

"I'm a Caterpillar" Day 1

1st

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Changes in Nature                      Comprehension Skill: Fact and Opinion                      Phonological Awareness: Isolate Medial and Final Phonemes                      Phonics: r-Controlled er, ir, ur                      Spelling: Words with er, ir, ur                      Conventions: Verbs Am, Is, Are, Was, and Were                      Writing: Captions and Pictures</p>	<p>TE pp. 150j-155f                      SE pp. 150-155, EI 4-EI 5                      Sing with Me Big Book                      Reader's and Writer's Notebook pp. 377-380                      Let's Practice It! TR DVD 153-154, 158                      Decodable Practice Reader 17A</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      1 hour                      30 minutes</p>
<b>National Standards</b>		
<p>CCSS Literature 1. Ask and answer questions about key details in a text.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</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>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What changes can be seen in nature?</p> <ul style="list-style-type: none"> <li>- Activate Prior Knowledge Routine</li> </ul> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend words with r-controlled /r/.</p> <p>Phonics: Associate the sound /r/ with the spellings er, ir, and ur.</p> <p>Read: Blend and read words with r-controlled er, ir, ur.</p> <p>Decodable Practice Reader 17A. 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"> <li>- Oral Rereading Routine</li> </ul> <p>Spelling Pretest: Spell words with er, ir, ur.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.150j</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><b>Read and Comprehend</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>High-Frequency Words: Read high-frequency words</p> <ul style="list-style-type: none"> <li>- Nondecodable Words Routine</li> </ul> <p>Text-Based Comprehension: Distinguish facts from opinions in text.</p> <ul style="list-style-type: none"> <li>- Envision It! Fact and Opinion</li> </ul> <p>Read Aloud: Read "Fern's Wild Job" TE p. 155b.</p>	<p>Teacher's Edition p.155</p> <p>Animation, Envision It! Animation</p>	<p>30 minutes</p>
<p><b>Language Arts</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Use verbs am, is, are, was, and were with correct subject-verb agreement.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Writing: Understand and recognize the features of captions and pictures.</p> <ul style="list-style-type: none"><li>- Mini-Lesson: Read Like a Writer</li><li>- Quick Write for Fluency Routine</li></ul> <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.155c</p> <p>Daily Fix-It</p>	<p>20 minutes</p>
<p><b>Homework</b></p>	<p><b>My Notes</b></p>	

"I'm a Caterpillar" Day 2

Objective	Materials	Pacing
<p>Content Knowledge: Changes in Nature                      Comprehension Skill: Fact and Opinion                      Comprehension Strategy: Text Structure                      Phonological Awareness: Isolate Medial and Final Phonemes                      Phonics: Contractions with 's, 've, 're                      Spelling: Words with er, ir, ur                      Conventions: Verbs Am, Is, Are, Was, and Were                      Writing: Captions and Pictures                      Handwriting: Letter V and v/Left-to-Right                      Progression</p>	<p>TE pp. 156a–173f                      SE pp. 152–153, 156–173, EI 20                      Big Book "What Makes the Seasons?"                      Reader's and Writer's Notebook pp. 381–385                      Let's Practice It! TR DVD 157                      Decodable Practice Reader 17B</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      1 hour                      30 minutes</p>
<p><b>National Standards</b></p>		
<p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, 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 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</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>		
<p><b>Get Ready to Read</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What changes can be seen in nature?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Isolate medial and final phonemes in contractions.</p> <p>Phonics: Blend and read contractions with 's, 've, and 're.</p> <p>- Word Blend and Read: Blend and read contractions with 's, 've, 're.</p> <p>Decodable Practice Reader 17B: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading.</p> <p>- Paired Reading Routine</p> <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 /r/ spelled er, ir, ur.</p>	<p>Teacher's Edition p.156a          Activity, Sound-Spelling Chart          eText, Decodable eBook          Reader's and Writer's Notebook Key</p> <p><i>PowerPoint</i></p>	<p>30 minutes</p>
<p><b>Read and Comprehend</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>

