

"Peter's Chair" Day 1

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Treasures at Home                      Comprehension Skill: Theme                      Phonological Awareness: Segment and Blend Phonemes                      Phonics: Compound Words                      Spelling: Compound Words                      Conventions: Adjectives for How Many and Articles                      Writing: Thank-You Note</p>	<p>TE pp. 154j–159f                      SE pp. 154–159, EI 6–EI 7                      Sing with Me Big Book                      Reader's and Writer's Notebook pp. 473–476                      Let's Practice It! TR DVD 201–202, 206                      Decodable Practice Reader 23A</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      1 hour                      30 minutes</p>
<b>National Standards</b>		
<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 Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</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 Informational Text 1. Ask and answer questions about key details in a text.</p> <p>CCSS Language 1.f. Use frequently occurring adjectives.</p> <p>CCSS Language 1.h. Use determiners (e.g., articles, demonstratives).</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 treasures can we share at home?</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 phonemes in compound words.</p> <p>Phonics: Blend and read compound words.</p> <ul style="list-style-type: none"> <li>- Word Parts Strategy Routine</li> </ul> <p>Read: Read words in context and in isolation.</p> <p>Decodable Practice Reader 23A: 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: Segment and spell compound words.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.154j</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><i>Read and Comprehend</i></b></p>	<p><b><i>Targeted Resources</i></b></p>	<p><b><i>Duration</i></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: Identify theme in realistic fiction.</p> <ul style="list-style-type: none"> <li>- Envision It! Literary Elements</li> </ul> <p>Read Aloud: Read "The New Baby" TE p. 159b.</p>	<p>Teacher's Edition p.159</p> <p>Animation, Envision It! Animation</p>	<p>30 minutes</p>
<p><b><i>Language Arts</i></b></p>	<p><b><i>Targeted Resources</i></b></p>	<p><b><i>Duration</i></b></p>

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<p>Conventions: Identify adjectives for how many. - Daily Fix-It</p> <p>Writing: Understand and recognize the features of a thank-you note. - Mini-Lesson: Read Like a Writer - Quick Write for Fluency Routine</p> <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.159c Daily Fix-It</p>	<p>20 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"Peter's Chair" Day 2

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Treasures at Home Comprehension Skill: Theme Comprehension Strategy: Story Structure Phonological Awareness: Segment and Blend Phonemes Phonics: Vowel Digraphs ue, ew, ui Spelling: Compound Words Conventions: Adjectives for How Many and Articles Writing: Thank-You Note Handwriting: Numbers 1 to 5/Word Spacing	TE pp. 160a–181f SE pp. 156–157, 160–181, EI 16 Big Book "Wilfrid Gordon McDonald Partridge" Reader's and Writer's Notebook pp. 477–481 Let's Practice It! TR DVD 205 Decodable Practice Reader 23B	<b>Standards</b> 1 day <b>Blocks</b> 1 hour 30 minutes
<b>National Standards</b>		
<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 Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS Foundational Skills 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.</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 Informational Text 1. Ask and answer questions about key details in a text.</p> <p>CCSS Language 1.f. Use frequently occurring adjectives.</p> <p>CCSS Language 1.h. Use determiners (e.g., articles, demonstratives).</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 treasures can we share at home?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend words with vowel digraphs ue, ew, ui.</p> <p>Phonics: Associate the vowel sound /ü/ with the spellings ue, ew, and ui.</p> <ul style="list-style-type: none"> <li>- Blending Strategy Routine</li> </ul> <p>Read: Segment and blend words with vowel digraphs ue, ew, ui.</p> <p>Decodable Practice Reader 23B: 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>- Paired Reading Routine</li> </ul> <p>Phonics Review: Apply knowledge of letter-sound correspondences and syllable patterns to decode words in context and in isolation.</p> <p>Spelling: Spell compound words.</p>	<p>Teacher's Edition p.160a Activity, Sound-Spelling Chart eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p><b><i>Read and Comprehend</i></b></p>	<p><b><i>Targeted Resources</i></b></p>	<p><b><i>Duration</i></b></p>
<p>High-Frequency Words: Review high-frequency words.</p> <p>Selection Vocabulary</p> <p>Vocabulary: Use dictionary and glossary to identify words and their definitions.</p> <p>Main Selection—First Read: Read "Peter's Chair" pp. 162–181.</p> <ul style="list-style-type: none"> <li>- Comprehension Skill: Theme</li> <li>- Comprehension Strategy: Story Structure</li> </ul> <p>Literary Text: Identify the features of realistic fiction.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.161 Student Edition p.162 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p>	<p>40 minutes</p>
<p><b><i>Language Arts</i></b></p>	<p><b><i>Targeted Resources</i></b></p>	<p><b><i>Duration</i></b></p>

