

"Honey Bees" Day 1

Objective	Materials	Pacing
Content Knowledge: Insect Communities Listening Comprehension: Compare and Contrast Phonemic Awareness: Distinguish Between Long e and /e/ Phonics and Spelling: Long e: e, ee Fluency: Oral Rereading Conventions: Nouns in Sentences Writing for Tests: Expository Paragraph	TE pp. 170j–175f SE pp. 170–175, EI 6 Sing with Me Big Book Reader's and Writer's Notebook, pp. 297–300, 306 Decodable Practice Reader 12A	Standards 1 day Blocks 2 hours
National Standards		
<p>CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</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 Informational Text 8. Identify the reasons an author gives to support points in a text.</p> <p>CCSS Language 1.b. Use common, proper, and possessive nouns.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: How is an insect community like a community of people?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Distinguish between long e and short e.</p> <p>Phonics: Associate the vowel sound long e with the spellings e and ee.</p> <p>Read: Blend and read words with the long e vowel sound.</p> <p>Phonics Practice: Read Decodable Practice Reader 12A.</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: Words with Long e</p> <p>Small Group Time</p>	<p>Teacher's Edition p.170j</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>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Nondecodable Words Routine: Read high-frequency words.</p> <p>Text-Based Comprehension: Compare and contrast within text.</p> <p>Read Aloud: "Ants Working Together" TE p. 175b</p>	<p>Teacher's Edition p.175b</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 the nouns in a sentence. Writing for Tests: Understand the features of an expository paragraph.</p> <ul style="list-style-type: none">- 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.175c Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Honey Bees" Day 2

Objective	Materials	Pacing
Content Knowledge: Insect Communities Comprehension Skill: Compare and Contrast Comprehension Strategy: Questioning Phonological Awareness: Segment and Blend Words Phonics and Spelling: Syllables VC/CV; Words with Long e Fluency: Paired Reading Conventions: Nouns in Sentences Writing for Tests: Expository Paragraph	TE pp. 176a–193f SE pp. 176–193, EI 13 Big Book "A Frog in the Bog" Reader's and Writer's Notebook, pp. 301–305 Decodable Practice Reader 12B	Standards 1 day Blocks 2 hours
National Standards		
<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 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 Informational Text 8. Identify the reasons an author gives to support points in a text.</p> <p>CCSS Language 1.b. Use common, proper, and possessive nouns.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: How is an insect community like a community of people?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Segment and blend two-syllable words.</p> <p>Phonics: Blend and read words with the syllable pattern VC/CV.</p> <p>Blending Strategy Routine</p> <p>Read: Blend and read words in context and in isolation.</p> <p>Phonics Practice: Read Decodable Practice Reader 12B.</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 long e.</p>	<p>Teacher's Edition p.176a Activity, Sound-Spelling Chart eText, Decodable eBook 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: Identify antonyms. Text-Based Comprehension - Preview and predict. -Read for Understanding Routine: Access Text and Close Reading Main Selection—First Read: "Honey Bees" pp. 178–193 Comprehension Skill: Compare and Contrast Comprehension Strategy: Questioning Text-Based Comprehension: Check Understanding Small Group Time Literary Nonfiction: Identify onomatopoeia in literary text.</p>	<p>Teacher's Edition p.177 Student Edition p.178 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p>	<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Identify and use nouns in the context of a sentence. - Daily Fix-It Writing: Generate expository paragraph ideas. - Recognize features of an expository paragraph. - Mini-Lesson: Including Interesting Details - Quick Write for Fluency Routine Handwriting: Write with consistent letter spacing. Research and Inquiry: Research Skill: Picture Dictionary - Understand and analyze the features of a picture dictionary. - Apply knowledge of picture dictionaries to an inquiry project. Wrap Up Your Day</p>	<p>Teacher's Edition p.193b Daily Fix-It</p>	<p>30 minutes</p>
Homework	My Notes	

"Honey Bees" Day 3

Objective	Materials	Pacing
Content Knowledge: Insect Communities Comprehension: Review Author's Purpose Phonological Awareness: Create Words Phonics and Spelling: Long e: e, ee; Syllables VC/CV Fluency: Accuracy and Appropriate Rate Conventions: Nouns in Sentences Writing for Tests: Expository Paragraph Listening and Speaking: Follow Directions	TE pp. 194a–197c SE pp. 194–197 Big Book "A Frog in the Bog" Reader's and Writer's Notebook, pp. 304, 307–310	Standards 1 day Blocks 2 hours

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 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.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 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 2. Identify the main topic and retell key details of a text.
- CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CCSS Informational Text 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS Informational Text 8. Identify the reasons an author gives to support points in a text.

