

Name: First Grade		Grading Quarter: 2	Week Beginning: 12/11/23
School Year: 2023-24		Subject: ELA Unit 5 Lesson 2	
Monday	Notes:	Academic Standards:	
	Day 1	<p>RF1.1a recognize the distinguishing features of a sentence RF1.2a Distinguish long from short vowel sounds in spoken single syllable words RF1.3b Decode regularly spelled one-syllable words RF1.4b Read on-level text orally with accuracy, appropriate rate and expression on successive readings RF1.3c Know final _e and common vowel team conventions for representing long vowel sounds. Rf.1.3e Decode two-syllable words following basic patterns by breaking the word into syllables L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2e Spell untaught words phonetically drawing on phonemic awareness and spelling conventions, RF.1.4a read on-level text with purpose and understanding Other standards: <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>	
		<p>Objective:</p> <ul style="list-style-type: none"> substitute initial consonant sounds. distinguish between /ō/ and /o/ in words. blend, spell, and read words that contain /ō/ spelled <i>o</i> and <i>o_e</i>. build fluency by reading Decodable 67. <p>Lesson Overview:</p> <ul style="list-style-type: none"> <u>Sound/Spelling Card 15–Fox</u> <u>Sound/Spelling Card 30–Long O</u> <u>Instructional Routine 11: Open Syllables</u> <u>Skills Practice 1, pages 195-196</u> <u>Core Decodable 67: Frozen</u> review the elements of informational text. listen to and discuss “Places in Our Community.” review and use the Clarifying and Summarizing comprehension strategies. develop their understanding of vocabulary words. learn about persuasive posters. form the letters <i>v</i> and <i>w</i> correctly. control the size and spacing of letters. 	

Tuesday	<p>Notes:</p> <p>Day 2</p>	<p>Objective:</p> <ul style="list-style-type: none"> • review /ō/ spelled o and o_e. • blend, spell, and read words that contain /ō/ spelled o and o_e. <p>Lesson Overview:</p> <ul style="list-style-type: none"> • <u>Instructional Routine 10: Closed Syllables</u> • <u>Instructional Routine 11: Open Syllables</u> • <u>Skills Practice 1, pages 199-200</u> • review and practice using selection vocabulary words. • reread “Places in Our Community” while Classifying and Categorizing and Distinguishing Facts from Opinions. • analyze the Text Features in the selection and identify the Author’s Purpose. • create conjectures and collect information for Inquiry. 	<p>Academic Standards:</p> <p>SEE MONDAY</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"> • segment individual sounds in words. • blend, spell, and read words that contain /ū/ spelled <i>u</i> and <i>u_e</i>. • build fluency by reading <i>Decodable</i> 68. <p>Instructional Routines</p> <ul style="list-style-type: none"> • <u>Sound/Spelling Card 21–Tug</u> • <u>Sound/Spelling Card 31–Long U</u> • <u>Instructional Routine 11: Open Syllables</u> • <u>Skills Practice 1, pages 201–202</u> • <u>Core Decodable 68: Muse the Mule</u> • review the elements of realistic fiction. • read and discuss “Sam’s Map.” • review and use the Making Connections and Summarizing comprehension strategies. 	<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"> • review /ū/ spelled <i>u</i> and <i>u_e</i>. • blend, spell, and read words that contain /ū/ spelled <i>u</i> and <i>u_e</i>. <p>Lesson Overview:</p> <ul style="list-style-type: none"> • <u>Instructional Routine 11: Open Syllables</u> • <u>Skills Practice 1, pages 203-204</u> • <u>Unit 5, eActivity: Lesson 2, Foundational Skills, High-Frequency Words</u> • <u>U5 eGame: Lesson 2, Foundational Skills</u> • review and practice using selection vocabulary words. • reread “Sam’s Map” while making inferences and identifying the sequence of events. • analyze the author’s use of the story element character and identify the text feature maps. • collect information for Inquiry. 	<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"> • substitute final consonant sounds. • blend, spell, and read words that contain /ō/ spelled <i>o</i> and <i>o_e</i> and /ū/ spelled <i>u</i> and <i>u_e</i>. • build fluency by reading <i>Decodable</i> 69. <p><u>Lesson Overview:</u></p> <ul style="list-style-type: none"> • <u>Rhyme Stew: Let's Pretend</u> • <u>Sound/Spelling Card 30–Long O</u> • <u>Sound/Spelling Card 31–Long U</u> • <u>Instructional Routine 11: Open Syllables</u> • <u>Skills Practice 1, pages 207-208</u> • <u>Core Decodable 69: A Better Mule</u> • <u>Lesson and Unit Assessment 1, pages T119-T120</u> • <u>Lesson and Unit Assessment 1, pages 119-120</u> • review the elements of poetry. • review the Lesson 2 comprehension strategies. • review the Lesson 2 selection vocabulary words. • review the Lesson 2 access complex text skills. • review the Lesson 2 writer's craft elements. 	<p>Academic Standards:</p> <p>SEE MONDAY</p>
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