

"Rocks in His Head" Day 1

| Objective | Materials | Pacing |
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| <p>Content Knowledge: Unique Interests Phonics/Word Analysis: Prefixes pre-, mid-, over-, out-, bi-, de- Comprehension Skill: Fact and Opinion Comprehension Strategy: Inferring Spelling: Prefixes pre-, mid-, over-, out-, bi-, de- Conventions: Possessive Pronouns Handwriting: Cursive Letters v and Z Writing: Biography</p> | <p>TE pp. 86j–91f SE pp. 86–91, E 7, E 20 Decodable Practice Reader 18A Reader's and Writer's Notebook pp. 269–271 Let's Practice It! DVD 237–239</p> | <p>Standards 1 day Blocks 1.5–2 hours</p> |
| National Standards | | |
| <p>CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS Foundational Skills 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</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 Informational Text 6. Distinguish their own point of view from that of the author of a text.</p> <p>CCSS Informational Text 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>CCSS Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> | | |
| Get Ready to Read | Targeted Resources | Duration |

Pearson SuccessNet Lesson Plan

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| <p>Content Knowledge: Discuss the Question of the Week: Why is it valuable to have unique interests?</p> <ul style="list-style-type: none"> - Build Oral Language <p>Oral Vocabulary: Amazing Words Routine</p> <p>Read Aloud: Read "Picture Perfect," TE p. 87b.</p> <p>Word Analysis: Read words with prefixes pre-, mid-, over-, out, bi-, and de-.</p> <ul style="list-style-type: none"> - Decode and read words in context and in isolation <p>Decodable Practice Reader 18A: Apply knowledge of sound-spellings to decode unknown multisyllabic words when reading.</p> <ul style="list-style-type: none"> - Decode and read words in context and independent of context. <p>Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine | <p>Teacher's Edition p.86j</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><i>Read and Comprehend</i></p> | <p><i>Targeted Resources</i></p> | <p><i>Duration</i></p> |
| <p>Text-Based Comprehension: Identify facts and opinions to aid comprehension.</p> <ul style="list-style-type: none"> - Use the inferring strategy to aid comprehension. <p>Fluency: Read grade-level text with expression.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Selection Vocabulary: Introduce tested words.</p> | <p>Teacher's Edition p.90a</p> <p>Animation, Envision It! Animation</p> | <p>30 minutes</p> |
| <p><i>Language Arts</i></p> | <p><i>Targeted Resources</i></p> | <p><i>Duration</i></p> |

Pearson SuccessNet Lesson Plan

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| <p>Research and Inquiry: Identify questions for research. Small Group Time Spelling Pretest: Spell words with prefixes pre-, mid-, over-, out. Conventions: Identify possessive pronouns. - Daily Fix-It Handwriting: Write words and phrases using cursive letters v and z. Writing: Understand and identify the features of a biography. - Mini-Lesson: Read Like a Writer - Quick Write for Fluency Routine Wrap Up Your Day</p> | <p>Teacher's Edition p.91b Daily Fix-It</p> | <p>30 minutes</p> |
| <p>Homework</p> | <p>My Notes</p> | |

"Rocks in His Head" Day 3

| Objective | Materials | Pacing |
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| <p>Content Knowledge: Unique Interests Phonics/Word Analysis: Prefixes pre-, mid-, over-, out-, bi-, de- Comprehension Skill: Fact and Opinion Comprehension Skill: Review Cause and Effect Comprehension Strategy: Inferring Conventions: Possessive Pronouns Spelling: Prefixes pre-, mid-, over-, out-, bi-, de- Writing: Biography</p> | <p>TE pp. 100a–111c SE pp. 100–111 Decodable Practice Passage 18B Reader's and Writer's Notebook pp. 272, 277–278 Let's Practice It! DVD 242</p> | <p>Standards 1 day Blocks 1.5–2 hours</p> |
| National Standards | | |
| <p>CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS Foundational Skills 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</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 Informational Text 6. Distinguish their own point of view from that of the author of a text.</p> <p>CCSS Informational Text 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>CCSS Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> | | |
| Get Ready to Read | Targeted Resources | Duration |
| <p>Content Knowledge: Discuss the Question of the Week: Why is it valuable to have unique interests? Oral Vocabulary: Amazing Words Routine Word Analysis: Read words with prefixes pre-, mid-, over-, out-, bi-, and de- - Fluent Word Reading Read Decodable Practice Passage 18B - Read words in context and in isolation.</p> | <p>Teacher's Edition p.100a eText, Decodable eBook</p> | <p>15 minutes</p> |

| Read and Comprehend | Targeted Resources | Duration |
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| <p>Text-Based Comprehension: Check understanding.</p> <p>Main Selection: Read "Rocks in His Head," pp. 100–109.</p> <ul style="list-style-type: none"> - Read for Understanding Routine: Access Text and Close Reading - Comprehension Skill: Fact and Opinion - Comprehension Skill: Review Cause and Effect - Comprehension Strategy: Inferring <p>Small Group Time</p> <p>Retelling: Work in pairs to retell the selection.</p> <p>Think Critically: Identify facts and opinions to aid comprehension.</p> <ul style="list-style-type: none"> - Use the inferring strategy to aid comprehension. <p>Fluency: Read grade-level text with expression.</p> <ul style="list-style-type: none"> - Oral Reading Routine | <p>Teacher's Edition p.100–101</p> <p>Student Edition p.100</p> <p>eText, Main Selection eText</p> <p>Reader's and Writer's Notebook Key</p> | <p>45 minutes</p> |
| Language Arts | Targeted Resources | Duration |

