

# 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. Mrs. Wight will cover calendar, number of the day activities... go over spelling and sight words (quickly).

# haggerty & saxon Phonics 8:35-9:15

## heggerty skills (4) pages 10-12

\* **RHYME PRODUCTION** - Teacher identifies the category for the day. Teacher says the nonsense word. Students say "Not (nonsense word), (real rhyming word)!" (teacher says binger, students say Not binger, finger!)

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

\* **BLENDING SYLLABLES** - Teacher says the syllables. Students repeat the syllables, and then say the whole word. (teacher says far - mer, students say far - mer... farmer).

**Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, I chop for each syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.**

\* **IDENTIFYING FINAL SOUNDS** - Teacher says the name/word. Students repeat the name/word and over enunciate the final sound (teacher says Jill, students say JiLL)

\* **SEGMENTING SYLLABLES** - Teacher says the word. Students repeat the word and segment it into syllables.

**Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each syllable in the word. \*Note: Teachers will always chop from right to left so that the students mirror your movements.**

\* **SUBSTITUTING SYLLABLES** - Teacher say the word. Students repeat the word. Teacher says, "Change \* to \*\* and the word is?" >> Use sounds! (teacher says bugle students say bugle, teacher says change bu to ea and the word is... studnets say "eagle").

**Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first syllable, left hand is the second syllable. Shake the first that represents the syllable to be substituted, and lightly pound fists together when saying the new word.**

\* **DELETING SYLLABLES** - Teacher says the word. Students repeat the word. Teacher says, "without \* and what is left?" \*use sounds (teacher says tablet, student says tablet teacher says without /tab/ and what is left, students say let.)

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

\* **ADDING SYLLABLES** - teacher says the syllable. Students repeat the syllable. Teacher says "Add \* at the beginning/end and the word is?"

**Adding to the BEGINNING hand motion:** Teacher hold left palm out in front to show the syllable. Add the first syllable with your right hand and lightly clap together for the whole word. **Adding to the END hand motion:** Teacher holds right palm out to show the beginning syllable. Add the second syllable with your left hand and lightly clap hands together for the whole 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. Clap the words

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 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: Saxon Closure: LESSON 9 - handwriting letter z, coding short vowel words & HFW, and spelling cvc words
TUESDAY	SAXON ASSESSMENT ONE (LESSON 10) No Heggerty today! >>> Complete whole group assessment on the front, pull for individual assessment throughout the week as time allows.
	Saxon Warm Up: LESSON 11
	Saxon Whole Group: LESSON 11
	Saxon Closure: LESSON 11
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 12
	Saxon Whole Group: LESSON 12
	Saxon Closure: LESSON 12
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 13
	Saxon Whole Group: LESSON 13
	Saxon Closure: LESSON 13
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 Use phonics time to review and prep for Weekly ELA Assessments. Also, pull to complete any individualized Saxon assessments not yet completed for the week or to intervene on necessary phonemic awareness skills! <b>**Weekly Assessments will begin immediately following**</b>

# 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 2 - 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 (if iPads are back and up and running!) 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	Word Work Must Do today is spelling Cut and Write with letter tiles. Once children are finished they will get on their iPad for Lexia >>> Remind students of expectations. Work hard the the entire time to build stamina. Mrs. Wight will be floating around the room to help assist with academics as well as behavioral interventions as needed. *If Lexia is not working complete additional word work activities!
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. Mrs. Wight will be floating around the room to help assist with academics as well as behavioral interventions as needed. *If Lexia is not working complete additional word work activities!
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! Mrs. Wight will be floating around the room to help assist with academics as well as behavioral interventions as needed. *If Lexia is not working complete additional word work activities!
FRIDAY	<p>Weekly Assessments today: Spelling, Sight Word &amp; Comprehension (this may take the entire time +)</p> <p>Introduce new words &amp; lessons! &gt;&gt;&gt; Prep Bee Binders!</p>

**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><b>READING STORY:</b> The Storm? 42-53 (Realistic Fiction)</p> <p><b>SPELLING WORDS:</b> (short i) if, is, him, rip, fit, pin</p> <p><b>HIGH FREQUENCY WORDS:</b> for, what, have, he, look, too</p> <p><b>SKILLS AND STRATEGY:</b> Understanding Characters, Infer &amp; Predict</p> <p><b>ESSENTIAL QUESTION:</b> What happens during a storm?</p> <p><b>POEM:</b> The Big Hit &gt;&gt;&gt; -it</p>	
MONDAY	<p><b>Opening:</b> Teacher Read Aloud - <u>Susie and the Bandits</u> before reading go over the oral vocabulary, read the story and then complete the listening comprehension questions.</p> <p><b>Whole Group Activity:</b> Discuss Genre - realistic fiction and that means that the author wrote a made up story that could happen in real life. Take a picture walk and talk about looking closely at the details</p> <p><b>Skills/Strategy Application:</b> Check out highlighted sight words in the story and see if they can recognize them... Complete Inferring activity about what the story may be about (use the pictures).</p> <p><b>Poetry (last 5 minutes):</b> Echo Read the Poem</p>
TUESDAY	<p><b>Opening:</b> Preview the Topic T119 &amp; SB41 Set the Purpose T121</p> <p><b>Whole Group Activity:</b> Read the story to the class and discuss what it is all about!</p> <p><b>Skills/Strategy Application:</b> Discuss what a character and create a list on the complete a list on the board of the characters. Discuss how we know if they are a girl or boy... young or old... etc.</p> <p><b>Poetry (last 5 minutes):</b> Highlight Phonics Pattern in the Poem &amp; Write down 4 Words</p>
WEDNESDAY	<p><b>Opening:</b> Review sight words by using them in a sentence &gt;&gt;&gt; golden ticket worthy</p> <p><b>Whole Group Activity:</b> Listen to the Story on the SmartBoard and go back through and answer the think through the text questions.</p> <p><b>Skills/Strategy Application:</b> Complete the graphic organizer about main character Tim! Use Text evidence to go over Tim on the inside.</p> <p><b>Poetry (last 5 minutes):</b> Read the Poem together and complete nonsense word activities!</p>
THURSDAY	<p><b>Opening:</b> Review sight words on white boards &gt;&gt;&gt; say it - write it - show it</p> <p><b>Whole Group Activity:</b> Partner Read the Story! (model and monitor) - pick partners</p> <p><b>Skills/Strategy Application:</b> Phonics/Vocabulary Journeys 2 Assessment</p> <p><b>Poetry (last 5 minutes):</b> Read the Poem to yourself and create visualizing picture on the back!</p>
FRIDAY	<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;"><b>Writing in a Journal + Introduce Writing Folder</b></p> <p><b>Handwriting:</b> Pretest pages 8-9</p> <p><b>Mini-Lesson:</b> 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><b>Try it:</b> Share Writing Folders with Done side and Still Working (use colors)! &gt;&gt;&gt; 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 &gt;&gt;&gt; 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><b>Check:</b> 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><b>Share (if time allows):</b> 2-3 students may share. Model "noticing's" &amp; "questions" make sure the audience is practicing good listening!</p>
Tuesday	<p style="text-align: center;"><b>1.4 Writers Work on Stamina &gt;&gt;&gt; How Do I Spell?</b></p> <p><b>Handwriting:</b> Letters and Numerals pages 10-11</p> <p><b>Mini-Lesson:</b> Today I'm going to teach you that writing takes time and muscles... when football players or dancers are starting out, do you think they were as strong or talented? NO! They have to practice and practice some more to build muscles the same is with writing! AND when you don't how know to spell a word. STRETCH your words and write your sounds. Underline words you are unsure of.</p> <p><b>Try it:</b> Today try it out see how long we can write! Goal for 8 minutes. Pick one thing you did this morning that you can tell me about. Work the entire time</p> <p><b>Check:</b> Chart stamina time!</p> <p><b>Share (if time allows):</b> 2-3 students may share. Model "noticing's" &amp; "questions" make sure the audience is practicing good listening!</p>
Wednesday	<p style="text-align: center;"><b>1.4 Writers Work on Stamina &gt;&gt;&gt; How Do I Spell? (continued)</b></p> <p><b>Handwriting:</b> Vertical Lines pages 16-17</p> <p><b>Mini-Lesson:</b> Today keep working on stamina! - Tell me what is your favorite part of our classroom and why!</p> <p><b>Try it:</b> Today try it out see how long we can write! Goal for 10 minutes.</p> <p><b>Check:</b> Chart stamina time!</p> <p><b>Share (if time allows):</b> 2-3 students may share. Model "noticing's" &amp; "questions" make sure the audience is practicing good listening!</p>
Thursday	<p style="text-align: center;"><b>1.5-7 Writers Workshop has Routines!</b></p> <p><b>Handwriting:</b> Horizontal Lines pages 18-19</p> <p><b>Mini-Lesson:</b> Create a T-chart about writer's workshop should look like!</p> <p><b>Try it:</b> Today try it out see how long we can write! Goal for 10 minutes.</p> <p><b>Check:</b> Chart stamina time!</p> <p><b>Share (if time allows):</b> 2-3 students may share. Model "noticing's" &amp; "questions" make sure the audience is practicing good listening!</p>
Friday	<p style="text-align: center;"><b>1.8 Choosing a Writing Topic</b></p> <p><b>Handwriting:</b> Super C Circles pages 20-21</p> <p><b>Mini-Lesson:</b> Listen to the story "Ralph Writes a Story"</p> <p><b>Try it:</b> Create your story heart! (do this whole group together) words + illustrations</p> <p><b>Check:</b> Have students create their very own story heart to keep in their writing folder!</p> <p><b>Share (if time allows):</b> 2-3 students may share. Model "noticing's" &amp; "questions" make sure the audience is practicing good listening!</p>

