

Name: First Grade		Grading Quarter: 3	Week Beginning: 1/06/24
School Year: 2024-25		Subject: ELA Unit 5 Lesson 3	
Monday	Notes: No School		<p>Academic Standards:</p> <p>RF1.1a recognize the distinguishing features of a sentence</p> <p>RF1.2a Distinguish long from short vowel sounds in spoken single syllable words</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>RF1.3c Know final _e and common vowel team conventions for representing long vowel sounds.</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 red on-level text with purpose and understanding</p> <p>Other standards:</p> <p><u>SL.1.1aRI.1.5RI.1.7SL.1.2RI.1.6RI.1.1SL.1.1bSL.1.1cL.1.4aL.1.5cL.1.6</u></p>
Tuesday	Notes: Day 1	<ul style="list-style-type: none"> • Objective: • blend single-syllable words. • blend, spell, and read words that contain /ē/ spelled e and e_e. • build fluency by reading Decodable 70. • • Lesson Overview: • <u>Sound/Spelling Card 5–Hen</u> • <u>Sound/Spelling Card 28–Long E</u> • <u>Skills Practice 1, pages 209-210</u> • <u>Core Decodable 70: A Zebra</u> • • <u>Read the Zoo Trip</u> • <u>Write persuasive paper</u> 	<p>Academic Standards:</p> <p>SEE MONDAY</p>

Wednesday	<p>Notes:</p> <p>Day 2</p>	<p>Objective:</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> • review /ē/ spelled <i>e</i> and <i>e_e</i>. • blend, spell, and read words that contain /ē/ spelled <i>e</i> and <i>e_e</i>. <p>Instructional Routines</p> <ul style="list-style-type: none"> • <u>Sound/Spelling Card 5–Hen</u> • <u>Sound/Spelling Card 28–Long E</u> • <u>Instructional Routine 11: Open Syllables</u> • <u>Skills Practice 1, pages 213–214</u> <p>Reread The Zoo Trip</p> <p>Continue writing the persuasive paper “Snowmen at night”</p>	<p>Academic Standards:</p> <p>See MONDAY</p>
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Thursday	<p>Notes:</p> <p>Day 3</p>	<p>Objective:</p> <ul style="list-style-type: none"> segment individual sounds in words. blend, spell, and read words that contain /ē/ spelled <i>ee</i>. <p>Lesson Overview:</p> <ul style="list-style-type: none"> <u>Sound/Spelling Card 28—Long E</u> <u>Instructional Routine 8: Whole-Word Dictation</u> <u>Instructional Routine 9: Sentence Dictation</u> <u>Instructional Routine 10: Closed Syllables</u> <u>Instructional Routine 11: Open Syllables</u> <u>Skills Practice 1, pages 215-216</u> review the elements of a photo essay. read and discuss “Inside the Fire Station.” review and use the Asking and Answering Questions and Clarifying comprehension strategies. 	<p>Academic Standards:</p> <p>See Monday</p>
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Friday	<p>Notes:</p> <p>Day 4/5</p>	<p>Objective:</p> <ul style="list-style-type: none"> blend, spell, and read words that contain /ē/ spelled <i>ea</i>. build fluency by reading <i>Decodable</i> 71. <p><u>Lesson Overview:</u></p> <ul style="list-style-type: none"> <u>Sound/Spelling Card 28–Long E</u> <u>Skills Practice 1, pages 217-218</u> <u>Core Decodable 71: Summer Heat</u> <u>Unit 5, eActivity: Lesson 3, Foundational Skills, Blending</u> <u>U5 eGame: Lesson 3, Foundational Skills</u> <u>Skills Practice 1, pages 221-222</u> <u>Core Decodable 72: Green River</u> <u>Lesson and Unit Assessment 1, pages T124-T125</u> <u>Lesson and Unit Assessment 1, pages 124-125</u> 	<p>Academic Standards:</p> <p>SEE MONDAY</p>
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