

week of march 15-19, 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 march 15-19, 2021

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

<b>MONDAY</b>	<p><b>Heggerty Lesson 17.1</b> Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes</p> <p><b>Saxon Exposure - Power Point Lesson 56</b> reviewing sounds and focusing on: final stable syllable [ble]</p>
<b>TUESDAY</b>	<p><b>Heggerty Lesson 17.2</b> Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes</p> <p><b>Saxon Exposure - Power Point Lesson 56</b> reviewing sight words and focusing on: they</p>
<b>WEDNESDAY</b>	<p><b>Heggerty Lesson 17.3</b> Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes</p> <p><b>Saxon Exposure - Power Point Lesson 57</b> reviewing sounds and focusing on: final stable syllable [fle, [ple, [dle]</p>
<b>THURSDAY</b>	<p><b>Heggerty Lesson 17.4</b> Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes</p> <p><b>Saxon Exposure - Power Point Lesson 57</b> reviewing sight words and focusing on: people</p>

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

week of march 15-19, 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 - Fun in the Sun**

**Tuesday - Yams! Yum!**

**Wednesday - Fun, Fun, Fun!**

**Thursday - Bud**

### Fun in the Sun

page 99

#### Decodable Words

Target Skill: Short *u*

fun, sun, tug, up

Words with Previously Taught Skills

can, Ed, has, his, Hog, hop, hops, hot, in, is, Jen, on, Pig, yes

#### High-Frequency Words

New

friend, hold, pulls

Previously Taught

no, the, too

### Yams! Yum!

page 105

#### Decodable Words

Target Skill: Short *u*

but, up, yum

Words with Previously Taught Skills

bag, bed, big, can, fat, fit, get, has, his, in, is, lots, red, set, ten, Yak, yams, yes

#### High-Frequency Words

New

full, hold

Previously Taught

a, and, do, he, to, what

### Fun, Fun, Fun!

page 111

#### Decodable Words

Target Skill: Short *u*

Bud, fun, Gus, run

Target Skills: Consonants *qu, z*

Liz, quit, zag, zig

Words with Previously Taught Skills

can, Dad, Deb, is, it, Jen, Jim, Kim, Mom, not, on, tag, Ted

#### High-Frequency Words

New

hold

Previously Taught

and, do, have, play, to, with

### Bud

page 117

#### Decodable Words

Target Skill: Short *u*

Bud, cup, dub, fun, hugs, mud, pug,

pup, rub, run, sun, tub, tug, us

Target Skills: Consonants *qu, z*

quit, zip

Words with Previously Taught Skills

big, can, digs, dog, fit, gets, has, hops, hot, in, is, it, naps, sits

#### High-Frequency Words

New

good, many

Previously Taught

a, help, play, the, we, with

# 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 - Fun in the Sun**  
**Tuesday - Yams! Yum!**  
**Wednesday - Fun, Fun, Fun!**  
**Thursday - Bud**

<b>Fun in the Sun</b> <span style="float: right;">page 99</span>	
<b>Decodable Words</b> Target Skill: Short <i>u</i> fun, sun, tug, up	<b>High-Frequency Words</b> New friend, hold, pulls
Words with Previously Taught Skills can, Ed, has, his, Hog, hop, hops, hot, in, is, Jen, on, Pig, yes	Previously Taught no, the, too
<b>Yams! Yum!</b> <span style="float: right;">page 105</span>	
<b>Decodable Words</b> Target Skill: Short <i>u</i> but, up, yum	<b>High-Frequency Words</b> New full, hold
Words with Previously Taught Skills bag, bed, big, can, fat, fit, get, has, his, in, is, lots, red, set, ten, Yak, yams, yes	Previously Taught a, and, do, he, to, what

<b>Fun, Fun, Fun!</b> <span style="float: right;">page 111</span>	
<b>Decodable Words</b> Target Skill: Short <i>u</i> Bud, fun, Gus, run	<b>High-Frequency Words</b> New hold
Target Skills: Consonants <i>qu, z</i> Liz, quit, zag, zig	Previously Taught and, do, have, play, to, with
Words with Previously Taught Skills can, Dad, Deb, is, it, Jen, Jim, Kim, Mom, not, on, tag, Ted	
<b>Bud</b> <span style="float: right;">page 117</span>	
<b>Decodable Words</b> Target Skill: Short <i>u</i> Bud, cup, dub, fun, hugs, mud, pug, pup, rub, run, sun, tub, tug, us	<b>High-Frequency Words</b> New good, many
Target Skills: Consonants <i>qu, z</i> quit, zip	Previously Taught a, help, play, the, we, with
Words with Previously Taught Skills big, can, digs, dog, fit, gets, has, hops, hot, in, is, it, naps, sits	

week of march 15-19, 2021

# 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 - Mike's Bike**  
**Tuesday - The Nest**  
**Wednesday - The Nice Vet**  
**Thursday - Kite Time**

