

Name: First Grade		Grading Quarter: 2	Week Beginning: 10/14/23 Week 1
School Year: 2024-25		Subject: ELA Unit 3 Lesson 2	
Monday	Notes: NO School	Objective:	Academic Standards: RF.1.2b Orally produce single-syllable words by blending sounds including consonant blends. RF.1.3b Decode regularly spelled one syllable words 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 read on-level text with purpose and understanding RF.1.3f Read words with inflectional endings RF1.1a Recognize the distinguishing features of a sentence (e.g. first word capitalization, ending punctuation) Other standards: <u>SL.1.1aSL.1.2SL.1.1bSL.1.1cL.1.4aL.1.6RI.1.5SL.1.3</u> <u>W.1.2L.1.1a</u>
Tuesday	Notes: Day 1	Objective: <ul style="list-style-type: none"> count phonemes in words. generate words that contain /ks/. blend, spell, and read words that contain /ks/ spelled ■x. build fluency by reading Decodable 34. Lesson Overview: <u>Rhyme Stew: Winter is Here</u> <u>Sound/Spelling Card 24–Exit</u> <u>Reading a Decodable</u> <u>Sounds-in-Sequence Dictation Whole-Word Dictation</u> <u>Sentence Dictation</u> <u>Skills Practice 1, pages 97-98</u> <u>Core Decodable 34: Max and Sam</u>	Academic Standards: SEE MONDAY

Wednesday	<p>Notes:</p> <p>Day 2</p>	<p>Objective:</p> <ul style="list-style-type: none"> • segment single-syllable words. • generate words that contain /e/. • blend, spell, and read words that contain /e/ spelled e. • build fluency by reading Decodable 35. <p>Lesson Overview:</p> <p><u>Rhyme Stew: Winter is Here</u></p> <p><u>Sound/Spelling Card 5–Hen</u></p> <p><u>Instructional Routine 2: 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 101-102</u></p> <p><u>Core Decodable 35: A Red Fox</u></p>	<p>Academic Standards:</p> <p>See MONDAY</p>
Thursday	<p>Notes:</p> <p>Day 3</p>	<p>Objective:</p> <ul style="list-style-type: none"> • listen for /e/ and /ē/. • generate words with the <i>-ed</i> ending. • identify the /d/ and /ed/ sounds for the <i>-ed</i> ending. • build fluency by reading Decodable 36. <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>Sounds-in-Sequence Dictation</u></p> <p><u>Whole-Word Dictation</u></p> <p><u>Sentence Dictation</u></p> <p><u>Routine 10: Closed Syllables</u></p> <p><u>Skills Practice 1, pages 103-104</u></p> <p><u>Core Decodable 36: The Glass</u></p>	<p>Academic Standards:</p> <p>See Monday</p>

Friday	<p>Notes:</p> <p>Day 4/5</p>	<p>Objective:</p> <ul style="list-style-type: none"> • segment initial consonant sounds. • generate words with the <i>-ed</i> ending. • blend and spell words with the /t/ sound for the <i>-ed</i> ending. • build fluency by reading <i>Decodable</i> 37. <p><u>Lesson Overview:</u></p> <p><u>Reading a Decodable</u></p> <p><u>Word Building</u></p> <p><u>Closed Syllables</u></p> <p><u>Skills Practice 1, pages 105-106</u></p> <p><u>Core Decodable 37: Best Mom</u></p> <p><u>Unit 3, eActivity: Lesson 1, Foundational Skills,</u></p> <p><u>Blending</u></p> <p><u>U3 eGame: Lesson 1, Foundational Skills</u></p> <p><u>Give Unit 3 Lesson one assessment</u></p>	<p>Academic Standards:</p> <p>SEE MONDAY</p>
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