

"Get the Egg!" Day 1

Objective	Materials	Pacing
Content Knowledge: Neighborhood Animals Listening Comprehension: Main Idea and Details Phonemic Awareness: Distinguish /e/ Phonics and Spelling: Short e: e Fluency: Oral Rereading Conventions: Interrogative Sentences Writing: Realistic Story	TE pp. 120j–125f SE pp. 120–125, EI 3 Sing with Me Big Book Reader's and Writer's Notebook, pp. 185–188, 194 Decodable Practice Reader 5A	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 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS Literature 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.</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.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS Language 2.b. Use end punctuation for sentences.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: Which wild animals live in our neighborhood?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Distinguish /e/ in initial and medial positions.</p> <p>Phonics: Associate the vowel sound /e/ with the spelling e.</p> <p>Read: Blend and read words with the short vowel sound e.</p> <p>Phonics Practice: Read Decodable Practice Reader 5A.</p> <ul style="list-style-type: none"> - Apply knowledge of sound-spellings to decode unknown words when reading. <p>Fluency Practice: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Spelling Pretest: Short e Words</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>60 minutes</p>
<p><i>Read and Comprehend</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>
<p>Nondecodable Words Routine: Read high-frequency words.</p> <p>Text-Based Comprehension: Identify main idea and details.</p> <p>Read Aloud: "The Pecking Hen" TE p. 125b</p>	<p>Teacher's Edition p.125</p> <p>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>

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<p>Conventions: Ask questions with appropriate subject-verb inversion.</p> <p>Writing: Understand and recognize the features of a realistic story.</p> <ul style="list-style-type: none">- Develop an understanding of sequence in a realistic story.- Mini-Lesson: Read Like a Writer- Daily Fix-It <p>Research and Inquiry: Identify a topic connected to this week's concept.</p> <ul style="list-style-type: none">- Narrow the focus of the topic by formulating inquiry questions related to the topic. <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.125c Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Get the Egg!" Day 2

Objective	Materials	Pacing
<p>Content Knowledge: Neighborhood Animals Comprehension Skill: Main Idea and Details Comprehension Strategy: Story Structure Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Short e: e; Initial Consonant Blends Fluency: Paired Reading Conventions: Interrogative Sentences Writing: Realistic Story</p>	<p>TE pp. 126a–137g SE pp. 126–137, EI 14 Big Book "Jungle Drum" Reader's and Writer's Notebook, pp. 189–193 Decodable Practice Book 5B</p>	<p>Standards 1 day Blocks 2 hours</p>
National Standards		
<p>CCSS Literature 1. Ask and answer questions about key details in a text.</p> <p>CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS Literature 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</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 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.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS Language 2.b. Use end punctuation for sentences.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: Which wild animals live in our neighborhood?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Segment and blend phonemes.</p> <p>Phonics: Associate sounds of consonant blends with corresponding letters.</p> <p>Blending Strategy Routine</p> <p>Blend and Read: Blend and read words with initial consonant blends.</p> <p>Phonics Practice: Read Decodable Practice Reader 5B.</p> <ul style="list-style-type: none"> - Apply knowledge of sound-spellings to decode unknown words when reading. <p>Fluency Practice: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Paired Reading Routine <p>Phonics: Apply knowledge of letter-sound correspondences to decode words in context and in isolation.</p> <p>Spelling: Spell words with the vowel sound /e/.</p>	<p>Teacher's Edition p.126a</p> <p>Activity, Sound-Spelling Chart</p> <p>eText, Decodable eBook</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 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 Routine Selection Vocabulary Vocabulary: Sort words into categories of animals. Text-Based Comprehension –Preview and Predict –Read for Understanding Routine: Access Text and Close Reading Main Selection—First Read: "Get the Egg!" pp. 128–137 Comprehension Skill: Main Idea and Detail Comprehension Strategy: Story Structure Text-Based Comprehension: Check Understanding Small Group Time Literary Text: Identify sensory details.</p>	<p>Teacher's Edition p.127 Student Edition p.128 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p>	<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Recognize and use punctuation marks at the end of interrogative sentences. - Daily Fix-It Writing: Recognize features of a realistic story. - Generate realistic story ideas. - Mini-Lesson: Sequence - Quick Write for Fluency Routine Handwriting: Write with consistent letter size. Research and Inquiry: Research Skill: List - Make a list about a topic. Wrap Up Your Day</p>	<p>Teacher's Edition p.137c Daily Fix-It</p>	<p>30 minutes</p>
Homework	My Notes	

