

Name: First Grade	Grading Quarter: 3	Week Beginning: 1/27/25
School Year: 2024-25	Subject: ELA Unit 6 Lesson 3	

Monday	<p>Notes:</p> <p>Day 1</p>	<p>Objective</p> <ul style="list-style-type: none"> • delete initial consonant blends. • blend, spell, and read words that contain /i/ spelled <i>_igh</i>. • build fluency by reading <p>Decodable 79.</p> <p>Lesson Overview</p> <p>Sound/Spelling Card 29– Long I</p> <p>Instructional Routine 10: Closed Syllables</p> <ul style="list-style-type: none"> • Instructional Routine 11: Open Syllables • Skills Practice 1, pages 251-252 • Core Decodable 79: The Opossum at Night <p>review the elements of realistic fiction.</p> <p>read and discuss “A Trip to Peru.”</p> <p>review and use the Summarizing and Visualizing comprehension strategies.</p> <p>develop their understanding of vocabulary words.</p> <p>begin to plan their summaries.</p> <p>form the letters <i>j</i> and <i>q</i> correctly.</p> <p>control the size and spacing of letters.</p>	<p>Academic Standards:</p> <p>RF1.1a recognize the distinguishing features of a sentence</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>RF1.2c Isolate and pronounce initial, medial vowel and final sounds in spoken single-syllable words.</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>RF1.4a red on-level text with purpose and understanding</p> <p>RF1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>Other standards:</p> <p><u>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</u></p>
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Tuesday	<p>Notes:</p> <p>Day 2</p>	<ul style="list-style-type: none"> Objective: <ul style="list-style-type: none"> review /i/ spelled <i>_igh</i>. blend, spell, and read words that contain /i/ spelled <i>_y</i>. Lesson Overview: <ul style="list-style-type: none"> Rhyme Stew: If I Could Sound/Spelling Card 13– Monkey Sound/Spelling Card 25– Yaks Sound/Spelling Card 29– Long I Instructional Routine 11: Open Syllables Skills Practice 1, pages 255-256 <p>review and practice using selection vocabulary words.</p> <p>reread “The Zoo Trip” while Making Inferences and identifying the Sequence of events.</p> <p>analyze the author’s use of the story elements Setting and Plot.</p> <p>confirm or revise conjectures for Inquiry question.</p> <p>write notes for their summaries.</p> <p>form the letters <i>j</i> and <i>q</i> correctly.</p> <p>control the size and spacing of letters.</p>	<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 initial consonant blends. • blend, spell, and read words that contain /i/ spelled <i>_ie</i> • build fluency by reading <p>Decodable 80.</p> <p>Instructional Routines</p> <p><u>Sound/Spelling Card 29– Long I</u></p> <p><u>Skills Practice 1, pages 257-258</u></p> <p><u>Core Decodable 80: Why, Bly?</u></p> <p>review the elements of narrative nonfiction.</p> <p>read and discuss “Let’s Go to School!”</p> <p>review and use the Asking and Answering Questions and Making Connections comprehension strategies.</p> <p>draft sentences for their summaries.</p> <p>learn about and use adverbs.</p>	<p>Academic Standards:</p> <p>See MONDAY</p>
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Thursday	<p>Notes:</p> <p>Day 4</p>	<p>Objective: review /i/ spelled <i>_igh, _y,</i> and <i>_ie</i>. blend, spell, and read words that contain /i/ spelled <i>_igh, _y,</i> and <i>_ie</i>.</p> <p>Lesson Overview: Rhyme Stew: Let's Pretend Sound/Spelling Card 29– Long I Skills Practice 1, pages 259-260 Unit 6, eActivity: Lesson 3, Foundational Skills, Blending U6 eGame: Lesson 3, Foundational Skills</p> <p>review and practice using selection vocabulary words. reread “Let’s Go to School!”, while identifying main ideas and details and comparing and contrasting information. analyze the author’s use of photographs and maps and identify the author’s purpose for writing. complete the inquiry investigation and discuss what they learned.</p> <p>revise their summaries. recognize and use adverbs.</p>	<p>Academic Standards: See Monday</p>
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Friday	<p>Notes: Objective:</p> <p>Day 5 segment final consonant sounds.</p> <p>generate words that contain /i/.</p> <p>blend, spell, and read words that contain /i/ spelled <i>i</i>, <i>i_e</i>, <i>_igh</i>, <i>_y</i>, and <i>_ie</i>.</p> <p>build fluency by reading Decodable 81.</p> <p><u>Lesson Overview:</u></p> <p><u>Sound/Spelling Card 29– Long I</u></p> <p><u>Skills Practice 1, pages 263-264</u></p> <p><u>Core Decodable 81: Wait for Me</u></p> <p><u>Lesson and Unit</u></p> <p><u>Assessment 1, pages T148-T149</u></p> <p><u>Lesson and Unit</u></p> <p><u>Assessment 1, pages 148-149</u></p> <p>review the elements of poetry.</p> <p>read and discuss the poem “Finding My Place.”</p> <p>review the Lesson 3 comprehension strategies.</p> <p>review the Lesson 3 selection vocabulary words.</p> <p>review the access complex text skills applied in this lesson.</p> <p>review the Lesson 3 Writer’s Craft elements.</p> <p>edit, publish, and present their writing.</p> <p>form the letters <i>j</i> and <i>q</i> correctly.</p> <p>increase fluency and speed while writing.</p>	<p>Academic Standards:</p> <p>SEE MONDAY</p>
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		control the size and spacing of letters. recognize and use adverbs.	
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