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| Name:<br>First Grade    | Grading<br>Quarter: 3        | Week Beginning: 1/27/25 |
| School Year:<br>2024-25 | Subject: ELA Unit 6 Lesson 3 |                         |

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| Monday | Notes: | <p data-bbox="300 100 414 136"><b>Objective</b></p> <ul data-bbox="349 184 568 556" 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 data-bbox="397 562 544 598"><b><i>Decodable</i> 79.</b></p> <p data-bbox="300 604 495 640"><b>Lesson Overview</b></p> <p data-bbox="300 646 552 682"><u>Sound/Spelling Card 29–</u></p> <p data-bbox="300 688 365 724"><u>Long I</u></p> <p data-bbox="300 730 552 766"><u>Instructional Routine 10:</u></p> <p data-bbox="300 772 462 808"><u>Closed Syllables</u></p> <ul data-bbox="349 814 576 1144" 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 Opossum</u></li> <li>• <u>at Night</u></li> </ul> <p data-bbox="300 1150 576 1312">review the elements of realistic fiction.<br/>read and discuss “A Trip to Peru.”</p> <p data-bbox="300 1318 576 1480">review and use the Summarizing and Visualizing comprehension strategies.</p> <p data-bbox="300 1486 576 1606">develop their understanding of vocabulary words.</p> <p data-bbox="300 1612 576 1690">begin to plan their summaries.</p> <p data-bbox="300 1696 576 1774">form the letters <i>j</i> and <i>q</i> correctly.</p> <p data-bbox="300 1780 576 1858">control the size and spacing of letters.</p> | <p data-bbox="600 100 852 136"><b>Academic Standards:</b></p> <p data-bbox="600 142 1291 178"><b>RF1.1a</b> recognize the distinguishing features of a sentence</p> <p data-bbox="600 184 1209 220"><b>RF1.3b</b> Decode regularly spelled one-syllable words</p> <p data-bbox="600 226 1404 283"><b>RF1.4b</b> Read on-level text orally with accuracy, appropriate rate and expression on successive readings</p> <p data-bbox="600 289 1421 346"><b>RF1.2c</b> Isolate and pronounce initial, medial vowel and final sounds in spoken single-syllable words.</p> <p data-bbox="600 352 1453 409"><b>Rf.1.3e</b> Decode two-syllable words following basic patterns by breaking the word into syllables</p> <p data-bbox="600 415 1485 493"><b>L.1.2d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p data-bbox="600 499 1485 556"><b>L.1.2e</b> Spell untaught words phonetically drawing on phonemic awareness and spelling conventions,</p> <p data-bbox="600 562 1258 598"><b>RF1.4a</b> red on-level text with purpose and understanding</p> <p data-bbox="600 604 1421 640"><b>RF1.3g</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p data-bbox="600 646 787 682">Other standards:</p> <p data-bbox="600 688 1518 724"><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"> <li>Objective:           <p>review /i/ spelled <i>_igh</i>.</p> <p>blend, spell, and read words that contain /i/ spelled <i>_y</i>.</p> </li> <li>Lesson Overview:           <p><u>Rhyme Stew: If I Could</u></p> <p><u>Sound/Spelling Card 13–</u></p> <p><u>Monkey</u></p> <p><u>Sound/Spelling Card 25–</u></p> <p><u>Yaks</u></p> <p><u>Sound/Spelling Card 29–</u></p> <p><u>Long I</u></p> <p><u>Instructional Routine 11:</u></p> <p><u>Open Syllables</u></p> <p><u>Skills Practice 1, pages</u></p> <p><u>255-256</u></p> <p>review and practice using selection vocabulary words.</p> <p>reread “The Zoo Trip” while Making Inferences and identifying the Sequence of events.</p> <p>analyze the author’s use of the story elements Setting and Plot.</p> <p>confirm or revise conjectures for Inquiry question.</p> <p>write notes for 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> </li> </ul> | <p>Academic Standards:</p> <p>SEE MONDAY</p> |
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| Wednesday | Notes: | Objective:  | Academic Standards:<br>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 _ie</li><li>build fluency by reading</li></ul><b>Decodable 80.</b></div> <div>Instructional Routines</div> <div><u>Sound/Spelling Card 29–</u><br/><u>Long I</u><br/><u>Skills Practice 1, pages</u><br/><u>257-258</u><br/><u>Core Decodable 80: Why,</u><br/><u>Bly?</u></div> <div>review the elements of narrative nonfiction.<br/>read and discuss “Let’s Go to School!”<br/>review and use the Asking and Answering Questions and Making Connections comprehension strategies.<br/>draft sentences for their summaries.<br/>learn about and use adverbs.</div> |                                   |

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

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| 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>Decodable 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<br/>spacing of letters.<br/>recognize and use<br/>adverbs.</div> |  |
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