

"The Class Pet" Day 1

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Animals Grow and Change                      Comprehension Skill: Fact and Opinion                      Phonological Awareness: Segment and Blend Phonemes                      Phonics: Ending -es; Plural -es                      Spelling: Words with -es                      Conventions: Verbs That Do Not Add -s                      Writing for Tests: Summary</p>	<p>TE pp. 84j–89f                      SE pp. 84–89, EI 4–EI 5                      Sing with Me Big Book                      Reader's and Writer's Notebook pp. 345–348                      Let's Practice It! TR DVD 137–138, 142                      Decodable Practice Reader 15A</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.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 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</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 can we learn about animals as they grow and change?</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 words with ending -es.</p> <p>Phonics: Read words with ending -es.</p> <p>Read: Blend and read words with ending -es.</p> <p>Decodable Practice Reader 15A: 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: Spell words with ending -es.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.84j</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: Recognize fact and opinion in text.</p> <ul style="list-style-type: none"> <li>- Envision It! Fact and Opinion</li> </ul> <p>Read Aloud: Read "The End of Summer" TE p. 89b.</p>	<p>Teacher's Edition p.89</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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Pearson SuccessNet Lesson Plan

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<p>Conventions: Use present-tense verbs with correct subject-verb agreement when writing and speaking.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Writing for Tests: Understand and recognize 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>Research and Inquiry: Identify a topic connected to this week's concept.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.89c</p> <p>Daily Fix-It</p>	<p>20 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"The Class Pet" Day 2

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Animals Grow and Change                      Comprehension Skill: Fact and Opinion                      Comprehension Strategy: Monitor and Clarify                      Phonological Awareness: Segment and Blend Phonemes                      Phonics: r-Controlled or, ore                      Spelling: Words with -es                      Conventions: Verbs That Do Not Add -s                      Writing for Tests: Summary                      Handwriting: Letter R and r/Letter Size</p>	<p>TE pp. 90a–105g                      SE pp. 86–87, 90–105, EI 15                      Big Book "Mr. George Baker"                      Reader's and Writer's Notebook pp. 349–353                      Let's Practice It! TR DVD 141                      Decodable Practice Reader 15B</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 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 Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</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 can we learn about animals as they grow and change?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend words with the /ôr/ sound.</p> <p>Phonics: Associate the sound /ôr/ with or and ore.</p> <ul style="list-style-type: none"> <li>- Blending Strategy Routine</li> </ul> <p>Read: Blend and read words with /ôr/ spelled or and ore.</p> <p>Decodable Practice Reader 15B: 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 words with ending -es.</p>	<p>Teacher's Edition p.90a            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>



"The Class Pet" Day 3

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Animals Grow and Change                      Comprehension Skill: Review Compare and Contrast                      Phonological Awareness: Add Phonemes                      Phonics: Ending -es; Plural -es; r-Controlled or, ore                      Spelling: Words with -es                      Fluency: Appropriate Phrasing                      Conventions: Verbs That Do Not Add -s                      Writing for Tests: Summary                      Listening and Speaking: Give Descriptions</p>	<p>TE pp. 106a–109c                      SE pp. 86–87, 106–109                      Big Book "Mr. George Baker"                      Reader's and Writer's Notebook pp. 352, 355–358</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      1 hour                      30 minutes</p>
<b>National Standards</b>		
<p>CCSS Speaking/Listening 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>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.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <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 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.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</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 can we learn about animals as they grow and change?          Oral Vocabulary: Amazing Words Oral Vocabulary Routine          Phonological Awareness: Add phonemes to create new words.          Phonics: Read words with ending -es and /ôr/ spelled or, ore.          Fluent Word Reading          Blend and Read: Blend and read words with the ending -es or the plural -es and words with /ôr/ spelled or or ore.          Spelling: Spell words with -es.          Small Group Time</p>	<p>Teacher's Edition p.106a          Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>
<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: Read "The Class Pet" pp. 92–105.              - Comprehension Skill: Review Compare and Contrast              - Establish purpose for reading text.              - Review key features of expository text.          Retelling: Summarize a nonfiction selection.          Think Critically: Identify fact and opinion.              - Monitor and clarify understanding.              - Write clear, coherent sentences.          Model Fluency: Read aloud fluently and attend to punctuation.              - Choral Reading Routine</p>	<p>Teacher's Edition p.106g          Student Edition p.92          eText, Main Selection eText</p>	<p>40 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>



