

week of May 3-7, 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 May 3-7, 2021

8:30-8:50 Phonemic Awareness & Firstie Grammar Activities

MONDAY	Heggerty Lesson 23.1 Rhyming - Onset Fluency - Blending Phonemes - Isolating Final or Medial Sounds - Segmenting Words into Phonemes - Adding Final Phonemes - Deleting Final Phonemes - Substituting Final Phonemes Firstie Grammar MiniLesson Plural Nouns >>> Color in the singular and plural nouns
TUESDAY	Heggerty Lesson 23.2 Rhyming - Onset Fluency - Blending Phonemes - Isolating Final or Medial Sounds - Segmenting Words into Phonemes - Adding Final Phonemes - Deleting Final Phonemes - Substituting Final Phonemes Firstie Grammar MiniLesson Plural Nouns >>> Students will practice making words plural by adding s.
WEDNESDAY	Heggerty Lesson 23.3 Rhyming - Onset Fluency - Blending Phonemes - Isolating Final or Medial Sounds - Segmenting Words into Phonemes - Adding Final Phonemes - Deleting Final Phonemes - Substituting Final Phonemes Firstie Grammar MiniLesson Plural Nouns >>> Students will color the nouns that end in s, sh, ch, or x and make them plural
THURSDAY	Heggerty Lesson 23.4 Rhyming - Onset Fluency - Blending Phonemes - Isolating Final or Medial Sounds - Segmenting Words into Phonemes - Adding Final Phonemes - Deleting Final Phonemes - Substituting Final Phonemes Firstie Grammar MiniLesson Plural Nouns >>> Students will write a sentence containing a plural noun and identify the plural rule used.

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

week of May 3-7, 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 - Scratch, Chomp 27-32

Tuesday - Rich Gets a Dog 33-38

Wednesday - Champs 39-44

Thursday - Kits, Chicks, and Pups 45-50

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.

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Wednesday - Champs 39-44

Thursday - Kits, Chicks, and Pups 45-50

week of May 3-7, 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 - See the Birds 35-42

Tuesday - A Bath for Mert 43-50

Wednesday - Fox and Crow 51-58

Thursday - Meet Gert 59-66

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 - At the Beach 35-42

Tuesday - Who Will Teach Us? 43-50

Wednesday - Plunk, Plunk 51-58

Thursday - The King's Song 59-66

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

week of May 3-7, 2021

10:10-10:30 CORE READING INSTRUCTION

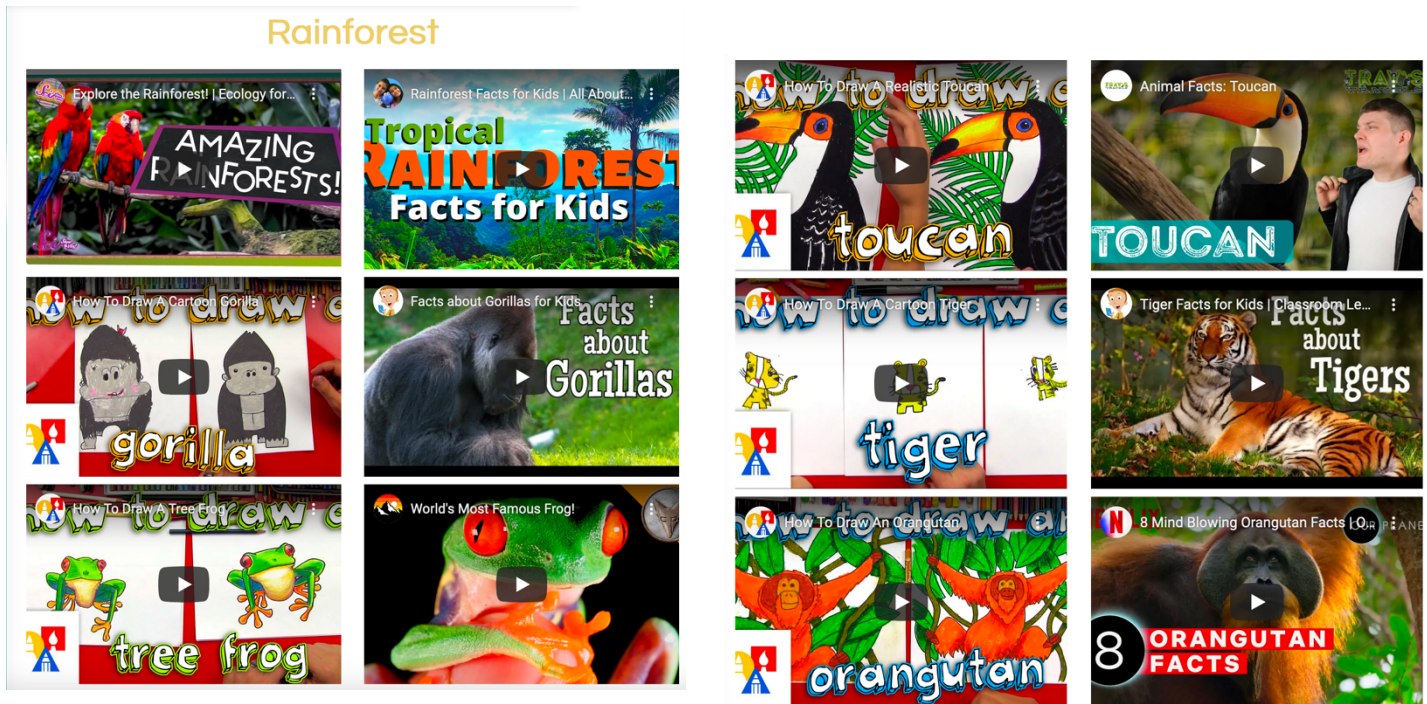
habitat study >>> rainforest

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



week of May 3-7, 2021

Fabulous Fun, Fine Motor Friday!

8:30-8:45	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
8:45-9:45	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
9:45-10:00	Cosmic Yoga (if time allows)
10:00-10:30	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!

week of May 3-7, 2021

Writer's Workshop 11:15-12:00

Monday	<h1>STEM</h1>
Tuesday	<h2>Research Writing – Habitat: Rainforest</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: Rainforest</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: Rainforest</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: Rainforest</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

week of May 3-7, 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>8.5 COMBINING 2-DIMENSIONAL SHAPES</p> <p>**No Rotations today... Warm Up: Mental Math and Fluency >>> utilize the number grid Introduce making shapes from shapes! Look at Math Journal page 167-168 and look at the different shapes inside of shapes. Complete Math Journal page 169 for spiral review Closure: ACI book 8.5 (UTILIZE PATTERN BLOCK TEMPLATES) 😊</p>
Tuesday	<p>8.6 3-DIMENSIONAL SHAPES</p> <p>**No Rotations today... Warm Up: Mental Math and Fluency - focusing on base ten Introduce 3-D shapes using attributes on math journal page 170. Split students into shape groups and have children stand and try to give clues about their 3D shape. Complete a sort together between 2 d shapes and 3 d shapes Closure: ACI book 8.6</p>
Wednesday	<p>8.7 EXPLORATION 😊 COMPOSITION OF SHAPES AND ADDITION FACT STRATEGIES</p> <p>MATH EXPLORATION CENTERS! >>> Everyone will go to write the room... Mrs. Wight will start with 6 kids at a time when they are done Mrs. Wight will start someone else 😊</p> <ul style="list-style-type: none">• Gumball Graphing• Roll and Add• 2D & 3D Sort• Pattern Block Template Puzzles
Thursday	<p>MATH SPIRAL REVIEW</p> <p>**No Rotations today. Complete a Spiral Review of activities today including Length - Who is the Tallest? Addition Facts - Jump into Math Using the Number Grid - 10 Less and 10 More & Number Riddles</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

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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