

Name: First Grade		Grading Quarter: 1	Week Beginning: 9/30/24 Week 9
School Year: 2024-25		Subject: ELA	
Monday	Notes: Unit 2 L3 D1	<p>Objective:</p> <ul style="list-style-type: none"> blend single-syllable words. segment final consonant sounds. generate words that contain /j/ spelled ■dge. blend, spell, and read words that contain /j/ spelled ■dge. build fluency by reading Decodable 29. <p>Lesson Overview:</p> <p><u>Sound/Spelling Card 10-J</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 83-84</u></p> <p><u>Core Decodable 29: Jack's Job</u></p> <p><u>No Wolves Allowed – Making predictions</u></p> <p>Writing narrative</p>	<p>Academic Standards:</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds including consonant blends.</p> <p>RF1.2c Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words</p> <p>RF.1.3b Decode regularly spelled one syllable words</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.1.3g recognize and read grade-level appropriate irregularly spelled words.</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>
	Notes: Day 2	<p>Objective:</p> <ul style="list-style-type: none"> blend words with consonant blends. segment individual sounds in words. generate words that contain /u/. blend, spell, and read words that contain /u/ spelled u. build fluency by reading Decodable 30. <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> <ul style="list-style-type: none"> <u>Skills Practice 1, pages 87-88</u> <u>Core Decodable 30: Plum Pond</u> <p><u>No Wolves Allowed</u> Plot, Cause and Effect</p> <p>Writing Narrative partners</p>	<p>Academic Standards:</p> <p>SEE MONDAY</p>

Wednesday	<p>Notes:</p> <p>Day 3</p>	<p>Objective:</p> <ul style="list-style-type: none"> • identify initial sounds. • segment medial vowels. • generate words that contain /z/. • blend, spell, and read words that contain /z/ spelled z and zz. • build fluency by reading Decodable 31. <p>Lesson Overview:</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"> • <u>Skills Practice 1, pages 89-90</u> • <u>Core Decodable 31: Buzz and Zip</u> <p><u>Far Away Friends</u> Comprehension, asking and answering questions</p> <p>Verbs Writing Narrative</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"> • segment medial vowels. • segment initial consonant blends. • generate words that end with /z/. • blend, spell, and read words that contain /z/ spelled _s. • build fluency by reading Decodable 32. <p>Lesson Overview:</p> <p><u>Sound/Spelling Card 1</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"> • <u>Skills Practice 1, pages 91-92</u> • <u>Core Decodable 32: Hills of Fuzz</u> • <u>Unit 2, eActivity: Lesson 3, Foundational Skills, Blending</u> • <u>U2 eGame: Lesson 3, Foundational Skills</u> <p>Main Idea and Details</p> <p>Verbs</p> <p>Writing Narrative</p>	<p>Academic Standards:</p> <p>See Monday</p>

Friday	<p>Notes:</p> <p>Day 5</p>	<p>Objective:</p> <ul style="list-style-type: none"> • listen for /u/ and /ū/. • segment individual sounds in words. • blend, spell, and read words that contain /j/, /u/, and /z/. • build fluency by reading Decodable 33. <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"> • <u>Skills Practice 1, pages 95-96</u> • <u>Core Decodable 33: Rock and Jazz</u> • <u>Lesson and Unit Assessment 1, pages T49-50</u> • <u>Lesson and Unit Assessment 1, pages 49-50</u> <p><u>Poem – Best Friends</u></p> <p>Verbs and Helping Verbs</p> <p>Presenting Narrative</p>	<p>Academic Standards:</p> <p>See Monday</p>
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