Pearson SuccessNet Lesson Plan

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| <p>Research and Study Skills: Use online reference source</p> <p>Research and Inquiry: Analyze data for usefulness.</p> <p>Conventions: Identify and correctly use possessive pronouns.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Spelling: Correct frequently misspelled words.</p> <p>Let's Write It!: Understand the criteria for writing a biography.</p> <ul style="list-style-type: none">- Use the Scoring Rubric for biography. <p>Writing: Write a first draft of a biography.</p> <ul style="list-style-type: none">- Write a variety of sentence types and lengths.- Mini-Lesson: Varying Sentence Type and Length- Quick Write for Fluency Routine <p>Wrap Up Your Day</p> | <p>Teacher's Edition p.109d</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p> | <p>30 minutes</p> |
| <p>Homework</p> | | <p>My Notes</p> |

"Rocks in His Head" Day 3

| Objective | Materials | Pacing |
|---|--|--|
| <p>Content Knowledge: Unique Interests Phonics/Word Analysis: Prefixes pre-, mid-, over-, out-, bi-, de- Comprehension Skill: Fact and Opinion Comprehension Skill: Review Cause and Effect Comprehension Strategy: Inferring Conventions: Possessive Pronouns Spelling: Prefixes pre-, mid-, over-, out-, bi-, de- Writing: Biography</p> | <p>TE pp. 100a–111c SE pp. 100–111 Decodable Practice Passage 18B Reader's and Writer's Notebook pp. 272, 277–278 Let's Practice It! DVD 242</p> | <p>Standards 1 day Blocks 1.5–2 hours</p> |
| National Standards | | |
| <p>CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS Foundational Skills 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</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 Informational Text 6. Distinguish their own point of view from that of the author of a text.</p> <p>CCSS Informational Text 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>CCSS Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> | | |
| Get Ready to Read | Targeted Resources | Duration |
| <p>Content Knowledge: Discuss the Question of the Week: Why is it valuable to have unique interests? Oral Vocabulary: Amazing Words Routine Word Analysis: Read words with prefixes pre-, mid-, over-, out, bi-, and de- - Fluent Word Reading Read Decodable Practice Passage 18B - Read words in context and in isolation.</p> | <p>Teacher's Edition p.100a eText, Decodable eBook</p> | <p>15 minutes</p> |

Pearson SuccessNet Lesson Plan

| <i>Read and Comprehend</i> | <i>Targeted Resources</i> | <i>Duration</i> |
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| <p>Text-Based Comprehension: Check understanding.</p> <p>Main Selection: Read "Rocks in His Head," pp. 100–109.</p> <ul style="list-style-type: none"> - Read for Understanding Routine: Access Text and Close Reading - Comprehension Skill: Fact and Opinion - Comprehension Skill: Review Cause and Effect - Comprehension Strategy: Inferring <p>Small Group Time</p> <p>Retelling: Work in pairs to retell the selection.</p> <p>Think Critically: Identify facts and opinions to aid comprehension.</p> <ul style="list-style-type: none"> - Use the inferring strategy to aid comprehension. <p>Fluency: Read grade-level text with expression.</p> <ul style="list-style-type: none"> - Oral Reading Routine | <p>Teacher's Edition p.100–101</p> <p>Student Edition p.100</p> <p>eText, Main Selection eText</p> <p>Reader's and Writer's Notebook Key</p> | <p>45 minutes</p> |
| <i>Language Arts</i> | <i>Targeted Resources</i> | <i>Duration</i> |

Pearson SuccessNet Lesson Plan

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| <p>Research and Study Skills: Use online reference source</p> <p>Research and Inquiry: Analyze data for usefulness.</p> <p>Conventions: Identify and correctly use possessive pronouns.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Spelling: Correct frequently misspelled words.</p> <p>Let's Write It!: Understand the criteria for writing a biography.</p> <ul style="list-style-type: none">- Use the Scoring Rubric for biography. <p>Writing: Write a first draft of a biography.</p> <ul style="list-style-type: none">- Write a variety of sentence types and lengths.- Mini-Lesson: Varying Sentence Type and Length- Quick Write for Fluency Routine <p>Wrap Up Your Day</p> | <p>Teacher's Edition p.109d</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p> | <p>30 minutes</p> |
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| <p>Homework</p> | <p>My Notes</p> |
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"Rocks in His Head" Day 4

| Objective | Materials | Pacing |
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| Content Knowledge: Unique Interests Phonics/Word Analysis: Vowels: r-Controlled Vocabulary Skill: Multiple-Meaning Words Listening and Speaking: Interview Conventions: Possessive Pronouns Spelling: Prefixes pre-, mid-, over-, out-, bi-, de- Writing: Biography | TE pp. 112a–115e SE pp. 112–115 Decodable Practice Passage 18C Reader's and Writer's Notebook p. 279 Let's Practice It! DVD 243–244 | Standards 1 day Blocks 1.5–2 hours |
| National Standards | | |
| <p>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.</p> <p>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).</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 Speaking/Listening 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS Speaking/Listening 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CCSS Speaking/Listening 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</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.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> | | |
| Get Ready to Read | Targeted Resources | Duration |

