

"Tip and Tam" Day 1

Objective	Materials	Pacing
Content Knowledge: Outside Listening Comprehension: Plot Phonemic Awareness: Isolate Initial, Medial, and Final Phonemes Phonics and Spelling: Consonant f, ff /f/ Conventions: Verbs Writing: Verbs in Sentences Listening and Speaking: Share Ideas	TE pp. 62j–65i SE pp. 62–65, EI 5 Sing with Me Big Book Reader's and Writer's Notebook, pp. 41–43	Standards 1 day Blocks 2 hours
National Standards		
<p>CCSS Literature 1. Ask and answer questions about key details in a text.</p> <p>CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS Foundational Skills 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS Foundational Skills 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS Speaking/Listening 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.</p> <p>CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>		

<i>Get Ready to Read</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Content Knowledge: Discuss the Question of the Week: What is outside our door?</p> <p>Oral Language: Amazing Words Routine</p> <p>Phonemic Awareness: Isolate and match initial, medial and final phonemes.</p> <p>Phonics: Associate consonant f with the sound /f/.</p> <ul style="list-style-type: none"> - Blending Strategy Routine - Name and write the letters Ff. <p>Small Group Time</p>	<p>Teacher's Edition p.62j</p> <p>Video, Concept Talk Video</p> <p>Song, Sing with Me</p> <p>Activity, Sound-Spelling Chart</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Text-Based Comprehension: Recognize plot in realistic fiction.</p> <p>Read Aloud: "A City Garden" TE p. 65e</p>	<p>Teacher's Edition p.65d</p> <p>Animation, Envision It! Animation</p>	<p>30 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Convention: Identify and use verbs.</p> <p>Handwriting: Use proper letter size when writing.</p> <ul style="list-style-type: none"> - Write proper letter formation of Ff. - Daily Fix-It <p>Writing: Write complete sentences with strong verbs.</p> <p>Listening and Speaking: Share Ideas</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.65f</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
<i>Homework</i>		<i>My Notes</i>

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"Tip and Tam" Day 2

Objective	Materials	Pacing
Content Knowledge: Outside Comprehension Skill: Plot Phonemic Awareness: Isolate Initial, Medial, and Final Phonemes Phonics and Spelling: Consonant b /b/ Conventions: Verbs Writing: Verbs in Sentences Listening and Speaking: Restate Instructions	TE pp. 66a–67e SE pp. 66–67 Big Book "My Very Big Little World" Reader's and Writer's Notebook, p. 44–47	<ul style="list-style-type: none"> • Standard • 1 day • Block • 2 hours

National Standards

CCSS Literature 1. Ask and answer questions about key details in a text.
 CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.
 CCSS Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.
 CCSS Speaking/Listening 1. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 CCSS Foundational Skills 2. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 CCSS Foundational Skills 2. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 CCSS Speaking/Listening 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 CCSS Speaking/Listening 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
 CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
 CCSS Foundational Skills 3. b. Decode regularly spelled one-syllable words.
 CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.
 CCSS Language 1. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 CCSS Language 1. e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Get Ready to Read

Content Knowledge: Discuss the Question of the Week: What is outside our door?
 Oral Language: Amazing Words Routine
 Phonemic Awareness: Isolate initial, medial, and final phonemes /b/.
 Phonics: Associate the consonant b with the sound /b/.
 - Blending Strategy Routine
 Phonics Practice: Blend, read, and spell words with b.
 Small Group Time

Targeted Resources

- [Teacher's Edition p.66a](#)
- [Activity Sound-Spelling Chart](#)
- [Reader's and Writer's Notebook Key](#)

Duration

60 minutes

Read and Comprehend

Targeted Resources

Duration

Text-Based Comprehension: Review plot.

Vocabulary: Sort nouns and verbs.
 High-Frequency Words
 - Nondecodable Words Routine

Language Arts

Conventions: Identify and use verbs.
 Handwriting: Use proper body/paper position.
 - Use proper letter formation to write Bb.
 - Daily Fix-It
 Writing: Write complete sentences with strong verbs.
 Listening and Speaking: Restate Instructions
 Wrap Up Your Day

- [Teacher's Edition p.67a](#) 30 minutes

Targeted Resources **Duration**

- [Teacher's Edition p.67b](#)
- [Animation, Grammar Jammer](#) 30 minutes
- [Daily Fix-It](#)

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"Tip and Tam" Day 3

Objective	Materials	Pacing
Content Knowledge: Outside Phonological Awareness: Identify Syllables Phonics and Spelling: Consonant g /g/ Conventions: Verbs Writing: Verbs in Sentences Listening and Speaking: Restate Instructions	TE pp. 68a–68l SE p. 68 Big Book "My Very Big Little World" Reader's and Writer's Notebook, pp. 48–52	<ul style="list-style-type: none"> • Standard • 1 day • Block • 2 hours
<p>National Standards</p> <p>CCSS Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS Speaking/Listening 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS Speaking/Listening 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words. CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation. CCSS Foundational Skills 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>		
<p>Get Ready to Read</p> <p>Content Knowledge: Discuss the Question of the Week: What is outside our door? Oral Language: Amazing Words Routine Phonological Awareness: Identify syllables in spoken words. Phonics: Associate the consonant g with the sound /g/. - Blending Strategy Routine Phonics Practice: Blend, read and spell words with g. - Name and write the letters Gg. Small Group Time</p>	<p>Targeted Resources</p> <ul style="list-style-type: none"> • Teacher's Edition p.68a • Activity, Sound-Spelling Chart • eText, eReader • Reader's and Writer's Notebook Key 	<p>Duration</p> <p>60 minutes</p>
<p>Read and Comprehend</p> <p>High-Frequency Words - Nondecodable Words Routine</p>	<p>Targeted Resources</p> <ul style="list-style-type: none"> • Teacher's Edition p.68h • Activity, Vocabulary Activity • Activity, Journal: Word Bank 	<p>Duration</p> <p>15 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>