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<p>Conventions: Identify and use adjectives that tell how many. - Daily Fix-It</p> <p>Writing: Generate thank-you note ideas. - Mini-Lesson: Commas - Quick Write for Fluency Routine</p> <p>Handwriting: Write numbers legibly.</p> <p>Research and Inquiry: Understand how to use e-mail to locate information.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.181b Daily Fix-It</p>	<p>20 minutes</p>
<p><b>Homework</b></p>	<p><b>My Notes</b></p>	

"Peter's Chair" Day 3

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Treasures at Home Comprehension Skill: Review Draw Conclusions Phonological Awareness: Change Phonemes Phonics: Compound Words; Vowel Digraphs ue, ew, ui Spelling: Compound Words Fluency: Appropriate Phrasing Conventions: Adjectives for How Many and Articles Writing: Thank-You Note Media Literacy: Purposes of Media	TE pp. 182a–185c SE pp. 156–157, 182–185 Big Book "Wilfrid Gordon McDonald Partridge" Reader's and Writer's Notebook pp. 482–486	<b>Standards</b> 1 day <b>Blocks</b> 1 hour 30 minutes

**National Standards**

- CCSS Literature 1. Ask and answer questions about key details in a text.
- CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.
- CCSS Speaking/Listening 1. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.
- 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. Know and apply grade-level phonics and word analysis skills in decoding words.
- 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 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.

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CCSS Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS Foundational Skills 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.

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.

CCSS Informational Text 1. Ask and answer questions about key details in a text.

CCSS Language 1.f. Use frequently occurring adjectives.

CCSS Language 1.h. Use determiners (e.g., articles, demonstratives).

<b><i>Get Ready to Read</i></b>	<b><i>Targeted Resources</i></b>	<b><i>Duration</i></b>
<p>Content Knowledge: Discuss the Question of the Week: What treasures can we share at home?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Change phonemes to create new words.</p> <p>Phonics: Read words with vowel digraphs ue, ew, and ui and compound words.</p> <p>Fluent Word Reading</p> <p>Read: Read compound words and words with /ü/ spelled ue, ew, or ui.</p> <p>Spelling: Spell compound words.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.182a</p> <p>Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<b><i>Read and Comprehend</i></b>	<b><i>Targeted Resources</i></b>	<b><i>Duration</i></b>



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<p>High-Frequency and Selection Vocabulary Text-Based Comprehension: - Read for Understanding Routine: Access Text and Close Reading Main Selection—Second Read: Read "Peter's Chair" pp. 162–181. - Comprehension Skill: Review Draw Conclusions - Comprehension Strategy - Establish purpose for reading text. - Review key features of realistic fiction. Retelling: Retell a realistic fiction selection. Think Critically: Identify the theme of a story. - Identify story structure. - Write clear, coherent sentences. Model Fluency: Read aloud fluently, attending to commas. - Choral Reading Routine</p>	<p>Teacher's Edition p.182g Student Edition p.162 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>
<p>Conventions: Use descriptive adjectives when speaking. - Daily Fix-It Let's Write It!: Connect to Conventions: Adjectives for How Many Writing: Write a draft of a thank-you note. - Mini-Lesson: Capitalization, Punctuation, Spelling - Quick Write for Fluency Routine Listening and Speaking: Recognize different purposes of media. Research and Inquiry: Gather and record information. Wrap Up Your Day</p>	<p>Teacher's Edition p.184a Animation, Grammar Jammer Daily Fix-It</p>	<p>20 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"Peter's Chair" Day 4

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Treasures at Home                      Comprehension Strategy: Text Structure                      Phonological Awareness: Segment and Blend                      Syllables                      Phonics: Review Long i Spelled ie, igh;                      Consonant Patterns kn, wr                      Spelling: Compound Words                      Fluency: Appropriate Phrasing                      Conventions: Adjectives for How Many and                      Articles                      Writing: Thank-You Note</p>	<p>TE pp. 186a–187f                      SE pp. 186–187                      Read Aloud Anthology                      Reader's and Writer's Notebook pp. 487–488                      Let's Practice It! TR DVD 203–204                      Decodable Practice Reader 23C</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 Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS Foundational Skills 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.</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.f. Use frequently occurring adjectives.</p> <p>CCSS Language 1.h. Use determiners (e.g., articles, demonstratives).</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 treasures can we share at home?</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 long i spelled ie, igh and consonant patterns kn, wr.</p> <p>Decodable Practice Reader 23C: 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 compound words.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.186a</p> <p>eText, eReader</p> <p>eText, Decodable eBook</p> <p>Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p><b><i>Read and Comprehend</i></b></p>	<p><b><i>Targeted Resources</i></b></p>	<p><b><i>Duration</i></b></p>
<p>21st Century Skills: Recognize structure and elements of e-mail.</p> <p>Paired Selection: Read "Peter's Baby Sister" pp. 186–187.</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> <li>- Comprehension Strategy: Text Structure</li> </ul> <p>Fluency: Read aloud fluently with appropriate phrasing.</p> <ul style="list-style-type: none"> <li>- Paired Reading Routine</li> <li>- Check Fluency: words correct per minute</li> </ul>	<p>Teacher's Edition p.186i</p> <p>Student Edition p.186</p> <p>eText, Paired Selection eText</p>	<p>40 minutes</p>
<p><b><i>Language Arts</i></b></p>	<p><b><i>Targeted Resources</i></b></p>	<p><b><i>Duration</i></b></p>