Pearson SuccessNet Lesson Plan

| <p>Content Knowledge: Discuss the Question of the Week: Why is it valuable to have unique interests?</p> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Phonics: Read and identify words with r-controlled vowels.</p> <p>Fluent Word Reading: Read words fluently in context and in isolation.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Read Decodable Practice Passage 18C</p> | <p>Teacher's Edition p.112a</p> <p>eText, Decodable eBook</p> <p>eText, eReader</p> | <p>20 minutes</p> |
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| Read and Comprehend | Targeted Resources | Duration |
| <p>Social Studies in Reading: Persuasive Text</p> <p>Small Group Time</p> <p>Paired Selection: Read "Marvelous Marble Mania," pp. 112–113.</p> <ul style="list-style-type: none"> - Access Text and Close Reading - Let's Think About Genre - Reading and Writing Across Texts <p>Fluency: Check words correct per minute.</p> <p>Vocabulary: Use context clues to determine the meanings of multiple-meaning words.</p> <p>Listening and Speaking: Conduct an interview.</p> | <p>Teacher's Edition p.112–113</p> <p>Student Edition p.112</p> <p>eText, Paired Selection eText</p> | <p>40 minutes</p> |
| Language Arts | Targeted Resources | Duration |
| <p>Research and Inquiry: Synthesize research findings.</p> <p>Conventions: Review possessive pronouns.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Spelling: Spell words with prefixes correctly.</p> <p>Writing: Revise a draft of a biography.</p> <ul style="list-style-type: none"> - Mini-Lesson: Revising Strategy: <p>Consolidating</p> <ul style="list-style-type: none"> - Quick Write for Fluency Routine <p>Wrap Up Your Day</p> | <p>Teacher's Edition p.115b</p> <p>Daily Fix-It</p> <p>Reader's and Writer's Notebook Key</p> | <p>30 minutes</p> |
| Homework | | My Notes |

"Rocks in His Head" Day 5

| Objective | Materials | Pacing |
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| Content Knowledge: Unique Interests Comprehension Skill: Fact and Opinion Vocabulary Skill: Multiple-Meaning Words Phonics/Word Analysis: Prefixes pre-, mid-, over-, out-, bi-, de- Literary Terms: Idioms Spelling: Prefixes pre-, mid-, over-, out-, bi-, de- Conventions: Possessive Pronouns Writing: Biography | TE pp. 115f–115r SE p. E 7 Let's Practice It! DVD 245–246 Weekly Tests pp. 103–108 Fresh Reads pp. 103–108 | Standards 1 day Blocks 1.5–2 hours |
| National Standards | | |
| <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 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 Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CCSS Foundational Skills 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CCSS Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> | | |
| Get Ready to Read | Targeted Resources | Duration |
| Content Knowledge: Discuss the Question of the Week: Why is it valuable to have unique interests? - Review the weekly concept. Oral Vocabulary: Connect to Amazing Words - Check Oral Vocabulary | Teacher's Edition p.115f | 30 minutes |
| Read and Comprehend | Targeted Resources | Duration |

Pearson SuccessNet Lesson Plan

| <p>Text-Based Comprehension: Review fact and opinion. Vocabulary: Review multiple-meaning words. Word Analysis: Review words with prefixes. Literary Terms: Review idioms. Assessment: Check words correct per minute. Small Group Time Assessment: Check understanding of fact and opinion.</p> | | <p>30 minutes</p> |
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| Language Arts | Targeted Resources | Duration |
| <p>Research and Inquiry: Communicate inquiry results. Spelling Test: Take a spelling test. Conventions: Review possessive pronouns. - Daily Fix-It Writing: Edit draft for use of possessive pronouns. - Create a final draft. - Mini-Lesson: Proofread for Possessive Pronouns - Quick Write for Fluency Routine Wrap Up Your Week</p> | <p>Activity, Story Sort Daily Fix-It</p> | <p>30 minutes</p> |
| Assessment Checkpoints for the Week | Targeted Resources | Duration |
| <p>Phonics/Word Analysis: Prefixes pre-, mid-, over-, out, bi-, and de- Comprehension Skill: Fact and Opinion Comprehension Skill: Review Cause and Effect Lesson Vocabulary</p> | <p>Teacher's Edition p.115r</p> | <p>30 minutes</p> |
| Homework | My Notes | |