Conventions: Identify and use verbs.
Handwriting: Practice self-evaluation when writing.
- Write consonant Gg.
- Daily Fix-It
Writing: Write complete sentences with strong verbs.
Listening and Speaking: Restate Instructions
Wrap Up Your Day
Homework My Notes

- Teacher's Edition p.68i
 - Daily Fix-It
- 45 minutes

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"Tip and Tam" Day 4

Objective	Materials	Pacing
Content Knowledge: Outside Comprehension Skill: Plot Comprehension Strategy: Story Structure Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Short i: i Conventions: Verbs Writing: Verbs in Sentences	TE pp. 68m–83c SE pp. 68–83, EI 14 Read Aloud Anthology Reader's and Writer's Notebook, pp. 53–58 Decodable Practice Reader R3A	<ul style="list-style-type: none"> • Standard • 1 day • Block • 2 hours

National Standards

CCSS Literature 1. Ask and answer questions about key details in a text.
 CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.
 CCSS Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.
 CCSS Foundational Skills 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 CCSS Foundational Skills 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 CCSS Foundational Skills 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
 CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
 CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.
 CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Get Ready to Read

Content Knowledge: Discuss the Question of the Week: What is outside your door?
 Oral Language: Amazing Words Routine
 Phonemic Awareness: Blend and segment phonemes.
 Phonics: Blend, read, and spell words with short i /i/.
 - Associate the short vowel i with the sound /i/.
 Phonics Practice: Decodable Practice Reader R3A
 Fluency: Oral Rereading Routine.

Targeted Resources

Duration

- [Teacher's Edition p.68m](#)
- [eText, Decodable eBook](#)
- [Activity, Sound-Spelling Chart](#)
- [Reader's and Writer's Notebook Key](#)

60 minutes

Read and Comprehend

Literary Text: Identify the features of nonfiction.
 High-Frequency Words Review
 Text-Based Comprehension: Realistic Fiction
 -Read for Understanding Routine: Access Text
 Main Selection: Read "Tip and Tam" pp. 70–79.
 -Comprehension Strategy: Understand story structure.
 -Text-Based Comprehension: Identify the problem and solution in the plot.

Targeted Resources

Duration

- [Teacher's Edition p.69c](#)
- [Student Edition p.70](#)
- [eText, Main Selection eText](#)

30 minutes

Text-Based Comprehension: Check Understanding
 Think Critically: Identify the plot of a story.

Language Arts	Targeted Resources	Duration
Writing: Write complete sentences with strong verbs. Conventions: Identify and produce verbs. Research: Identify and understand signs. Handwriting: Use correct letter size when writing. - Use proper letter formation to write the vowels li. Wrap Up Your Day	<ul style="list-style-type: none"> Teacher's Edition p.82–83 	30 minutes
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"Tip and Tam" Day 5

Objective	Materials	Pacing
Content Knowledge: Outside		
Comprehension Skill: Plot	TE pp. 84a–87e	
Comprehension Strategy: Questioning	SE pp. 84–87	
Phonological Awareness: Count Phonemes	Read Aloud Anthology	• Standard
Phonics and Spelling: Review /i/, /b/, /g/, /f/	Reader's and Writer's Notebook, pp. 59–60	• 1 day
Listening and Speaking: Follow, Restate, and Give Instructions	Weekly Test pp. 13–18	• Block
Conventions: Review Verbs	Fresh Reads pp. 13–18	• 2 hours
Writing: Verbs in Sentences	Decodable Practice Reader R3B	

National Standards

CCSS Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS Foundational Skills 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CCSS Foundational Skills 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

CCSS Speaking/Listening 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS Speaking/Listening 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.

CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.

CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Get Ready to Read	Targeted Resources	Duration
Content Knowledge: Discuss the Question of the Week: What is outside our door?		
Oral Vocabulary: Connect to Amazing Words.		
Phonological Awareness: Count phonemes.	• Teacher's Edition p.84a	30 minutes
Small Group Time		
Phonics Practice: Decodable Practice Reader R3B		
Fluency: Oral Rereading Routine		
Read and Comprehend		Duration
Social Studies in Reading: Recognize structure and elements of a photo essay.		30 minutes
Paired Selection: Read "Yards" pp. 84–85.		
–Access Text		

- Let's think About Genre
- Reading and Writing Across Texts

Language Arts

Listening and Speaking: Follow, Restate, and Give Instructions.
 Vocabulary: Sort nouns and verbs.
 Handwriting: Write using proper paper position.
 Conventions: identify and produce verbs.
 Writing: Write complete sentences with nouns that name places.
 Wrap Up Your Week

Targeted Resources

Duration

- Student Edition p.84
- [eText, Decodable eBook](#)
- [eText, Paired Selection eText](#)
- [Activity, Story Sort](#)
- [Reader's and Writer's Notebook Key](#)

30 minutes

Assessment Checkpoints for the Week

Phonics: f /ff/, b /b/, g /g/, i /i/
 Text-Based Comprehension: Plot
 High-frequency Words: do, look, was, yellow, you

Targeted Resources

Duration

- Teacher's Edition p.87f

20 minutes

Homework My Notes