

Name: First Grade		Grading Quarter: 1	Week Beginning: 9/11/23 Week 7
School Year: 2023-24		Subject: ELA	
Monday	Notes:	Academic Standards:	
	Unit 2 L1 D1	<p>Objective:</p> <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. <p>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> </p> <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> 	

Tuesday	<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>RF.1.2b Orally produce single-syllable words by blending sounds including consonant blends.</p> <p>RF.1.3b Decode regularly spelled one syllable words</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2e Spell untaught words phonetically drawing on phonemic awareness and spelling conventions,</p> <p>RF.1.4a Read on-level text with purpose and understanding.</p> <p>Other standards</p> <p><u>SL.1.2SL.1.1aSL.1.1bSL.1.1cL.1.4aRI.1.5SL.1.3SL.1.4SL.1.5</u></p> <p><u>W.1.3L.1.1a</u></p>
Wednesday	<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>

Thursday	<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>Academic Standards:</p> <p>See Tuesday</p>
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Friday	<p>Notes:</p> <p>Day 5</p>	<p>Objective:</p> <ul style="list-style-type: none"> • _blend single-syllable words. • count phonemes in words. • review previously introduced sounds and spellings. • generate words with the target sounds and spellings. • build fluency by reading <i>Decodable</i> 23. <p><u>Lesson Overview</u></p> <ul style="list-style-type: none"> • <u>Rhyme Stew: Mice in the Kitchen</u> • <u>Sound/Spelling Card 3–Camera</u> • <u>Sound/Spelling Card 11–Camera</u> • <u>Sound/Spelling Card 18–Robot</u> <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 67-68</u></p> <p><u>Core Decodable 23: Cal and Kip</u></p> <p><u>Lesson and Unit Assessment 1, pages T39-40</u></p> <p><u>Lesson and Unit Assessment 1, pages 39-40</u></p>	<p>Academic Standards:</p> <p>See Tuesday</p>
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