

"Fly, Eagle, Fly!" Day 1

3rd

Objective	Materials	Pacing
<p>Content Knowledge: Unique Animal Behaviors                      Phonics/Word Analysis: Syllables VCCCV                      Comprehension Skill: Cause and Effect                      Comprehension Strategy: Monitor and Clarify                      Spelling: Syllables VCCCV                      Conventions: Prepositions                      Handwriting: Cursive letter f                      Writing for Tests: Summary</p>	<p>TE pp. 150j–155f                      SE pp. 150–155, E 3, E 21                      Decodable Practice Reader 20A                      Reader's and Writer's Notebook pp. 291–293                      Let's Practice It! DVD 257–259</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      1.5–2 hours</p>
<p><b>National Standards</b></p>		
<p>CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</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.c. Decode multisyllable words.</p> <p>CCSS Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS Informational Text 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
<p><b>Get Ready to Read</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>

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<p>Content Knowledge: Discuss the Question of the Week: What behaviors are unique to different animals?</p> <ul style="list-style-type: none"> <li>- Build Oral Language</li> </ul> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Read Aloud: Read "Where Are the Alligators?" TE p. 151b.</p> <p>Word Analysis: Use word analysis to recognize words with syllable pattern VCCCV.</p> <ul style="list-style-type: none"> <li>- Decode and read words in context and in isolation.</li> </ul> <p>Decodable Practice Reader 20A: Apply knowledge of VCCCV syllable pattern to decode unknown multisyllabic words when reading.</p> <ul style="list-style-type: none"> <li>- Decode and read words in context and independent of context.</li> </ul> <p>Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> <li>- Oral Rereading Routine</li> </ul>	<p>Teacher's Edition p.150j</p> <p>Video, Concept Talk Video</p> <p>eText, Decodable eBook</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>Text-Based Comprehension: Identify causes and effects to aid comprehension.</p> <ul style="list-style-type: none"> <li>- Monitor and clarify to aid comprehension.</li> </ul> <p>Fluency: Read grade-level text with appropriate rate.</p> <ul style="list-style-type: none"> <li>- Paired Reading Routine</li> </ul> <p>Selection Vocabulary: Introduce Tested Words</p>	<p>Teacher's Edition p.154a</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>

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<p>Research and Inquiry: Identify questions for research.</p> <p>Small Group Time</p> <p>Spelling Pretest: Spell words with syllable pattern VCCCV</p> <p>Conventions: Define and correctly use prepositions.</p> <p>- Daily Fix-It</p> <p>Handwriting: Write words and phrases using cursive letter f.</p> <p>Writing for Tests: Understand and identify the features of a summary.</p> <ul style="list-style-type: none"><li>- Mini-Lesson: Read Like a Writer</li><li>- Quick Write for Fluency Routine</li></ul> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.155b</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"Fly, Eagle, Fly!" Day 2

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Unique Animal Behaviors                      Phonics/Word Analysis: Syllables VCCCV                      Literary Terms: Sensory Details                      Vocabulary Skill: Unknown Words                      Comprehension Skill: Cause and Effect                      Comprehension Skill: Review Draw                      Conclusions                      Comprehension Strategy: Monitor and Clarify                      Conventions: Prepositions                      Spelling: Syllables VCCCV                      Writing for Tests: Summary</p>	<p>TE pp. 156a–167e                      SE pp. 156–167, W 14                      Reader's and Writer's Notebook pp. 292,                      295–297                      Let's Practice It! DVD 260–261</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      1.5–2 hours</p>
<b>National Standards</b>		
<p>CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CCSS Language 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS Literature 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>CCSS Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</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.c. Decode multisyllable words.</p> <p>CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>

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<p>Content Knowledge: Discuss the Question of the Week: What behaviors are unique to different animals?          Oral Vocabulary: Amazing Words Routine          Word Analysis: Apply knowledge of the VCCCV syllable patterns to decode words in context and in isolation          Literary Terms: Identify sensory details.</p>	<p>Teacher's Edition p.156a</p>	<p>20 minutes</p>
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Vocabulary Skill: Use a dictionary or glossary to find meanings of unknown words          Fluency: Read grade-level text with appropriate rate.          - Paired Reading Routine          Text-Based Comprehension: Understand the elements of folk tales.          Main Selection: Read "Fly, Eagle, Fly!," pp 158–167.          - Read for Understanding Routine: Access Text and Close Reading          - Comprehension Skill: Cause and Effect          - Comprehension Strategy: Monitor and Clarify          Small Group Time</p>	<p>Teacher's Edition p.156e          Student Edition p.158          Activity: Vocabulary Activity          Activity, Journal: Word Bank          eText: Main Selection eText          Reader's and Writer's Notebook Key</p>	<p>40 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Research and Inquiry: Find pertinent information from multiple sources.          Conventions: Use prepositions and prepositional phrases.          - Daily Fix-It          Spelling: Practice correctly spelling words with the syllable pattern VCCCV.          Writing for Tests: Write a summary during a timed writing test.          - Mini-Lesson: Time-Order Transition Words          - Quick Write for Fluency Routine          Wrap Up Your Day</p>	<p>Teacher's Edition p.167b          Daily Fix-It</p>	<p>30 minutes</p>

