

Name: First Grade		Grading Quarter: 1 week 5	Week Beginning: 8/28
School Year: 2023-24		Subject: ELA	
Monday	Notes:  U1 L3 D1	Objective: answer questions in a phoneme blending story. restore final consonant sounds. generate words with initial and final /p/. blend, spell, and read words that contain /p/ spelled <i>p</i> . build fluency by reading <b>Decodable</b> 14. Lesson Overview: Introducing Sounds and Spellings Sound-by-Sound Blending Blending Sentences Reading a Decodable Sounds-in-Sequence Dictation Whole-Word Dictation Skills Practice 1, pages 41-42 Core Decodable 14: Pat's Map Read "The Little School Bus" Comprehension strategies	Academic Standards: RF1.2b Orally produces single-syllable words by blending sounds including consonant blends. RF1.2c Isolate and pronounce initial, medial vowel and final sounds in spoken single-syllable words. RF1.3b Decode regularly spelled one-syllable words. L.1.2d Use conventional spelling for words with common spelling patterns and frequently occurring irregular words. L.1.2e Spell untaught words Phonetically drawing on phonemic awareness and spelling conventions. RF.1.4a Read on level text w/purpose and understanding.
Tuesday	Notes:  Day 2	Objective: Identify rhyming words. restore final consonant sounds. blend, spell, and read words that contain /l/ spelled <i>l</i> and <i>ll</i> . generate words with initial and final /l/. build fluency by reading <b>Decodable</b> 15. Lesson Overview: Introducing Sounds and Spellings _Sound-by-Sound Blending Blending Sentences _Reading a Decodable _Word Building Skills Practice 1, pages 45-46 Letter Cards Core Decodable 15: Lin and Hal Reread "The Little School Bus" Language use	Academic Standards: See Monday

Wednesday	<p>Notes:</p> <p>Day 3</p>	<p><b>Objective:</b> Identify rhyming words. isolate final consonant sounds. blend, spell, and read words that contain /o/ spelled <i>o</i>. generate words with /o/. build fluency by reading <b>Decodable</b> 16. Lesson Overview: Sound/Spelling Card 15–Fox Introducing Sounds and Spellings Sound-by-Sound Blending Blending Sentences Sounds-in-Sequence Dictation Whole-Word Dictation Skills Practice 1, pages 47-48 Core Decodable 16: A Spot Read “What Will I Be” Comprehension strategies</p>	<p><b>Academic Standards:</b> See Monday</p>
Thursday	<p>Notes:</p> <p>Day 4</p>	<p><b>Objective:</b> isolate final consonant sounds. answer questions in a phoneme blending story. generate words with initial and final /b/. blend, spell, and read words that contain /b/ spelled <i>b</i>. build fluency by reading <b>Decodable</b> 17. Lesson Overview: Sound/Spelling Card 2–Ball Introducing Sounds and Spellings Sound-by-Sound Blending Blending Sentences Word Building Skills Practice 1, pages 49-50 Core Decodable 17: Bob at Bat Reread “What Will I Be”</p>	<p><b>Academic Standards:</b> See Monday</p>

Friday	<p>Notes:</p> <p>Day 5 Assessment pg. 25-26</p>	<p>Objective: listen for /o/ and /ō/. isolate medial-vowel sounds. review previously introduced sounds and spellings. generate words with previously introduced sounds and spellings. blend words with previously introduced sounds and spellings. build fluency by reading <b>Decodable</b> 18. Lesson Overview: Sound-by-Sound Blending Blending Sentences Reading a Decodable Sounds-in-Sequence Dictation Whole-Word Dictation Skills Practice 1, pages 53-54 Core Decodable 18: Bill</p>	<p>Academic Standards: See Monday</p>
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