"Get the Egg!" Day 3

Objective	Materials	Pacing
Content Knowledge: Neighborhood Animals Comprehension: Review Character Phonological Awareness: Generate Rhyming Words Phonics and Spelling: Short e: e; Initial Consonant Blends Fluency: Appropriate Phrasing Conventions: Interrogative Sentences Writing: Realistic Story Listening and Speaking: Give Descriptions	TE pp. 138a–141c SE pp. 138–141 Big Book "Jungle Drum" Reader's and Writer's Notebook, pp. 194–198	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 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS Literature 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</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.c. Ask questions to clear up any confusion about the topics and texts under discussion.</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.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 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.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS Language 2.b. Use end punctuation for sentences.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: Which animals live in our neighborhood?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonological Awareness: Identify and generate words that rhyme.</p> <p>Phonics: Build words beginning with consonant blends.</p> <p>Fluency: Read words with initial consonant blends.</p> <p>Read: Blend and read words with short e and initial consonant blends.</p> <ul style="list-style-type: none"> - Decode words in context and in isolation. <p>Spelling: Spell words with short e.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.138a</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<p><i>Read and Comprehend</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>
<p>High-Frequency and Selection Vocabulary: Read high-frequency words.</p> <p>Check High-Frequency 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: "Get the Egg!" pp. 128–137</p> <ul style="list-style-type: none"> -Comprehension Skill: Review character and setting. -Comprehension Skill: Review Genre - Realistic Nonfiction <p>Retelling: Pairs of students retell the story to one another.</p> <p>Think Critically: Identify the main idea and details.</p> <ul style="list-style-type: none"> - Explain a story's structure. - Write clear, coherent sentences. <p>Fluency: Read aloud fluently with appropriate phrasing.</p> <ul style="list-style-type: none"> - Choral Reading Routine 	<p>Teacher's Edition p.138g</p> <p>Student Edition p.128</p> <p>eText, Main Selection eText</p>	<p>15 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: Recognize and use question marks at the end of interrogative sentences.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Let's Write It!: Write a draft of a realistic story.</p> <p>Writing: Realistic Story</p> <ul style="list-style-type: none">- Mini-Lesson: Time-Order Words- Quick Write for Fluency Routine <p>Listening and Speaking: Give descriptions.</p> <ul style="list-style-type: none">- Use descriptive words when speaking.- Listen attentively as others give descriptions. <p>Research and Inquiry: Gather and record information about the topic.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.140a Animation, Grammar Jammer Daily Fix-It</p>	<p>45 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Get the Egg!" Day 4

Objective	Materials	Pacing
<p>Content Knowledge: Wild Animals in Our Neighborhood Comprehension: Main Idea and Details Phonemic Awareness: Distinguish /e/ Phonics and Spelling: Review Inflected Endings Fluency: Appropriate Phrasing Conventions: Interrogative Sentences Writing: Realistic Story</p>	<p>TE pp. 142a–143f SE pp. 142–143 Read Aloud Anthology Reader's and Writer's Notebook, pp. 199–200 Decodable Practice Reader 5C</p>	<p>Standards 1 day Blocks 2 hours</p>
National Standards		
<p>CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.</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.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS Language 2.b. Use end punctuation for sentences.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What wild animals live in our neighborhood?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Distinguish /e/ in initial and medial positions.</p> <p>Phonics: Review - Read and identify words with inflected endings -s and -ing.</p> <p>Phonics Practice: Read Decodable Practice Reader 5C.</p> <ul style="list-style-type: none"> - Apply knowledge of sound-spellings to decode unknown words when reading. - Review High-Frequency Words - Decode and read words in context and isolation. <p>Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Fluent Word Reading: Review reading words fluently in context and in isolation.</p> <p>Spelling Partner Review: Spell words with short e.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.142a</p> <p>eText, eReader</p> <p>eText, Decodable eBook</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<p><i>Read and Comprehend</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>