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<p>Conventions: Understand verbs in the context of reading and writing.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Let's Write It!: Connect to Conventions: Verbs with No Added -s</p> <p>Writing for Tests: Evaluate sample test-writing practice.</p> <ul style="list-style-type: none"><li>- Mini-Lesson: Evaluation</li><li>- Quick Write for Fluency Routine</li></ul> <p>Listening and Speaking: Give effective descriptions.</p> <ul style="list-style-type: none"><li>- Use adjectives when speaking.</li><li>- Use sensory language when giving descriptions.</li><li>- Listen attentively.</li></ul> <p>Research and Inquiry: Gather and record information for an inquiry project.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.108a Animation, Grammar Jammer Daily Fix-It</p>	<p>20 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"The Class Pet" Day 4

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Animals Grow and Change                      Comprehension Skill: Review Compare and Contrast                      Phonological Awareness: Segment and Blend Syllables                      Phonics: Consonant Patterns ng, nk; Compound Words                      Spelling: Words with -es                      Fluency: Appropriate Phrasing                      Conventions: Verbs That Do Not Add -s                      Writing for Tests: Summary</p>	<p>TE pp. 110a–115f                      SE pp. 110–115                      Read Aloud Anthology                      Reader's and Writer's Notebook pp. 354, 359–360                      Let's Practice It! TR DVD 139–140                      Decodable Practice Reader 15C</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.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 Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</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 can we learn about animals as they grow and change?</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 consonant patterns ng and nk and compound words.</p> <p>Decodable Practice Reader 15C: 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 words with ending -es.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.110a eText, eReader 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>Science in Reading: Preview and predict.</p> <p>Paired Selection: Read "Belling the Cat" pp. 110–115.</p> <ul style="list-style-type: none"> <li>- Access Text</li> <li>- Let's Think About Genre</li> <li>- Reading and Writing Across Texts</li> </ul> <p>Fluency: Read aloud fluently and attend to punctuation.</p> <ul style="list-style-type: none"> <li>- Paired Reading Routine</li> <li>- Check words correct per minute.</li> </ul>	<p>Teacher's Edition p.110i Student Edition p.110 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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Pearson SuccessNet Lesson Plan

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<p>Conventions: Use present-tense verbs with correct subject-verb agreement when writing and speaking.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Writing for Tests: Write a summary in response to a prompt.</p> <ul style="list-style-type: none"><li>- Mini-Lesson: Strong Conclusion</li><li>- Quick Write for Fluency Routine</li></ul> <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.115c</p> <p>Daily Fix-It</p>	<p>20 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"The Class Pet" Day 5

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Animals Grow and Change                      Comprehension Skill: Fact and Opinion                      Phonological Awareness: Add Final Phonemes                      Phonics: Ending -es; Plural -es; r-Controlled or, ore                      Spelling: Words with -es                      Listening and Speaking: Give Descriptions                      Fluency: Appropriate Phrasing                      Conventions: Verbs That Do Not Add -s                      Writing for Tests: Summary</p>	<p>TE pp. 116a–117l                      SE pp. 116–117                      Read Aloud Anthology                      Let's Practice It! TR DVD 143                      Weekly Tests pp. 121–126                      Fresh Reads pp. 121–126</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      1 hour                      30 minutes</p>
<b>National Standards</b>		
<p>CCSS Speaking/Listening 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>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.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <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 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</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 can we learn about animals as they grow and change?          Oral Vocabulary: Connect to Amazing Words          - Review and Check Amazing Words          Phonological Awareness: Add final sound to create a new word.          Phonics: Review words with ending -es and plural -es and with /ôr/ spelled or, ore.          Spelling Test: Words with -es</p>	<p>Teacher's Edition p.116a</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          Listening and Speaking: Give a description.          - Speak clearly and accurately.          - Listen attentively.          Vocabulary: Identify words that describe feelings.          Fluency: Read aloud fluently with appropriate phrasing.          Text-Based Comprehension: Distinguish fact and opinion in text.          Vocabulary: Read high-frequency and story words.          Genre: Identify the features of a fable.          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>
<p>Conventions: Use present-tense verbs with correct subject-verb agreement.          - Daily Fix-It          Writing for Tests: Proofread for fragments.          - Evaluate writing.          - Mini-Lesson: Proofread for Fragments          - Quick Write for Fluency Routine          Research and Inquiry: Present results of inquiry project.          Wrap Up Your Week!</p>	<p>Activity, Story Sort          Daily Fix-It</p>	<p>30 minutes</p>

<b>Assessment Checkpoints for the Week</b>	<b>Targeted Resources</b>	<b>Duration</b>
Phonics: Ending -es; Plural -es Phonics: Vowels: r-Controlled or, ore Comprehension Skill: Fact and Opinion High-Frequency Words	Teacher's Edition p.1171	20 minutes
<b>Homework</b>	<b>My Notes</b>	