**Mike's Bike** page 99

**Decodable Words**  
Target Skill: Long *i* (CVCe)  
bike, bikes, five, life, like, Mike, Mike's, miles, mine, nice, pride, ride, rides, stripes, time, white, wide

**Previously Taught Skills**  
and, at, back, best, big, can, dad, did, end, face, fun, got, grin, had, has, him, his, is, it, its, just, Nell, Nell's, on, path, place, red, six, stop, take, that, this, well, will, with

**High-Frequency Words**  
New  
both, long, or

**Previously Taught**  
a, for, go, have, I, my, new, of, said, see, the, they, to, too, was

---

**The Nest** page 105

**Decodable Words**  
Target Skill: Long *i* (CVCe)  
dive, fine, glide, like, mice, pile, quite, rise, side, time, vines, white, wide

**Previously Taught Skills**  
and, as, at, big, can, chest, chick, chicks, Dad, dip, eggs, flap, get, grasp, had, has, his, if, in, is, it, its, just, let, make, made, Male, Male's, Mom, name, neck, nest, not, Pale, past, sticks, take, them, then, this, up

**High-Frequency Words**  
New  
bird, both, fly, long, those, walk

**Previously Taught**  
a, down, find, for, go, look, now, of, small, the, they, to, you

**The Nice Vet** page 111

**Decodable Words**  
Target Skill: Digraphs *mb, wr*  
numb, writes

**High-Frequency Words**  
New  
eyes, long, walk

**Previously Taught**  
a, calls, goes, I, puts, see, the, they, to, who

**Target Skill: Long i (CVCe)**  
dime, file, five, nice, price, Spike, Spike's, time, whines, writes

**Previously Taught Skills**  
an, and, at, can, dad, dog, drops, fast, fix, get, hands, has, his, in, is, isn't, it, itch, itching, it's, Kate, Kate's, last, make, mom, not, place, rubs, still, stops, tells, them, vet, vet's, will, with

---

**Kite Time** page 117

**Decodable Words**  
Target Skill: Digraphs *kn, wr*  
knock, wrap

**High-Frequency Words**  
New  
bird, fly, or

**Previously Taught**  
a, do, down, go, hold, play, the, to, too

**Target Skill: Long i (CVCe)**  
dives, glide, glides, kite, kite's, kites, like, line, ride, rise, slides, time

**Previously Taught Skills**  
and, back, can, dip, dips, fast, fists, fun, if, in, is, it, it's, let, make, not, on, quit, run, stops, takes, them, then, up, will, wind, with

week of march 15-19, 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 - Who Like to Jump?**

**Tuesday - The Lost Cat**

**Wednesday - Flint and Scamp**

**Thursday - The List**

<b>Who Likes to Jump?</b> page 99	
<b>Decodable Words</b> Target Skill: Short <i>u</i> fun, Gus, jump, jumps, must, run, Russ, up  Target Skill: Final Clusters and, bend, ends, fast, grasp, hands, jump, jumps, land, must, sand, went, wind  Previously Taught Skills 7, 8, 9, as, big, can, Fran, hill, his, hit, hop, is, it, Jill, legs, Len, Liz, on, track, will	<b>High-Frequency Words</b> New small, take  Previously Taught a, her, like, play, she, the, to, with
<b>The Lost Cat</b> page 105	
<b>Decodable Words</b> Target Skill: Short <i>u</i> hunt, Muff, must, us  Target Skill: Final Clusters and, ask, desk, help, hint, hunt, last, lost, must, past, plant, rest, stand, task, Trent, went  Previously Taught Skills at, Bess, can, cat, has, his, is, kits, Mick, not, plans, tracks, will, yes	<b>High-Frequency Words</b> New one, small, take  Previously Taught find, her, here, I, said, see, the, to, we