Pearson SuccessNet Lesson Plan

<p>High-Frequency Words: Review high-frequency words.</p> <p>Selection Vocabulary</p> <p>Vocabulary: Use a dictionary and glossary.</p> <p>Text-Based Comprehension</p> <ul style="list-style-type: none"> <li>- Preview and Predict</li> <li>- Read for Understanding Routine: Access Text and Close Reading</li> </ul> <p>Main Selection—First Read: Read "I'm a Caterpillar" pp. 158–173.</p> <ul style="list-style-type: none"> <li>- Comprehension Skill: Fact and Opinion</li> <li>- Comprehension Strategy: Text Structure</li> </ul> <p>Text-Based Comprehension: Check Understanding</p> <p>Small Group Time</p> <p>Literary Nonfiction: Determine whether a story is true or fantasy.</p>	<p>Teacher's Edition p.157</p> <p>Student Edition p.158</p> <p>Activity: Vocabulary Activity</p> <p>Activity: Journal: Word Bank</p> <p>eText: Main Selection eText</p> <p><i>writing journal</i></p>	<p>40 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Use verbs am, is, are, was, were with correct subject-verb agreement in statements and questions.</p> <ul style="list-style-type: none"> <li>- Daily Fix-It</li> </ul> <p>Writing: Generate picture and caption ideas.</p> <ul style="list-style-type: none"> <li>- Mini-Lesson: Focus/Ideas</li> <li>- Quick Write for Fluency Routine</li> </ul> <p>Handwriting: Write with consistent left-to-right progression.</p> <p>Research and Inquiry: Understand how to use a computer to create a word-processed document.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.173b</p> <p>Daily Fix-It</p> <p><i>writing journal</i></p> <p><i>How to make hot Chocolate - writing piece</i></p>	<p>20 minutes</p>
Homework	My Notes	

"I'm a Caterpillar" Day 3

Objective	Materials	Pacing
<p>Content Knowledge: Changes in Nature                      Comprehension Skill: Review Sequence                      Phonological Awareness: Add Phonemes                      Phonics: r-Controlled er, ir, ur; Contractions with 's, 've, 're                      Spelling: Words with er, ir, ur                      Fluency: Expression and Intonation                      Conventions: Verbs Am, Is, Are, Was, and Were                      Writing: Captions and Pictures                      Listening and Speaking: Share Information and Ideas</p>	<p>TE pp. 174a–177c                      SE pp. 152–153, 174–177                      Big Book "What Makes the Seasons?"                      Reader's and Writer's Notebook pp. 386–390</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      1 hour                      30 minutes</p>

**National Standards**

- 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 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. Know and apply grade-level phonics and word analysis skills in decoding 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 Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- CCSS Informational Text 1. Ask and answer questions about key details in a text.
- CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 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
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Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What changes can be seen in nature?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Recognize the change in a spoken word when a phoneme is added.</p> <p>Phonics: Read words with /r/ spelled er, ir, ur and contractions with 's, 've, 're.</p> <p>Fluent Word Reading</p> <p>Blend and Read: Blend and read contractions and words with /r/ spelled er, ir, or ur.</p> <p>Spelling: Spell words with er, ir, and ur.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.174a Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p><b>Read and Comprehend</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>High-Frequency and Selection Vocabulary Check High-Frequency Words Text-Based Comprehension: Check Understanding</p> <p>- Read for Understanding Routine: Access Text and Close Reading Main Selection—Second Read: Read "I'm a Caterpillar" pp. 158–173.</p> <p>- Comprehension Skill: Review Sequence</p> <p>- Establish purpose for reading text.</p> <p>- Review key features of literary nonfiction.</p> <p>Retelling: Retell a nonfiction selection.</p> <p>Think Critically: Identify fact and opinion.</p> <p>- Identify text structure.</p> <p>- Write clear, coherent sentences.</p> <p>Model Fluency: Read aloud fluently, attending to punctuation.</p> <p>- Choral Reading Routine</p>	<p>Teacher's Edition p.174g Student Edition p.158 eText, Main Selection eText</p>	<p>40 minutes</p>
<p><b>Language Arts</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>

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Pearson SuccessNet Lesson Plan

<p>Conventions: Speak in complete sentences with correct subject-verb agreement.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Let's Write It!: Connect to Conventions: Verbs am, is, are, was, were</p> <p>Writing: Write a draft of pictures and captions.</p> <ul style="list-style-type: none"><li>- Mini-Lesson: Details to Show and Tell</li><li>- Quick Write for Fluency Routine</li></ul> <p>Listening and Speaking: Share ideas and information about how nature changes.</p> <ul style="list-style-type: none"><li>- Listen carefully to others while they are speaking.</li><li>- Share appropriate ideas when contributing to a discussion.</li></ul> <p>Research and Inquiry: Gather and record information for an inquiry project.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.176a</p> <p>Animation: Grammar Jammer</p> <p>Daily Fix-It</p>	<p>20 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

