

"A Southern Ranch" Day 1

Objective	Materials	Pacing
Content Knowledge: Treasuring Special Places Comprehension Skill: Facts and Details Phonological Awareness: Segment and Blend Phonemes Phonics: Vowel Digraphs ie, igh Spelling: Words with ie, igh Conventions: Adjectives for What Kind Writing for Tests: Realistic Story	TE pp. 120j–125f SE pp. 120–125, EI 5 Sing with Me Big Book Reader's and Writer's Notebook pp. 457–460 Let's Practice It! TR DVD 193–194, 198 Decodable Practice Reader 22A	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 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.f. Use frequently occurring adjectives.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: Why do we treasure special places?</p> <ul style="list-style-type: none"> - Activate Prior Knowledge Routine <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend words with vowel digraphs ie, igh.</p> <p>Phonics: Associate the vowel sound // with the spellings ie and igh and the vowel sound // with the spelling ie.</p> <p>Read: Read words with vowel digraphs ie, igh.</p> <p>Decodable Practice Reader 22A: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Spelling Pretest: Spell words with ie and igh.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.120j</p> <p>Video, Concept Talk Video</p> <p>Song, Sing with Me</p> <p>Activity, Sound-Spelling Chart</p> <p>eText, Decodable eBook</p> <p>Reader's and Writer's Notebook Key</p>	<p>40 minutes</p>
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>High-Frequency Words: Read high-frequency words.</p> <ul style="list-style-type: none"> - Nondecodable Words Routine <p>Text-Based Comprehension: Identify facts and details.</p> <ul style="list-style-type: none"> - Envision It! Facts and Details <p>Read Aloud: Read "Family Thanksgiving" TE p. 125b.</p>	<p>Teacher's Edition p.125</p> <p>Animation, Envision It! Animation</p>	<p>30 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>

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<p>Conventions: Identify and correctly use adjectives for what kind. - Daily Fix-It</p> <p>Writing for Tests: Understand and identify the 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.125c Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"A Southern Ranch" Day 2

Objective	Materials	Pacing
<p>Content Knowledge: Treasuring Special Places</p> <p>Comprehension Skill: Facts and Details</p> <p>Comprehension Strategy: Questioning</p> <p>Phonological Awareness: Segment and Blend Phonemes</p> <p>Phonics: Consonant Patterns kn, wr</p> <p>Spelling: Words with ie, igh</p> <p>Conventions: Adjectives for What Kind</p> <p>Writing for Tests: Realistic Story</p> <p>Handwriting: Letter Z and z/Consistent Letter Slant</p>	<p>TE pp. 126a–143f</p> <p>SE pp. 122–123, 126–143, EI 15</p> <p>Big Book "Wilfrid Gordon McDonald Partridge"</p> <p>Reader's and Writer's Notebook pp. 461–465</p> <p>Let's Practice It! TR DVD 197</p> <p>Decodable Practice Reader 22B</p>	<p>Standards</p> <p>1 day</p> <p>Blocks</p> <p>1 hour</p> <p>30 minutes</p>
National Standards		
<p>CCSS Foundational Skills 3.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</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 Informational Text 1. Ask and answer questions about key details in a text.</p> <p>CCSS Informational Text 2. Identify the main topic and retell key details of a text.</p> <p>CCSS Language 1.f. Use frequently occurring adjectives.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: Why do we treasure special places?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend phonemes in words.</p> <p>Phonics: Associate the sound /n/ with the spelling kn and the sound /r/ with the spelling wr.</p> <ul style="list-style-type: none"> - Blending Strategy Routine <p>Read: Read words with consonant patterns kn, wr.</p> <p>Decodable Practice Reader 22B: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Paired Reading Routine <p>Phonics Review: Apply knowledge of letter-sound correspondences and syllable patterns to decode words in context and in isolation.</p> <p>Spelling: Spell words with vowel digraphs ie, igh.</p>	<p>Teacher's Edition p.126a 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>
<p>High-Frequency Words: Review high-frequency words.</p> <p>Selection Vocabulary</p> <p>Vocabulary: Identify context clues.</p> <p>Main Selection—First Read: Read "A Southern Ranch" pp. 128–143.</p> <ul style="list-style-type: none"> - Comprehension Skill: Facts and Details - Comprehension Strategy: Questioning <p>Genre: Compare and contrast two texts.</p>	<p>Teacher's Edition p.127 Student Edition p.128 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p>	<p>40 minutes</p>
<p><i>Language Arts</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>

