

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 8:20-8:35

Students will stay at their seats or use flexible seating to participate in Morning Meeting

haggerty & saxon Phonics 8:35-9:15

heggerty skills (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.

* **IDENTIFYING FINAL SOUNDS** - Teacher says the word. Students repeat the word and over enunciate 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.

week of september 14-18 2020

Subject to change at anytime

* **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 :) **ALPHABET AUTOMATICITY**

* **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.

MONDAY	Heggerty - skills listed explained above>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words * adding words * deleting words *language awareness
	Saxon Warm Up: LESSON 5 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review >>> JACK HARTMANN letter P video
	Saxon Whole Group: LESSON 5 - New Increment: The Letter Pp - Handwriting * Spelling with Letter Tiles * New picture card (pig) <u>Application and Continual Review:</u> board work and worksheet 5
	Saxon Closure: LESSON 5 - handwriting letter p and writing initial sound >>> additional picture find to identify words that begin with the initial sound as well as coding.
TUESDAY	Heggerty>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words
	Saxon Warm Up: LESSON 6 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review >>> JACK HARTMANN letter I video
	Saxon Whole Group: LESSON 6 - New Increment: The Letter I Handwriting * Spelling with Letter Tiles * New picture card (inch & icicle) <u>Application and Continual Review:</u> boardwork and worksheet 6
	Saxon Closure: LESSON 6 - handwriting letter i, coding short vowel words, and spelling cvc words
WEDNESDAY	Heggerty - skills listed explained above>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words * adding words * deleting words *language awareness
	Saxon Warm Up: LESSON 7 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review >>> JACK HARTMANN letter L video
	Saxon Whole Group: LESSON 7 - New Increment: The Letter L Handwriting * Spelling with Letter Tiles * New picture card (lion) <u>Application and Continual Review:</u> boardwork and worksheet 7
	Saxon Closure: LESSON 7 - handwriting letter l, coding short vowel words, and spelling cvc words & HFW (no)
THURSDAY	Heggerty - skills listed explained above>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words * adding words * deleting words *language awareness
	Saxon Warm Up: LESSON 8 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review >>> JACK HARTMANN letter A video
	Saxon Whole Group: LESSON 8 - New Increment: The Letter A (part one) Handwriting * Spelling with Letter Tiles * New picture card (apple and acorn) <u>Application and Continual Review:</u> boardwork and worksheet 8
	Saxon Closure: LESSON 8 - handwriting letter l, coding short vowel words, and spelling cvc words
FRIDAY	Heggerty - skills listed explained above>>> letter naming * rhyme recognition * onset fluency * blending words * identifying final sounds * segmenting words * substituting words * adding words * deleting words *language awareness
	Saxon Warm Up: LESSON 9 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review >>> JACK HARTMANN letter Z video
	Saxon Whole Group: LESSON 9 - New Increment: The Letter Z Handwriting * Spelling with Letter Tiles * New picture card (zebra) <u>Application and Continual Review:</u> boardwork and worksheet 9
	Saxon Closure: LESSON 9 - handwriting letter z, coding short vowel words & HFW, and spelling cvc words

guided reading with mrs. wight

9:15-10:00 >>> Completing Whole Group & Introducing Daily 5 (no group rotations until DIBELS are administered and expectations are established.)

MONDAY	Introduce Sight Word Cards for Lesson 1 - Try to put them in ABC order on their desk and display on the white board. >>> Introduce Spelling Words with Roll and Write! THEN LEXIA - YIPPEE :) distribute an iPad and headphones to every student and walk them through how to log in. Get everyone logged in and allow them to complete some time on Lexia!
TUESDAY	Review and go over expectations for Word Work & Lexia - both can be completed at Smart Spots (part of expectations) Explain today we are going to try to do both and switch. Word Work Must Do today is spelling Cut and Write with letter tiles. Groups will be Boys and Girls and then they will FLOP. Word hard the the entire time to build stamina.
WEDNESDAY	Review and go over expectations for Word Work & Lexia - both can be completed at Smart Spots (part of expectations) Explain today we are going to try to do both and switch. Word Work Must Do today is Sight Word Book! Groups will be Boys and Girls and then they will FLOP. Word hard the the entire time to build stamina.
THURSDAY	Review and go over expectations for Word Work & Lexia - both can be completed at Smart Spots (part of expectations) Explain today we are going to try to do both and switch. Word Work Must Do's from Tuesday and Wednesday must be completed and then they can pick from the others that have been placed in the word work bins. Groups will be Boys and Girls and then they will FLOP. Word hard the the entire time to build stamina. Completed work goes in the green done bin to be checked!
FRIDAY	Spelling and Sight Word Assessments today. Introduce new words! Prep Bee Binders :)

READ TO SOMEONE IS UTILIZED DURING CORE READING TIME WHEN MRS. WIGHT CAN MAKE ACTIVE OBSERVATIONS, AS NEEDED.

