

Name: First Grade	Grading Quarter: 3	Week Beginning: 2/5/24
School Year: 2023-24	Subject: ELA Unit 6 Lesson 3	

Monday	Notes:	<p data-bbox="300 105 414 136"><b>Objective</b></p> <div data-bbox="344 178 576 598"> <ul style="list-style-type: none"> <li>delete initial consonant blends.</li> <li>blend, spell, and read words that contain /i/ spelled <i>_igh</i>.</li> <li>build fluency by reading</li> </ul> <p><b>Decodable 79.</b></p> </div> <p data-bbox="300 609 495 640"><b>Lesson Overview</b></p> <p data-bbox="300 651 552 682"><u>Sound/Spelling Card 29–</u></p> <p data-bbox="300 693 365 724"><u>Long I</u></p> <p data-bbox="300 735 552 766"><u>Instructional Routine 10:</u></p> <p data-bbox="300 777 462 808"><u>Closed Syllables</u></p> <div data-bbox="344 819 576 1186"> <ul style="list-style-type: none"> <li><u>Instructional Routine 11:</u></li> <li><u>Open Syllables</u></li> <li><u>Skills Practice 1,</u></li> <li><u>pages 251-252</u></li> <li><u>Core Decodable 79: The</u></li> <li><u>Opossum at</u></li> <li><u>Night</u></li> </ul> </div> <div data-bbox="300 1197 576 1648"> <p>review the elements of realistic fiction.</p> <p>read and discuss “A Trip to Peru.”</p> <p>review and use the Summarizing and Visualizing comprehension strategies.</p> <p>develop their understanding of vocabulary words.</p> </div> <div data-bbox="300 1659 576 1900"> <p>begin to plan their summaries.</p> <p>form the letters <i>j</i> and <i>q</i> correctly.</p> <p>control the size and spacing of letters.</p> </div>	<p data-bbox="600 105 844 136"><b>Academic Standards:</b></p> <p data-bbox="600 136 1291 168"><b>RF1.1a</b> recognize the distinguishing features of a sentence</p> <p data-bbox="600 168 1209 199"><b>RF1.3b</b> Decode regularly spelled one-syllable words</p> <p data-bbox="600 199 1404 273"><b>RF1.4b</b> Read on-level text orally with accuracy, appropriate rate and expression on successive readings</p> <p data-bbox="600 273 1421 346"><b>RF1.2c</b> Isolate and pronounce initial, medial vowel and final sounds in spoken single-syllable words.</p> <p data-bbox="600 346 1453 409"><b>Rf.1.3e</b> Decode two-syllable words following basic patterns by breaking the word into syllables</p> <p data-bbox="600 409 1485 483"><b>L.1.2d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p data-bbox="600 483 1485 556"><b>L.1.2e</b> Spell untaught words phonetically drawing on phonemic awareness and spelling conventions,</p> <p data-bbox="600 556 1258 588"><b>RF.1.4a</b> red on-level text with purpose and understanding</p> <p data-bbox="600 588 1421 619"><b>RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p data-bbox="600 619 787 651">Other standards:</p> <p data-bbox="600 651 1518 682"><u>SL.1.1aRL.1.7RI.1.5RF.1.3gSL.1.4RL.1.1SL.1.1cSL.1.2SL.1.1bRI.1.4SL.1.5L.1.4aL.1.6</u></p>
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Tuesday	Notes:	<ul style="list-style-type: none"><li>Objective: review /ī/ spelled <u>igh</u>. blend, spell, and read words that contain /ī/ spelled <u>y</u>.</li></ul>	Academic Standards: <b>SEE MONDAY</b>
	Day 2	<ul style="list-style-type: none"><li>Lesson Overview: <u>Rhyme Stew: If I Could</u> <u>Sound/Spelling Card 13–</u> <u>Monkey</u> <u>Sound/Spelling Card 25–</u> <u>Yaks</u> <u>Sound/Spelling Card 29–</u> <u>Long I</u> <u>Instructional Routine 11:</u> <u>Open Syllables</u> <u>Skills Practice 1, pages</u> <u>255-256</u> review and practice using selection vocabulary words. reread “The Zoo Trip” while Making Inferences and identifying the Sequence of events. analyze the author’s use of the story elements Setting and Plot. confirm or revise conjectures for Inquiry question. write notes for their summaries. form the letters <i>j</i> and <i>q</i> correctly. control the size and spacing of letters.</li></ul>	

