

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 (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.

* **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 7-11, 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	<h1>No School due to Labor Day</h1>
TUESDAY	<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>Saxon Warm Up: LESSON 1 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review</p>
	<p>Saxon Whole Group: LESSON 1 - <u>New Increment:</u> The Letter Nn Handwriting * Spelling with Letter Tiles * New picture card (nest) <u>Application and Continual Review:</u> board work and worksheet 1</p>
<p>Phonics Closure: LESSON 1 - handwriting letter n and writing initial sound >>> additional picture find to identify words that begin with the initial sound.</p>	
WEDNESDAY	<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>Saxon Warm Up: LESSON 2 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review.</p>
	<p>Saxon Whole Group: LESSON 2 - <u>New Increment:</u> The Letter Oo, Part 1 Handwriting * Spelling with Letter Tiles * New picture card (octopus) >>> as well as review a breve (should have been introduced in K) <u>Application and Continual Review:</u> boardwork and worksheet 2</p>
<p>Phonics Closure: LESSON 2 - handwriting letter o, identifying initial sound, coding short vowel o</p>	
THURSDAY	<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>Saxon Warm Up: LESSON 3 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review</p>
	<p>Saxon Whole Group: LESSON 3 - <u>New Increment:</u> The Letter Oo, Part 2 Review short o, and then mirror long o words and introduce long o - spell with letter tiles and introduce new picture card (overalls) - introduce coding with macron (brand new) <u>Application and Continual Review:</u> boardwork and worksheet 3</p>
<p>Phonics Closure: LESSON 3 - handwriting letter o, identifying initial sound, code long and short o as well as match word to the picture. >>> additional picture find to practice with the letter o.</p>	
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>Saxon Warm Up: LESSON 4 Alphabet activity, phonological and phonemic awareness with initial sounds, daily letter sound review, spelling review</p>
	<p>Saxon Whole Group: LESSON 4 - <u>New Increment:</u> The Letter Tt Handwriting * Spelling with Letter Tiles * New picture card (tent) <u>Application and Continual Review:</u> boardwork and worksheet 4</p>
<p>Phonics Closure: LESSON 4 - handwriting letter t, identifying initial sound. Coding long and short o words and reading them and identifying the picture.</p>	

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	No School due to Labor Day
TUESDAY	Introduce Sight Word Cards - Try to read them... play Say It-Slap It... Introduce Word Work *Create t-chart *Have students pick out a word work activities to engage in.
WEDNESDAY	Review Word Work Expectations. Today introduce more activities try and have students work on building stamina while complete CVC and Sight Word Activities.
THURSDAY	Review Word Work Expectations. Today introduce more activities try and have students work on building stamina while complete CVC and Sight Word Activities.
FRIDAY	**practice assessments! Introduce new words for next week. practice them on white boards!

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: Jack's Talent (BTS)</p> <p>SPELLING WORDS: review CVC words to prepare (woo-hoo!)</p> <p>HIGH FREQUENCY WORDS: I, to, like, a, see, the, are, we, go, is</p> <p>SKILLS AND STRATEGY: Listen and Discuss a story!</p>	
MONDAY	No School due to Labor Day
TUESDAY	<p>Opening: Take a picture walk then >> Read <i>Jack's Talent</i></p> <p>Whole Group Activity: Ask children what they remember about the story - discuss different talents that happened in the story.</p> <p>Skills/Strategy Application: Text-to-Self activity draw special talent :) use words if possible. (If time allows they can draw a character from the story)</p>
WEDNESDAY	<p>Opening: Re-read Jack's Talent</p> <p>Whole Group Activity: Discuss how Jack is a character and how he changed from the beginning to the end.</p> <p>Skills/Strategy Application: Use pictures and words to show the difference in Jack from the beginning to the end.</p>
THURSDAY	<p>Opening: Share the story <i>This is the Way We Go to School (nonfiction)</i> on YouTube. have a discussion about different ways people get to school!</p> <p>Whole Group Activity: Listen/Watch the story <i>How Will I Get to School This Year?</i> >>> discuss the different ways of getting to school the girl talked about.</p> <p>Skills/Strategy Application: Compare text-to-text: talk about different kinds of genres.. If time allows have students draw a real/fake way that they would to come to school :)</p>
FRIDAY	<p>Spelling test practice with 5 cvc words! Sight Word Test practice with the review Sight Words of the week >>> Read a first grade story from the book nook and prep folder/take home papers with students.</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	<h1>No School due to Labor Day</h1>
Tuesday	<p style="text-align: center;">1.1 WRITING IS JUST TELLING ON PAPER</p> <p>Mini-Lesson: Read: <u>What do Authors Do?</u> - by: Eileen Christelow Get excited for writers workshop! Model how to think. Do a think aloud, about myself.</p> <p>Try it: Have students get a picture in their head and draw it the best they can - add labels!</p> <p>Check: Writer's need a quiet place to work. Help your friends by working quietly</p> <p>Share (if time allows): 2-3 students may share. Model "noticings" & "questions"</p>
Wednesday	<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>
Thursday	<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>
Friday	<p style="text-align: center;">How to Draw a Girl + star rating scale "quality work"</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 :) >>> Go over 4 star rating scale of quality writing work.</p> <p>Check: Good Writers think draw and write, fix family drawing best you can with rating scale and directed drawing activities.</p> <p>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	No School Due to Labor Day
Tuesday	<p>I.1 INTRODUCING FIRST GRADE EM4</p> <p>Warm Up: Mental Math and Fluency >>> discuss what happened during kindergarten math</p> <p>4 Rotations: ●Quick Look with Mrs. Wight ●Dice >>> Roll and Cover ●Missing Number Activities ● Building # with Pattern Blocks</p> <p>Closure: ACI 1.1</p>
Wednesday	<p>I.2 INVESTIGATING THE NUMBER LINE</p> <p>Warm Up: Mental Math and Fluency</p> <p>Whole Group: Introduce and Play MONTER SQUEEZE on the SmartBoard</p> <p>Closure: ACI 1.2</p>
Thursday	<p>I.3 TOOLS FOR DOING MATHEMATICS</p> <p>Warm Up: Mental Math and Fluency >>> set expectations for math tools</p> <p>4 Rotations: ●Mrs. Wight - Introducing Penny Dice ●Pattern Block Template ●Making Counting Books ●Number Review</p> <p>Closure: ACI 1.3</p>
Friday	<p>FLEX STATIONS AND MATH GAMES</p>

2:15-2:30 Snack
2:30-2:40 Pack Up
2:40 Dismissal

OBJECTIVE WITH ALIGNMENT OF STANDARDS

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 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 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 actively engage in math rotations to review numbers to be able to participate in the Everyday Math Curriculum. CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.

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