

MRS. WIGHT >>> FIRST GRADE

Back to School Lesson Plans: Continued...

week of august 31 - september 4, 2020

This week will be used to continue to introduce and implement learning procedures to ensure learning engagement and instruction to increase learning time. This week will also be used to continually build rapport and a sense of classroom community before diving into the first grade curriculum! - - - "In order for a child to learn they must feel loved."

HAPPY Monday 8.31

7:50-8:20 HOMEROOM

Students will come in and have their communication folders checked. Then complete these tasks in order:

1. sanitize
2. breakfast (if they go)
3. use the restroom (try) - then they can play with items at their seat.

*All notes will be placed outside of Miss Osani's classroom at this time.

8:20-8:35 MORNING MEETING

Go over the date and why we abbreviate it (month-day-year)

INTRODUCE: Number of the day (4) - how many days in school >>> keep adding each day

Complete Go Noodle to get are brain warmed up for the day

8:35-9:15 PHONICS & PHONEMIC AWARENESS

hegrety skills I.I

* **RHYME RECOGNITION** - Teacher says the word pairs. Students repeat the word pairs and show thumbs up if the words rhyme & thumbs down if they don't.

* **ONSET FLUENCY** - Teacher says the word. students repeat the word and isolate the onset (beginning) sound. (teacher says "summer," students say "summer /s/")

* **BLENDING WORDS** - Teacher says the two words with a pause between them. Students repeat the two words with a pause, and then say the compound word. (teacher says "first - hand," students say "first - hand, firsthand")

Blending hand motion: Teacher's right hand is the first word, left hand is the second word. Teacher and students use each hand to show the words and clap the compound word together. Students mirror the teacher.

* **ISOLATING FINAL SOUNDS** - Teacher says the word. Students repeat the word and isolate the final sound (teacher says "rope" students say "roPe" /p/) **punch it out hand motion:** The teacher models punch it out using his or her left arm. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.

* **SEGMENTING WORDS** - Teacher says the compound word. Students repeat the word and segment it into two words. (teacher says "sidewalk" students say "sidewalk... side - walk")

Segmenting hand motion: place hands together with palms up to show the compound word, and take apart the word using each hand. For the teacher, right hand is the first word, left hand is the second word.

* **ADDING WORDS** - Teacher says the word. students repeat the word. Teacher says, "add /*/ at the end of the word is?" (teacher says "foot" students say "foot" teacher says "add /ball/ at the end of the word is?" students say "football")

Adding hand motion: Teacher holds right palm out in front to show the first word. Add the second word with your left hand and lightly clap hands together for whole word.

* **DELETING WORDS** - Teachers say the word. Students repeat the word. Teacher says, "without /*/, what's left is?">>> (teacher says, "bedtime" students say "bedtime" teacher says "without /time/ what's left is?" students say "bed")

Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the first word, left hand is the second word. Pull the hand away which represents the word being deleted, and show what word remains with the other hand.

* **SUBSTITUTING WORDS** - Teacher says the word. Students repeat the word. Teacher says "change /*/ t to /**/ and the word is?" (teacher says "Sunday" students say "Sunday" teacher says "change /day/ to /set/ and the word is?" students say "sunset")

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first word, left fist is the second word. Pull the fist away that represents the word being substituted and lightly pound fists together when you say the new word.

* **LETTER NAMING** - Teacher holds up flashcards one at a time in random order. Students and teacher say each letter's name and sound(s). >>> Utilize Jack Hartmann :)

* **LANGUAGE AWARENESS** - Teacher says the sentence with expression. Students repeat the sentence with the same expression. Students count and say the number of words in each sentence.

Review letter and letter sounds if time allows with letter tiles as they will be a key part to using Saxon Phonics effectively.

9:15-10:35 CHILDREN'S LITERATURE TO EXPLORE ROUTINE AND PROCEDURES IN FIRST GRADE

Giraffe's Can't Dance

Listen to the story on the SmartBoard via interactive story on YouTube.

Complete an anchor chart about all of the things that we cannot do yet and complete writing handout.

Then start to dive into Growth Mindset >>> Complete the cut and paste growth mindset activity.

If time allows take a little scribble and see if they can turn it into a picture!

10:35-11:10 LUNCH

11:10-12:00 WRITERS WORKSHOP WITH A BIG FOCUS ON HANDWRITING!

Have students try to trace lowercase letter and then write it.

Once they are done they will complete a name activity:

- Trace and Write
- Spell Name
- I Know My Name!
- Play-Doh Name
- Magic Write Name (white crayon and color over with marker)

12:00-12:40 FINE ARTS

12:40-1:15 RECESS

1:15-2:15 MATH >>> NUMBER ID FOCUS

Introduce Math Rotations and go over expectations - complete t-chart. •Students will not rotate - Mrs. Wight will rotate items and herself.

4 ROTATIONS ABOUT 5-8 MINUTES PER ROTATION

1. Mrs. Wight (Subitizing Quick Look Cards) with white boards
2. Explore with pattern block templates
3. Snap Cube Number - Shape Block Numbers
4. Dot-to-Dot

2:15-2:35 SNACK & PACK UP - students will have a staggered pack up to aid in enforcing social distancing

2:35-2:55 DISMISSAL - All hands on deck >>> walkers are assisted out of the building by Mrs. Barber or additional Adult - Mrs. Wight is responsible for the 1st bus run, Miss Osani 2nd bus run & Miss Callander pick ups.

HAPPY Tuesday 9.1

7:50-8:20 HOMEROOM

Students will come in and have their communication folders checked. Then complete these tasks in order:

1. sanitize
 2. breakfast (if they go)
 3. use the restroom (try) - then they can play with items at their seat.
- *All notes will be placed outside of Miss Osani's classroom at this time.

8:20-8:35 MORNING MEETING

Go over the date and why we abbreviate it (month-day-year, and number of the day

INTRODUCE: Weather! talk with students about the weather and what it was like when they came in this morning.

Complete Go Noodle to get are brain warmed up for the day

8:35-9:15 PHONICS & PHONEMIC AWARENESS

hegrety skills 1.2

* **RHYME RECOGNITION** - Teacher says the word pairs. Students repeat the word pairs and show thumbs up if the words rhyme & thumbs down if they don't.

* **ONSET FLUENCY** - Teacher says the word. students repeat the word and isolate the onset (beginning) sound. (teacher says "summer," students say "summer /s/")

* **BLENDING WORDS** - Teacher says the two words with a pause between them Students repeat the two words with a pause, and then say the compound word. (teacher says "first - hand," students say "first - hand, firsthand")

Blending hand motion: Teacher's right hand is the first word, left hand is the second word. Teacher and students use each hand to show the words and clap the compound word together. Students mirror the teacher.

* **ISOLATING FINAL SOUNDS** - Teacher says the word. Students repeat the word and isolate the final sound (teacher says "rope" students say "roPe" /p/)
punch IT OUT hand motion: The teacher models **punch IT OUT** using his or her left arm. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.

* **SEGMENTING WORDS** - Teacher says the compound word. Students repeat the word and segment it into two words. (teacher says "sidewalk" students say "sidewalk... side - walk")
Segmenting hand motion: place hands together with palms up to show the compound word, and take apart the word using each hand. For the teacher, right has is the first word, left hand is the second word.

* **ADDING WORDS** - Teacher says the word. students repeat the word teachers says, add /*/ at the end of the word is? (teacher says "foot" students say "foot" teacher says "add /ball/ at the end of the word is?" students say "football")

Adding hand motion: Teacher holds right palm out in front to show the first word. Add the second word with your left hand and lightly clap hands together for whole word.

* **DELETING WORDS** - Teachers say the word. Students repeat the word. Teacher says, "without /*/, what's left is?">>> (teacher says, "bedtime" students say "bedtime" teacher says "without /time/ what's left is?" students say "bed")

Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the first word, left hand is the second word. Pull the hand away which represents the word being deleted, and show what word remains with the other hand.

* **SUBSTITUTING WORDS** - Teacher says the word. Students repeat the word. Teacher says "change /*/ t to /**/ and the word is? (teacher says "Sunday" students say "Sunday" teacher says "change /day/ to /set/ and the word is?" students say "sunset")

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first word, left fist is the second word. Pull the fist away that represents the word being substituted and lightly pound fists together when you say the new word.

* **LETTER NAMING** - Teacher holds up flashcards one at a time in random order. Students and teacher say each letter's name and sound(s). >>> Utilize Jack Hartmann :)

* **LANGUAGE AWARENESS** - Teacher says the sentence with expression. Students repeat the sentence with the same expression. Students count and say the number of words in each sentence.

Review letter and letter sounds if time allows with letter tiles as they will be a key part to using Saxon Phonics effectively.

9:15-10:35 CHILDREN'S LITERATURE TO EXPLORE ROUTINE AND PROCEDURES IN FIRST GRADE
We Don't Eat Our Classmates

Listen to Mrs. Wight read the story aloud to the class
Complete an craftivity about the story to create a little flip book!
If time allows continue to review Growth Mindset.

10:35-11:10 LUNCH

11:10-12:00 WRITERS WORKSHOP WITH A BIG FOCUS ON HANDWRITING!

Have students try to trace a capital letter and then write it.

Once they are done they will complete a name activity:

- Trace and Write
- Spell Name
- I Know My Name!
- Play-Doh Name
- Magic Write Name (white crayon and color over with marker)

12:00-12:40 FINE ARTS

12:40-1:15 RECESS

1:15-2:15 MATH >>> NUMBER ID FOCUS

Introduce Math Rotations and go over expectations - complete t-chart. *Students will not rotate - Mrs. Wight will rotate items and herself.

4 ROTATIONS ABOUT 5-8 MINUTES PER ROTATION

1. Mrs. Wight "Thinking of a Number"
2. Explore with pattern block templates
3. Snap Cube Number - Shape Block Numbers
4. Number Book

2:15-2:35 SNACK & PACK UP - students will have a staggered pack up to aid in enforcing social distancing

2:35-2:55 DISMISSAL - All hands on deck >>> walkers are assisted out of the building by Mrs. Barber or additional Adult - Mrs. Wight is responsible for the 1st bus run, Miss Osani 2nd bus run & Miss Callander pick ups.

HAPPY Wednesday 9.2

7:50-8:20 HOMEROOM

Students will come in and have their communication folders checked. Then complete these tasks in order:

1. sanitize
2. breakfast (if they go)
3. use the restroom (try) - then they can play with items at their seat.

*All notes will be placed outside of Miss Osani's classroom at this time.

8:20-8:35 MORNING MEETING

Go over the date and why we abbreviate it (month-day-year, number of the day, and weather

INTRODUCE: Tally Marks! Explain to students we will use tally marks a lot in first grade!

Complete Go Noodle to get are brain warmed up for the day

8:35-9:15 PHONICS & PHONEMIC AWARENESS

heggety skills 1.3

* **RHYME RECOGNITION** - Teacher says the word pairs. Students repeat the word pairs and show thumbs up if the words rhyme & thumbs down if they don't.

* **ONSET FLUENCY** - Teacher says the word. students repeat the word and isolate the onset (beginning) sound. (teacher says "summer," students say "summer /s/")

* **BLENDING WORDS** - Teacher says the two words with a pause between them Students repeat the two words with a pause, and then say the compound word. (teacher says "first - hand," students say "first - hand, firsthand")

Blending hand motion: Teacher's right hand is the first word, left hand is the second word. Teacher and students use each hand to show the words and clap the compound word together. Students mirror the teacher.

* **ISOLATING FINAL SOUNDS** - Teacher says the word. Students repeat the word and isolate the final sound (teacher says "rope" students say "roPe" /p/)

punCH IT ouT hand motion: The teacher models punCH IT ouT using his or her left arm. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.

* **SEGMENTING WORDS** - Teacher says the compound word. Students repeat the word and segment it into two words. (teacher says "sidewalk" students say "sidewalk... side - walk")

Segmenting hand motion: place hands together with palms up to show the compound word, and take apart the word using each hand. For the teacher, right has is the first word, left hand is the second word.

