

week of april 12-16, 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 april 12-16, 2021

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

<b>MONDAY</b>	<b>Heggerty Lesson 20.1</b> Rhyme Recognition - Onset Fluency - Blending Phonemes - Isolating Final or Medial Sounds - Segmenting Words into Phonemes - Adding Final Phonemes or Rime - Deleting Final Phonemes or Rime - Substituting Final Phonemes <b>Saxon Exposure - Power Point Lesson 63</b> reviewing sounds and focusing on: letter combination "er,"
<b>TUESDAY</b>	<b>Heggerty Lesson 20.2</b> Rhyme Recognition - Onset Fluency - Blending Phonemes - Isolating Final or Medial Sounds - Segmenting Words into Phonemes - Adding Final Phonemes or Rime - Deleting Final Phonemes or Rime - Substituting Final Phonemes <b>Saxon Exposure - Power Point Lesson 63</b> reviewing sight words and focusing on: other, brother, another, mother
<b>WEDNESDAY</b>	<b>Heggerty Lesson 20.3</b> Rhyme Recognition - Onset Fluency - Blending Phonemes - Isolating Final or Medial Sounds - Segmenting Words into Phonemes - Adding Final Phonemes or Rime - Deleting Final Phonemes or Rime - Substituting Final Phonemes <b>Saxon Exposure - Power Point Lesson 64</b> reviewing sounds and focusing on: trigraph "igh"
<b>THURSDAY</b>	<b>Heggerty Lesson 20.4</b> Rhyme Recognition - Onset Fluency - Blending Phonemes - Isolating Final or Medial Sounds - Segmenting Words into Phonemes - Adding Final Phonemes or Rime - Deleting Final Phonemes or Rime - Substituting Final Phonemes <b>Saxon Exposure - Power Point Lesson 63</b> reviewing sight words and focusing on: only

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

week of april 12-16, 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

*Aligned to Journeys Decodable Readers >>> Skills listed in the back of the books.*

**Monday - Step Up 75-80**

**Tuesday - Splat! Splat! 81-86**

**Wednesday - Nuts for Ben and Jen 87-92**

**Thursday - Miss Tess Was Still 93-98**

## 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

*Aligned to Journeys Decodable Readers >>> Skills listed in the back of the books.*

**Monday - Step Up 75-80**

**Tuesday - Splat! Splat! 81-86**

**Wednesday - Nuts for Ben and Jen 87-92**

**Thursday - Miss Tess Was Still 93-98**

week of april 12-16, 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

*Aligned to Journeys Decodable Readers >>> Skills listed in the back of the books.*

**Monday - It Was Snow Fun 99-106**

**Tuesday - Boat Rides 107-114**

**Wednesday - Fun with Gram 115-122**

**Thursday - Rex Knows 123-131**

## 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

*Aligned to Journeys Decodable Readers >>> Skills listed in the back of the books.*

**Monday - Tate's Cakes 75-80**

**Tuesday - Dave and the Whales 81-86**

**Wednesday - A Safe Lodge 87-92**

**Thursday - The Race 93-98**

week of april 12-16, 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

**\*\*poetry month\*\***

Monday	Introduce Polly Poet... discuss what we already know about Poetry (genre). Explain that we are going to read a bunch of different poems this week and look at all the different elements that make up poems. Introduce Lilly Line - read <u>The Rainbow</u> , by Christina Rossetti and discuss lines in that poem. Introduce Stan Stanza - read <u>Who has Seen the Wind</u> , by Christina Rossetti.
Tuesday	Yesterday we met three friends: Lilly, Stan and Polly! Today we are going to meet some new friends to help up with poetry. Ally Alliteration - sometimes these are like tongue twisters! Sidney Similes (which we use all the time without thinking) - read <u>Four Leaf Clover</u> , by Ella Higginson. Then introduce the class to Rachel Rhythm - read <u>The Best Game the Fairies Play</u> , by Rose Fyleman.
Wednesday	(complete anything from the beginning of the week you have not yet completed) © Introduce Mindy Mental Image - read <u>Color</u> , by Christina Rossetti. Introduce Randy Rhyming - read, <u>If I Were King</u> by A.A. Milne & <u>Bed in Summer</u> by Robert Louis Stevenson.
Thursday	Introduce Iggy Idiom - read <u>Waiting at the Window</u> by A.A. Milne. Introduce Rylee Repetition - read <u>If I Were King</u> by A.A. Milne... REVIEW all of our Poetry Friends, as we will begin writing our own poems next week!

## 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!

# Fabulous Fun, Fine Motor Friday!

<b>8:30-8:50</b>	If Poetry Activities are not completed complete them first. 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>8:50-9:45</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. Mrs. Wight will pull for missed interventions or blanks on assessments.

## **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**

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week of april 12-16, 2021

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

Monday	STEM
Tuesday	STEM
Wednesday	STEM
Thursday	<h2>Grammar Focus – Review Nouns</h2> <p><b>Opening:</b> What is a Noun <b>Procedure:</b> Discuss with students what nouns are and why they are important to know. Complete the Growing Nouns activity together. As we color code nouns and not nouns we will discuss if it is a person, place, or thing. <b>Closure:</b> Students will complete color by noun sunflower activity. Early finishers may practice sentence writing on white boards or paper using their sight words or words from their sunflower page.</p>
Friday	<h2>Spin and Write 1</h2> <p><b>Opening:</b> Yesterday we learned about nouns, we write nouns all the time in our writing. Today we are going to work with a friend to complete a spin and write a sentence activity. <b>Procedure:</b> Each pair will get one spinner they will spin the subject and the predicate and write them down and then complete the sentence, they can have the same ending or a different ending as long as the sentence is complete with punctuation and makes sense. <b>Closure:</b> Have students illustrate one of the sentences on the back.</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 april 12-16, 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>7.8 FINDING UNKNOWN: "WHAT'S MY RULE"</b></p> <p>**No Rotations today... Warm Up: Mental Math and Fluency (addition facts on the SmartBoard) Introduce "What's My Rule?" &gt;&gt;&gt; Introduce the function machine! &gt;&gt; Complete math journal page 148 Closure: ACI book 7.8</p>
Tuesday	<p><b>7.10 WHAT'S MY RULE</b></p> <p>**No Rotations today... Warm Up: Mental Math and Fluency (subtraction facts on the SmartBoard) Start by completing a whole group function machine review. Have students complete their own function machine... when done they can choose to pick a math bin activity or login to splash math Closure: ACI book 7.10</p>
Wednesday	<p><b>REVIEW FUNCTION BOXES</b></p> <p>Mrs. Dibble will be pulling kids to play Salute... Mrs. Wight will be pulling kids to complete function box activity... and independent activity at their seats will be review fact families:) &gt;&gt;&gt; Early Finishers can utilize math bins for splash math!</p>
Thursday	<p><b>7.11 DIGITAL CLOCKS</b></p> <p>**No Rotations today... Warm Up: Mental Math and Fluency (Find the Missing Number on the SmartBoard) Start by having students come up with a list that takes them about one minute to do. Introduce the Minute Hand and discuss the difference between the minute and hour hand on the analog clock. Show comparisons of half hour and hour. Closure: ACI book 7.11</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**  
**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 poetry and analyze the genre.

CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**\*WRITING** >>> OBJECTIVE: SW actively engage in writing activities that writers need to be successful >>> focus on grammar and sentence structure.

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 time to the nearest hour and half hour.

CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks