

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 14 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review >>> JACK HARTMANN letter D video
	Saxon Whole Group: LESSON 14 - <u>New Increment</u> : The Letter D (PowerPoint to supplement) Worksheet 14: Handwriting * Spelling Review * New picture card (dog) <u>Application and Continual Review</u> : boardwork and worksheet 14 (complete what is not covered in Decodable 2: Plan and Toss)
	Saxon Closure: Saxon Closure: Decodable - Plan and Toss (2) complete decodable activity as well as review reading skills previously discussed.
TUESDAY	SAXON ASSESSMENT ONE (LESSON 15) No Heggerty today! >>> Complete whole group assessment on the front, pull for individual assessment throughout the week as time allows.
	<h2>REVIEW BLENDS</h2> <h3>Share Activities (focusing on l blends)</h3>
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
	<h2>Medial Sound See-It Say-it Spell-it</h2> <h3>Medial Sound Activities (assess)</h3>
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
	<h2>Final Sound SCOOT</h2>
FRIDAY	<p>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</p> <p>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!</p> <p style="text-align: center;">**Weekly Assessments will begin immediately following**</p>

week of september 28-october 2 2020

Subject to change at anytime

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	Review Word Work and Lexia Jobs! Introduce Spelling & Sight Words - Complete Consonant and Vowel activity and get on Lexia once complete. >>> Students need to log on independently. **Mrs. Wight may pull to complete running records according to DIBELS
TUESDAY	Word Work Must Do today is Read it - Trace it - Write it. 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 and may pull to complete running records according to DIBELS
WEDNESDAY	Word Work Must Do is ABC Order! Once children are finished they will get on their iPad for Lexia >>> Remind students of expectations. Work hard to build stamina. Once they complete Word Work they can get on Lexia. **Mrs. Wight will be floating around the room to help assist with academics as well as behavioral interventions as needed and may pull to complete running records according to DIBELS
THURSDAY	Review and go over expectations for Word Work & Lexia - both can be completed at Smart Spots (part of expectations) ... Word Search Today! **Mrs. Wight will be floating around the room to help assist with academics as well as behavioral interventions as needed and may pull to complete running records according to DIBELS
FRIDAY	Weekly Assessments today: Spelling, Sight Word & Introduce new spelling and heart words >>> Prep Bee Binders! **Complete any activities from the week that are not completed.

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: Big Black Bat (poem) + additional children's literature to enhancing the joy of reading for fun!</p> <p>SPELLING WORDS: (SAXON REVIEW)</p> <p>HIGH FREQUENCY WORDS:</p> <p>SKILLS AND STRATEGY: Interacting with Text (vast variety)</p> <p>ESSENTIAL QUESTION: What can we learn from reading fiction and nonfiction?</p> <p>POEM: NONE - Utilize Big Black Bat for Phonics Activities</p>	
MONDAY	<p>Read The Big Black Bat >>> Cut it out and glue it in poetry notebook and then illustrate through visualization skills what the bat had a dream about. Use handwriting tools used for writing notebook. <u>If time allows listen to Bats at the Beach - https://www.youtube.com/watch?v=v9gIzjxAMcc</u></p>
TUESDAY	<p>Listen to Gail Gibbons, <u>Bats</u> Practice the Labeling activity. Echo Read Big Black Bat If time allows practice sight words with white boards.</p>
WEDNESDAY	<p>Listen to <u>Bats</u> on Get EPIC https://www.youtube.com/watch?v=EpOIICrLQv0 Complete Bats Can - Have - Are Activity. Read the Big Black Bat WITH Mrs. Wight If time allows use sight words in a sentence!</p>
THURSDAY	<p>Listen to <u>Nightsong</u> https://www.youtube.com/watch?v=UEbEMbehuTs Complete Sequencing Activity Partner read the Big Black Bat if time allows</p>
FRIDAY	<p>Spelling, Sight Word Assessments are completed this morning. This time may be used to prepare and introduce new reading story for next week including updating Bee Binders. Partner Read Poetry Notebook and TAKE IT HOME! Listen to Stلالuna & get started on Shape Bat!</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;">1.5-7 Writers Workshop has Routines!</p> <p>Handwriting: Horizontal Lines pages 18-19 Mini-Lesson: Create a T-chart about writer's workshop should look like! Try it: Today try it out see how long we can write! Goal for 10 minutes. Check: Chart stamina time! 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;">1.8 Choosing a Writing Topic</p> <p>Handwriting: Super C Circles pages 20-21 Mini-Lesson: Listen to the story "Ralph Writes a Story" Try it: Create your story heart! (do this whole group together) words + illustrations Check: Have students create their very own story heart to keep in their writing folder! 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;">1.9 Choosing a Writing Topic (continued) - what if I forget a word?</p> <p>Handwriting: Mini-Lesson: Review Story Heart and today create a chart about different things to also write about! Complete together (allow students to complete their own) Pick one thing to start writing about a new topic. Try it: Pick one thing to start writing about a new topic. - MODEL and purposefully forget some words. Go back and model how to add those missing words Check: Chart stamina time! 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;">1.10 Noticing Details - Characters have a Setting</p> <p>Handwriting: Mini-Lesson: Use The Best Story Ever book to look at details. Explain to students that adding details to your background and setting are important. It helps clear up any confusion for students. (Imagine if I was drawing our classroom.) Discuss what I might add. Try it: Today try to write a story with a character and a background (setting!)... Work the entire time. Check: Chart stamina time! 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;">1.11 Noticing Details - Characters have Clothing</p> <p>Handwriting: Mini-Lesson: Grab a book and look closely at the main character. Look at how much detail is added. Details help us to recognize characters and who they are. *Pick a kid and draw them today. Try it: Today make sure writing has characters that are detailed so you can recognize them. Work on stamina still! Check: Have students create their very own story heart to keep in their writing folder! Share (if time allows): 2-3 students may share. Model "noticing's" & "questions" make sure the audience is practicing good listening!</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 style="text-align: center;">I.10 NUMBER STORIES</p> <p>Warm Up: Mental Math and Fluency >>> children count by 1s and 5s using the number line. No Rotations - Share the story on the SmartBoard: <i>How Many Snails?: A Counting Book</i> pause and answer questions as we go through! >>> Skittles/M&M math have students get their packet of candy and have them write a number story using their M&M's/Skittles! Closure: ACI I.10</p>
Tuesday	<p style="text-align: center;">I.11 COUNTING LARGER NUMBERS</p> <p>Warm Up: Mental Math and Fluency >>> children count up and back on a number line. NO ROTATIONS: Introduce Rolling for 50 on the SmartBoard (focus on the importance of using a number grid) - Allow for students to play in partnerships after playing at least once on the SmartBoard. Closure: ACI I.11</p>
Wednesday	<p style="text-align: center;">I.12 UNIT ONE ASSESSMENT</p> <p>Warm Up: White Board Review! NO ROTATIONS: Today give the math assessment. Give Mrs. Dibble 3-4 students to complete the task small group. Closure: Allow students to complete math activity from the math bin/game when done</p>
Thursday	<p style="text-align: center;">FRECKLE DAY</p> <p>Mrs. Wight will be pulling for individual assessment for students that left blanks on the test or missing ACI. If students have completed everything they will be given the opportunity to explore Freckle Today!</p>
Friday	<p style="text-align: center;">FLEX STATIONS AND MATH GAMES</p> <p style="text-align: center;">*Top-It *Rock Paper Scissors *Rolling for 50</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.