"Fly, Eagle, Fly!" Day 3

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Unique Animal Behaviors                      Phonics/Word Analysis: Syllables VCCCV                      Vocabulary Skill: Unknown Words                      Comprehension Skill: Cause and Effect                      Comprehension Skill: Review Draw Conclusions                      Comprehension Strategy: Monitor and Clarify                      Conventions: Prepositions                      Spelling: Syllables VCCCV                      Writing for Tests: Summary</p>	<p>TE pp. 168a–175c                      SE pp. 168–175                      Decodable Practice Passage 20B                      Reader's and Writer's Notebook pp. 298–300                      Let's Practice It! DVD 262</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      1.5–2 hours</p>
<b>National Standards</b>		
<p>CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS Literature 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>CCSS Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</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.c. Decode multisyllable words.</p> <p>CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>

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<p>Content Knowledge: Discuss the Question of the Week: What behaviors are unique to different animals?</p> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Word Analysis: Read words with the VCCCV syllabication pattern.</p> <ul style="list-style-type: none"> <li>- Fluent Word Reading</li> </ul> <p>Read Decodable Practice Passage 20B</p> <ul style="list-style-type: none"> <li>- Read words in context and in isolation.</li> </ul>	<p>Teacher's Edition p.168a eText, Decodable eBook</p>	<p>15 minutes</p>
<p><b>Read and Comprehend</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>Text-Based Comprehension: Check understanding</p> <p>Main Selection: Read "Fly, Eagle, Fly!," pp. 168–173.</p> <ul style="list-style-type: none"> <li>- Read for Understanding Routine: Access Text and Close Reading</li> <li>- Comprehension Skill: Cause and Effect</li> <li>- Comprehension Skill: Review Draw Conclusions</li> <li>- Comprehension Strategy: Monitor and Clarify</li> </ul> <p>Small Group Time</p> <p>Retelling: Work in pairs to retell the selection.</p> <p>Think Critically: Identify causes and effects to aid comprehension.</p> <ul style="list-style-type: none"> <li>- Monitor and clarify to check comprehension.</li> </ul> <p>Fluency: Read grade-level text with appropriate rate.</p> <ul style="list-style-type: none"> <li>- Paired Reading Routine</li> </ul>	<p>Teacher's Edition p.168–169 Student Edition p.168 eText: Main Selection eText Reader's and Writer's Notebook Key</p>	<p>45 minutes</p>
<p><b>Language Arts</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>

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<p>Research and Study Skills: Outline and summarize.</p> <p>Research and Inquiry: Analyze data for usefulness.</p> <p>Conventions: Identify and correctly use prepositions.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Spelling: Correct frequently misspelled words.</p> <p>Let's Write It!: Understand the criteria for writing a summary.</p> <ul style="list-style-type: none"><li>- Use the Scoring Rubric for summaries.</li></ul> <p>Writing: Write a first draft of a summary.</p> <ul style="list-style-type: none"><li>- Evaluate writing using a rubric.</li><li>- Mini-Lesson: Evaluation</li><li>- Quick Write for Fluency Routine</li></ul> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.173d</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>



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"Fly, Eagle, Fly!" Day 4

Objective	Materials	Pacing
Content Knowledge: Unique Animal Behaviors Phonics/Word Analysis: Suffixes Vocabulary Skill: Unknown Words Listening and Speaking: Book Review Conventions: Prepositions Spelling: Syllables VCCCV Writing for Tests: Summary	TE pp. 176a–183e SE pp. 176–183 Decodable Practice Passage 20C Reader's and Writer's Notebook p. 301 Let's Practice It! DVD 263–264	<b>Standards</b> 1 day <b>Blocks</b> 1.5–2 hours

