

week of march 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.

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8:30-8:50 Phonemic Awareness Activities

MONDAY	Heggerty Lesson 18.1 Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes Saxon Exposure - Power Point Lesson 58 reviewing sounds and focusing on: final stable syllables [tle, [gle
TUESDAY	Heggerty Lesson 18.2 Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes Saxon Exposure - Power Point Lesson 58 reviewing sight words and focusing on: eye
WEDNESDAY	Heggerty Lesson 18.3 Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes Saxon Exposure - Power Point Lesson 59 reviewing sounds and focusing on: final stable syllable [zle, [sle, [cle, [kle
THURSDAY	Heggerty Lesson 18.4 Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes Saxon Exposure - Power Point Lesson 59 reviewing sight words and focusing on: people

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

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 - Brad and Cris
Tuesday - What Did Dad Get?
Wednesday - Crabs
Thursday - The Big Job

Brad and Cris

page 27

Decodable Words

Target Skill: Short *i*

Cris, did, his, is, it, trip, will

Target Skill: Clusters with *r*
Brad, Cris, Frog, grubs, trip

Previously Taught Skills

bugs, can, dots, fun, get, has, hop, led,
not, on, pads, pal, red, tan, tell, yet, yum

High-Frequency Words

New

some, why

Previously Taught

a, and, be, go, look, no,
said, we

What Did Dad Get?

page 33

Decodable Words

Target Skill: Short *i*

big, did, grin, his, in, is, it, Jill, will

Target Skill: Clusters with *r*
drop, drops, Fred, frog, Gram, grin

Previously Taught Skills

an, at, bag, can, cap, Dad, get, has, on,
pop, red, tan, top, up

High-Frequency Words

New

animal, how, of

Previously Taught

a, and, for, hold, said, the,
what

Crabs

page 39

Decodable Words

Target Skill: Short *i*

big, grip, is, it, pick, sit, zig, zip

Target Skill: Clusters with *r*
crab, crabs, grab, grip, tracks

Previously Taught Skills

at, can, fun, has, legs, lots, not, on,
rocks, ten, up, wet, yes, zag

High-Frequency Words

New

make, of

Previously Taught

a, and, do, like, look, to, you

The Big Job

page 45

Decodable Words

Target Skill: Short *i*

big, bricks, dig, his, in, is, Sid, sit, will

Target Skill: Clusters with *r*
bricks, drop, grass, truck

Previously Taught Skills

back, Dad, has, job, lots, lug, red, rocks,
on, up

High-Frequency Words

New

of, why

Previously Taught

a, and, go, play, the, to, 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 - Brad and Cris
Tuesday - What Did Dad Get?
Wednesday - Crabs
Thursday - The Big Job

<p>Brad and Cris page 27</p> <p>Decodable Words Target Skill: Short <i>i</i> Cris, did, his, is, it, trip, will</p> <p>Target Skill: Clusters with <i>r</i> Brad, Cris, Frog, grubs, trip</p> <p>Previously Taught Skills bugs, can, dots, fun, get, has, hop, led, not, on, pads, pal, red, tan, tell, yet, yum</p>	<p>High-Frequency Words New some, why</p> <p>Previously Taught a, and, be, go, look, no, said, we</p>
<p>What Did Dad Get? page 33</p> <p>Decodable Words Target Skill: Short <i>i</i> big, did, grin, his, in, is, it, Jill, will</p> <p>Target Skill: Clusters with <i>r</i> drop, drops, Fred, frog, Gram, grin</p> <p>Previously Taught Skills an, at, bag, can, cap, Dad, get, has, on, pop, red, tan, top, up</p>	<p>High-Frequency Words New animal, how, of</p> <p>Previously Taught a, and, for, hold, said, the, what</p>
<p>Crabs page 39</p> <p>Decodable Words Target Skill: Short <i>i</i> big, grip, is, it, pick, sit, zig, zip</p> <p>Target Skill: Clusters with <i>r</i> crab, crabs, grab, grip, tracks</p> <p>Previously Taught Skills at, can, fun, has, legs, lots, not, on, rocks, ten, up, wet, yes, zag</p>	<p>High-Frequency Words New make, of</p> <p>Previously Taught a, and, do, like, look, to, you</p>
<p>The Big Job page 45</p> <p>Decodable Words Target Skill: Short <i>i</i> big, bricks, dig, his, in, is, Sid, sit, will</p> <p>Target Skill: Clusters with <i>r</i> bricks, drop, grass, truck</p> <p>Previously Taught Skills back, Dad, has, job, lots, lug, red, rocks, on, up</p>	<p>High-Frequency Words New of, why</p> <p>Previously Taught a, and, go, play, the, to, with</p>

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 - At the Beach
Tuesday - Who Will Teach Us?
Wednesday - Plunk, Plunk
Thursday - The King's Song