* **ADDING WORDS** - Teacher says the word. students repeat the word teachers says, add /*/ at the end of the word is? (teacher says "foot"

students say "foot" teacher says "add /ball/ at the end of the word is?"
students say "football")

Adding hand motion: Teacher holds right palm out in front to show the first word. Add the second word with your left hand and lightly clap hands together for whole word.

* **DELETING WORDS** - Teachers say the word. Students repeat the word. Teacher says, "without /*/, what's left is?">>> (teacher says, "bedtime" students say "bedtime" teacher says "without /time/ what's left is?" students say "bed")

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* **LETTER NAMING** - Teacher holds up flashcards one at a time in random order. Students and teacher say each letter's name and sound(s). >>> Utilize Jack Hartmann :)

* **LANGUAGE AWARENESS** - Teacher says the sentence with expression. Students repeat the sentence with the same expression. Students count and say the number of words in each sentence.

Review letter and letter sounds if time allows with letter tiles as they will be a key part to using Saxon Phonics effectively.

9:15-10:35 CHILDREN'S LITERATURE TO EXPLORE ROUTINE AND PROCEDURES IN FIRST GRADE

The Jelly Donut Difference

Listen to the story online.

Complete a craftivity about the story by making a donut with ways we can sprinkle kindness.

If time allows continue to review Growth Mindset activities.

10:35-11:10 LUNCH

11:10-12:00 WRITERS WORKSHOP WITH A BIG FOCUS ON HANDWRITING!

Today Mrs. Wight is going to say a letter and the students are going to write it (Complete half of the alphabet today.)

Once they are done they will complete a name activity:

- Trace and Write
- Spell Name
- I Know My Name!

- Play-Doh Name
- Magic Write Name (white crayon and color over with marker)

12:00-12:40 FINE ARTS

12:40-1:15 RECESS

1:15-2:15 MATH >>> NUMBER ID FOCUS

Review Math Rotations and go over expectation utilize t-charts.

•Students will not rotate - Mrs. Wight will rotate items and herself.

4 ROTATIONS ABOUT 5-8 MINUTES PER ROTATION

1. Mrs. Wight - How high can you write?

2. Explore with pattern block templates

3. Snap Cube Number - Shape Block Numbers

4. Number Book

2:15-2:35 SNACK & PACK UP - students will have a staggered pack up to aid in enforcing social distancing

2:35-2:55 DISMISSAL - All hands on deck >>> walkers are assisted out of the building by Mrs. Barber or additional Adult - Mrs. Wight is responsible for the 1st bus run, Miss Osani 2nd bus run & Miss Callander pick ups.

HAPPY Thursday 9.3

7:50-8:20 HOMEROOM

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REVIEW: Tally Marks! Explain to students we will use tally marks a lot in first grade!

Complete Go Noodle to get are brain warmed up for the day

8:35-9:15 PHONICS & PHONEMIC AWARENESS

heggety skills 1.4

* **RHYME RECOGNITION** - Teacher says the word pairs. Students repeat the word pairs and show thumbs up if the words rhyme & thumbs down if they don't.

* **ONSET FLUENCY** - Teacher says the word. students repeat the word and isolate the onset (beginning) sound. (teacher says "summer." students say "summer /s/")

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punch IT out hand motion: The teacher models punch IT out using his or her left arm. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.

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9:15-10:35 CHILDREN'S LITERATURE TO EXPLORE ROUTINE AND PROCEDURES IN FIRST GRADE

To Fill a Bucket

Read the story.

Complete a craftivity about the story by making a bucket with three ways to "fill a bucket."
If time allows continue to review Growth Mindset activities.

10:35-11:10 LUNCH

11:10-12:00 WRITERS WORKSHOP WITH A BIG FOCUS ON HANDWRITING!

Today Mrs. Wight is going to say a letter and the students are going to write it (Complete the other half of the alphabet today.)

