

Name: First Grade		Grading Quarter: 3	Week Beginning: 1/22/23
School Year: 2023-24		Subject: ELA Unit 6 Lesson 1	
Monday	Notes:	Objective	Academic Standards:
	Day 1	<ul style="list-style-type: none"> segment medial vowels. blend, spell, and read words that contain /ē/ spelled _y. <p>Lesson Overview</p> <ul style="list-style-type: none"> <u>Sound/Spelling Card 25--Yaks</u> <u>Sound/Spelling Card 28--Long E</u> <u>Instructional Routine 11: Open Syllables</u> <u>Skills Practice 1, pages 223-224</u> listen attentively to the Read Aloud selection, "Block Party." develop an understanding of vocabulary words. identify the front and back covers, Table of Contents, and title of the <i>Around Our World Big Book</i>. discuss the concepts of cultures and communities from around the world. set purposes for reading the unit's selections. generate questions and statements about the unit theme. 	<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 read 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"> • Objective: • blend, spell, and read words that contain /ē/ spelled <u>_ie_</u>. • build fluency by reading <i>Decodable 73.</i> • Lesson Overview: • <u>Sound/Spelling Card 28–Long E</u> • <u>Instructional Routine 11: Open Syllables</u> • <u>Skills Practice 1, pages 227-228</u> • <u>Core Decodable 73: A Party for Puppies</u> • review the elements of a photo essay. • listen to and discuss “Be My Neighbor.” • review and use the Asking and Answering and Summarizing comprehension strategies. 	<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"> blend single-syllable words. blend, spell, and read words that contain /ē/ spelled _ey. build fluency by reading <i>Decodable</i> 74. <p>Instructional Routines</p> <ul style="list-style-type: none"> <u>Sound/Spelling Card 28–Long E</u> <u>Instructional Routine 10: Closed Syllables</u> <u>Skills Practice 1, pages 229–230</u> <u>Core Decodable 74: Dudley the Donkey</u> review and practice using selection vocabulary words. reread “Be My Neighbor” and identify Classify and Categorize and Compare and Contrast text structures. identify the Point of View and analyze the text features Photographs and Captions. develop their understanding of vocabulary words. 	<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 /ē/ spelled _y, _ie_, and _ey. blend, spell, and read words that contain /ē/ spelled _y, _ie_, and _ey. <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 231-232</u> <u>Unit 6, eActivity: Lesson 1, Foundational Skills, Blending</u> <u>U6 eGame: Lesson 1, Foundational Skills</u> review and practice using selection vocabulary words. review the elements of poetry. listen to and discuss the poem “Neighborhood of Sun.” review and use the Clarifying and Visualizing comprehension strategies. identify Point of View and demonstrate Genre Knowledge 	<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"> • segment initial consonant sounds. • generate words that contain /ē/. • 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>. • build fluency by reading <i>Decodable</i> 75. <p><u>Lesson Overview:</u></p> <ul style="list-style-type: none"> • <u>Sound/Spelling Card 16–Popcorn</u> • <u>Sound/Spelling Card 28–Long E</u> • <u>Skills Practice 1, pages 235–236</u> • <u>Core Decodable 75: Casey and Maggie</u> • <u>Lesson and Unit Assessment 1, pages T138–T139</u> • <u>Lesson and Unit Assessment 1, pages 138–139</u> • review the read aloud and the <i>Around Our World Big Book</i> selections. • review the Lesson 1 selection vocabulary words. • review the Lesson 1 comprehension strategies. • review the Lesson 1 access complex text skills. • review the Writer’s Craft elements that were taught in this lesson. • create conjectures for Inquiry research. 	<p>Academic Standards:</p> <p>SEE MONDAY</p>
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