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| Name: First Grade | | Grading Quarter: 2 | Week Beginning: 10/21/23 Week 2 |
| School Year: 2023-24 | | Subject: ELA Unit 3 Lesson 2 | |
| Monday | Notes: Day 1 | <p>Objective:</p> <ul style="list-style-type: none"> blend single-syllable words. generate words that contain /e/. blend, spell, and read words that contain /e/ spelled <u>_ea_</u> build fluency by reading Decodable 39. <p>Lesson Overview:</p> <ul style="list-style-type: none"> <u>Sound/Spelling Card 5–Hen</u> <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>Closed Syllables</u></p> <p><u>Skills Practice 1, pages 111-112</u></p> <p><u>Core Decodable 39: Ted's List</u></p> <p><u>Read “Jake’s Tree” Visualizing and predicting</u></p> | <p>Academic Standards:</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds including consonant blends.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel and final sounds in spoken words</p> <p>RF.1.3b Decode regularly spelled one syllable words</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to obtain the number of syllables,</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.1.4a read on-level text with purpose and understanding</p> <p>RF.1.3f Read words with inflectional endings</p> <p>RF1.1a Recognize the distinguishing features of a sentence (e.g. first word capitalization, ending punctuation)</p> <p>Other standards:</p> <p><u>SL.1.2RL.1.7RI.1.5RL.1.1RL.1.3L.1.4aL.1.6</u></p> |
| | Notes: Day 2 | <p>Objective:</p> <ul style="list-style-type: none"> listen for /e/ and /ē/. generate words that contain /sh/. blend, spell, and read words that contain /sh/ spelled <u>sh</u>. build fluency by reading Decodable 40. <p>Lesson Overview:</p> <p>Sound and Instructional Routines</p> <p><u>Skills Practice 1, pages 115-116</u></p> <p><u>Core Decodable 40: Trish's Ship</u></p> <p><u>Jake’s Tree – compare and contrast</u></p> | <p>Academic Standards:</p> <p>SEE MONDAY</p> |

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| Wednesday | <p>Notes:</p> <p>Day 3</p> | <p>Objective:</p> <ul style="list-style-type: none"> • segment initial consonant sounds. • generate words that contain /th/. • blend, spell, and read words that contain /th/ spelled <i>th</i>. • build fluency by reading Decodable 41. <p>Lesson Overview:</p> <p>Instructional Routines 1-6</p> <p><u>Skills Practice 1, pages 117-118</u></p> <p><u>Core Decodable 41: Beth Gets a Snack</u></p> <p>"Journey of a Raindrop" Summarizing</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"> • blend words with consonant blends. • generate words that contain /ch/. • blend, spell, and read words that contain /ch/ spelled <i>ch</i> and <i>tch</i>. • build fluency by reading Decodable 42. <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 119-120</u></p> <p><u>Core Decodable 42: Mitch on a Ranch</u></p> <p><u>Unit 3, eActivity: Lesson 2, Foundational Skills, High-Frequency Words</u></p> <p><u>U3 eGame: Lesson 2, Foundational Skills</u></p> | <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"> • substitute initial consonant sounds. • blend, spell, and read words that contain /e/ spelled <u>_ea_</u>; /sh/ spelled <i>sh</i>; /th/ spelled <i>th</i>; and /ch/ spelled <i>ch</i> and <i>tch</i>. • build fluency by reading Decodable 43. <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 123-124</u></p> <p><u>Core Decodable 43: Ball Camp</u></p> <p><u>Lesson and Unit Assessment 1, pages T69-70</u></p> <p><u>Lesson and Unit Assessment 1, pages 69-70</u></p> | <p>Academic Standards:</p> <p>SEE MONDAY</p> |
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