

Name: First Grade	Grading Quarter: 2	Week Beginning: 10/21/23 Week 2
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School Year: 2023-24	Subject: ELA Unit 3 Lesson 2
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Monday	<p>Notes:</p> <p>Day 1</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>blend single-syllable words.</li> <li>generate words that contain /e/.</li> <li>blend, spell, and read words that contain /e/ spelled <u>_ea_</u></li> <li>build fluency by reading <b>Decodable</b> 39.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li><u>Sound/Spelling Card 5–Hen</u></li> </ul> <p><u>Introducing Sounds and Spellings</u></p> <p><u>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>Closed Syllables</u></p> <p><u>Skills Practice 1, pages 111-112</u></p> <p><u>Core Decodable 39: Ted's List</u></p> <p><u>Read “Jake’s Tree” Visualizing and predicting</u></p>	<p>Academic Standards:</p> <p><b>RF.1.2b</b> Orally produce single-syllable words by blending sounds including consonant blends.</p> <p><b>RF.1.2c</b> Isolate and pronounce initial, medial vowel and final sounds in spoken words</p> <p><b>RF.1.3b</b> Decode regularly spelled one syllable words</p> <p><b>RF.1.3d</b> Use knowledge that every syllable must have a vowel sound to obtain the number of 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> read on-level text with purpose and understanding</p> <p><b>RF.1.3f</b> Read words with inflectional endings</p> <p><b>RF1.1a</b> Recognize the distinguishing features of a sentence (e.g. first word capitalization, ending punctuation)</p> <p>Other standards: <u>SL.1.2RL.1.7RI.1.5RL.1.1RL.1.3L.1.4aL.1.6</u></p>
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Tuesday	<p>Notes:</p> <p>Day 2</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>listen for /e/ and /ē/.</li> <li>generate words that contain /sh/.</li> <li>blend, spell, and read words that contain /sh/ spelled <u>sh</u>.</li> <li>build fluency by reading <b>Decodable</b> 40.</li> </ul> <p>Lesson Overview:</p> <p>Sound and Instructional Routines</p> <p><u>Skills Practice 1, pages 115-116</u></p> <p><u>Core Decodable 40: Trish's Ship</u></p> <p><u>Jake’s Tree – compare and contrast</u></p>	<p>Academic Standards:</p> <p><b>SEE MONDAY</b></p>
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Wednesday	Notes:  Day 3	<p>Objective:</p> <ul style="list-style-type: none"> <li>• segment initial consonant sounds.</li> <li>• generate words that contain /th/.</li> <li>• blend, spell, and read words that contain /th/ spelled <i>th</i>.</li> <li>• build fluency by reading <b>Decodable</b> 41.</li> </ul> <p>Lesson Overview: Instructional Routines 1-6 <u>Skills Practice 1, pages 117-118</u> <u>Core Decodable 41: Beth Gets a Snack</u> "Journey of a Raindrop" Summarizing</p>	Academic Standards: See MONDAY
Thursday	Notes:  Day 4	<p>Objective:</p> <ul style="list-style-type: none"> <li>• blend words with consonant blends.</li> <li>• generate words that contain /ch/.</li> <li>• blend, spell, and read words that contain /ch/ spelled <i>ch</i> and <i>tch</i>.</li> <li>• build fluency by reading <b>Decodable</b> 42.</li> </ul> <p>Lesson Overview: <u>Sound-by-Sound Blending</u> <u>Blending Sentences</u> <u>Reading a Decodable</u> <u>Sounds-in-Sequence Dictation</u> <u>Whole-Word Dictation</u> <u>Sentence Dictation</u> <u>Routine 10: Closed Syllables</u> <u>Skills Practice 1, pages 119-120</u> <u>Core Decodable 42: Mitch on a Ranch</u> <u>Unit 3, eActivity: Lesson 2, Foundational Skills, High-Frequency Words</u> <u>U3 eGame: Lesson 2, Foundational Skills</u></p>	Academic Standards: See Monday

Friday	<p>Notes:</p> <p>Day 5</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• substitute initial consonant sounds.</li> <li>• blend, spell, and read words that contain /e/ spelled <u>_ea_</u>; /sh/ spelled <i>sh</i>; /th/ spelled <i>th</i>; and /ch/ spelled <i>ch</i> and <i>tch</i>.</li> <li>• build fluency by reading <b>Decodable</b> 43.</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 123-124</u></p> <p><u>Core Decodable 43: Ball Camp</u></p> <p><u>Lesson and Unit Assessment 1, pages T69-70</u></p> <p><u>Lesson and Unit Assessment 1, pages 69-70</u></p>	<p>Academic Standards:</p> <p>SEE MONDAY</p>
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