Once they are done they will complete a name activity:

- Trace and Write
- Spell Name
- I Know My Name!
- Play-Doh Name
- Magic Write Name (white crayon and color over with marker)

12:00-12:40 FINE ARTS

12:40-1:15 RECESS

1:15-2:15 MATH >>> NUMBER ID FOCUS

Review Math Rotations and go over expectation utilize t-charts.

•Students will not rotate - Mrs. Wight will rotate items and herself.

4 ROTATIONS ABOUT 5-8 MINUTES PER ROTATION

I. Mrs. Wight - Fill in the blanks of numbers 1-50 •Introduce number grid

2. Explore with pattern block templates
3. Snap Cube Number - Shape Block Numbers
4. Number Book

2:15-2:35 SNACK & PACK UP - students will have a staggered pack up to aid in enforcing social distancing

2:35-2:55 DISMISSAL - All hands on deck >>> walkers are assisted out of the building by Mrs. Barber or additional Adult - Mrs. Wight is responsible for the 1st bus run, Miss Osani 2nd bus run & Miss Callander pick ups.

HAPPY Friday 9.4

7:50-8:20 HOMEROOM

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REVIEW: Tally Marks! Explain to students we will use tally marks a lot in first grade!

Complete Go Noodle to get are brain warmed up for the day

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heggety skills 1.5

- **RHyme RECOGNITION** - Teacher says the word pairs. Students repeat the word pairs and show thumbs up if the words rhyme & thumbs down if they don't.
- * **ONSET FLUENCY** - Teacher says the word. students repeat the word and isolate the onset (beginning) sound. (teacher says "summer," students say "summer /s/")
- * **BLENDING WORDS** - Teacher says the two words with a pause between them Students repeat the two words with a pause, and then say the

compound word. (teacher says "first - hand," students say "first - hand, firsthand")

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Review letter and letter sounds if time allows with letter tiles as they will be a key part to using Saxon Phonics effectively.

9:15-10:35 CHILDREN'S LITERATURE TO EXPLORE ROUTINE AND PROCEDURES IN FIRST GRADE

Finalize Activities for the week :)

Read a story from the book nook bin!

FINISH any activities still remaining from the week and prep folders for next week.

...Focus on Growth Mindset for review.

>>>10:20 SCHOOL PICTURES

10:35-11:10 LUNCH

11:10-12:00 WRITERS WORKSHOP WITH A BIG FOCUS ON HANDWRITING!

FINISH UP WRITING ACTIVITIES FOR THE WEEK INCLUDING ALL NAME ACTIVITIES LISTED BELOW

- Trace and Write
- Spell Name
- I Know My Name!
- Play-Doh Name
- Magic Write Name (white crayon and color over with marker)

12:00-12:40 FINE ARTS

12:40-1:15 RECESS

1:15-2:15 MATH >>> NUMBER ID FOCUS

Review Math Rotations and go over expectation utilize t-charts.

•Students will not rotate - Mrs. Wight will rotate items and herself.

4 ROTATIONS ABOUT 5-8 MINUTES PER ROTATION

1. Mrs. Wight - will be pulling tables for golden ticket store!
2. Explore with pattern block templates
3. Snap Cube Number - Shape Block Numbers
4. Number Book

2:15-2:35 SNACK & PACK UP - students will have a staggered pack up to aid in enforcing social distancing

2:35-2:55 DISMISSAL - All hands on deck >>> walkers are assisted out of the building by Mrs. Barber or additional Adult - Mrs. Wight is responsible for the 1st bus run, Miss Osani 2nd bus run & Miss Callander pick ups.

Weekly Standards and Objectives

***PHONICS** >>> OBJECTIVE: SW actively engage in Heggerty direct instruction to learn hand motions as well as phonemic awareness procedures as applying oral processing information.
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 children's literature to enhance understanding of first grade with emphasis on comprehension and connecting the text to real world experiences.
CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

***WRITING** >>> OBJECTIVE: SW actively engage in handwriting and name writing activities to prepare to start more formal writing as the first grade year progresses.
CC.1.4.I.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 actively engage in math rotations to review numbers to be able to participate in the Everyday Math Curriculum.
CC.2.1.B.1 Extend the counting sequence to read and write numerals to represent objects.