

Name: First Grade		Grading Quarter: 2	Week Beginning: 12/04/23
School Year: 2023-24		Subject: ELA Unit 4 Lesson 3	
Monday	Notes:	Academic Standards:	
	Day 1	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>blend final consonant sounds.</li> <li>distinguish between /i/ and /i/ in words.</li> <li>blend, spell, and read words that contain /i/ spelled <i>i</i> and <i>i_e</i>.</li> <li>build fluency by reading <i>Decodable</i> 63.</li> </ul> <p><b>Lesson Overview:</b></p> <ul style="list-style-type: none"> <li><u>Rhyme Stew: Frère Jacques</u></li> <li><u>Sound/Spelling Card 9–Pig</u></li> <li><u>Sound/Spelling Card 29–Long</u></li> <li><u>Instructional Routine 11: Open Syllables</u></li> <li><u>Skills Practice 1, pages 181-182</u></li> <li><u>Core Decodable 63: A Mess</u></li> <li>listen attentively to the Read Aloud selection, “A New Town.”</li> <li>develop an understanding of vocabulary words.</li> <li>identify the front and back covers, Table of Contents, and title of the <i>Around Our Town Big Book</i>.</li> </ul>	

**RF1.2b** Orally produce single syllable words by blending sounds  
**RF1.2a** Distinguish long from short vowel sounds in spoken single syllable words  
**RF1.4b** Read on-level text orally with accuracy, appropriate rate and expression on successive readings  
**RF1.3c** Know final \_e and common vowel team conventions for representing long vowel sounds.  
**Rf.1.3e** Decode two-syllable words following basic patterns by breaking the word into syllables  
**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** red on-level text with purpose and understanding  
Other standards:  
SL.1.1aRI.1.5RI.1.7SL.1.2RI.1.6RI.1.1SL.1.1bSL.1.1cL.1.4aL.1.5cL.1.6

Tuesday	<p>Notes:</p> <p>Day 2</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>review /i/ spelled i and i_e.</li> <li>blend, spell, and read words that contain /i/ spelled i and i_e.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li><u>Instructional Routine 8: Whole-Word Dictation</u></li> <li><u>Instructional Routine 9: Sentence Dictation</u></li> <li><u>Instructional Routine 11: Open Syllables</u></li> <li><u>Skills Practice 1, pages 185-186</u></li> <li>review the elements of informational text.</li> <li>listen to and discuss “City Life and Town Life.”</li> <li>review and use the Asking and Answering and Summarizing comprehension strategies</li> </ul>	<p>Academic Standards:</p> <p><b>SEE MONDAY</b></p>
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Wednesday	<p>Notes:</p> <p>Day 3</p>	<p>Objective:</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>• segment single-syllable words.</li> <li>• blend, spell, and read words that contain /s/ spelled <i>ce</i> and <i>ci_</i>.</li> <li>• build fluency by reading <b><i>Decodable</i></b> 64.</li> </ul> <p>Instructional Routines</p> <ul style="list-style-type: none"> <li>• <u>Rhyme Stew: New Pet?</u></li> <li>• <u>Sound/Spelling Card 19–Sausages</u></li> <li>• <u>Skills Practice 1, pages 187-188</u></li> <li>• <u>Core Decodable 64: Grace and Vince</u></li> <li>• review and practice using selection vocabulary words.</li> <li>• reread “City Life and Town Life” and identify Classify and Categorize and Main Idea and Details text structures.</li> <li>• analyze Text Features and identify the Author's Purpose for writing.</li> <li>• develop their understanding of vocabulary words.</li> </ul>	<p>Academic Standards:</p> <p>See MONDAY</p>
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Thursday	<p>Notes:</p> <p>Day 4</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• generate words that contain /j/ spelled <i>ge</i> and <i>gi</i> _.</li> <li>• blend, spell, and read words that contain /j/ spelled <i>ge</i> and <i>gi</i> _.</li> <li>• build fluency by reading <b><i>Decodable</i></b> 65.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>• <u>Instructional Routine 10: Closed Syllables</u></li> <li>• <u>Skills Practice 1, pages 189-190</u></li> <li>• <u>Core Decodable 65: Ginger and Gem</u></li> <li>• <u>Unit 5, eActivity: Lesson 1, Foundational Skills, Blending</u></li> <li>• <u>U5 eGame: Lesson 1, Foundational Skills</u></li> <li>• review and practice using selection vocabulary words.</li> <li>• review the elements of poetry.</li> <li>• listen to and discuss the poem “Wake Up!”</li> <li>• review and use the Making Connections and Visualizing comprehension strategies.</li> <li>• analyze the poet’s use of language and identify point of view.</li> </ul>	<p>Academic Standards:</p> <p>See Monday</p>
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Friday	<p>Notes:</p> <p>Day 5</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>segment individual sounds in words.</li> <li>blend, spell, and read words that contain /ī/ spelled <i>i</i> and <i>i_e</i>, /s/ spelled <i>ce</i> and <i>ci_</i>, and /j/ spelled <i>ge</i> and <i>gi_</i>.</li> <li>build fluency by reading <b>Decodable 66</b>.</li> </ul> <p><u>Lesson Overview:</u></p> <ul style="list-style-type: none"> <li><u>Sound/Spelling Card 10–Jump</u></li> <li><u>Sound/Spelling Card 19–Sausages</u></li> <li><u>Sound/Spelling Card 29–Long I</u></li> <li><u>Skills Practice 1, pages 193-194</u></li> <li><u>Core Decodable 66: Riding in Gem Park</u></li> <li><u>Lesson and Unit Assessment 1, pages T114-T115</u></li> <li><u>Lesson and Unit Assessment 1, pages 114-115</u></li> <li>review the Read Aloud and the <b>Around Our Town Big Book</b> selections.</li> <li>review the Lesson 1 selection vocabulary words.</li> <li>review the Asking and Answering Questions, Summarizing, Visualizing, and Making Connections comprehension strategies.</li> <li>review the Classify and Categorize and Main Idea and Details skills that were used in this lesson.</li> <li>review the writer's craft elements of Text Features, Author's Purpose, Language Use, and Point of View that were taught in this lesson.</li> <li>generate questions for Inquiry research.</li> </ul>	<p>Academic Standards:</p> <p>SEE MONDAY</p>
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