

Name: First Grade		Grading Quarter: 3	Week Beginning: 1/13/25
School Year: 2024-25		Subject: ELA Unit 6 Lesson 1	
Monday	Notes:	Objective	Academic Standards:
	Day 1	<ul style="list-style-type: none"> <li>segment medial vowels.</li> <li>blend, spell, and read words that contain /ē/ spelled _y.</li> </ul> <p>Lesson Overview</p> <ul style="list-style-type: none"> <li><u>Sound/Spelling Card 25--Yaks</u></li> <li><u>Sound/Spelling Card 28--Long E</u></li> <li><u>Instructional Routine 11: Open Syllables</u></li> <li><u>Skills Practice 1, pages 223-224</u></li> <li>listen attentively to the Read Aloud selection, "Block Party. "</li> <li>develop an understanding of vocabulary words.</li> <li>identify the front and back covers, Table of Contents, and title of the <b><i>Around Our World Big Book</i></b>.</li> <li>discuss the concepts of cultures and communities from around the world.</li> <li>set purposes for reading the unit's selections.</li> <li>generate questions and statements about the unit theme.</li> </ul>	<p><b>RF1.1a</b> recognize the distinguishing features of a sentence</p> <p><b>RF1.2a</b> Distinguish long from short vowel sounds in spoken single syllable words</p> <p><b>RF1.3b</b> Decode regularly spelled one-syllable words</p> <p><b>RF1.4b</b> Read on-level text orally with accuracy, appropriate rate and expression on successive readings</p> <p><b>RF1.3c</b> Know final _e and common vowel team conventions for representing long vowel sounds.</p> <p><b>Rf.1.3e</b> Decode two-syllable words following basic patterns by breaking the word into syllables</p> <p><b>L.1.2d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.2e</b> Spell untaught words phonetically drawing on phonemic awareness and spelling conventions,</p> <p><b>RF.1.4a</b> 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	<p>Notes:</p> <p>Day 2</p>	<ul style="list-style-type: none"> <li>• Objective:</li> <li>• blend, spell, and read words that contain /ē/ spelled <u>_ie_</u>.</li> <li>• build fluency by reading <b><i>Decodable 73.</i></b></li> <li>• Lesson Overview:</li> <li>• <u>Sound/Spelling Card 28–Long E</u></li> <li>• <u>Instructional Routine 11: Open Syllables</u></li> <li>• <u>Skills Practice 1, pages 227-228</u></li> <li>• <u>Core Decodable 73: A Party for Puppies</u></li> <li>• review the elements of a photo essay.</li> <li>• listen to and discuss “Be My Neighbor.”</li> <li>• review and use the Asking and Answering and Summarizing comprehension strategies.</li> </ul>	<p>Academic Standards:</p> <p><b>SEE MONDAY</b></p>
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Wednesday	<p>Notes:</p> <p>Day 3</p>	<p>Objective:</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>blend single-syllable words.</li> <li>blend, spell, and read words that contain /ē/ spelled <u>ey</u>.</li> <li>build fluency by reading <b>Decodable 74</b>.</li> </ul> <p>Instructional Routines</p> <ul style="list-style-type: none"> <li><u>Sound/Spelling Card 28–Long E</u></li> <li><u>Instructional Routine 10: Closed Syllables</u></li> <li><u>Skills Practice 1, pages 229–230</u></li> <li><u>Core Decodable 74: Dudley the Donkey</u></li> <li>review and practice using selection vocabulary words.</li> <li>reread “Be My Neighbor” and identify Classify and Categorize and Compare and Contrast text structures.</li> <li>identify the Point of View and analyze the text features Photographs and Captions.</li> <li>develop their understanding of vocabulary words.</li> </ul>	<p>Academic Standards:</p> <p>See MONDAY</p>
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Thursday	<p>Notes:</p> <p>Day 4</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>review /ē/ spelled _y, _ie_, and _ey.</li> <li>blend, spell, and read words that contain /ē/ spelled _y, _ie_, and _ey.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li><u>Instructional Routine 10: Closed Syllables</u></li> <li><u>Instructional Routine 11: Open Syllables</u></li> <li><u>Skills Practice 1, pages 231-232</u></li> <li><u>Unit 6, eActivity: Lesson 1, Foundational Skills, Blending</u></li> <li><u>U6 eGame: Lesson 1, Foundational Skills</u></li> <li>review and practice using selection vocabulary words.</li> <li>review the elements of poetry.</li> <li>listen to and discuss the poem "Neighborhood of Sun."</li> <li>review and use the Clarifying and Visualizing comprehension strategies.</li> <li>identify Point of View and demonstrate Genre Knowledge</li> </ul>	<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"> <li>• segment initial consonant sounds.</li> <li>• generate words that contain /ē/.</li> <li>• blend, spell, and read words that contain /ē/ spelled <i>e</i>, <i>e_e</i>, <i>ee</i>, <i>ea</i>, <i>_y</i>, <i>_ie_</i>, and <i>_ey</i>.</li> <li>• build fluency by reading <b>Decodable 75</b>.</li> </ul> <p><u>Lesson Overview:</u></p> <ul style="list-style-type: none"> <li>• <u>Sound/Spelling Card 16–Popcorn</u></li> <li>• <u>Sound/Spelling Card 28–Long E</u></li> <li>• <u>Skills Practice 1, pages 235–236</u></li> <li>• <u>Core Decodable 75: Casey and Maggie</u></li> <li>• <u>Lesson and Unit Assessment 1, pages T138–T139</u></li> <li>• <u>Lesson and Unit Assessment 1, pages 138–139</u></li> <li>• review the read aloud and the <b><i>Around Our World Big Book</i></b> selections.</li> <li>• review the Lesson 1 selection vocabulary words.</li> <li>• review the Lesson 1 comprehension strategies.</li> <li>• review the Lesson 1 access complex text skills.</li> <li>• review the Writer’s Craft elements that were taught in this lesson.</li> <li>• create conjectures for Inquiry research.</li> </ul>	<p>Academic Standards:</p> <p>SEE MONDAY</p>
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