**National Standards**

- CCSS Language 1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS Speaking/Listening 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CCSS Speaking/Listening 1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- CCSS Speaking/Listening 1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.
- CCSS Language 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS Foundational Skills 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- CCSS Foundational Skills 3.b. Decode words with common Latin suffixes.
- CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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CCSS Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Content Knowledge: Discuss the Question of the Week: What behaviors are unique to different animals?</p> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Word Analysis: Read and identify words with suffixes -er, -or, -ess, -ist</p> <p>Fluent Word Reading: Read words fluently in context and in isolation.</p> <ul style="list-style-type: none"> <li>- Oral Rereading Routine</li> </ul> <p>Read Decodable Practice Passage 20C</p>	<p>Teacher's Edition p.176a</p> <p>eText, Decodable eBook</p> <p>eText, eReader</p>	<p>20 minutes</p>
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Science in Reading: Trickster Tale</p> <p>Small Group Time</p> <p>Paired Selection: Read "The Purple Coyote," pp. 176–181.</p> <ul style="list-style-type: none"> <li>- Access Text and Close Reading</li> <li>- Let's Think About Genre</li> <li>- Reading and Writing Across Texts</li> </ul> <p>Fluency: Check words correct per minute.</p> <p>Vocabulary: Use a dictionary or glossary.</p> <p>Listening and Speaking: Deliver a book review.</p>	<p>Teacher's Edition p.176–177</p> <p>Student Edition p.176</p> <p>eText, Paired Selection eText</p>	<p>40 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>

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<p>Research and Inquiry: Synthesize research findings.</p> <p>Conventions: Review prepositions.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Spelling: Spell words with the syllable pattern VCCCV.</p> <p>Writing for Tests: Perform a timed-writing sample.</p> <ul style="list-style-type: none"><li>- Mini-Lesson: Using Strong Verbs</li><li>- Quick Write for Fluency Routine</li></ul> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.183b</p> <p>Daily Fix-It</p> <p>Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"Fly, Eagle, Fly!" Day 5

Objective	Materials	Pacing
Content Knowledge: Unique Animal Behaviors Comprehension Skill: Cause and Effect Vocabulary Skill: Unknown Words Phonics/Word Analysis: Syllables VCCCV Literary Terms: Sensory Details Spelling: Syllables VCCCV Conventions: Prepositions Writing for Tests: Summary	TE pp. 183f-187b SE pp. 184-187, E 3 Let's Practice It! DVD 265-266 Weekly Tests pp. 115-120 Fresh Reads pp. 115-120  <i>Goal Monitoring</i>	<b>Standards</b> 1 day <b>Blocks</b> 1.5-2 hours

**National Standards**

- CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - CCSS Language 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- CCSS Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS Literature 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- CCSS Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.
- CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - CCSS Foundational Skills 3.c. Decode multisyllable words.
- CCSS Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS Informational Text 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Content Knowledge: Discuss the Question of the Week: What behaviors are unique to different animals?</p> <ul style="list-style-type: none"> <li>- Review the weekly concept.</li> </ul> <p>Oral Vocabulary: Connect to Amazing Words</p> <ul style="list-style-type: none"> <li>- Check Oral Vocabulary</li> </ul>	Teacher's Edition p.183f	30 minutes
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Text-Based Comprehension: Review cause and effect.</p> <p>Vocabulary: Review unknown words.</p> <p>Word Analysis: Review words with syllable pattern VCCCV.</p> <p>Literary Terms: Review sensory details.</p> <p>Assessment: Check words correct per minute.</p> <p>Small Group Time</p> <p>Assessment: Check understanding of cause and effect.</p>		30 minutes
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Research and Inquiry: Communicate inquiry results.</p> <p>Spelling Test: Take a spelling test.</p> <p>Conventions: Review prepositions.</p> <ul style="list-style-type: none"> <li>- Daily Fix-It</li> </ul> <p>Writing for Tests: Proofread for correct use of prepositions and prepositional phrases.</p> <ul style="list-style-type: none"> <li>- Evaluate a timed-writing sample.</li> <li>- Mini-Lesson: Revising Strategy:</li> </ul> <p>Conventions</p> <ul style="list-style-type: none"> <li>- Quick Write for Fluency Routine</li> </ul> <p>Wrap Up Your Week</p>	<p>Activity, Story Sort</p> <p>Daily Fix-It</p>	30 minutes
<b>Reading Poetry</b>	<b>Targeted Resources</b>	<b>Duration</b>

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<p>Poetry: Read poems, pp. 184–187.          - Describe the characteristics of a limerick.          - Identify rhyming words.          Practice Fluent Reading: Read poetry fluently.</p>	<p>Teacher's Edition p.184–185          Student Edition p.184</p>	<p>30 minutes</p>
<b>Assessment Checkpoints for the Week</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Phonics/Word Analysis: Syllables VCCCV          Comprehension Skill: Cause and Effect          Comprehension Skill: Review Draw          Conclusions          Lesson Vocabulary</p>	<p>Teacher's Edition p.187b</p>	<p>30 minutes</p>
<b>Homework</b>		<b>My Notes</b>