

week of march 8-12, 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 8-12, 2021

8:30-8:50 Phonemic Awareness Activities

MONDAY	<p>Heggerty Lesson 16.1 Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes</p> <p>Saxon Exposure - Power Point Lesson 53 reviewing sounds and focusing on: digraph sh</p>
TUESDAY	<p>Heggerty Lesson 16.2 Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes</p> <p>Saxon Exposure - Power Point Lesson 53 reviewing sight words and focusing on: should, would, could</p>
WEDNESDAY	<p>Heggerty Lesson 16.3 Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes</p> <p>Saxon Exposure - Power Point Lesson 54 reviewing sounds and focusing on: digraph oo</p>
THURSDAY	<p>Heggerty Lesson 16.4 Rhyme Production - Onset Fluency - Blending Phonemes - Phoneme Location - Segmenting Words into Phonemes - Adding Initial Phonemes - Deleting Initial Phonemes - Substituting Initial Phonemes</p> <p>Saxon Exposure - Power Point Lesson 54 reviewing sight words and focusing on: school</p>

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

week of March 8-12, 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

week of march 8-12, 2021

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

Fun in the Sun page 99	
Decodable Words Target Skill: Short <i>u</i> fun, sun, tug, up	High-Frequency Words 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
Yams! Yum! page 105	
Decodable Words Target Skill: Short <i>u</i> but, up, yum	High-Frequency Words 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

Fun, Fun, Fun! page 111	
Decodable Words Target Skill: Short <i>u</i> Bud, fun, Gus, run	High-Frequency Words 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	
Bud page 117	
Decodable Words Target Skill: Short <i>u</i> Bud, cup, dub, fun, hugs, mud, pug, pup, rub, run, sun, tub, tug, us	High-Frequency Words 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 8-12, 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 8-12, 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

Who Likes to Jump? page 99	
Decodable Words 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	High-Frequency Words New small, take Previously Taught a, her, like, play, she, the, to, with
The Lost Cat page 105	
Decodable Words 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	High-Frequency Words New one, small, take Previously Taught find, her, here, I, said, see, the, to, we

Flint and Scamp page 111	
Decodable Words 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	High-Frequency Words New give, one Previously Taught a, comes, for, have, of, read, to, write
The List page 117	
Decodable Words 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	High-Frequency Words New eat, put, take Previously Taught a, he, I, said, the, to, too, what

week of March 8-12, 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 fact?! >>> the moon: earth's best friend **



Monday	Discuss what we know about the moon and what do we WANT to know about the moon? - How can we find out what we don't already know?!
Tuesday	What is a fact? - Where can we find facts?! (WE CAN READ!) - Today read about the Moon. Discuss if the information is real vs. not real.
Wednesday	Gather facts from the book of the week and write about the authors purpose utilizing the graphic organizer.
Thursday	Take all of of knowledge we learned about the moon and take a field trip... Good learners are always coming up with more questions, so focus on asking more!

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 8-12, 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 8-12, 2021

Writer's Workshop 11:15-12:00

Monday	<h2>Introduce How-To Writing</h2> <p>Opening: Listen to Milk to Ice Cream by Lisa Herrington https://www.youtube.com/watch?v=h5--ourYrpI</p> <p>Procedure: Discuss why the author, Lisa wrote that story? Look back at the details from the story focus on pictures and text and graphic features.</p> <p>Closure: Pick a nonfiction book out from the table and share a text and graphic feature you saw. (Complete with a partner)</p>
Tuesday	<h2>How-TO Writing >>> Planning What Can I Teach About?</h2> <p>Opening: What did we learn about doing yesterday?</p> <p>Procedure: Today you are going to create a list of things that you that you can do, make, or be. I will set a timer for 5 minutes. We will take a break and have a discussion, then I will set the timer for three additional minutes to see if you want to add anything more.</p> <p>Closure: Share some images about a how to book and see if students can generate ideas. >>> Tomorrow we are going to pick one of the activities to elaborate on!</p>
Wednesday	<h2>How-TO Writing >>> Planning & Organizing</h2> <p>Opening: Yesterday we brainstormed a bunch of ideas - today we are going to pick one that we want to teach others about.</p> <p>Procedure: Today we are going to use a planning sheet to get all of our ideas down including materials and steps. MODEL MODEL MODEL</p> <p>Closure: Have students share their ideas of what they have. If you finish the planning sheet have students go back and try to add more detail or determine if they are missing anything.</p>
Thursday	<h2>How-TO Writing >>> Steps 1 & 2</h2> <p>Opening: What is the purpose of a how-to book?</p> <p>Procedure: Today we are going to start our how-to books. We are going to focus on our first step. Revist planning sheet. Look at it read it, and add it to your first page of your book. Set the timer for 8 minutes. Goal is to Add words and pictures. Revist talk about what you did during that first step, then repeat with step two.</p> <p>Closure: Have students share what they have so far.</p>
Friday	<h2>How-TO Writing >>> Steps 3 & 4</h2> <p>Opening: Write a list on the board... How come we can't use that for how-to writing?!</p> <p>Procedure: Today we are going to continue our how-to books. We are going to focus on steps 3 and 4. Set the timer for 8 minutes for each step. Goal is to Add words and pictures and at least one text or graphic feature today.</p> <p>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

week of march 8-12, 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>6.II PLACE-VALUE APPLICATION: PENNIES, DIMS & DOLLARS</p> <p>**No Rotations today... Warm Up: Mental Math and Fluency. Review Base Ten Blocks including the FLAT! - Introduce Race to a Dollar and play with a friend. THIS WILL BE FUN :) REVIEW base ten block activity</p>
Tuesday	<p>REVIEW FOR UNIT 6 ASSESSMENT</p> <p>**No Rotations today... Review for Unit 6 Assessment Wrap up ACI booklets Complete activities on the white board to review for the test tomorrow Once finished students may play a math game, pull math bin activities or splash math.</p>
Wednesday	<p>UNIT 6 ASSESSMENT</p> <p>Today students will take unit 6 assessment - Mrs. Dibble will pull BN, JR, BF, and AR to complete the math assessment. Mrs. Wight will be completing it whole group.</p>
Thursday	<p>MATH FLEX DAY</p> <p>Students will complete math ACI's, Bins, games, flashcards >>> Mrs. Wight will be pulling for interventions.</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

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.