

"A Place to Play" Day 1

Objective	Materials	Pacing
Content Knowledge: How Places Change Comprehension Skill: Sequence Phonological Awareness: Segment and Blend Phonemes Phonics: Vowel Sounds of y Spelling: Vowel Sounds of y Conventions: Action Verbs Writing: Realistic Story	TE pp. 12j–17f SE pp. 12–17, EI 7 Sing with Me Big Book Reader's and Writer's Notebook pp. 313–316 Let's Practice It! TR DVD 121–122, 126 Decodable Practice Reader 13A	Standards 1 day Blocks 1 hour 30 minutes
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 Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>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.</p> <p>CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</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>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: How do places change? - Activate Prior Knowledge Routine Oral Vocabulary: Amazing Words Oral Vocabulary Routine Phonological Awareness: Segment and blend words with the vowel sounds of y. Phonics: Associate the vowel sounds // or // with the spelling y. Read: Blend and read words with the vowel sounds of y. Decodable Practice Reader 13A: Apply knowledge of sound-spellings to decode unknown words when reading. Reread for Fluency: Practice fluency with oral rereading. - Oral Rereading Routine Spelling Pretest: Spell words with vowel sounds of y. Small Group Time</p>	<p>Teacher's Edition p.12j Video, Big Question Video Video, Concept Talk Video Song, Sing with Me Activity, Sound-Spelling Chart eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>40 minutes</p>
<p><i>Read and Comprehend</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>
<p>High-Frequency Words: Read high-frequency words. - Nondecodable Words Routine Text-Based Comprehension: Identify sequence in a narrative text. - Envision It! Sequence Read Aloud: Read "We're Moving" TE p. 17b.</p>	<p>Teacher's Edition p.17 Animation, Envision It! Animation</p>	<p>30 minutes</p>
<p><i>Language Arts</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Identify and use action verbs. - Daily Fix-It</p> <p>Writing: Understand and recognize features of a realistic story. - Mini-Lesson: Read Like a Writer - Quick Write for Fluency Routine</p> <p>Research and Inquiry: Identify a topic connected to this week's concept.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.17c Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"A Place to Play" Day 2

Objective	Materials	Pacing
Content Knowledge: How Places Change Comprehension Skill: Sequence Comprehension Strategy: Summarize Phonological Awareness: Segment and Blend Phonemes Phonics: Syllable Pattern CV Spelling: Vowel Sounds of y Conventions: Action Verbs Writing: Realistic Story Handwriting: Letter Y and y/Letter Spacing	TE pp. 18a–33g SE pp. 14–15, 18–33, EI 19 Big Book "Mr. George Baker" Reader's and Writer's Notebook pp. 317–321 Let's Practice It! TR DVD 125 Decodable Practice Reader 13B	Standards 1 day Blocks 1 hour 30 minutes
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 Foundational Skills 3.b. Decode regularly spelled one-syllable words.</p> <p>CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</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>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: How do places change? Oral Vocabulary: Amazing Words Oral Vocabulary Routine Phonological Awareness: Blend and read words with syllable pattern CV. Phonics: Associate the sound // with e, // with i, and // with o. - Blending Strategy Routine Read: Blend and read words with syllable pattern CV. Decodable Practice Reader 13B: Apply knowledge of sound-spellings to decode unknown words when reading. Reread for Fluency: Practice fluency with oral rereading. - Paired Reading Routine Phonics Review: Apply knowledge of letter-sound correspondences and syllable patterns to decode words in context and in isolation. Spelling: Spell words with vowel sounds of y.</p>	<p>Teacher's Edition p.18a Activity, Sound-Spelling Chart eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p><i>Read and Comprehend</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>

