

week of may 10-14, 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 & Firstie Grammar Activities

<b>MONDAY</b>	<b>Heggerty Lesson 24.1</b> Rhyming - Onset Fluency - Blending Phonemes - Isolating Final or Medial Sounds - Segmenting Words into Phonemes - Adding Final Phonemes - Deleting Final Phonemes - Substituting Final Phonemes <b>Firstie Grammar MiniLesson</b> Prepositions >>> Highlight the prepositions that tell <u>where</u>
<b>TUESDAY</b>	<b>Heggerty Lesson 24.2</b> Rhyming - Onset Fluency - Blending Phonemes - Isolating Final or Medial Sounds - Segmenting Words into Phonemes - Adding Final Phonemes - Deleting Final Phonemes - Substituting Final Phonemes <b>Firstie Grammar MiniLesson</b> Prepositions >>> Highlight the prepositions that tell <u>when</u>
<b>WEDNESDAY</b>	<b>Heggerty Lesson 24.3</b> Rhyming - Onset Fluency - Blending Phonemes - Isolating Final or Medial Sounds - Segmenting Words into Phonemes - Adding Final Phonemes - Deleting Final Phonemes - Substituting Final Phonemes <b>Firstie Grammar MiniLesson</b> Prepositions >>> Add a prepositional phrase to the sentence starter and then illustrate.
<b>THURSDAY</b>	<b>Heggerty Lesson 24.4</b> Rhyming - Onset Fluency - Blending Phonemes - Isolating Final or Medial Sounds - Segmenting Words into Phonemes - Adding Final Phonemes - Deleting Final Phonemes - Substituting Final Phonemes <b>Firstie Grammar MiniLesson</b> Prepositions >>> Highlight the prepositional phrase in each sentence.

**\*\*\*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

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

**Monday and Tuesday - Phil's New Bat 51-56**

**Wednesday and Thursday - In a Rush 57-62**

## 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 and Tuesday - Phil's New Bat 51-56**

**Wednesday and Thursday - In a Rush 57-62**

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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

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

**Monday and Tuesday - Look at This! 67-74**

**Wednesday and Thursday - Two Good Cooks 75-82**

## 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 and Tuesday - Ray Trains Dex 67-74**

**Wednesday and Thursday - Sweet Treats 75-82**

*Mrs. Johnson + Mrs. Dart will be pulling groups during guided reading*



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# 10:10-10:30 CORE READING INSTRUCTION