<b>Flint and Scamp</b> page 111	
<b>Decodable Words</b> Target Skill: Short <i>u</i> fun, gust, jump, must, run  Target Skill: Final Clusters and, camp, end, fast, Flint, Gramps, gust, jump, must, Scamp, stamp, wind  Previously Taught Skills an, at, big, get, him, is, miss, sit, will	<b>High-Frequency Words</b> New give, one  Previously Taught a, comes, for, have, of, read, to, write
<b>The List</b> page 117	
<b>Decodable Words</b> Target Skill: Short <i>u</i> buns, but, hunts, nuts, run, runs  Target Skill: Final Clusters and, best, Brent, fast, hunts, list, lost, mints, stamps, stand  Previously Taught Skills at, back, did, drops, eggs, get, gets, got, his, is, Mom, not, on, sack, snack, stop, tells	<b>High-Frequency Words</b> New eat, put, take  Previously Taught a, he, I, said, the, to, too, what

week of march 15-19, 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

\*\*what is a folktale?! >>>

Jamie O'Rourke and the big potato\*\*



Monday	Discuss what is a folk tale is and predict what the story is going to be about.
Tuesday	Listen to the story and begin to complete the activities out of the book expert packet focusing on a variety of analyzing the text activities.
Wednesday	Continue activities out of the book expert packet focusing on a variety of analyzing the text activities.
Thursday	Continue activities out of the book expert packet focusing on a variety of analyzing the text activities.

## 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 march 15-19, 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 march 15-19, 2021

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

Monday	<p><b>Review Planning and organizing and start our book!</b></p> <p><b>Opening:</b> Review the importance of writing steps and review them and discuss what we should have in each box... set timer to review!</p> <p><b>Procedure:</b> Everyone is going to get the start to their books today... we are going to try to add the first two steps and then go back and see if we need to add any detail, or materials. Mrs. Wight will model, and then allow for students to work.</p> <p><b>Closure:</b> Review planning sheet and add or change... add color or graphic features to the images.</p>
Tuesday	<p><b>How-TO Writing &gt;&gt;&gt; The importance of transitional words</b></p> <p><b>Opening:</b> What did we learn about doing yesterday in writing?</p> <p><b>Procedure:</b> Today you are going to add the last two steps and go back and decide if you need to add any additional color/detail, or materials. Mrs. Wight will model and then students will try.</p> <p><b>Closure:</b> Review planning sheet and add or change.... add color or graphic features to the images.</p>
Wednesday	<p><b>How-TO Writing &gt;&gt;&gt; finalizing a piece</b></p> <p><b>Opening:</b> Yesterday we finished the steps in our book for our first how to writing... what are we missing?</p> <p><b>Procedure:</b> Today we are going are going to go back to the beginning and add our materials page and a front cover.</p> <p><b>Closure:</b> Have students share their ideas of what they are adding, and what they have enjoyed.</p>
Thursday	<p><b>How-TO Writing &gt;&gt;&gt; Share</b></p> <p><b>Opening:</b> What is the purpose of a how-to book?</p> <p><b>Procedure:</b> Did we meet the purpose of our how to book.... go back and look a the checklist and then allow for them to share!</p> <p><b>Closure:</b> Have students share what they have so far.</p>
Friday	<p><b>STEM</b></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

week of march 15-19, 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	<p><b>HANDWRITING NUMBERS TO 100! &amp; 7.1 INTRO TO FACT FAMILIES</b></p> <p>**No Rotations today... Warm Up: Mental Math and Fluency. Introduce students to fact families utilizing math journal for 7.1 &gt;&gt;&gt; Once completed WHOLE group explain that they will be practicing using their best handwriting to write to 100... If they finish early they can get on Splash Math or pull from the Math Bins (independent activity).</p>
Tuesday	<p><b>7.2 MORE FACT FAMILIES</b></p> <p>**No Rotations today... Warm Up: Mental Math and Fluency (addition facts on the SmartBoard) Review Fact Families with the students and complete Fact Family Book today! If students were struggling yesterday, complete more fact family activities whole group, and review beforehand. Closure: ACI book</p>
Wednesday	<p><b>REVIEW FACT FAMILIES</b></p> <p>Mrs. Dibble will be pulling kids to complete fact family activity... Mrs. Wight will be pulling kids to complete write to 100 activity... and independent activity at their seats will be completed the Peep Fact Family Craft :) &gt;&gt;&gt; Early Finishers can utilize math bins for splash math</p>
Thursday	<p><b>7.3 RELATING SPECIAL ADDITION AND SUBTRACTION FACTS</b></p> <p>**No Rotations today... Warm Up: Mental Math and Fluency (addition facts on the SmartBoard) Students will solve double number stories. Begin to relate addition to solve subtraction doubles facts &gt;&gt;&gt; then think addition to subtract with combinations of ten... Closure: ACI book</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**

week of march 15-19, 2021

## 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.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.