

Name: First Grade		Grading Quarter: 1	Week Beginning: 9/23/23 Week 8
School Year: 2023-24		Subject: ELA	
Monday	Notes:  Unit 2 L2 D1	<p>Objective:</p> <ul style="list-style-type: none"> <li>blend single-syllable words.</li> <li>count phonemes in words.</li> <li>generate words that contain /f/.</li> <li>blend, spell, and read words that contain /f/ spelled <i>f</i> and <i>ff</i>.</li> <li>build fluency by reading <b>Decodable</b> 24.</li> </ul> <p>Lesson Overview:</p> <p><u>Sound/Spelling Card 6–Fan</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>Word Building</u></p> <p><u>Skills Practice 1, pages 69-70</u></p> <p><u>Core Decodable 24: Bobcat</u></p> <p><u>Be My Friend: My Two Best Friends</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>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.1.3g</b> recognize and read grade-level appropriate irregularly spelled words.</p> <p><b>RF.1.4g</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>
	Notes:  Day 2	<p>Objective:</p> <ul style="list-style-type: none"> <li>blend single-syllable words.</li> <li>count phonemes in words.</li> <li>generate words with final /s/.</li> <li>blend, spell, and read words that contain final/s/ spelled <i>ss</i>.</li> <li>build fluency by reading <b>Decodable</b> 25.</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 73-74</u></p> <p><u>Core Decodable 25: Pat's Class Trip</u></p> <p><u>Be My Friend: My Two Best Friends</u></p>	<p>Academic Standards:</p> <p><b>SEE MONDAY</b></p>

Wednesday	<p>Notes:</p> <p>Day 3</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>blend single-syllable words.</li> <li>segment initial consonant blends.</li> <li>generate words that contain /g/.</li> <li>blend, spell, and read words that contain /g/ spelled <i>g</i>.</li> <li>build fluency by reading <b>Decodable</b> 26.</li> </ul> <p>Lesson Overview:</p> <p><u>Sound/Spelling Card 7 and 18</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> <ul style="list-style-type: none"> <li><u>Skills Practice 1, pages 75-76</u></li> <li><u>Core Decodable 26: Rag Bits</u></li> </ul> <p><u>Selection Vocabulary</u></p>	<p>Academic Standards:</p> <p>See MONDAY</p>
Thursday	<p>Notes:</p> <p>Day 4</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>blend single-syllable words.</li> <li>substitute final consonant sounds.</li> <li>generate words that contain /j/.</li> <li>blend, spell, and read words that contain initial /j/ spelled <i>j</i>.</li> <li>build fluency by reading <b>Decodable</b> 27.</li> </ul> <p>Lesson Overview:</p> <p><u>Sound/Spelling Card 10</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> <ul style="list-style-type: none"> <li><u>Skills Practice 1, pages 77-78</u></li> <li><u>Core Decodable 27: A Jog in Fog</u></li> </ul> <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>

Friday	<p>Notes:</p> <p>Day 5</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• blend single-syllable words.</li> <li>• substitute final consonant sounds.</li> <li>• count phonemes in words.</li> <li>• review previously introduced sounds and spellings.</li> <li>• build fluency by reading <b><i>Decodable</i></b> 28.</li> </ul> <p>.</p> <p><u>Lesson Overview</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> <ul style="list-style-type: none"> <li>• <u>Skills Practice 1, pages 81-82</u></li> <li>• <u>Core Decodable 28: A Cap Fan</u></li> </ul> <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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