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<p>Conventions: Identify and use adjectives that tell how many. - Daily Fix-It</p> <p>Writing: Revise a draft for sentence clarity. - Mini-Lesson: Revising Strategy:</p> <p>Combining Sentences - Quick Write for Fluency Routine</p> <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.187c Daily Fix-It</p>	<p>20 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"Peter's Chair" Day 5

Objective	Materials	Pacing
Content Knowledge: Treasures at Home Comprehension Skill: Theme Phonological Awareness: Segment and Blend Syllables Phonics: Compound Words; Vowel Digraphs ue, ew, ui Spelling: Compound Words Media Literacy: Purposes of Media Fluency: Appropriate Phrasing Conventions: Adjectives for How Many and Articles Writing: Thank-You Note	TE pp. 188a–189l SE pp. 188–189 Read Aloud Anthology Let's Practice It! TR DVD 207 Weekly Tests pp. 169–174 Fresh Reads pp. 169–174	<b>Standards</b> 1 day <b>Blocks</b> 1 hour 30 minutes

**National Standards**

- CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.
- CCSS Speaking/Listening 1. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.
- 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. Know and apply grade-level phonics and word analysis skills in decoding words.
- 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 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.
- CCSS Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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CCSS Foundational Skills 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.

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.

CCSS Informational Text 1. Ask and answer questions about key details in a text.

CCSS Language 1.f. Use frequently occurring adjectives.

CCSS Language 1.h. Use determiners (e.g., articles, demonstratives).

<b><i>Get Ready to Read</i></b>	<b><i>Targeted Resources</i></b>	<b><i>Duration</i></b>
<p>Content Knowledge: Discuss the Question of the Week: What treasures can we share at home?</p> <p>Oral Vocabulary: Connect to Amazing Words</p> <p>Phonological Awareness: Segment and blend words with two syllables.</p> <p>Phonics: Review compound words and words with vowel digraphs ue, ew, ui.</p> <p>Spelling Test: Compound Words</p>	<p>Teacher's Edition p.188a</p>	<p>30 minutes</p>
<b><i>Read and Comprehend</i></b>	<b><i>Targeted Resources</i></b>	<b><i>Duration</i></b>
<p>Small Group Time</p> <p>Listening and Speaking: Recognize different purposes of media.</p> <ul style="list-style-type: none"> <li>- Gather and record information.</li> <li>- Listen attentively.</li> </ul> <p>Vocabulary: Understand alphabetical order in order to use a dictionary or glossary.</p> <p>Fluency: Read aloud with appropriate phrasing.</p> <p>Text-Based Comprehension: Identify theme in a story.</p> <p>Vocabulary: Read high-frequency and story words.</p> <p>Fiction: Describe the author's craft in realistic fiction.</p> <p>Assessment: Monitor Progress: Sentence Reading/Fluency and Comprehension</p>		<p>30 minutes</p>
<b><i>Language Arts</i></b>	<b><i>Targeted Resources</i></b>	<b><i>Duration</i></b>

Pearson SuccessNet Lesson Plan

<p>Conventions: Use adjectives that tell how many.          - Daily Fix-It          Writing: Edit a draft for spelling, punctuation, and capitalization.          - Create and present a final draft.          - Mini-Lesson: Proofread for Conventions          - Quick Write for Fluency Routine          Research and Inquiry: Present results of an inquiry project.          Wrap Up Your Week!</p>	<p>Activity, Story Sort          Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Assessment Checkpoints for the Week</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>Phonics: Compound Words          Phonics: Vowel Digraphs ue, ew, ui          Comprehension Skill: Theme          High-Frequency Words</p>	<p>Teacher's Edition p.189!</p>	<p>20 minutes</p>
<p><b>Homework</b></p>	<p><b>My Notes</b></p>	