Sec. Skills

3+4  
"I'm a Caterpillar" Day 4

Objective	Materials	Pacing
<p>Content Knowledge: Changes in Nature                      Comprehension Strategy: Text Structure                      Phonological Awareness: Segment and Blend                      Syllables                      Phonics: Endings -ed, -ing, r-Controlled ar                      Spelling: Words with er, ir, ur                      Fluency: Expression and Intonation                      Conventions: Verbs Am, Is, Are, Was, and Were                      Writing: Captions and Pictures</p>	<p>TE pp. 178a-179f                      SE pp. 178-179                      Read Aloud Anthology                      Reader's and Writer's Notebook pp. 391-392                      Let's Practice It! TR DVD 155-156                      Decodable Practice Reader 17C</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      1 hour                      30 minutes</p>
<b>National Standards</b>		
<p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</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>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What changes can be seen in nature?</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 endings -ed, -ing and words with r-controlled ar.</p> <p>Decodable Practice Reader 17C: 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"> <li>- Oral Rereading Routine</li> </ul> <p>Fluent Word Reading: Read words fluently in context and in isolation.</p> <p>Spelling: Spell words with /r/ spelled er, ir, ur.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.178a</p> <p>eText, eReader</p> <p><del>eText, Decodable eBook</del></p> <p>Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p><b>Read and Comprehend</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>21st Century Skills: Preview and predict.</p> <p>Paired Selection: Read "My Computer" pp. 178–179.</p> <ul style="list-style-type: none"> <li>- Access Text</li> <li>- Let's Think About Genre</li> <li>- Reading and Writing Across Texts</li> </ul> <p>Fluency: Read aloud fluently with expression and appropriate intonation.</p> <ul style="list-style-type: none"> <li>- Paired Reading Routine</li> <li>- Check words correct per minute.</li> </ul>	<p>Teacher's Edition p.178i</p> <p>Student Edition p.178</p> <p>eText, Paired Selection eText</p>	<p>40 minutes</p>
<p><b>Language Arts</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Use verbs am, is, are, was, and were with correct subject-verb agreement.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Writing: Revise a draft for clarity.</p> <ul style="list-style-type: none"><li>- Mini-Lesson: Revising Strategy: Adding a Sentence</li><li>- Quick Write for Fluency Routine</li></ul> <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.179c Daily Fix-It</p>	<p>20 minutes</p>
<p><b>Homework</b></p>	<p><b>My Notes</b></p>	

"I'm a Caterpillar" Day 5

Objective	Materials	Pacing
<p>Content Knowledge: Changes in Nature                      Comprehension Skill: Fact and Opinion                      Phonological Awareness: Generate Rhyming Words                      Phonics: r-Controlled er, ir, ur; Contractions 's, 've, 're                      Spelling: Words with er, ir, ur                      Listening and Speaking: Share Information and Ideas                      Fluency: Expression and Intonation                      Conventions: Verbs Am, Is, Are, Was, and Were                      Writing: Captions and Pictures</p>	<p>TE pp. 180a–181                      SE pp. 180–181                      Read Aloud Anthology                      Let's Practice It! TR DVD 159                      Weekly Tests pp. 133–138                      Fresh Reads pp. 133–138</p> <p><i>Goal Monitoring</i></p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      1 hour                      30 minutes</p>

**National Standards**

- 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 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. Know and apply grade-level phonics and word analysis skills in decoding 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 Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- CCSS Informational Text 1. Ask and answer questions about key details in a text.
- CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 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

<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Content Knowledge: Discuss the Question of the Week: What changes can be seen in nature?</p> <p>Oral Vocabulary: Connect to Amazing Words - Review and Check Amazing Words</p> <p>Phonological Awareness: Change initial sounds to create rhyming words.</p> <p>Phonics: Review words with the r-controlled er, ir, ur and contractions with 's, 've, 're.</p>	<p>Teacher's Edition p.180a</p>	<p>30 minutes</p>
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Small Group Time</p> <p>Listening and Speaking: Share information and ideas.</p> <ul style="list-style-type: none"> <li>- Speak clearly at an appropriate rate.</li> <li>- Listen attentively.</li> <li>- Make appropriate contributions to a discussion.</li> </ul> <p>Vocabulary: Use a glossary to find words.</p> <p>Fluency: Read aloud fluently with expression.</p> <p>Text-Based Comprehension: Distinguish fact from opinion in text.</p> <p>Vocabulary: Review high-frequency and story words.</p> <p>Literary Nonfiction: Understand features of nonfiction.</p> <p>Assessment: Monitor Progress: Sentence Reading/Fluency and Comprehension</p>		<p>30 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>

Unfinished work completed

Pearson SuccessNet Lesson Plan

<p>Conventions: Use verbs am, is, are, was, and were with correct subject-verb agreement.</p> <ul style="list-style-type: none"> <li>- Daily Fix-It</li> </ul> <p>Writing: Edit a draft for spelling, punctuation, and capitalization.</p> <ul style="list-style-type: none"> <li>- Create and present a final draft.</li> <li>- Mini-Lesson: Proofread for Verbs</li> <li>- Quick Write for Fluency Routine</li> </ul> <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>
<b>Assessment Checkpoints for the Week</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Phonics: Vowels: r-Controlled er, ir, ur</p> <p>Phonics: Contractions</p> <p>Comprehension Skill: Fact and Opinion</p> <p>High-Frequency Words</p>	<p>Teacher's Edition p.181!</p>	<p>20 minutes</p>
<b>Homework</b>	<b>My Notes</b>	