

Name: First Grade		Grading Quarter: 1	Week Beginning: 9/4/23 Week 6
School Year: 2023-24		Subject: ELA	
Monday	Notes: No School	Objective:	
Tuesday	Notes: Review and pre teach Day 1	Objective: <ul style="list-style-type: none"> blend words with consonant blends. answer questions in a phoneme blending story. generate words that contain /k/. blend, spell, and read words that contain /k/ spelled c. build fluency by reading Decodable 19. Lesson Overview: <u>Sound/Spelling Card 3–Camera</u> <u>Introducing Sounds and Spellings</u> <u>Sound-by-Sound Blending</u> <u>Blending Sentences</u> <u>Reading a Decodable</u> <u>Sounds-in-Sequence Dictation</u> <u>Whole-Word Dictation</u> <u>Skills Practice 1, pages 55-56</u> <u>Core Decodable 19: Nat's Cap</u> <ul style="list-style-type: none"> <u>Big Book eBook, Unit 2, Book 1: Be My Friend</u> <u>Home Connection: Unit 2, Lesson 1 (English)</u> <u>Skills Practice 1, page 57</u> <u>Letter Card o</u> <u>Letter Card a</u> 	Academic Standards: RF.1.2b Orally produce single-syllable words by blending sounds including consonant blends. RF.1.3b Decode regularly spelled one syllable words RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. L.1.2d Use conventional spelling for words with common spelling patterns and for 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 with purpose and understanding. Other standards <u>SL.1.2SL.1.1aSL.1.1bSL.1.1cL.1.4aRI.1.5SL.1.3SL.1.4SL.1.5</u> <u>W.1.3L.1.1a</u>

Wednesday	<p>Notes:</p> <p>Day 2</p>	<p>Objective:</p> <ul style="list-style-type: none"> blend words with consonant blends. count vowels and syllables in words. generate words with the spellings <i>al</i> and <i>all</i>. blend, spell, and read words that contain /aw/ spelled <i>al</i> and <i>all</i>. build fluency by reading Decodable 20. <p>Lesson Overview:</p> <p><u>Sound-by-Sound Blending</u></p> <p><u>Blending Sentences</u></p> <p><u>Reading a Decodable</u></p> <p><u>Word Building</u></p> <p><u>Skills Practice 1, pages 59-60</u></p> <p><u>Letter Cards</u></p> <p><u>Core Decodable 20: At the Mall</u></p> <p><u>Be My Friend: Chicken Chickens Go to School</u></p> <p><u>Graphic Organizer</u></p> <p><u>Skills Practice 1, page 57</u></p>	<p>Academic Standards:</p> <p>See Tuesday</p>
Thursday	<p>Notes:</p> <p>Day 3</p>	<p>Objective:</p> <ul style="list-style-type: none"> blend words with consonant blends. count vowels and syllables in words. generate words that contain /k/ spelled <i>k</i> and ck. blend, spell, and read words that contain /k/ spelled <i>k</i> and ck. build fluency by reading Decodable 21. <p>Lesson Overview:</p> <p><u>Sound/Spelling Card 11–Camera</u></p> <p><u>Introducing Sounds and Spellings</u></p> <p><u>Sound-by-Sound Blending</u></p> <p><u>Blending Sentences</u></p> <p><u>Word Building</u></p> <p><u>Skills Practice 1, pages 61-62</u></p> <p><u>Letter Cards</u></p> <p><u>Core Decodable 21: Picnic</u></p> <p><u>Be My Friend: Chicken Chickens Go to School</u></p> <p><u>Selection Vocabulary</u></p> <p><u>Modeling Writing Strategies</u></p> <p><u>Skills Practice 1, page 57</u></p>	<p>Academic Standards:</p> <p>See Tuesday</p>

Friday	<p>Notes:</p> <p>Day 4</p>	<p>Objective:</p> <ul style="list-style-type: none"> blend phonemes in single-syllable words. segment words into their individual sounds. generate words that contain /r/. blend, spell, and read words that contain /r/ spelled <i>r</i>. build fluency by reading <i>Decodable</i> 22 <p>Lesson Overview:</p> <p><u>Sound/Spelling Card 18–Robot</u></p> <p><u>Introducing Sounds and Spellings</u></p> <p><u>Sound-by-Sound Blending</u></p> <p><u>Blending Sentences</u></p> <p><u>Reading a Decodable</u></p> <p><u>Sounds-in-Sequence Dictation</u></p> <p><u>Whole-Word Dictation</u></p> <p><u>Sentence Dictation</u></p> <p><u>Skills Practice 1, pages 63-64</u></p> <p><u>Core Decodable 22: Rick and Rob</u></p> <p><u>Unit 2, eActivity: Lesson 1, Foundational Skills, Blending</u></p> <p><u>U2 eGame: Lesson 1, Foundational Skills</u></p> <p><u>Be My Friend: A Friend Can</u></p> <p><u>Skills Practice 1, page 58</u></p> <p><u>Skills Practice 1, pages 65-66</u></p> <p>Review</p> <p>Assessment</p>	<p>Academic Standards:</p> <p>See Tuesday</p>
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