

Name: First Grade		Grading Quarter: 1	Week Beginning: 9/16/23 Week 7	
School Year: 2023-24		Subject: ELA		
Monday	Notes:	Objective:		Academic Standards:
	Unit 2 L1 D1	<ul style="list-style-type: none"><li>blend words with consonant blends.</li><li>answer questions in a phoneme blending story.</li><li>generate words that contain /k/.</li><li>blend, spell, and read words that contain /k/ spelled c.</li><li>build fluency by reading <b>Decodable</b> 19.</li></ul> <p>Lesson Overview:</p> <p><u>Sound/Spelling Card 3–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>Reading a Decodable</u></p> <p><u>Sounds-in-Sequence Dictation</u></p> <p><u>Whole-Word Dictation</u></p> <p><u>Skills Practice 1, pages 55-56</u></p> <p><u>Core Decodable 19: Nat's Cap</u></p> <ul style="list-style-type: none"><li><u>Big Book eBook, Unit 2, Book 1: Be My Friend</u></li><li><u>Home Connection: Unit 2, Lesson 1 (English)</u></li><li><u>Skills Practice 1, page 57</u></li><li><u>Letter Card o</u></li><li><u>Letter Card a</u></li></ul>		<p><b>RF.1.2b</b> Orally produce single-syllable words by blending sounds including consonant blends.</p> <p><b>RF.1.3b</b> Decode regularly spelled one syllable words</p> <p><b>RF.1.3d</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>L.1.2d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.2e</b> Spell untaught words phonetically drawing on phonemic awareness and spelling conventions,</p> <p><b>RF.1.4a</b> 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>

Tuesday	<p>Notes:</p> <p>Day 2</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>blend words with consonant blends.</li> <li>count vowels and syllables in words.</li> <li>generate words with the spellings <i>al</i> and <i>all</i>.</li> <li>blend, spell, and read words that contain /aw/ spelled <i>al</i> and <i>all</i>.</li> <li>build fluency by reading <b>Decodable</b> 20.</li> </ul> <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><b>RF.1.2b</b> Orally produce single-syllable words by blending sounds including consonant blends.</p> <p><b>RF.1.3b</b> Decode regularly spelled one syllable words</p> <p><b>RF.1.3d</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>L.1.2d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.2e</b> Spell untaught words phonetically drawing on phonemic awareness and spelling conventions,</p> <p><b>RF.1.4a</b> 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"> <li>blend words with consonant blends.</li> <li>count vowels and syllables in words.</li> <li>generate words that contain /k/ spelled <i>k</i> and <b>■ck</b>.</li> <li>blend, spell, and read words that contain /k/ spelled <i>k</i> and <b>■ck</b>.</li> <li>build fluency by reading <b>Decodable</b> 21.</li> </ul> <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"> <li>blend phonemes in single-syllable words.</li> <li>segment words into their individual sounds.</li> <li>generate words that contain /r/.</li> <li>blend, spell, and read words that contain /r/ spelled <i>r</i>.</li> <li>build fluency by reading <b>Decodable</b> 22.</li> </ul> <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"> <li>• _blend single-syllable words.</li> <li>• count phonemes in words.</li> <li>• review previously introduced sounds and spellings.</li> <li>• generate words with the target sounds and spellings.</li> <li>• build fluency by reading <b><i>Decodable</i></b> 23.</li> </ul> <p><u>Lesson Overview</u></p> <ul style="list-style-type: none"> <li>• <u>Rhyme Stew: Mice in the Kitchen</u></li> <li>• <u>Sound/Spelling Card 3–Camera</u></li> <li>• <u>Sound/Spelling Card 11–Camera</u></li> <li>• <u>Sound/Spelling Card 18–Robot</u></li> </ul> <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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