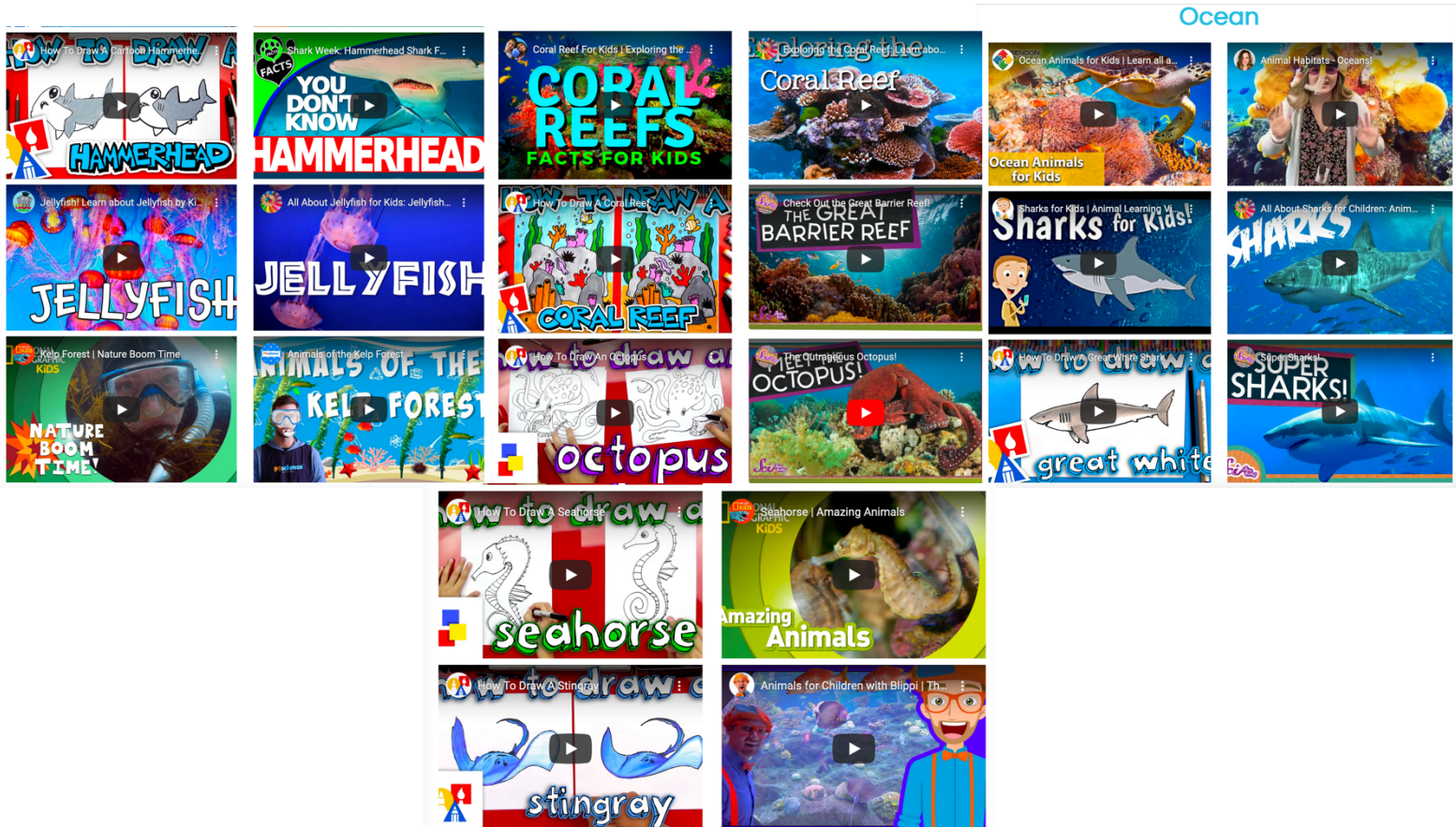
## habitat study >>> ocean

During this time this week utilize Mrs. Wight's website + Mr. Koehler's books to enrich and research habitat. Encourage students to generate questions (the highest level of thinking) - and attempt to answer them. Allow students curiosity to guide instruction.

Complete the following activities:

- Directed Drawings
- Virtual Field Trips/Educational Videos
- Reading Literature
- Utilizing Graphic Organizers to organize information
- Emergent Readers
- Brochures

Mrs. Wight's Website link  
Habitat Unit QR Code



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# Fabulous Fun, Fine Motor Friday!

<b>8:30-8:45</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! **Introduce Fine Motor Stations
<b>8:45-9:45</b>	Spelling Test 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. - Sight Word Test WHOLE GROUP after all spelling is complete
<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**

Mrs. Wight has lunch duty on Day 4!

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

\*\*\*Begin Quarter 4 assessments as time allows

Monday	<h2>Research Writing – Habitat: Oceans</h2> <p>Carry over from the morning - complete literature activities. Finalize and complete grammar activities from the morning if needed. Complete Habitat Research writing activities that align with Core Reading and research writing.</p>
Tuesday	<h2>Research Writing – Habitat: Oceans</h2> <p>Carry over from the morning - complete literature activities. Finalize and complete grammar activities from the morning if needed. Complete Habitat Research writing activities that align with Core Reading and research writing.</p>
Wednesday	<h2>Research Writing – Habitat: Oceans</h2> <p>Carry over from the morning - complete literature activities. Finalize and complete grammar activities from the morning if needed. Complete Habitat Research writing activities that align with Core Reading and research writing.</p>
Thursday	<h2>Research Writing – Habitat: Oceans</h2> <p>Carry over from the morning - complete literature activities. Finalize and complete grammar activities from the morning if needed. Complete Habitat Research writing activities that align with Core Reading and research writing.</p>
Friday	<h2>Research Writing – Habitat: Oceans</h2> <p>Carry over from the morning - complete literature activities. Finalize and complete grammar activities from the morning if needed. Complete Habitat Research writing activities that align with Core Reading and research 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

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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	<h3>8.8 TIME TO THE HALF HOUR</h3> <p>**No Rotations today... Warm Up: Mental Math and Fluency &gt;&gt;&gt; Review 2D Shapes and fractions. Look at clocks and review how to introduce time to the half hour. Practice reading the digital clocks to the half hour. And introduce tick tock 4 in a row. Closure: ACI book 8.8 😊</p>
Tuesday	<h3>8.9 REVIEW: DATA</h3> <p>**No Rotations today... Warm Up: Mental Math and Fluency - focusing on addition and subtraction strategies. Review Tally Charts and bar graphs and complete the rotations with a partner(s). Closure: ACI book 8.9 😊</p>
Wednesday	<h3>MATH REVIEW DAY</h3> <p>MATH CENTERS 😊</p> <ul style="list-style-type: none"><li>• Mrs. Dibble - roll and color fractions</li><li>• Mrs. Wight - 3D Shapes</li><li>• Number Circles</li><li>• 2D Shape Sort</li></ul>
Thursday	<h3>8.10 NUMBER GRID PUZZLES</h3> <p>**No Rotations today. Complete number grid puzzles by practicing together using the 120 chart in the classroom and individual things. Closure: ACI book 8.10 😊</p>
Friday	<h3>MATH FLEX DAY</h3> <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**



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# 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