

weeks of march 29 - april 9, 2021 >>> spring break weeks combined

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.

WEEKLY LESSON PLANS BELOW ARE FOR MONDAY, MARCH 29, TUESDAY MARCH 30, WEDNESDAY, APRIL 7, THURSDAY, APRIL 8, & FRIDAY, APRIL 9

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8:30-8:50 Phonemic Awareness Activities

MONDAY	Heggerty Lesson 19.1 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 61 reviewing sounds and focusing on: vowel y
TUESDAY	Heggerty Lesson 19.2 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 61 reviewing sight words and focusing on: love & move
WEDNESDAY	Heggerty Lesson 19.3 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 62 reviewing sounds and focusing on: vowel y
THURSDAY	Heggerty Lesson 19.4 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 62 reviewing sight words and focusing on: any & many

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

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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 - Our Flag
Tuesday - The Plan
Wednesday - Our Sled Club
Thursday - The Pet Club

Our Flag

page 51

Decodable Words

Target Skill: Short o
drop, not, on, top

Target Skill: Clusters with l

clap, club, flag, flags, flap, flat, flip, glad

Previously Taught Skills

big, can, has, is, it, kids, let, Pam, up, will

High-Frequency Words

New

our, she

Previously Taught

a, hold, sing, the, they, we

The Plan

page 57

Decodable Words

Target Skill: Short o
clap, claps, flop, flops, plop, plops

Target Skill: Clusters with l

clap, claps, clop, clops, cluck, flap, flaps, flip, flips, flop, flops, plan, plop, plops, slap, slaps, slip, slips

Previously Taught Skills

did, Duck, fun, had, has, Hen, is, it, quits, run, sit, tell, trip, trips, will, yes

High-Frequency Words

New

her, now, today

Previously Taught

a, and, good, have, like, play, to, too

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

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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 - Our Flag
Tuesday - The Plan
Wednesday - Our Sled Club
Thursday - The Pet Club

Our Flag

page 51

Decodable Words

Target Skill: Short o
drop, not, on, top

Target Skill: Clusters with /
clap, club, flag, flags, flap, flat, flip, glad

Previously Taught Skills
big, can, has, is, it, kids, let, Pam, up, will

High-Frequency Words

New
our, she

Previously Taught
a, hold, sing, the, they, we

The Plan

page 57

Decodable Words

Target Skill: Short o
clap, claps, flop, flops, plop, plops

Target Skill: Clusters with /
clap, claps, clop, clops, cluck, flap, flaps,
flip, flips, flop, flops, plan, plop, plops,
slap, slaps, slip, slips

Previously Taught Skills
did, Duck, fun, had, has, Hen, is, it,
quits, run, sit, tell, trip, trips, will, yes

High-Frequency Words

New
her, now, today

Previously Taught
a, and, good, have, like,
play, to, too

Our Sled Club

page 63

Decodable Words

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

Target Skill: Clusters with /
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 /
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

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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 - Ray Trains Dex
Tuesday - Sweet Treats
Wednesday - What Will We Do?
Thursday - Let's Eat

Ray Trains Dex

page 67

Decodable Words

Target Skill: Vowel Pairs *ai, ay*

Kay, Ray, stay, stays, stray, tail, trains, wait, waits

Previously Taught Skills

555-1234, and, as, asks, at, bad, but, checks, cut, Dad, Dex, dog, dog's, fast, get, glad, go, going, got, has, he, help, him, if, is, it, needs, nods, not, on, rock, run, runs, see, sees, she, sit, sits, sniffs, so, stop, tag, tell, tells, then, think, this, thump, we, when, whine, will, yells

High-Frequency Words

New

first, food, ground

Previously Taught

a, call, do, find, good, hear, her, I, maybe, the, to, you

Sweet Treats

page 75

Decodable Words

Target Skill: Vowel Pairs *ai, ay*

day, Kay, may, rain, stay, tray, wait

Previously Taught Skills

and, at, be, big, black, bring, bunch, can, cannot, can't, deep, filled, fresh, get, grape, grapes, green, hand, has, huge, if, in, is, it, kids, like, lines, long, must, need, on, picked, plants, plump, red, ripe, rot, see, she, shops, snack, so, stand, stands, sun, sweet, take, takes, these, time, treat, trucks, vines, when, which, will, with, yum

High-Frequency Words

New

ground, right, these

Previously Taught

a, after, are, blue, by, every, grow, now, of, the, they, to, too, you, would

What Will We Do?

page 83

Decodable Words

Target Skill: Contractions *'ll, 'd*
it'll, we'd, we'll

Target Skill: Vowel Pairs *ai, ay*

Bay, day, paint, play, trails, wail, wailing, wails, wait

Previously Taught Skills

and, bad, be, beast, beasts, best, big, but, can, can't, chases, deck, fun, has, home, hot, huff, huffs, if, is, isn't, it, it's, keeps, Lake, let's, like, mixed, must, nice, no, not, on, pigs, puff, puffs, read, run, sit, swim, tale, that's, this, those, three, up, we, well, wet

High-Frequency Words

New

right, sometimes

Previously Taught

a, do, doesn't, don't, open, the, to, too, what, what'll, you

Let's Eat

page 91

Decodable Words

Target Skill: Contractions *'ll, 'd*
he'd, he'll, she'll

Target Skill: Vowel Pairs *ai, ay*

Blaine, day, Fay, gray

Previously Taught Skills

and, asked, be, beans, Ben, big, but, came, clean, cup, cups, did, didn't, dish, drink, each, eat, ended, filled, fine, five, fun, gave, get, got, grape, grapes, had, hate, home, in, is, isn't, it, it's, Jess, late, let's, like, likes, make, meal, meat, Nell, note, on, pals, peas, plate, plates, please, pot, quick, red, rice, set, she, thank, then, this, time, treat, up, went, while, will, with, yes

High-Frequency Words

New

under, your

Previously Taught

a, come, have, I, know, out, put, said, the, to, was, who, you

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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 - Phil's New Bat

Tuesday - In a Rush

Wednesday - Ralph Goes to Camp

Thursday - Trish's Gift

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Phil's New Bat

page 51

Decodable Words

Target Skills: Digraphs *sh, wh, ph*
bash, Phil, Phil's, wham, when, wished

Previously Taught Skills

and, bat, bit, can, cannot, catch, dad, did, fell, fun, get, got, had, hands, him, his, hit, hits, if, in, is, it, just, leg, let, mom, not, on, pal, runs, sad, went, will, with, yes

High-Frequency Words

New
down, fall, new

Previously Taught

a, do, for, good, he, many, play, was, what, you

In a Rush

page 57

Decodable Words

Target Skills: Digraphs *sh, wh, ph*
bash, cash, dash, mush, Phil's, rush, Shan, shop, slush, splash, splish, wham

Previously Taught Skills

and, at, best, did, fell, felt, fun, get, glad, got, has, in, is, it, just, last, lots, must, not, plod, plop, sat, slip, slop, still, stuff, that, then, up, went, wet, will

High-Frequency Words

New
down, goes, new, open, yellow

Previously Taught

a, all, cold, like, look, now, of, she, the, to, what

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

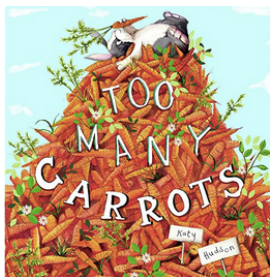
a, call, I, know, put, said, see, the, was, we, where

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

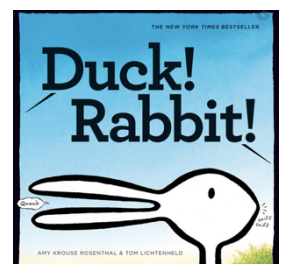
Mrs. Dart will be pulling groups during guided reading + after

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



10:10-10:30 CORE READING INSTRUCTION

**too many carrots & duck rabbit!
focus on story elements and opinion**



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Monday	Listen to the Story Too Many Carrots focus on the Problem and Solution in the story incorporating the carrots!
Tuesday	Listen to the Story Too Many Carrots and answer the comprehension questions and complete the story sequencing activities.
Wednesday	Show the students the cover of Duck Rabbit... ask them to vote on what they believe it is... a duck or a rabbit. Listen to the story and talk about all the reasons it could be a duck or all the reasons it could be a rabbit.
Thursday	Discuss how reading and writing are connected and start opinion writing focusing on thoughts with duck rabbit... we will continue to work on opinion writing after this story!

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!

early dismissal wednesday schedule

8:30-10:30 Variety of Stations for the morning including:

start the day with an Art Hub Directed Drawing

- *Symmetry Eggs
- *Fine Motor Egg Painting
- *Math Egg Hunt (Similar to Scoot)
- *Color by Number
- *3D Bunny Craft
- *Make a Word (garden)
- *STEM stacking with Eggs

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10:30-11:00 Lunch

11:00-11:30 Phonics Bingo with Jelly Beans

11:30-11:50 CLEAN and Pack up for Dismissal

12:00-12:40 Fine Arts (Gym)

12:45 Dismissal

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

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	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!

Writer's Workshop 11:15-12:00

Monday	<h3>How-TO Writing >>> STEPS</h3> <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>
Tuesday	<h3>How-TO Writing >>> NEW BOOK!</h3> <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>

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Wednesday	<h2>How-TO Writing >>> NEW BOOK!</h2> <p>Opening: Review the elements Procedure: Work the whole time >> work on pages first, then materials, then cover page... Closure: Have students share what they have so far.</p>
Thursday	<h2>How-TO Writing >>> NEW BOOK!</h2> <p>Opening: Review the elements Procedure: Work the whole time >> work on pages first, then materials, then cover page... Closure: Have students share what they have so far.</p>
Friday	<h2>How-TO Writing >>> FINISH BOOK!</h2> <p>PUBLISHING PARTY sharing our writing</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

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	<h2>7.5 ATTRIBUTES OF SHAPES</h2> <p>**No Rotations today... Warm Up: Mental Math and Fluency. Introducing attributes using the shape booklet! Discuss at the end of the lesson different attributes of the shapes! Closure: ACI book 7.5</p>
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Tuesday	7.7 DEFINING AND NONDEFINING ATTRIBUTES **No Rotations today... Warm Up: Mental Math and Fluency (addition facts on the SmartBoard) Review our books from yesterday and discuss all of the things that made that shape the shape it is >>> that is called an attribute focus on sides and vertex... Create a chart of defining and nondefining attributes of shapes. >>> define a rectangle Closure: ACI book 7.7 with a square
Wednesday	EXPLORATION (MODIFIED 7.6) Mrs. Dibble will be pulling kids to complete Math Journal page 145... Mrs. Wight will be pulling kids to complete attribute side activity... and independent activity at their seats will be completing splash math or math bins :)
Thursday	7.8 FINDING UNKNOWN: "WHAT'S MY RULE" **No Rotations today... Warm Up: Mental Math and Fluency (addition facts on the SmartBoard) Introduce "What's My Rule?" >>> Introduce the function machine! >> Complete math journal page 148 Closure: ACI book 7.8
Friday	MATH FLEX DAY 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 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

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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.