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<p>Science in Reading: Preview and predict.</p> <ul style="list-style-type: none"> - Set purpose for reading and make predictions. - Relate prior knowledge to new text. <p>Paired Selection: Read "Help the Birds" pp. 142–143.</p> <ul style="list-style-type: none"> –Access Text and Close Reading –Let’s Think About Genre –Reading and Writing About Text <p>Guide Comprehension: Identify main idea and details.</p> <ul style="list-style-type: none"> - Summarize the multi-step directions in a how-to article. <p>Fluency: Read aloud fluently with accuracy and appropriate phrasing.</p> <ul style="list-style-type: none"> - Paired Reading Routine - Check words correct per minute. 	<p>Teacher’s Edition p.142i Student Edition p.142 eText, Paired Selection eText</p>	<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Identify interrogative sentences.</p> <p>Writing: Revise a draft of a realistic story.</p> <ul style="list-style-type: none"> - Mini-Lesson: Revising Strategy: Adding a Sentence - Peer conferencing - Daily Fix-It <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p>	<p>Teacher’s Edition p.143c Daily Fix-It</p>	<p>30 minutes</p>
Homework		My Notes

"Get the Egg!" Day 5

Objective	Materials	Pacing
<p>Content Knowledge: Neighborhood Animals Comprehension Skill: Main Idea and Details Phonemic Awareness: Segment and Blend Onset and Rime Phonics and Spelling: Review Short e: e; Initial Consonant Blends Listening and Speaking: Give Descriptions Fluency: Appropriate Phrasing Conventions: Interrogative Sentences Writing: Realistic Story</p>	<p>TE pp. 144a–145l SE pp. 144–145 Read Aloud Anthology Weekly Test pp. 61–66 Fresh Reads pp. 61–66</p>	<p>Standards 1 day Blocks 2 hours</p>
National Standards		
<p>CCSS Literature 1. Ask and answer questions about key details in a text.</p> <p>CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS Literature 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>CCSS Speaking/Listening 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.</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.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 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.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS Language 2.b. Use end punctuation for sentences.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: Which wild animals live in our neighborhood?</p> <p>Oral Vocabulary: Connect to Amazing Words - Review and Check Amazing Words</p> <p>Phonological Awareness: Segment and blend onset and rime.</p> <p>Phonics: Review words with the vowel sound /e/. - Review words with initial consonant blends.</p> <p>Spelling Test: Words with Short e</p>	<p>Teacher's Edition p.144a</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Small Group Time</p> <p>Listening and Speaking: Give descriptions. - Use good speaking and listening behaviors.</p> <p>Vocabulary: Sort words.</p> <p>Fluency: Read aloud fluently and with appropriate phrasing.</p> <p>Text-Based Comprehension: Identify main idea and details.</p> <p>Vocabulary: Review high-frequency and story words.</p> <p>Genre: Understand the features of a how-to article.</p> <p>Assessment: Monitor Progress Routines</p>		<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Identify interrogative sentences. - Daily Fix-It</p> <p>Writing: Edit a draft for spelling, punctuation, and capitalization. - Mini-Lesson: Proofread for Questions - Create and present a final draft. - Quick Write for Fluency Routine</p> <p>Research and Inquiry: Present results of inquiry project.</p> <p>Wrap Up Your Week!</p>	<p>Activity, Story Sort Daily Fix-It</p>	<p>30 minutes</p>

Pearson SuccessNet Lesson Plan

Assessment Checkpoints for the Week	Targeted Resources	Duration
Phonics: Short e: e Phonics: Initial Consonant Blends Comprehension Skill: Main Idea and Detail High-Frequency Words	Teacher's Edition p.145l	
Homework		My Notes