Name: First Grade	Grading Quarter: 3	Week Beginning: 1/20/25
School Year: 2024-25	Subject: ELA Unit 6 Lesson 2	

Monday	Notes: Day 1 No School Move down	**Objective** • segment final consonant sounds. • blend, spell, and read words that contain /s/ spelled *cy*. • build fluency by reading ***Decodable*** 76. **Lesson Overview** • Sound/Spelling Card 19– Sausages Instructional Routine 10: Closed Syllables Instructional Routine 11: Open Syllables Skills Practice 1, pages 237-238 Core Decodable 76: A Fancy Jacket review the elements of realistic fiction. listen to and discuss "Family Roots." review and use the Asking and Answering Questions and Making Connections comprehension strategies. develop their understanding of vocabulary words. choose main ideas for a summary. form the letters x and y correctly. control the size and spacing of letters.	Academic Standards: **RF1.1a** recognize the distinguishing features of a sentence **RF1.3b** Decode regularly spelled one-syllable words **RF1.4b** Read on-level text orally with accuracy, appropriate rate and expression on successive readings **RF1.2c** Isolate and pronounce initial, medial vowel and final sounds in spoken single-syllable words. 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** red on-level text with purpose and understanding **RF.1.3g** Recognize and read grade-appropriate irregularly spelled words. Other standards: SL.1.1aRL.1.7RI.1.5RF.1.3gSL.1.4RL.1.1SL.1.1cSL.1.2SL.1.1bRI.1.4SL.1.5L.1.4aL.1.6

Tuesday	Notes: Day 2	• Objective: • generate words that contain /s/. • blend, spell, and read words that contain /s/ spelled *s, ce, i_,* and *cy*. • Lesson Overview: • Sound/Spelling Card 8–Hound • Sound/Spelling Card 19–Sausages Instructional Routine 10: Closed Syllables Instructional Routine 11: Open Syllables Skills Practice 1, pages 241-242 review and practice using selection vocabulary words. reread "Family Roots," distinguishing Fact from Opinion and practicing Making Inferences. analyze the Writer's Craft elements. form the letters *x* and *y* correctly. control the size and spacing of letters. use a list graphic organizer to plan their summaries	Academic Standards: **SEE MONDAY**

		Objective:	Academic Standards:
Wednesday	Notes: Day 3	Lesson Overview: • segment individual sounds in words. • blend, spell, and read words that contain /ā/ spelled *ai_*. Instructional Routines • Sound/Spelling Card 27–Long A Instructional Routine 10: Closed Syllables Skills Practice 1, pages 243-244 review the elements of realistic fiction. read and discuss "Hello, Japan!" review and use the Clarifying and Making Connections comprehension strategies. draft their summaries produce complete declarative and interrogative sentences. use end punctuation for sentences.	See MONDAY

Thursday	Notes: Day 4	Objective: • generate words that contain /ā/. • blend, spell, and read words that contain /ā/ spelled _ay_. • build fluency by reading **Decodable** 77. Lesson Overview: • Rhyme Stew: Rain Forest Riddle • Sound/Spelling Card 27–Long A Skills Practice 1, pages 245-246 Core Decodable 77: A Gray, Rainy Day Unit 6, eActivity: Lesson 2, Foundational Skills, High-Frequency Words U6 eGame: Lesson 2, Foundational Skills review and practice using selection vocabulary words. reread "Hello, Japan!," classify and categorize information, and distinguish facts from opinions. analyze the Writer's Craft elements of Text Features: Dialogue and Story Elements: Character. collect information for Inquiry. revise their summaries. produce complete declarative, interrogative, imperative, and exclamatory sentences.	Academic Standards: See Monday

		use end punctuation for sentences.	

	Notes:	Objective:	Academic Standards:
Friday	Day 5	• segment individual sounds in words. • blend, spell, and read words that contain /s/ spelled *ce, ci_,* and *cy* and /ā/ spelled *a, a_e, ai_,* and *_ay*. • build fluency by reading ***Decodable*** 78. Lesson Overview: • Sound/Spelling Card 19– Sausages • Sound/Spelling Card 27–Long A Skills Practice 1, pages 249-250 Core Decodable 78: Skating Lesson and Unit Assessment 1, pages T143-T144 Lesson and Unit Assessment 1, pages 143-144 review the elements of poetry. read and discuss the poem "Plink, Plink, Plink." review the Lesson 2 comprehension strategies. review the Lesson 2 selection vocabulary words. review the access complex text skills that were applied in this lesson. review the writer's craft elements that were practiced in this lesson.	SEE MONDAY

		edit and publish their summaries.	
		- form the letters *x* and *y* correctly.	
		- control the size and spacing of letters.	
		- produce complete declarative, interrogative, imperative, and exclamatory sentences.	
		- use end punctuation for sentences.	