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<p>Conventions: Identify and use adjectives for what kind. - Daily Fix-It</p> <p>Writing for Tests: Write a realistic story to a prompt. - Mini-Lesson: Planning Story Events - Quick Write for Fluency Routine</p> <p>Handwriting: Write with consistent letter slant.</p> <p>Research and Inquiry: Understand how to use a glossary.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.143b Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"A Southern Ranch" Day 3

Objective	Materials	Pacing
Content Knowledge: Treasuring Special Places Comprehension Skill: Review Compare and Contrast Phonological Awareness: Change Phonemes Phonics: Vowel Digraphs ie, igh; Consonant Patterns kn, wr Spelling: Words with ie, igh Fluency: Accuracy, Rate, and Expression Conventions: Adjectives for What Kind Writing for Tests: Realistic Story Media Literacy: Purpose of Media	TE pp. 144a–147c SE pp. 122–123, 144–147 Big Book "Wilfrid Gordon McDonald Partridge" Reader's and Writer's Notebook pp. 464, 466–470	Standards 1 day Blocks 1 hour 30 minutes

National Standards

- CCSS Speaking/Listening 1. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.
- 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.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- 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 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.
- 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 Informational Text 1. Ask and answer questions about key details in a text.
- CCSS Informational Text 2. Identify the main topic and retell key details of a text.

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CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS Language 1.f. Use frequently occurring adjectives.

Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: Why do we treasure special places?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Change phonemes to create new words.</p> <p>Phonics: Read words with vowel digraphs ie, igh and words with consonant patterns kn, wr.</p> <p>Fluent Word Reading</p> <p>Read: Read words with // or // spelled ie, // spelled igh, /n/ spelled kn, and /r/ spelled wr.</p> <p>Spelling: Spell words with ie and igh.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.144a</p> <p>Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>High-Frequency and Selection Words</p> <p>Text-Based Comprehension: Check Understanding</p> <ul style="list-style-type: none"> - Read for Understanding Routine: Access Text and Close Reading <p>Main Selection—Second Read: Read "A Southern Ranch" pp. 128–143.</p> <ul style="list-style-type: none"> - Comprehension Skill: Review Compare and Contrast - Comprehension Strategy - Establish purpose for reading text. - Review key features of expository text. <p>Retelling: Retell a nonfiction selection.</p> <p>Think Critically: Identify facts and details in expository text.</p> <ul style="list-style-type: none"> - Ask questions to clarify information. - Write clear, coherent sentences. <p>Model Fluency: Read aloud fluently with accuracy, rate, and expression.</p> <ul style="list-style-type: none"> - Choral Reading Routine 	<p>Teacher's Edition p.144g</p> <p>Student Edition p.128</p> <p>eText, Main Selection eText</p>	<p>40 minutes</p>

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Language Arts	Targeted Resources	Duration
<p>Conventions: Use descriptive adjectives when speaking.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Let's Write It!: Connect to Conventions: Adjectives for What Kind</p> <p>Writing for Tests: Use a rubric to evaluate a realistic story.</p> <ul style="list-style-type: none"> - Mini-Lesson: Evaluation - Quick Write for Fluency Routine <p>Listening and Speaking: Recognize different purposes of media.</p> <p>Research and Inquiry: Apply knowledge of glossaries to an inquiry project.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.146a</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p>	<p>20 minutes</p>
Homework	My Notes	

