| Name:<br>First Grade | Grading<br>Quarter: 3 | Week Beginning:  2/24/25 |
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| School Year:<br>2024-25 | Subject: ELA Unit 7 Lesson 3 | |

| | Notes: | Objective | Academic Standards: |
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| Monday | Day 1 | <ul><li>blend single-syllable words.</li><li>listen for /o͞o/.</li><li>blend, spell, and read words that contain /o͞o/ spelled *oo.*</li><li>build fluency by reading ***Decodable* 90.**</li></ul> <ul><li>review the elements of informational text.</li><li>read and discuss "Protective Plants."</li><li>review and use the Asking and Answering Questions and Summarizing comprehension strategies.</li><li>develop their understanding of vocabulary words.</li></ul> <ul><li>begin to plan their book report.</li><li>take a spelling pretest.</li><li>form the letters *E* and *F* correctly.</li><li>control the size and spacing of letters.</li></ul> Lesson Overview<br>Sound/Spelling Card 40–Goo<br>Whole-Word Blending<br>Blending Sentences<br> Reading a Decodable | **RF1.1a** recognize the distinguishing features of a sentence<br>**RF1.3b** Decode regularly spelled one-syllable words<br>**RF1.4b** Read on-level text orally with accuracy, appropriate rate and expression on successive readings<br>**RF1.2c** Isolate and pronounce initial, medial vowel and final sounds in spoken single-syllable words.<br>**Rf.1.3e** Decode two-syllable words following basic patterns by breaking the word into syllables<br>**L.1.2d** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.<br>**L.1.2e** Spell untaught words phonetically drawing on phonemic awareness and spelling conventions,<br>**RF.1.4a** red on-level text with purpose and understanding<br>**RF.1.3g** Recognize and read grade-appropriate irregularly spelled words.<br>Other standards:<br>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 |

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| | | <span style="color:green">Word Building<br>Closed Syllables<br>Skills Practice 2, pages 45-46<br>Core Decodable 90: A Cool Balloon</span><br><span style="color:red">Student Anthology, Unit 7: Protective Plants<br>Instructional Routine 12: Reading the Selection<br>Instructional Routine 13: Selection Vocabulary<br>Instructional Routine 15: Know, Want to Know, Learned<br>Management Routine C: Handing-Off<br>Home Connection: Unit 7, Lesson 3 (English)<br>Home Connection: Unit 7, Lesson 3 (Spanish)</span> | |

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| Tuesday | Notes:<br><br>Day 2 | • Objective:<br>• review /ōo/ spelled *oo*.<br>• blend, spell, and read words that contain /ōo/ spelled *oo*<br><br>• review and practice using selection vocabulary words.<br>• reread "Protective Plants," classify and categorize information, and make inferences.<br>• build fluency by focusing on reading accurately.<br><br>• Lesson Overview:<br>Rhyme Stew Big Book eBook<br>Sound/Spelling Card 40–Goo<br> Whole-Word Blending<br> Blending Sentences<br> Whole-Word Dictation<br>In Sentence Dictation<br>Closed Syllables<br>Skills Practice 2, pages 49-50<br>Student Anthology, Unit 7: Protective Plants<br>Skills Practice 2, pages 51-52<br>• continue to plan their book report.<br>• take a spelling pretest. | Academic Standards:<br>**SEE MONDAY** |

| | | <ul><li>form the letters *E* and *F* correctly.</li><li>control the size and spacing of letters.</li></ul>Skills Practice 2, page 47<br>Skills Practice 2, page 48 | |

| Wednesday | Notes:<br><br>Day 3 | Objective:<br>- segment words into their individual sounds.<br>- blend, spell, and read words that contain /o͞o/ spelled *u*.<br>- reread the second half of "Protective Plants," classify and categorize information, and make inferences.<br>- build fluency by focusing on reading with prosody.<br>- finish their Inquiry investigations.<br><br>Lesson Overview:<br>Sound/Spelling Card 40–Goo<br>Instructional Routine 1: Introducing Sounds and Spellings<br>Whole-Word Blending<br>Instructional Routine 4: Blending Sentences<br>Instructional Routine 6: Word Building<br>Instructional Routine 10: Closed Syllables<br>Instructional Routine 11: Open Syllables<br>Skills Practice 2, pages 53-54<br>English Learner Teacher's Guide Planner<br>Intervention Teacher's Guide Planner | Academic Standards:<br>See MONDAY |

| | | Student Anthology, Unit 7: Protective Plants Instructional Routine 13: Selection Vocabulary | |
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| | | <ul><li>begin to draft their book report.</li><li>practice spelling words with /$\overline{oo}$/.</li><li>use adjectives to expand sentences.</li></ul> | |

