

*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**

<b>MONDAY</b>	<b>Heggerty Lesson I9.1</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 61</b> reviewing sounds and focusing on: <b>vowel y</b>
<b>TUESDAY</b>	<b>Heggerty Lesson I9.2</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 61</b> reviewing sight words and focusing on: <b>love &amp; move</b>
<b>WEDNESDAY</b>	<b>Heggerty Lesson I9.3</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 62</b> reviewing sounds and focusing on: <b>vowel y</b>
<b>THURSDAY</b>	<b>Heggerty Lesson I9.4</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 62</b> reviewing sight words and focusing on: <b>any &amp; many</b>

**\*\*\*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, clap, 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

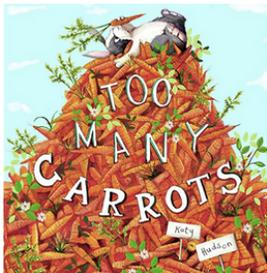
a, call, I, know, put, said, see, the, was, we, where

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

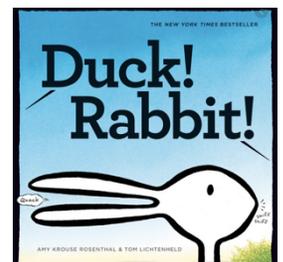
Mrs. Dart will be pulling groups during guided reading + after

- \* 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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<b>Monday</b>	Listen to the Story Too Many Carrots focus on the Problem and Solution in the story incorporating the carrots!
<b>Tuesday</b>	Listen to the Story Too Many Carrots and answer the comprehension questions and complete the story sequencing activities.
<b>Wednesday</b>	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.
<b>Thursday</b>	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!

<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

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	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!

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

<b>Monday</b>	<h3><b>How-TO Writing &gt;&gt;&gt; STEPS</b></h3> <p><b>Opening:</b> What is the purpose of a how-to book? focus on steps <b>Procedure:</b> 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! <b>Closure:</b> Have students share what they have so far.</p>
<b>Tuesday</b>	<h3><b>How-TO Writing &gt;&gt;&gt; NEW BOOK!</b></h3> <p><b>Opening:</b> What is the purpose of a how-to book? focus on key elements <b>Procedure:</b> Review the quality of a good How-To book &gt;&gt;&gt; make a list of all the elements you are looking for... Model and allow for students to continue to work on their book <b>Closure:</b> Have students share what they have so far.</p>

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Wednesday	<h2>How-TO Writing &gt;&gt;&gt; NEW BOOK!</h2> <p>Opening: Review the elements Procedure: Work the whole time &gt;&gt; work on pages first, then materials, then cover page... Closure: Have students share what they have so far.</p>
Thursday	<h2>How-TO Writing &gt;&gt;&gt; NEW BOOK!</h2> <p>Opening: Review the elements Procedure: Work the whole time &gt;&gt; work on pages first, then materials, then cover page... Closure: Have students share what they have so far.</p>
Friday	<h2>How-TO Writing &gt;&gt;&gt; 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	<b>7.7 DEFINING AND NONDEFINING ATTRIBUTES</b> **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	<b>EXPLORATION (MODIFIED 7.6)</b> 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	<b>7.8 FINDING UNKNOWN: "WHAT'S MY RULE"</b> **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	<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 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.