"A Southern Ranch" Day 4

Objective	Materials	Pacing
<p>Content Knowledge: Treasuring Special Places</p> <p>Phonological Awareness: Segment and Blend Syllables</p> <p>Phonics: Review Long o Spelled oa, ow; Three-Letter Consonant Blends</p> <p>Spelling: Words with ie, igh</p> <p>Fluency: Accuracy, Rate, and Expression</p> <p>Conventions: Adjectives for What Kind</p> <p>Writing for Tests: Realistic Story</p>	<p>TE pp. 148a–151e</p> <p>SE pp. 148–151</p> <p>Read Aloud Anthology</p> <p>Reader's and Writer's Notebook pp. 471–472</p> <p>Let's Practice It! TR DVD 195–196</p> <p>Decodable Practice Reader 22C</p>	<p>Standards</p> <p>1 day</p> <p>Blocks</p> <p>1 hour</p> <p>30 minutes</p>
National Standards		
<p>CCSS Foundational Skills 3.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</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.f. Use frequently occurring adjectives.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: Why do we treasure special places?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend words with two syllables.</p> <p>Phonics: Read words with long o spelled oa, ow and words with three-letter consonant blends.</p> <p>Decodable Practice Reader 22C: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Fluent Word Reading: Read words fluently in context and in isolation.</p> <p>Spelling: Spell words with vowel digraphs ie, igh.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.148a</p> <p>eText, eReader</p> <p>eText, Decodable eBook</p> <p>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: Recognize structure and elements of procedural text.</p> <p>Paired Selection: Read "On the Way to a Ranch" pp. 148–151.</p> <ul style="list-style-type: none"> - Access Text and Close Reading - Let's Think About Genre - Reading and Writing Across Texts <p>Fluency: Read aloud fluently with accuracy, at an appropriate rate, and with appropriate expression.</p> <ul style="list-style-type: none"> - Paired Reading Routine - Check Fluency: words correct per minute 	<p>Teacher's Edition p.148i</p> <p>Student Edition p.148</p> <p>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>

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<p>Conventions: Identify adjectives for what kind. - Daily Fix-It</p> <p>Writing for Tests: Write a realistic story to a prompt. - Mini-Lesson: Varying Sentences - Quick Write for Fluency Routine</p> <p>Research and Inquiry: Review a topic for inquiry.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p. 151b Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"A Southern Ranch" Day 5

Objective	Materials	Pacing
<p>Content Knowledge: Treasuring Special Places</p> <p>Comprehension Skill: Facts and Details</p> <p>Phonological Awareness: Blend and Segment Syllables</p> <p>Phonics: Vowel Digraphs ie, igh; Consonant Patterns kn, wr</p> <p>Spelling: Words with ie, igh</p> <p>Media Literacy: Purpose of Media</p> <p>Fluency: Accuracy, Rate, and Expression</p> <p>Conventions: Adjectives for What Kind</p> <p>Writing for Tests: Realistic Story</p>	<p>TE pp. 152a–153f</p> <p>SE pp. 152–153</p> <p>Read Aloud Anthology</p> <p>Let's Practice It! TR DVD 199</p> <p>Weekly Tests pp. 163–168</p> <p>Fresh Reads pp. 163–168</p>	<p>Standards</p> <p>1 day</p> <p>Blocks</p> <p>1 hour</p> <p>30 minutes</p>
National Standards		
<p>CCSS Speaking/Listening 1. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS Speaking/Listening 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</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.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</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 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.</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 Informational Text 1. Ask and answer questions about key details in a text.</p> <p>CCSS Informational Text 2. Identify the main topic and retell key details of a text.</p>		

Pearson SuccessNet Lesson Plan

CCSS Language 1.f. Use frequently occurring adjectives.

Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: Why do we treasure special places?</p> <p>Oral Vocabulary: Connect to Amazing Words</p> <p>Phonological Awareness: Segment and blend words with two syllables.</p> <p>Phonics: Review words with vowel digraphs ie, igh and words with consonant patterns kn, wr.</p> <p>Spelling Test: Words with ie, igh</p> <p>Small Group Time</p>	<p>Teacher's Edition p.152a</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Listening and Speaking: Understand purposes of media.</p> <ul style="list-style-type: none"> - Listen attentively. <p>Vocabulary: Use context clues to identify meanings of homophones in sentences.</p> <p>Fluency: Read aloud fluently with accuracy, at an appropriate rate, and with appropriate expression.</p> <p>Text-Based Comprehension: Recall facts and details.</p> <p>Vocabulary: Read high-frequency and story words.</p> <p>Procedural Text: Interpret signs and symbols.</p> <p>Assessment: Monitor Progress: Sentence Reading/Fluency and Comprehension</p>		<p>30 minutes</p>
Language Arts	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Conventions: Identify adjectives for what kind. - Daily Fix-It Writing for Tests: Use a rubric to evaluate a realistic story. - Mini-Lesson: Deleting a Sentence - 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>
<p>Assessment Checkpoints for the Week</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Phonics: Vowel Digraphs ie, igh Phonics: Consonant Patterns kn, wr Comprehension Skill: Facts and Details High-Frequency Words</p>	<p>Teacher's Edition p.153f</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>