CCSS Language 1.b. Use common, proper, and possessive nouns.

CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

<i>Get Ready to Read</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Content Knowledge: Discuss the Question of the Week: How is an insect community like a community of people?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonological Awareness: Name words with the same beginning sound.</p> <p>Phonics: Build words with long e spelled ee.</p> <p>Fluency: Blend and read words with long e spelled e and ee.</p> <p>Blend and Read: Associate the vowel sound long e with the spellings e and ee, and correctly divide and pronounce words with the syllable pattern VC/CV.</p> <ul style="list-style-type: none"> - Decode words in context and in isolation. <p>Spelling: Spell words with long e.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.194a</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>

Pearson SuccessNet Lesson Plan

<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: "Honey Bees" pp. 178–193 - Comprehension Skill: Review compare and contrast. - Comprehension Skill: Review the genre: expository text. Retelling: Pairs of students retell the story to one another. Think Critically: Compare and contrast. - Ask questions to clarify information. - Write clear, coherent sentences. Fluency: Read aloud fluently with accuracy appropriate rate. - Choral Reading Routine</p>	<p>Teacher's Edition p.194g Student Edition p.178 eText, Main Selection eText</p>	<p>15 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Understand and use nouns in sentences. - Daily Fix-It Let's Write It!: Evaluate a sample test-writing practice. Writing for Tests: Expository Paragraph - Mini-Lesson: Evaluation - Quick Write for Fluency Routine Listening and Speaking: Follow directions correctly. Research and Inquiry: Gather and record information for an inquiry project. Wrap Up Your Day</p>	<p>Teacher's Edition p.196a Animation, Grammar Jammer Daily Fix-It</p>	<p>45 minutes</p>
Homework	My Notes	

"Honey Bees" Day 4

Objective	Materials	Pacing
Content Knowledge: Insect Communities Comprehension: Monitor and Clarify Phonemic Awareness: Distinguish Long e Phonics and Spelling: Review Long u Spelled u_e; Long e Spelled e_e; Inflected Ending -ed Fluency: Accuracy and Appropriate Rate Conventions: Nouns in Sentences Writing for Tests: Expository Paragraph	TE pp. 198a–199f SE pp. 198–199 Read Aloud Anthology Reader's and Writer's Notebook, pp. 311–312 Decodable Practice Reader 12C	Standards 1 day Blocks 2 hours
National Standards		
<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 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.b. Use common, proper, and possessive nouns.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>		
Get Ready to Read	Targeted Resources	Duration

<p>Content Knowledge: Discuss the Question of the Week: How is an insect community like a community of people?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Distinguish long e in initial, medial, and final positions.</p> <p>Phonics: Review reading and identify words with long u spelled u_e, long e spelled e_e, and inflected ending -ed.</p> <p>Phonics Practice: Read Decodable Practice Reader 12C.</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 long e.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.198a eText, eReader eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Science in Reading: Preview and predict.</p> <ul style="list-style-type: none"> - Set purpose for reading. - Relate prior knowledge to new text. <p>Paired Selection: Read "Under a Rock" and "Night Song" pp. 198–199.</p> <ul style="list-style-type: none"> - Access Text - Let's Think About Genre - Reading and Writing Across Texts <p>Guide Comprehension: Monitor and clarify.</p> <ul style="list-style-type: none"> - Connect text to self and other texts. <p>Fluency: Read aloud fluently with accuracy and at an appropriate rate.</p> <ul style="list-style-type: none"> - Paired Reading Routine - Check words correct per minute. 	<p>Teacher's Edition p.198i Student Edition p.198 eText, Paired Selection eText</p>	<p>30 minutes</p>

Pearson SuccessNet Lesson Plan

Language Arts	Targeted Resources	Duration
Conventions: Identify and use nouns in a sentence. Writing for Tests: Write an expository paragraph in response to a prompt. - Mini-Lesson: Supporting Sentences - Daily Fix-It Research and Inquiry: Review answers to inquiry questions. Wrap Up Your Day	Teacher's Edition p.199c Daily Fix-It	30 minutes
Homework		My Notes