

"Life in the Forest" Day 1

Objective	Materials	Pacing
<p>Content Knowledge: Plant and Animal Communities Listening Comprehension: Author's Purpose Phonemic Awareness: Distinguish Between Long u and /u/ Phonics and Spelling: Long u: u_e; Long e: e_e Fluency: Oral Rereading Conventions: Singular and Plural Nouns Writing: Description</p>	<p>TE pp. 138j–143f SE pp. 138–143, EI 2 Sing with Me Big Book Reader's and Writer's Notebook, pp. 281–284 Decodable Practice Reader 11A</p>	<p>Standards 1 day Blocks 2 hours</p>
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 2. Identify the main topic and retell key details of a text.</p> <p>CCSS Informational Text 6. Distinguish between information provided by pictures or other illustrations and information provided by the words 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 are plant and animal communities important to each other? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonemic Awareness: Distinguish between long u and short u. Phonics: Associate the long u vowel sound with the spelling u_e and the long e sound with the spelling e_e. Read: Blend and read words with the vowel sound long u spelled u_e. Phonics Practice: Read Decodable Practice Reader 11A. - Apply knowledge of sound-spellings to decode unknown words when reading. Fluency Practice: Practice fluency with oral rereading. - Oral Rereading Routine Spelling Pretest: Words with Long u Small Group Time</p>	<p>Teacher's Edition p.138j Video, Concept Talk Video Song, Sing with Me Activity, Sound-Spelling Chart eText, Decodable eBook 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. Text-Based Comprehension: Identify the author's purpose for writing expository text. Read Aloud: "The Life of an Oak Tree" TE p. 143b</p>	<p>Teacher's Edition p.143 Animation, Envision It! Animation</p>	<p>30 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Identify singular and plural nouns.</p> <p>Writing: Description</p> <ul style="list-style-type: none">- Develop an understanding of descriptions.- 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.143c</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Life in the Forest" Day 2

Objective	Materials	Pacing
<p>Content Knowledge: Plant and Animal Communities Comprehension Skill: Author's Purpose Comprehension Strategy: Background Knowledge Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Long u: u_e; Long e: e_e Fluency: Paired Reading Conventions: Singular and Plural Nouns Writing: Description</p>	<p>TE pp. 144a–159g SE pp. 144–159, EI 8 Big Book "A Frog in the Bog" Reader's and Writer's Notebook, pp. 285–289 Decodable Practice Book 11B</p>	<p>Standards 1 day Blocks 2 hours</p>
National Standards		
<p>CCSS Foundational Skills 3.f. Read words with inflectional endings.</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 2. Identify the main topic and retell key details of a text.</p> <p>CCSS Informational Text 6. Distinguish between information provided by pictures or other illustrations and information provided by the words 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 are plant and animal communities important to each other?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Segment and blend phonemes with inflected ending -ed.</p> <p>Phonics: Associate the sounds /t/, /d/, and /ed/ with the inflected ending -ed.</p> <p>Blending Strategy Routine</p> <p>Read: Blend and read words with inflected ending -ed.</p> <p>Phonics Practice: Read Decodable Practice Reader 11B.</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 long u.</p>	<p>Teacher's Edition p.144a</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>

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: "Life in the Forest" pp. 146–159 Comprehension Skill: Author's Purpose Comprehension Strategy: Background Knowledge Text-Based Comprehension: Check Understanding Small Group Time Literary Nonfiction: Identify the features of literary nonfiction.</p>	<p>Teacher's Edition p.145 Student Edition p.146 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p>	<p>30 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Conventions: Identify and use singular and plural nouns in writing and speaking. - Daily Fix-It Writing: Recognize features of a description. - Generate description ideas. - Mini-Lesson: Descriptive Words - Quick Write for Fluency Routine Handwriting: Write with correct letter size. Research and Inquiry: Research Skill: Alphabetical Order Wrap Up Your Day</p>	<p>Teacher's Edition p.159c Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Life in the Forest" Day 3

Objective	Materials	Pacing
Content Knowledge: Plant and Animal Communities Comprehension: Cause and Effect Phonological Awareness: Create Words Phonics and Spelling: Long u: u_e; Long e: e_e; Inflected Ending -ed Fluency: Appropriate Phrasing Conventions: Singular and Plural Nouns Writing: Description Listening and Speaking: Share Ideas	TE pp. 160a–163c SE pp. 160–163 Big Book "A Frog in the Bog" Reader's and Writer's Notebook, pp. 290–294	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 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.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.f. Read words with inflectional endings.
- 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.

Pearson SuccessNet Lesson Plan

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).

Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: How are plant and animal communities important to each other?</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 the long u sound.</p> <p>Fluency: Read words with the vowel sound long u spelled u_e and the vowel sound long e spelled e_e.</p> <p>Blend and Read: Blend and read words with long u: u_e and long e: e_e and associate the sounds /t/, /d/, and /ed/ with the inflected ending -ed.</p> <p>- Decode words in context and in isolation.</p> <p>Spelling: Spell words with long u.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.160a</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
Read and Comprehend	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>High-Frequency and Selection Vocabulary Check High-Frequency Words 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: "Life in the Forrest" pp. 146–159</p> <ul style="list-style-type: none"> - Comprehension Skill: Review cause and effect. - Comprehension Skill: Review the genre: expository text. <p>Retelling: Pairs of students retell the story to one another.</p> <p>Think Critically: Identify the author's purpose.</p> <ul style="list-style-type: none"> - Use background knowledge to understand text. - Write clear, coherent sentences. <p>Fluency: Read aloud fluently attending to punctuation.</p> <ul style="list-style-type: none"> - Choral Reading Routine 	<p>Teacher's Edition p.160g Student Edition p.146 eText, Main Selection eText</p>	<p>15 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Conventions: Understand singular and plural nouns in context of reading and writing.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Let's Write It!: Write a draft of a description.</p> <p>Writing: Realistic Story</p> <ul style="list-style-type: none"> - Writing Trait: Voice - Mini-Lesson: Voice - Quick Write for Fluency Routine <p>Listening and Speaking: Share ideas and information about plant and animal communities.</p> <ul style="list-style-type: none"> - Speak clearly and at an appropriate pace. <p>Research and Inquiry: Gather and record information about the topic.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.162a Animation, Grammar Jammer Daily Fix-It</p>	<p>45 minutes</p>
<p>Homework</p>	<p>My Notes</p>	

"Life in the Forest" Day 4

Objective	Materials	Pacing
Content Knowledge: Plant and Animal Communities Comprehension: Author's Purpose Phonemic Awareness: Distinguish Long u Phonics and Spelling: Review Long o Spelled o_e; Contractions n't, 'm, 'll Fluency: Appropriate Phrasing Conventions: Singular and Plural Nouns Writing: Description	TE pp. 164a–167e SE pp. 164–167 Read Aloud Anthology Reader's and Writer's Notebook, pp. 295–296 Decodable Practice Reader 11C	Standards 1 day Blocks 2 hours
National Standards		
CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. CCSS Foundational Skills 3.f. Read words with inflectional endings. 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 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).		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: How are plant and animal communities important to each other?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Distinguish long u in initial, medial, and final positions.</p> <p>Phonics: Review reading and identify words with long o spelled o_e and contractions n't, 'm, and 'll.</p> <p>Phonics Practice: Read Decodable Practice Reader 11C.</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 u.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.164a</p> <p>eText, eReader</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>

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<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 "A Mangrove Forest" pp. 164–167.</p> <ul style="list-style-type: none"> - Access Text - Let's Think About Genre - Reading and Writing Across Texts <p>Guide Comprehension: Identify author's purpose.</p> <ul style="list-style-type: none"> - Summarize a magazine article. <p>Fluency: Read aloud fluently with appropriate phrasing.</p> <ul style="list-style-type: none"> - Paired Reading Routine - Check words correct per minute. 	<p>Teacher's Edition p.164i Student Edition p.164 eText, Paired Selection eText</p>	<p>30 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Conventions: Identify singular and plural nouns.</p> <p>Writing: Revise a draft of a realistic story.</p> <ul style="list-style-type: none"> - Mini-Lesson: Revising Strategy: Adding a Word - 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.164b Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>	<p>My Notes</p>	

"Life in the Forest" Day 5

Objective	Materials	Pacing
<p>Content Knowledge: Plant and Animal Communities Comprehension Skill: Author's Purpose Phonemic Awareness: Distinguish Between Long u and /u/ Phonics and Spelling: Review Long u: u_e; Long e: e_e; Inflected Ending -ed Listening and Speaking: Share Information and Ideas Fluency: Appropriate Phrasing Conventions: Singular and Plural Nouns Writing: Descriptions</p>	<p>TE pp. 168a–169l SE pp. 168–169 Read Aloud Anthology Weekly Test pp. 97–102 Fresh Reads pp. 97–102</p>	<p>Standards 1 day Blocks 2 hours</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.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.f. Read words with inflectional endings.

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 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.

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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).

Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: How are plant and animal communities important to each other?</p> <p>Oral Vocabulary: Connect to Amazing Words</p> <ul style="list-style-type: none"> - Review and Check Amazing Words <p>Phonemic Awareness: Distinguish between long u and short u.</p> <p>Phonics: Review words with the vowel sound long u spelled u_e and vowel sound long e spelled e_e.</p> <ul style="list-style-type: none"> - Review words with inflected ending -ed. <p>Spelling Test: Words with Long u</p>	<p>Teacher's Edition p.168a</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Small Group Time</p> <p>Listening and Speaking: Share information and ideas about a topic.</p> <ul style="list-style-type: none"> - Use good speaking and listening behaviors. <p>Vocabulary: Use context clues to determine the meaning of multiple-meaning words.</p> <p>Fluency: Read aloud fluently and with appropriate phrasing.</p> <p>Text-Based Comprehension: Identify the author's purpose.</p> <p>Vocabulary: Review high-frequency and story words.</p> <p>Genre: Identify features of a magazine article.</p> <p>Assessment: Monitor Progress Routines</p>		<p>30 minutes</p>
Language Arts	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Conventions: Identify singular and plural nouns.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Writing: Edit a draft for spelling, punctuation, and capitalization.</p> <ul style="list-style-type: none"> - Mini-Lesson: Proofread for Singular and Plural Nouns - Create and present a final draft. - Quick Write for Fluency Routine <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>
<p>Assessment Checkpoints for the Week</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Phonics: Long u: u_e; Long e: e_e Phonics: Inflected Ending -ed Comprehension Skill: Author's Purpose High-Frequency Words</p>	<p>Teacher's Edition p.169f</p>	
<p>Homework</p>	<p>My Notes</p>	