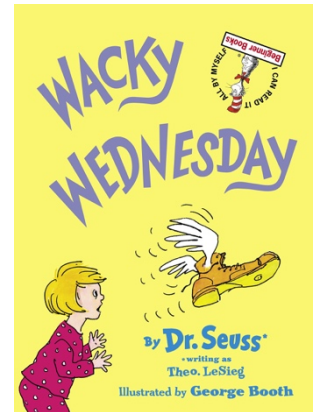
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wednesday 8:50-10:30

wacky wednesday + wocket in my pocket

**Listen to the stories (doesn't matter the order)  
Complete the following activities in any order:**

- \* Wacky Wednesday Writing activity
- \* Dr. Seuss Biography Emergent Reader book
- \* Wocket in my Pocket craft!
- \* Wacky Words vs. Real Words
- \* ANY additional Dr. Seuss activities - some may not have finished earlier or additionally ones that can go with any activity!



**Once all activities are completed  
students will be able to pick a daily 5  
choice:**

- \* Lexia
- \* Word Work
- \* Read to Self
- \* Listen to Reading >>> Share some Dr. Seuss Stories

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thursday 8:50-10:30

green eggs and ham

**Listen to the story!**

**Complete the following activities in any order:**

- \* I Do Not Like Green Eggs With Ham Emergent Reader with Color Words
- \* Green Eggs and Ham Brain Teaser
- \*\* Green Eggs and Ham Dictated Sentence with matching picture.
- \* Green Eggs and Ham Phonics Craftivity!



**Once all activities are completed students will be able to pick a daily 5 choice:**

- \* Lexia
- \* Word Work
- \* Read to Self
- \* Listen to Reading >>> Share some Dr. Seuss Stories



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**Friday 8:30-10:30**

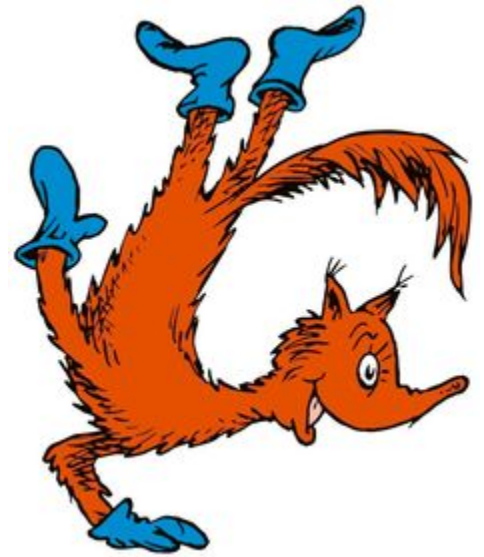
**Fox in Socks**

**FIRST >>> Spelling Test WHOLE GROUP**

**Listen to the story!**

**Complete the following activities in any order:**

- \*\* Matching Fox in Socks Rhyming Words with Green Eggs and Ham Sort.**
- \* Fox in Socks Emergent Reader**
- \* Draw and design a pair of Fancy Socks.**
- \* Finish any activities from the week.**



**Once all activities are completed students will be able to do Fabulously Fun Friday Activities if all Lexia Minutes are 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	STEM
Tuesday	STEM
Wednesday	STEM
Thursday	<b>DR. Seuss Activities!</b> continue with activities from the morning, or read additional Seusstastic stories.
Friday	<b>Prep Bee Binders &amp; Seuss Bingo</b>

**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	<p><b>6.8 PENCILS FOR THE WRITING CLUB</b></p> <p>**No Rotations today... Warm Up: Mental Math and Fluency Complete Math Journal page 124 Solve the Open Response Problem - Discuss some important math words that were used. Splash Math/Math bin once finished. **Mrs. Wight pull for incomplete work</p>
Tuesday	<p><b>6.9 UNDERSTANDING EQUIVALENCE</b></p> <p>**No Rotations today... Warm Up with Mental Math and Fluency &amp; do the Math Message! Introduce Name Collection boxes today whole group from the math journal page 126. Complete them together. Then complete pages 127-128 **Select bits and pieces. Closure: Complete ACI 6.9 then splash math or math bin</p>
Wednesday	<p><b>MATH FACTS FLUENCY &amp; REVIEW</b></p> <p>Today students will be able to practice math facts with a variety of activities &gt;&gt;&gt; Mrs. Dibble will be pulling to play a time game &amp; Mrs. Wight will be pulling to complete equivalent activity.</p>
Thursday	<p><b>6.10 MORE PLACE VALUE</b></p> <p>**No Rotations today... Warm Up with Mental Math and Fluency. Complete some base-ten block riddles... Introduce the newest base ten block&gt;&gt;&gt; THE HUNDRED - "THE FLAT!" :) --- PRACTICE as much as possible. Complete Math Journal pages 129-130 Closure ACI 6.10 &gt;&gt;&gt; Splash Math/Math bin once finished.</p>
Friday	<p><b>MATH FLEX DAY</b></p> <p>Students will complete math ACI's, Bins, games, flashcards &gt;&gt;&gt; Mrs. Wight will be pulling for interventions.</p>

**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 Hegrety & 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 lit  
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.