At the Beach page 35	
Decodable Words Target Skill: Long e (CV, CVCe) Vowel Pairs ee, ea beach, beast, each, eat, eel, feet, green, keep, meet, neat, peaches, Pete, sea, sweet, we, week	High-Frequency Words New about, by, don't, maybe Previously Taught a, do, for, I, my, of, over, the, to, too, walk
Previously Taught Skills am, an, and, at, best, cap, dig, fast, fill, five, fun, get, gets, go, had, has, hat, his, holes, home, hunt, in, is, it's, jump, just, like, lot, lots, make, next, pal, run, runs, sand, shells, sit, six, snake, so, splash, take, them, then, up, wet, will, yell, yum	
Who Will Teach Us? page 43	
Decodable Words Target Skill: Long e (CV, CVCe) Vowel Pairs ee, ea be, clean, each, feet, he, meets, Pete, read, Reed, see, seeds, she, sheet, teach, teaches, teaching, week	High-Frequency Words New about, car, could Previously Taught a, are, friend, grow, hold, holding, how, play, the, their, to, water, who, what, you
Previously Taught Skills and, bake, Beth, Bill, Bob, can, close, Dad, drops, fish, fishing, game, glad, Gramps, he, helping, his, holes, is, it, just, kick, kicks, kids, Kim, like, likes, Lin, makes, Miss, mitt, Mom, mom, Nell, Nell's, note, on, place, planting, plants, pole, safe, Sam, shines, so, still, swim, tells, them, this, tune, use, well, while, will, wipes, with	

Plunk, Plunk page 51	
Decodable Words Target Skill: Final ng, nk dink, Frank, Frank's, ink, plunk, sing, sings, song, thanks, think, thinks, trunk	High-Frequency Words New sure, there Previously Taught a, fall, I, the, to, was, what, who, you
Target Skill: Long e (CV, CVCe) Vowel Pairs ee, ea cheek, dee, green, he, Jean, leads, me, see, tree, we	
Previously Taught Skills and, as, asks, back, big, but, can, did, drop, drops, fun, get, grass, help, helping, hint, hope, hose, in, is, it, it's, let's, made, make, no, on, rake, tells, this, those, up, wet, which, will, with, yes	
The King's Song page 59	
Decodable Words Target Skill: Final ng, nk bring, King, Ling, Ming, Pink, sang, sing, singing, song, songs, thing, think, wink	High-Frequency Words New don't, maybe Previously Taught a, bird, Bird, come I, my, out, said, to, you
Target Skill: Long e (CV, CVCe) Vowel Pairs ee, ea be, each, Green, he, needed, Queen, sweet, teach, week	
Previously Taught Skills and, as, asked, at, back, best, but, came, can, did, five, got, had, has, help, him, his, in, is, just, lost, made, no, not, note, notes, quick, Red, sad, sat, set, smile, spoke, that, then, this, time, tune, tunes, will, wrote	

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 - Scratch, Chomp

Tuesday - Rich Gets a Dog

Wednesday - Champs

Thursday - Kits, Chicks and Pups

Scratch, Chomp

page 27

Decodable Words

Target Skills: Digraphs *ch, tch*
catch, chips, chomp, chomping,
chop, Chuck, Finch, pitch, scratch,
scratching

Previously Taught Skills

an, and, asks, at, big, but, can, dad,
did, fast, has, his, in, is, it, lots, lump,
miss, not, off, on, pond, stump, tell,
this, trip, went, yes

High-Frequency Words

New
brown, never, off, out
Previously Taught
a, animal, do, find, hear, I,
of, played, see, the, what,
why, you

Rich Gets a Dog

page 33

Decodable Words

Target Skills: Digraphs *ch, tch*
Fletch, much, Rich

Previously Taught Skills

and, asked, bed, big, can, Dad, dog,
dogs, fast, fat, get, has, his, Hmmm,
hugs, in, is, just, Mom, pals, picks run,
sat, then, thin, tucked, up, will, yes

High-Frequency Words

New
brown, own, very
Previously Taught
a, are, be, called, here, I,
like, one, said, see, small,
today

Champs

page 39

Decodable Words

Target Skill: Possessives with 's
Bill's, Dutch's, Fran's

Target Skills: Digraphs *ch, tch*

bench, catch, catches, champ, champs,
chat, Chet, Dutch, such

Previously Taught Skills

and, Bill, dog, dogs, Fran, fun, get, has,
his, is, it, jumps, not, on, pal, rest, set,
sits, spot, them, then, tug, up, will, with,
yells

