

Name: First Grade		Grading Quarter: 2	Week Beginning: 12/02/24
School Year: 2024-25		Subject: ELA Unit 4 Lesson 3	
Monday	Notes:	Academic Standards:	
	Day 1	<p>Objective:</p> <ul style="list-style-type: none"> blend final consonant sounds. distinguish between /i/ and /i/ in words. blend, spell, and read words that contain /i/ spelled <i>i</i> and <i>i_e</i>. build fluency by reading Decodable 63. <p>Lesson Overview:</p> <ul style="list-style-type: none"> <u>Rhyme Stew: Frère Jacques</u> <u>Sound/Spelling Card 9–Pig</u> <u>Sound/Spelling Card 29–Long</u> <u>Instructional Routine 11: Open Syllables</u> <u>Skills Practice 1, pages 181-182</u> <u>Core Decodable 63: A Mess</u> listen attentively to the Read Aloud selection, “A New Town.” develop an understanding of vocabulary words. identify the front and back covers, Table of Contents, and title of the Around Our Town Big Book. 	<p>RF1.2b Orally produce single syllable words by blending sounds RF1.2a Distinguish long from short vowel sounds in spoken single syllable words RF1.4b Read on-level text orally with accuracy, appropriate rate and expression on successive readings RF1.3c Know final <u>e</u> 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>

Tuesday	<p>Notes:</p> <p>Day 2</p>	<p>Objective:</p> <ul style="list-style-type: none"> • review /i/ spelled i and i_e. • blend, spell, and read words that contain /i/ spelled i and i_e. <p>Lesson Overview:</p> <ul style="list-style-type: none"> • <u>Instructional Routine 8: Whole-Word Dictation</u> • <u>Instructional Routine 9: Sentence Dictation</u> • <u>Instructional Routine 11: Open Syllables</u> • <u>Skills Practice 1, pages 185-186</u> • review the elements of informational text. • listen to and discuss “City Life and Town Life.” • review and use the Asking and Answering and Summarizing comprehension strategies 	<p>Academic Standards:</p> <p>SEE MONDAY</p>
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<p>Wednesday</p>	<p>Notes:</p> <p>Day 3</p>	<p>Objective:</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> • segment single-syllable words. • blend, spell, and read words that contain /s/ spelled <i>ce</i> and <i>ci_</i>. • build fluency by reading <i>Decodable 64.</i> <p>Instructional Routines</p> <ul style="list-style-type: none"> • <u>Rhyme Stew: New Pet?</u> • <u>Sound/Spelling Card 19– Sausages</u> • <u>Skills Practice 1, pages 187-188</u> • <u>Core Decodable 64: Grace and Vince</u> • review and practice using selection vocabulary words. • reread “City Life and Town Life” and identify Classify and Categorize and Main Idea and Details text structures. • analyze Text Features and identify the Author's Purpose for writing. • 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"> • generate words that contain /j/ spelled <i>ge</i> and <i>gi_</i>. • blend, spell, and read words that contain /j/ spelled <i>ge</i> and <i>gi_</i>. • build fluency by reading <i>Decodable</i> 65. <p>Lesson Overview:</p> <ul style="list-style-type: none"> • <u>Instructional Routine 10: Closed Syllables</u> • <u>Skills Practice 1, pages 189-190</u> • <u>Core Decodable 65: Ginger and Gem</u> • <u>Unit 5, eActivity: Lesson 1, Foundational Skills, Blending</u> • <u>U5 eGame: Lesson 1, Foundational Skills</u> <ul style="list-style-type: none"> • review and practice using selection vocabulary words. • review the elements of poetry. • listen to and discuss the poem “Wake Up!” • review and use the Making Connections and Visualizing comprehension strategies. • analyze the poet’s use of language and identify point of view. 	<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 individual sounds in words. • blend, spell, and read words that contain /i/ spelled <i>i</i> and <i>i_e</i>, /s/ spelled <i>ce</i> and <i>ci_</i>, and /j/ spelled <i>ge</i> and <i>gi_</i>. • build fluency by reading Decodable 66. <p><u>Lesson Overview:</u></p> <ul style="list-style-type: none"> • <u>Sound/Spelling Card 10–Jump</u> • <u>Sound/Spelling Card 19–Sausages</u> • <u>Sound/Spelling Card 29–Long I</u> • <u>Skills Practice 1, pages 193-194</u> • <u>Core Decodable 66: Riding in Gem Park</u> • <u>Lesson and Unit Assessment 1, pages T114-T115</u> • <u>Lesson and Unit Assessment 1, pages 114-115</u> • review the Read Aloud and the Around Our Town Big Book selections. • review the Lesson 1 selection vocabulary words. • review the Asking and Answering Questions, Summarizing, Visualizing, and Making Connections comprehension strategies. • review the Classify and Categorize and Main Idea and Details skills that were used in this lesson. • review the writer's craft elements of Text Features, Author's Purpose, Language Use, and Point of View that were taught in this lesson. • generate questions for Inquiry research. 	<p>Academic Standards:</p> <p>SEE MONDAY</p>
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