| Name: First Grade | Grading Quarter: 1 | Week Beginning: 9/25/23 Week 9 |
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| School Year: 2023-24 | Subject: ELA | |

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| **Monday** | Notes:<br><br>Unit 2 L3 D1 | Objective:<br>• blend single-syllable words.<br>• segment final consonant sounds.<br>• generate words that contain /j/ spelled ▪*dge*.<br>• blend, spell, and read words that contain /j/ spelled ▪*dge*.<br>• build fluency by reading ***Decodable*** 29.<br>•<br><br>Lesson Overview:<br>Sound/Spelling Card 10-J<br>Introducing Sounds and Spellings<br>Sound-by-Sound Blending<br>Blending Sentences<br>Reading a Decodable<br>Word Building<br>Skills Practice 1, pages 83-84<br>Core Decodable 29: Jack's Job<br>No Wolves Allowed – Making predictions<br>Writing narrative | Academic Standards:<br>**RF.1.2b** Orally produce single-syllable words by blending sounds including consonant blends.<br>**RF1.2c** Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words<br>**RF.1.3b** Decode regularly spelled one syllable words<br>**L.1.2d** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.<br>**L.1.2e** Spell untaught words phonetically drawing on phonemic awareness and spelling conventions,<br>**RF.1.3g** recognize and read grade-level appropriate irregularly spelled words.<br>**RF.1.4a** red on-level text with purpose and understanding<br>Other standards<br>SL.1.2SL.1.1aSL.1.1bSL.1.1cL.1.4aRI.1.5SL.1.3SL.1.4SL.1.5W.1.3L.1.1a |
| **Tuesday** | Notes:<br><br>Day 2 | Objective:<br>• blend words with consonant blends.<br>• segment individual sounds in words.<br>• generate words that contain /u/.<br>• blend, spell, and read words that contain /u/ spelled *u*.<br>• build fluency by reading ***Decodable*** 30.<br>Lesson Overview:<br>Sound-by-Sound Blending<br>Blending Sentences<br>Reading a Decodable<br>Word Building<br>• Skills Practice 1, pages 87-88<br>• Core Decodable 30: Plum Pond<br>No Wolves Allowed Plot, Cause and Effect<br>Writing Narrative partners | Academic Standards:<br>**SEE MONDAY** |

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| Wednesday | Notes:<br><br>Day 3 | Objective:<br><ul><li>identify initial sounds.</li><li>segment medial vowels.</li><li>generate words that contain /z/.</li><li>blend, spell, and read words that contain /z/ spelled *z* and *zz*.</li><li>build fluency by reading ***Decodable*** 31.</li></ul>Lesson Overview:<br><u>Introducing Sounds and Spellings</u><br><u>Sound-by-Sound Blending</u><br><u>Blending Sentences</u><br><u>Word Building</u><ul><li><u>Skills Practice 1, pages 89-90</u></li><li><u>Core Decodable 31: Buzz and Zip</u></li></ul><u>Far Away Friends</u> Comprehension, asking and answering questions<br>Verbs Writing Narrative | Academic Standards:<br>See MONDAY |

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| Thursday | Notes:<br><br>Day 4 | Objective:<br>• segment medial vowels.<br>• segment initial consonant blends.<br>• generate words that end with /z/.<br>• blend, spell, and read words that contain /z/ spelled _s.<br>• build fluency by reading **Decodable** 32.<br><br>Lesson Overview:<br>Sound/Spelling Card 1<br> Introducing Sounds and Spellings<br> Sound-by-Sound Blending<br> Blending Sentences<br> Reading a Decodable<br> Sounds-in-Sequence Dictation<br> Whole-Word Dictation<br> Sentence Dictation<br>• Skills Practice 1, pages 91-92<br>• Core Decodable 32: Hills of Fuzz<br>• Unit 2, eActivity: Lesson 3, Foundational Skills, Blending<br>• U2 eGame: Lesson 3, Foundational Skills<br>Main Idea and Details<br>Verbs<br>Writing Narrative | Academic Standards:<br>See Monday |

| Friday | Notes:<br><br>Day 5 | Objective:<br><ul><li>listen for /u/ and /ū/.</li><li>segment individual sounds in words.</li><li>blend, spell, and read words that contain /j/, /u/, and /z/.</li><li>build fluency by reading ***Decodable*** 33.</li></ul>Lesson Overview<br>Sound-by-Sound Blending<br> Blending Sentences<br> Reading a Decodable<br> Sounds-in-Sequence Dictation<br> Whole-Word Dictation<br> Sentence Dictation<br><ul><li>Skills Practice 1, pages 95-96</li><li>Core Decodable 33: Rock and Jazz</li><li>Lesson and Unit Assessment 1, pages T49-50</li><li>Lesson and Unit Assessment 1, pages 49-50</li></ul>Poem – Best Friends<br>Verbs and Helping Verbs<br>Presenting Narrative | Academic Standards:<br>See Monday |