Wednesday	Notes:	Objective:	Academic Standards: See MONDAY
	Day 3	<div>Lesson Overview:</div> <div><ul style="list-style-type: none"><li>segment initial consonant blends.</li><li>blend, spell, and read words that contain /i/ spelled <i>_ie</i></li><li>build fluency by reading</li></ul><b>Decodable 80.</b></div> <div>Instructional Routines</div> <div><u>Sound/Spelling Card 29–</u> <u>Long I</u> <u>Skills Practice 1, pages 257-258</u> <u>Core Decodable 80: Why, Bly?</u> review the elements of narrative nonfiction. read and discuss “Let’s Go to School!” review and use the Asking and Answering Questions and Making Connections comprehension strategies. draft sentences for their summaries. learn about and use adverbs.</div>	

Thursday	Notes:  Day 4	<b>Objective:</b> review /ī/ spelled <i>_igh</i> , <i>_y</i> , and <i>_ie</i> . blend, spell, and read words that contain /ī/ spelled <i>_igh</i> , <i>_y</i> , and <i>_ie</i> .  <b>Lesson Overview:</b> <u><a href="#">Rhyme Stew: Let's Pretend Sound/Spelling Card 29– Long I</a></u> <u><a href="#">Skills Practice 1, pages 259-260</a></u> <u><a href="#">Unit 6, eActivity: Lesson 3, Foundational Skills, Blending</a></u> <u><a href="#">U6 eGame: Lesson 3, Foundational Skills</a></u> review and practice using selection vocabulary words. reread “Let’s Go to School!”, while identifying main ideas and details and comparing and contrasting information. analyze the author’s use of photographs and maps and identify the author’s purpose for writing. complete the inquiry investigation and discuss what they learned. revise their summaries. recognize and use adverbs.	Academic Standards: See Monday

Friday	<p>Notes: Day 5</p> <p><b>Objective:</b></p> <p>segment final consonant sounds.</p> <p>generate words that contain /i/.</p> <p>blend, spell, and read words that contain /i/ spelled <i>i</i>, <i>i_e</i>, <i>_igh</i>, <i>_y</i>, and <i>_ie</i>.</p> <p>build fluency by reading <b><i>Decodable</i> 81.</b></p> <p><u>Lesson Overview:</u></p> <p><u>Sound/Spelling Card 29–</u></p> <p><u>Long I</u></p> <p><u>Skills Practice 1, pages 263-264</u></p> <p><u>Core Decodable 81: Wait for Me</u></p> <p><u>Lesson and Unit</u></p> <p><u>Assessment 1, pages T148-T149</u></p> <p><u>Lesson and Unit</u></p> <p><u>Assessment 1, pages 148-149</u></p> <p>review the elements of poetry.</p> <p>read and discuss the poem “Finding My Place.”</p> <p>review the Lesson 3 comprehension strategies.</p> <p>review the Lesson 3 selection vocabulary words.</p> <p>review the access complex text skills applied in this lesson.</p> <p>review the Lesson 3 Writer’s Craft elements.</p> <p>edit, publish, and present their writing.</p> <p>form the letters <i>j</i> and <i>q</i> correctly.</p> <p>increase fluency and speed while writing.</p>	<p>Academic Standards:</p> <p>SEE MONDAY</p>
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		<div>control the size and spacing of letters. recognize and use adverbs.</div>	
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