Student Anthology, Unit 7: Protective Plants Instructional Routine 13: Selection Vocabulary

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| **Thursday** | Notes:<br><br>Day 4 | **Objective:**<br>• blend, spell, and read words that contain /o͞o/ spelled _ue.<br>• build fluency by reading *Decodable* 91.<br><br>Sound/Spelling Card 40–Goo<br>Instructional Routine 3: Whole-Word Blending<br>Instructional Routine 4: Blending Sentence<br>Instructional Routine 8: Whole-Word Dictation<br>Instructional Routine 9: Sentence Dictation<br>Instructional Routine 10: Closed Syllables<br>Instructional Routine 11: Open Syllables<br>Skills Practice 2, pages 59-60<br>Core Decodable 91: A True Bird<br>Unit 7, eActivity: Lesson 3, Foundational Skills, Blending<br>U7 eGame: Lesson 3, Foundational Skills<br><br>• review and practice using selection vocabulary words.<br>• reread excerpts of "Protective Plants" to focus on the Writer's Craft skills Author's Purpose and Language Use.<br>• answer deeper-level questions about | **Academic Standards:**<br>See Monday |

"Protective Plants."

- finish drafting their book report.
- use the correct spelling of /$\overline{oo}$/.
- use adjectives and adverbs to expand sentences.

Lesson Overview:
Sound/Spelling Card 40–Goo
Instructional Routine 1: Introducing Sounds and Spellings
Instructional Routine 3: Whole-Word Blending
Instructional Routine 4: Blending Sentences
Instructional Routine 5: Reading a Decodable
Instructional Routine 8: Whole-Word Dictation
Instructional Routine 9: Sentence Dictation
Instructional Routine 10: Closed Syllables
Instructional Routine 11: Open Syllables
Skills Practice 2, pages 59-60
Core Decodable 91: A True Bird
Unit 7, eActivity: Lesson 3, Foundational Skills, Blending
U7 eGame: Lesson 3, Foundational Skills
Student Anthology, Unit 7: Protective Plants
Skills Practice 2, page 57
Skills Practice 2, page 58
Skills Practice 2, pages 61-62

| | | Student Anthology, Unit 7: Plant Life Cycles<br>Unit 7, eActivity: Lesson 3, Language Arts, Tic-Tac-Toe<br>Unit 7, eActivity: Lesson 3, Language Arts, Proofreading<br>U7 eGame: Lesson 3, Language Arts | |

| | Notes: | Objective: | Academic Standards: |
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| Friday | Day 5 | <ul><li>segment final consonant sounds.</li><li>blend, spell, and read words that contain /o͞o/.</li><li>build fluency by reading *Decodable* 92.</li><li>review the Lesson 3 selection vocabulary words.</li><li>review the Asking and Answering and Summarizing comprehension strategies.</li><li>review the Classify and Categorize and Making Inferences skills that were used in this lesson.</li><li>review the Writer's Craft elements of Author's Purpose and Language Use.</li><li>practice reading with accuracy and prosody.</li><li>ask for peer feedback on their drafts.</li><li>take the spelling assessment.</li><li>form the letters *E* and *F* correctly.</li></ul> | SEE MONDAY |

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| | | <ul><li>increase fluency and speed while writing.</li><li>use adjectives and adverbs to expand sentences.</li><li>discuss the unit reading selections.</li><li>discuss the unit theme.</li></ul> Lesson Overview: Sound/Spelling Card 40–Goo Instructional Routine 3: Whole-Word Blending Instructional Routine 4: Blending Sentences Instructional Routine 5: Reading a Decodable Instructional Routine 6: Word Building Instructional Routine 10: Closed Syllables Instructional Routine 11: Open Syllables Skills Practice 2, pages 63-64 Core Decodable 92: Ants: The True Story Lesson and Unit Assessment 2, page T11 Lesson and Unit Assessment 2, page 11 Student Anthology, Unit 7: Protective Plants Unit 7, eActivity: Lesson 3, Reading and Responding, Click-to-Choose U7 eGame: Lesson 3, Reading and Responding Lesson and Unit Assessment 2, pages T12-T13 | |

| | | Lesson and Unit Assessment 2, pages 12-13<br>Lesson and Unit Assessment 2, page T15<br>Lesson and Unit Assessment 2, page 15<br>Lesson and Unit Assessment 2, page T14<br>Lesson and Unit Assessment 2, pages T16-T30<br>Lesson and Unit Assessment 2, page 14<br>Lesson and Unit Assessment 2, pages 16-30<br>Student Anthology, Unit 7: Unit Overview<br>Student Anthology, Unit 7: Roots and Seeds eBook | |