Pearson SuccessNet Lesson Plan

<p>High-Frequency Words: Review high-frequency words. Selection Vocabulary Vocabulary: Identify antonyms. Text-Based Comprehension - Preview and Predict - Read for Understanding Routine: Access Text and Close Reading Main Selection—First Read: Read "A Place to Play" pp. 20–33. - Comprehension Skill: Sequence - Comprehension Strategy: Summarize Text-Based Comprehension: Check Understanding Small Group Time Literary Text: Identify and retell a story's beginning, middle, and end.</p>	<p>Teacher's Edition p.19 Student Edition p.20 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p>	<p>40 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Identify and use action verbs. - Daily Fix-It Writing: Generate realistic story ideas. - Mini-Lesson: Sequence - Quick Write for Fluency Routine Handwriting: Write letters legibly and with proper spacing. Research and Inquiry: Understand and analyze the features of an interview. Wrap Up Your Day</p>	<p>Teacher's Edition p.33c Daily Fix-It</p>	<p>20 minutes</p>
Homework		My Notes

"A Place to Play" Day 3

Objective	Materials	Pacing
Content Knowledge: How Places Change Comprehension Skill: Review Author's Purpose Phonological Awareness: Rhyming Words Phonics: Vowel Sounds of y; Syllable Pattern CV Spelling: Vowel Sounds of y Fluency: Accuracy and Appropriate Rate Conventions: Action Verbs Writing: Realistic Story Listening and Speaking: Relate an Experience in Sequence	TE pp. 34a–37c SE pp. 14–15, 34–37 Big Book "Mr. George Baker" Reader's and Writer's Notebook pp. 322–326	Standards 1 day Blocks 1 hour 30 minutes

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 Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.b. Decode regularly spelled one-syllable words.
- CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.
- 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 Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 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
<p>Content Knowledge: Discuss the Question of the Week: How do places change? Oral Vocabulary: Amazing Words Oral Vocabulary Routine Phonological Awareness: Identify words that rhyme. Phonics: Read words with vowel sounds of y and syllable pattern CV. Fluent Word Reading Blend and Read: Blend and read words with the vowel sounds of y and words with syllable pattern CV. Spelling: Spell words with vowel sounds of y. Small Group Time</p>	<p>Teacher's Edition p.34a Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>High-Frequency and Selection Vocabulary Check High-Frequency Words Text-Based Comprehension: Check Understanding - Read for Understanding Routine: Access Text and Close Reading Main Selection—Second Read: Read "A Place to Play" pp. 20–33. - Comprehension Skill: Review Author's Purpose - Establish purpose for reading text. - Review key features of realistic fiction. Retelling: Retell a narrative. Think Critically: Identify sequence in a narrative text. - Ask questions. - Write clear, coherent sentences. Model Fluency: Read aloud fluently with accuracy and at an appropriate rate. - Choral Reading Routine</p>	<p>Teacher's Edition p.34g Student Edition p.20 eText, Main Selection eText</p>	<p>40 minutes</p>
Language Arts	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Conventions: Identify and use action verbs. - Daily Fix-It Let's Write It!: Connect to Conventions: Action Verbs Writing: Write a draft of a realistic story. - Mini-Lesson: Sequence in a Story - Quick Write for Fluency Routine Listening and Speaking: Relate an experience in sequence. - Speak clearly and at an appropriate rate. - Share information and ideas. Research and Inquiry: Apply knowledge of an interview to an inquiry project. Wrap Up Your Day</p>	<p>Teacher's Edition p.36a Animation, Grammar Jammer Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"A Place to Play" Day 4