High-Frequency Words

New
been, know, own

Previously Taught

a, are, good, here, like, play,
the, they, to, too

Kits, Chicks, and Pups

page 45

Decodable Words

Target Skill: Possessives with 's
mom's

Target Skills: Digraphs *ch, tch*

chicks, hatch, such

Previously Taught Skills

and, big, can, cat, cats, dad, dads, dog,
dogs, duck, ducks, eggs, fed, get, has,
his, in, is, it, kit, mom, moms, must,
nap, nest, not, pond, pop, pups, run, sit,
still, stop, swim, that, then, this, will,
with

High-Frequency Words

New
know, off, out

Previously Taught

a, do, eat, good, have, her,
make, picture, the, they, too

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Mrs. Johnson will be pulling groups during guided reading

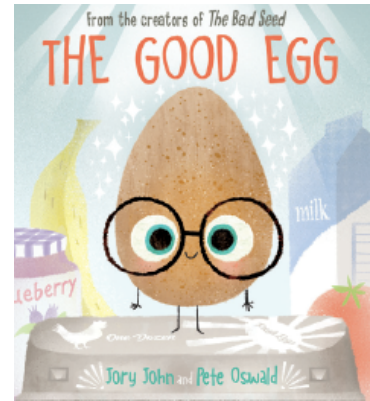
- * 9:30-9:40 Short & Long Vowel Discrimination AR BN
- * 9:40-9:50 Blend Sound Identification BN AR TS
- * 9:50-10:00 Rapid Letter Writing BN

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

**figurative language >>>
the good egg**



Monday	Listen to the Bad Seed by Jory John... talk about what it means to be a "Bad Seed" - this week we are going to focus on a story called the "Good Egg," by the same author predict what it may be about
Tuesday	Listen to the story, "The Good Egg," and complete literacy activities including: Message of the Story, Character Comparison, Point of View, Vocabulary (using context clues), Story Sequence and Book Review.
Wednesday	Listen to the story, "The Good Egg," and complete literacy activities including: Message of the Story, Character Comparison, Point of View, Vocabulary (using context clues), Story Sequence and Book Review.
Thursday	Listen to the story, "The Good Egg," and complete literacy activities including: Message of the Story, Character Comparison, Point of View, Vocabulary (using context clues), Story Sequence and Book Review.

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 22-26, 2021

Fabulous Fun, Fine Motor Friday!

8:30-9:00	Complete Lexia Minutes and Fluency Packets or Spelling Tic-Tac-Toe... All that are complete will get to complete in Fabulously Fun Friday Activities
9:00-9:45	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.
9:45-10:00	Cosmic Yoga (if time allows)
10:00-10:30	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 22-26, 2021

Writer's Workshop 11:15-12:00

Monday	<h1>STEM</h1>
Tuesday	<h1>STEM</h1>
Wednesday	<h2>How-TO Writing REVIEW</h2> <p>Opening: Review brain map Procedure: Today we are going to go back and look at our brain map and decide if there is a different area we can focus in and write about - last time Mrs. Wight wrote about how to drive a car; I am going to look at pick something different this time. Closure: Today revisit your brain map and get started on your steps!</p>
Thursday	<h2>How-TO Writing >>> STEPS</h2> <p>Opening: What is the purpose of a how-to book? focus on steps Procedure: Yesterday I decided that I wanted to pick a brand new topic and come up with different steps - I started with my transitional words and walking through each of the steps. - Allow for students to complete the steps on their planning sheet and then double check and get started on your next book! Closure: Have students share what they have so far.</p>
Friday	<h2>How-TO Writing >>> NEW BOOK!</h2> <p>Opening: What is the purpose of a how-to book? focus on key elements Procedure: Review the quality of a good How-To book >>> make a list of all the elements you are looking for... Model and allow for students to continue to work on their book Closure: Have students share what they have so far.</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	<p>NUMBERS TO 100 FOR END OF QUARTER 3 ASSESSMENT</p> <p>**No Rotations today... Warm Up: Mental Math and Fluency. Introduce students to fact families utilizing math journal for 7! >>> 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>7.3 RELATING SPECIAL ADDITION AND SUBTRACTION FACTS</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 >>> then think addition to subtract with combinations of ten... Closure: ACI book</p>
Wednesday	<p>REVIEW FACT FAMILIES</p> <p>Mrs. Dibble will be pulling kids to play Salute... Mrs. Wight will be pulling kids to complete ACI books... and independent activity at their seats will be completed the flower craft:) >>> Early Finishers can utilize math bins for splash math</p>
Thursday	<p>7.4 MORE SUBTRACTION FACT STRATEGIES</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 with counting up and back and practice strategies out of the math journal Closure: ACI book</p>
Friday	<p>MATH FLEX DAY</p> <p>Students will complete math ACI's, Bins, games, flashcards >>> Mrs. Wight will be pulling for interventions.</p>

2:15-2:30 Snack

2:30-2:40 Pack Up

2:40 Dismissal

week of march 22-26, 2021

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.