

Name: First Grade	Grading Quarter: 3	Week Beginning: 2/19/24
School Year: 2023-24	Subject: ELA Unit 7 Lesson 2	

Monday	<p>Notes:</p> <p>Day 1</p>	<p>Objective</p> <ul style="list-style-type: none"> segment individual sounds in words. blend, spell, and read words that contain /ō/ spelled <i>oa</i>__. <p>Lesson Overview</p> <p>Sound/Spelling Card 27–Long A</p> <ul style="list-style-type: none"> Sound/Spelling Card 28–Long E Sound/Spelling Card 29–Long I Sound/Spelling Card 30–Long O Sound/Spelling Card 31–Long U <p>Skills Practice 2, pages 1-2</p> <p>listen attentively to the Read Aloud “Why Evergreen Trees Never Lose Their Leaves.”</p> <p>develop an understanding of vocabulary words.</p> <p>identify the front and back covers, Table of Contents, and title of <i>Student Anthology 1.</i></p> <p>discuss the concepts of roots and seeds.</p> <p>set purposes for reading the unit’s selections.</p> <p>generate questions and statements about the unit theme.</p> <p>begin to plan their opinion pieces.</p> <p>take a spelling pretest.</p> <p>form the letters <i>j</i>, <i>q</i>, <i>x</i>, and <i>y</i> correctly.</p> <p>control the size and spacing of letters.</p>	<p>Academic Standards:</p> <p>RF1.1a recognize the distinguishing features of a sentence</p> <p>RF1.3b Decode regularly spelled one-syllable words</p> <p>RF1.4b Read on-level text orally with accuracy, appropriate rate and expression on successive readings</p> <p>RF1.2c Isolate and pronounce initial, medial vowel and final sounds in spoken single-syllable words.</p> <p>Rf.1.3e Decode two-syllable words following basic patterns by breaking the word into 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.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>Other standards:</p> <p><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	<p>Notes:</p> <p>Day 2</p>	<ul style="list-style-type: none"> Objective: <ul style="list-style-type: none"> generate words that contain /ō/. blend, spell, and read words that contain /ō/ spelled _ow. build fluency by reading <i>Decodable 82</i> Lesson Overview: <ul style="list-style-type: none"> <u>Sound/Spelling Card 30—Long O</u> <p><u>Instructional Routine 10: Closed Syllables</u></p> <p><u>Instructional Routine 11: Open Syllables</u></p> <p><u>Skills Practice 2, pages 5-6</u></p> <p><u>Core Decodable 82: Crow and Goat</u></p> <p>review the elements of explanatory text.</p> <p>read and discuss “Plant Life Cycles.”</p> <p>review and use the Making Connections and Predicting comprehension strategies.</p> <p>develop their understanding of vocabulary words.</p> <p>focus on reading accurately.</p> <p>continue to plan their opinion writing.</p> <p>take a spelling pretest.</p> <p>form the letters <i>j</i>, <i>q</i>, <i>x</i>, and <i>y</i> correctly.</p> <p>control the size and spacing of letters.</p>	<p>Academic Standards:</p> <p>SEE MONDAY</p>
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Wednesday	Notes:	Objective:	Academic Standards: See MONDAY
	Day 3	<div><ul style="list-style-type: none">blend single-syllable words.blend, spell, and read words that contain /ū/ spelled _ew.</div> <div>Lesson Overview:</div> <div><u>Sound/Spelling Card 31–</u></div> <div><u>Long U</u></div> <div><u>Instructional Routine 11:</u></div> <div><u>Open Syllables</u></div> <div><ul style="list-style-type: none"><u>Skills Practice 2, pages 7-8</u></div> <div>review and practice using selection vocabulary words.</div> <div>reread “Plant Life Cycles” and identify the sequence and cause-and-effect relationships.</div> <div>analyze the Writer’s Craft skills Text Features and Genre Knowledge.</div> <div>focus on reading at an appropriate rate.</div> <div>evaluate their prewriting plans.</div> <div>practice spelling words with /ō/.</div> <div>use personal pronouns.</div>	

Thursday	<p>Notes:</p> <p>Day 4</p>	<p>Objective:</p> <p>generate words that contain /ū/.</p> <ul style="list-style-type: none"> blend, spell, and read words that contain /ū/ spelled <i>_ue</i>. <p>Lesson Overview:</p> <p>build fluency by reading</p> <p>Decodable 83. Skills Practice 2, pages 15-16</p> <ul style="list-style-type: none"> Core Decodable 83: Rescue That Cat! Unit 7, eActivity: Lesson 1, Foundational Skills, Blending U7 eGame: Lesson 1, Foundational Skills review and practice using the selection vocabulary words. review the elements of poetry. read and discuss the poem “Dandelion.” review and use the Clarifying and Visualizing comprehension strategies. identify the Writer’s Craft skills Point of View and Language Use. answer questions about “Plant Life 	<p>Academic Standards:</p> <p>See Monday</p>
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		<div>Cycles” and “Dandelion.”</div> <div><ul style="list-style-type: none">• read the Science Connection and complete an experiment. begin drafting their opinion pieces.• practice using the spelling words.• use personal and indefinite pronouns.</div>	
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Friday	Notes:	Objective: listen for long-vowel sounds.	Academic Standards: SEE MONDAY
	Day 5	<ul style="list-style-type: none">• generate words that contain /ō/ and /ū/.• blend, spell, and read words that contain /ō/ and /ū/.• build fluency by reading Decodable 84 <u>Lesson Overview:</u> Skills Practice 2, pages 19-20 Core Decodable 84: Eat at Joan's Lesson and Unit Assessment 2, page T1 Lesson and Unit Assessment 2, page 1 review the Lesson 1 selection vocabulary words. review the Making Connections, Predicting, Clarifying, and Visualizing comprehension strategies. review the Cause and Effect and Sequence skills used in this lesson. review the Writer's Crafts skills of Text Features, Genre Knowledge, Language Use, and Point of View. build fluency by reading with accuracy and at an appropriate rate. generate questions for Inquiry research. writing objectives finish drafting their opinion pieces.	

		<div>take the spelling assessment.</div> <div>form the letters <i>j</i>, <i>q</i>, <i>x</i>, and <i>y</i> correctly.</div> <div>use personal and indefinite pronouns.</div>	
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