week of september 21-25 2020

\*Subject to change at anytime\*

**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 style="text-align: center;"><b>I.6 COMPARING NUMBERS</b></p> <p>Warm Up: Mental Math and Fluency &gt;&gt;&gt; children identify numbers that come before or after given numbers</p> <p>No Rotations - NEW GAME: Mrs. Wight is going to introduce Top-It and allow for them to play! - come back together and complete math journal page 2!</p> <p>Closure: ACI I.6</p>
Tuesday	<p style="text-align: center;"><b>I.7 ORGANIZING DATA IN A TALLY CHART</b></p> <p>Warm Up: Mental Math and Fluency</p> <p>NO ROTATIONS: TALLY MARKS! We have been using tally marks but introduce them and use the songs: Tally Man and Tally Marks (by Primary Practice) - Complete Math Journal (up until this point)</p> <p>Closure: ACI I.7</p>
Wednesday	<p style="text-align: center;"><b>I.8 MORE ORGANIZING DATA</b></p> <p>Warm Up: Mental Math and Fluency!</p> <p>Rotations: *Mrs. Dibble: One More One Less with Number Line *Mrs. Wight: Introduce Rock Paper Scissors *Dice Tally Mark Activity *Math Dot-to-Dot</p> <p>Closure: ACI I.8</p>
Thursday	<p style="text-align: center;"><b>I.9 EXPLORING STATIONS GAME STATIONS TODAY</b></p> <p>*Top-It *Rock Paper Scissors *Penny Dice/Plate *Math Paper Activities &gt;&gt;&gt;</p> <p>Mrs. Wight will be pulling to introduce Freckle/EM4 online (try to pull as many students as possible!)</p>
Friday	<p style="text-align: center;"><b>FLEX STATIONS AND MATH GAMES</b></p> <p>*Top-It *Rock Paper Scissors *Penny Dice/Plate *Math Paper Activities &gt;&gt;&gt;</p> <p>Mrs. Wight will be pulling to introduce Freckle/EM4 online (try to pull as many students as possible!) &amp; to assess and complete interventions as needed in Math Journal and ACI booklets.</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.1.1.1.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 strengthening their ability to infer/predict and understand characters.

CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.

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

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

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 numbers and use math tools and counting strategies.

CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.