

Name: First Grade		Grading Quarter: 2	Week Beginning: 10/17/23 Week 1
School Year: 2023-24		Subject: ELA Unit 3 Lesson 2	
Monday	Notes:  NO School	Objective:	Academic Standards: <b>RF.1.2b</b> Orally produce single-syllable words by blending sounds including consonant blends. <b>RF.1.3b</b> Decode regularly spelled one syllable words <b>L.1.2d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. <b>L.1.2e</b> Spell untaught words phonetically drawing on phonemic awareness and spelling conventions, <b>RF.1.4a</b> read on-level text with purpose and understanding <b>RF.1.3f</b> Read words with inflectional endings <b>RF1.1a</b> Recognize the distinguishing features of a sentence (e.g. first word capitalization, ending punctuation) Other standards: <u>SL.1.1aSL.1.2SL.1.1bSL.1.1cL.1.4aL.1.6RI.1.5SL.1.3W.1.2L.1.1a</u>
Tuesday	Notes:  Day 1	Objective: <ul style="list-style-type: none"> <li>count phonemes in words.</li> <li>generate words that contain /ks/.</li> <li>blend, spell, and read words that contain /ks/ spelled ■x.</li> <li>build fluency by reading <i>Decodable</i> 34.</li> </ul> Lesson Overview: <u>Rhyme Stew: Winter is Here</u> <u>Sound/Spelling Card 24–Exit</u> <u>Reading a Decodable</u> <u>Sounds-in-Sequence Dictation Whole-Word Dictation</u> <u>Sentence Dictation</u> <u>Skills Practice 1, pages 97-98</u> <u>Core Decodable 34: Max and Sam</u>	Academic Standards: <b>SEE MONDAY</b>

Wednesday	<p>Notes:</p> <p>Day 2</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• segment single-syllable words.</li> <li>• generate words that contain /e/.</li> <li>• blend, spell, and read words that contain /e/ spelled e.</li> <li>• build fluency by reading <i>Decodable</i> 35.</li> </ul> <p>Lesson Overview:</p> <p><u>Rhyme Stew: Winter is Here</u></p> <p><u>Sound/Spelling Card 5–Hen</u></p> <p><u>Instructional Routine 2: Sound-by-Sound Blending</u></p> <p><u>Blending Sentences</u></p> <p><u>Reading a Decodable</u></p> <p><u>Word Building</u></p> <p><u>Skills Practice 1, pages 101-102</u></p> <p><u>Core Decodable 35: A Red Fox</u></p>	<p>Academic Standards:</p> <p>See MONDAY</p>
Thursday	<p>Notes:</p> <p>Day 3</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• listen for /e/ and /ē/.</li> <li>• generate words with the <i>–ed</i> ending.</li> <li>• identify the /d/ and /ed/ sounds for the <i>–ed</i> ending.</li> <li>• build fluency by reading <i>Decodable</i> 36.</li> </ul> <p>Lesson Overview:</p> <p><u>Sound-by-Sound Blending</u></p> <p><u>Blending Sentences</u></p> <p><u>Reading a Decodable</u></p> <p><u>Sounds-in-Sequence Dictation</u></p> <p><u>Whole-Word Dictation</u></p> <p><u>Sentence Dictation</u></p> <p><u>Routine 10: Closed Syllables</u></p> <p><u>Skills Practice 1, pages 103-104</u></p> <p><u>Core Decodable 36: The Glass</u></p>	<p>Academic Standards:</p> <p>See Monday</p>

Friday	<p>Notes:</p> <p>Day 4/5</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• segment initial consonant sounds.</li> <li>• generate words with the <i>-ed</i> ending.</li> <li>• blend and spell words with the /t/ sound for the <i>-ed</i> ending.</li> <li>• build fluency by reading <b><i>Decodable</i></b> 37.</li> </ul> <p><u>Lesson Overview:</u></p> <p><u>Reading a Decodable</u></p> <p><u>Word Building</u></p> <p><u>Closed Syllables</u></p> <p><u>Skills Practice 1, pages 105-106</u></p> <p><u>Core Decodable 37: Best Mom</u></p> <p><u>Unit 3, eActivity: Lesson 1, Foundational Skills,</u></p> <p><u>Blending</u></p> <p><u>U3 eGame: Lesson 1, Foundational Skills</u></p> <p><u>Give Unit 3 Lesson one assessment</u></p>	<p>Academic Standards:</p> <p>SEE MONDAY</p>
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