Objective	Materials	Pacing
Content Knowledge: How Places Change Comprehension Skill: Sequence Comprehension Strategy: Summarize Phonological Awareness: Add Initial Phonemes Phonics: Review Long e Spelled e, ee; Syllables VC/CV Spelling: Vowel Sounds of y Fluency: Accuracy and Appropriate Rate Conventions: Action Verbs Writing: Realistic Story	TE pp. 38a–41e SE pp. 38–41 Read Aloud Anthology Reader's and Writer's Notebook pp. 327–328 Let's Practice It! TR DVD 123–124 Decodable Practice Reader 13C	Standards 1 day Blocks 1 hour 30 minutes
National Standards		
<p>CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.</p> <p>CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>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.</p> <p>CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</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>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: How do places change? Oral Vocabulary: Amazing Words Oral Vocabulary Routine Phonological Awareness: Add initial phonemes. Phonics: Identify and decode words with long e spelled e and ee. - Determine number of syllables in words using syllables VC/CV. Decodable Practice Reader 13C: Apply knowledge of sound-spellings to decode unknown words when reading. Reread for Fluency: Practice fluency with oral rereading. - Oral Rereading Routine Fluent Word Reading: Read words fluently in context and in isolation. Spelling: Spell words with vowel sounds of y. Small Group Time</p>	<p>Teacher's Edition p.38a eText, eReader eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p><i>Read and Comprehend</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>
<p>Social Studies in Reading: Preview and predict. Paired Selection: Read "My Neighborhood, Then and Now" pp. 38–41. - Access Text - Let's Think About Genre - Reading and Writing Across Texts Fluency: Read aloud fluently with accuracy and at an appropriate rate. - Paired Reading Routine - Check words correct per minute.</p>	<p>Teacher's Edition p.38i Student Edition p.38 eText, Paired Selection eText</p>	<p>40 minutes</p>
<p><i>Language Arts</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Identify and use action verbs. - Daily Fix-It</p> <p>Writing: Revise a draft by adding words to clarify meaning. - Mini-Lesson: Revising Strategy: Adding Words - Quick Write for Fluency Routine</p> <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.41b Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"A Place to Play" Day 5

Objective	Materials	Pacing
Content Knowledge: How Places Change Comprehension Skill: Sequence Phonological Awareness: Add Initial Phonemes Phonics: Vowel Sounds of y; Syllable Pattern CV Spelling: Vowel Sounds of y Listening and Speaking: Tell About an Experience Fluency: Accuracy and Rate Conventions: Action Verbs Writing: Realistic Story	TE pp. 42a–43l SE pp. 42–43 Read Aloud Anthology Let's Practice It! TR DVD 127 Weekly Tests pp. 109–114 Fresh Reads pp. 109–114	Standards 1 day Blocks 1 hour 30 minutes

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 Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.b. Decode regularly spelled one-syllable words.
- CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.
- 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 Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 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).

Pearson SuccessNet Lesson Plan

<i>Get Ready to Read</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Content Knowledge: Discuss the Question of the Week: How do places change?</p> <p>Oral Vocabulary: Connect to Amazing Words - Review and Check Amazing Words</p> <p>Phonological Awareness: Add initial sound to create a new word.</p> <p>Phonics: Review words with vowel sounds of y and with syllable pattern CV.</p> <p>Spelling Test: Vowel Sounds of y</p>	<p>Teacher's Edition p.42a</p>	<p>30 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Small Group Time</p> <p>Listening and Speaking: Give an announcement, including all important information. - Listen attentively.</p> <p>Vocabulary: Use context clues to determine the correct meaning of multiple-meaning words.</p> <p>Fluency: Read aloud fluently with good expression and intonation.</p> <p>Text-Based Comprehension: Draw conclusions.</p> <p>Vocabulary: Review high-frequency and story words.</p> <p>Poetry: Respond to and use rhyme, rhythm, and alliteration.</p> <p>Assessment: Monitor Progress: Sentence Reading/Fluency and Comprehension</p>		<p>30 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>

Pearson SuccessNet Lesson Plan

<p>Conventions: Identify verbs. - Daily Fix-It Writing: Edit a draft for spelling, punctuation, and capitalization. - Create and present a final draft. - Mini-Lesson: Proofread for Verbs and Transition Words - Quick Write for Fluency Routine Research and Inquiry: Present results of an inquiry project. Wrap Up Your Week!</p>	<p>Activity, Story Sort Daily Fix-It</p>	<p>30 minutes</p>
Assessment Checkpoints for the Week	Targeted Resources	Duration
<p>Phonics: Vowel Sounds of y Phonics: Syllable Pattern CV Comprehension Skill: Sequence High-Frequency Words</p>	<p>Teacher's Edition p.43l</p>	<p>20 minutes</p>
Homework	My Notes	