CORE READING 10:00-10:30

<p>READING STORY: What Is s Pal? 14-25 (Informational Text)</p> <p>SPELLING WORDS: (short a) am, at, sat, man, dad, mat</p> <p>HIGH FREQUENCY WORDS: and, be, help, you, play, with</p> <p>SKILLS AND STRATEGY: Main Idea & Summarizing</p>	
MON	<p>Opening: Teacher Read Aloud: <u>The Lion and the Mouse</u> before reading go over the oral vocabulary, read the story and then complete the listening comprehension questions.</p> <p>Whole Group Activity: Tell the students that the story today is going to be an informational text and that means that the author wrote it to teach us something or share real information. Take a picture walk and talk about what you see!</p> <p>Skills/Strategy Application: Check out highlighted sight words in the story and see if they can recognize them... Discuss what the story may be about.</p> <p>Poetry (last 5 minutes): Echo Read the Poem</p>
TUE	<p>Opening: Preview the Topic T23 & SB13 Set the Purpose T25</p> <p>Whole Group Activity: Read the text to the class and discuss what it is all about!</p> <p>Skills/Strategy Application: Discuss main idea T38 and create a web on the board - Complete Write About Reading Activity T41 & SB29</p> <p>Poetry (last 5 minutes): Highlight Phonics Pattern in the Poem & Write down 4 Words</p>
WED	<p>Opening: Apply Vocabulary Knowledge T52 by Making Connections</p> <p>Whole Group Activity: Listen to the Story on the SmartBoard and go back through and answer the think through the text questions.</p> <p>Skills/Strategy Application: Complete the graphic organizers about what Pals are :) >>> and complete it together</p> <p>Poetry (last 5 minutes): Read the Poem together and complete nonsense word activities!</p>
THU	<p>Opening: Review Short a! T58</p> <p>Whole Group Activity: I HAVE WHO HAS LETTERS! (Play to practice and review letters)</p> <p>Skills/Strategy Application: PHONICS Journeys I Assessment (help practice and review for test)</p> <p>Poetry (last 5 minutes): Read the Poem to yourself and create visualizing picture on the back!</p>
FRI	<p>Spelling, Sight Word, and Comprehension Assessments are completed this morning. This time may be used to prepare and introduce new reading story for next week including updating Bee Binders.</p> <p>Partner Read Poetry Folder and TAKE IT HOME!</p>

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!

Writer's Workshop 11:15-12:00

Monday	<p style="text-align: center;">1.2 WRITING IS JUST TELLING ON PAPER</p> <p>Mini-Lesson: Do another think aloud. *be dramatic - Focus on details! - Today YOU MUST add a sentence</p> <p>Try it: Have students get a picture in their head and draw it the best they can - add labels AND a sentence today!</p> <p>Check: Writer's are construction workers - they need tools! Make sure students are using appropriate tools during writer's workshop.</p> <p>Share (if time allows): 2-3 students may share. Model "noticing's" & "questions" make sure the audience is practicing good listening!</p>
Tuesday	<p style="text-align: center;">How to Draw a Boy + Revisit writing</p> <p>Mini-Lesson: Have students look through some stories with characters and ask them if the people were stick figures... EVER? NO! >>> hmm... so good writers draw people how they look and not like stick figures.</p> <p>Try it: Complete a directed picture drawing of a boy! Explain to them how they can add details with color and picture.</p> <p>Check: Have them practicing drawing or adding boys to their family picture or starting a new picture.</p> <p>Share (if time allows): 2-3 students may share. Model "noticing's" & "questions" make sure the audience is practicing good listening!</p>
Wednesday	<p style="text-align: center;">How to Draw a Girl + introduce writing notebooks</p> <p>Mini-Lesson: Remember yesterday when we learned how to draw a boy... learn how to draw a girl!</p> <p>Try it: Add to their picture GIRLS :)</p> <p>Check: Good Writers think draw and write, fix family drawing best you can.</p> <p>Share (if time allows): 2-3 students may share. Model "noticing's" & "questions" make sure the audience is practicing good listening!</p>
Thursday	<p style="text-align: center;">Writing in a Journal + Introduce Writing Folder</p> <p>Mini-Lesson: Writers use a lot of tools to be good (really good) writers, because writers are really never done. When they finish they move on to something NEW!</p> <p>Try it: Share Writing Folders with Done side and Still Working (use colors)! >>> Also introduce Writing Journals with Expectations: open to the closest empty page, date in the upper right-hand corner, picture on the bottom or top >>> never in the middle, Letters must fit on 2 lines - lowercase letters fit below the first line and leave one-line space between writing.</p> <p>Check: Try today by explicitly modeling and writing My name is Mrs. Wight. I am 32. *Fine Motor kids have adapted paper they can use or color coding lines.</p> <p>Share (if time allows): 2-3 students may share. Model "noticing's" & "questions" make sure the audience is practicing good listening!</p>
Friday	<p style="text-align: center;">** donors choose thank you letters **</p> <p style="text-align: center;">Can review journal today if they would like!</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

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>I.3 TOOLS FOR DOING MATHEMATICS</p> <p>Warm Up: Mental Math and Fluency >>> set expectations for math tools NO ROTATIONS : Mrs. Wight is going to introduce penny dice and allow for them to play! Closure: ACI I.3</p>
Tuesday	<p>I.4 COUNTING STRATEGIES</p> <p>Warm Up: Mental Math and Fluency >>> Introduce Math Journals! NO ROTATIONS: Focus on counting strategies and practicing how to estimate. >>> Complete the first math journal page together and then allow for students to play Penny Plate. Closure: Check Math Journals!</p>
Wednesday	<p>I.5 ONE MORE AND ONE LESS</p> <p>Warm Up: Mental Math and Fluency! Rotations: *Mrs. Dibble: One More One Less with Number Line *Mrs. Wight: I'm Thinking of a Number *Math Building with Snap Cubes *Math Around the Room. Closure: ACI I.5</p>
Thurs day	<p>PLAY BUNNY HOP WHOLE GROUP INTRODUCE FRECKLE ON THE IPADS</p>
Friday	<p>FLEX STATIONS AND MATH GAMES</p> <p>Mrs. Wight will be pulling to assess and complete interventions as needed.</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 Journey's literature

and supplemental nonfiction text to enhance understanding of first grade with emphasis on comprehension and connecting informational text to real world experiences.

CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

*WRITING >>> OBJECTIVE: SW actively engage in writing activities that

beginning writers need to be successful >>> think * draw * write!

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 identify numbers and use math tools and counting strategies.

CC.2.1.B.1 Extend the counting sequence to read and write numerals to represent objects.