

"Tops & Bottoms" Day 1

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Fair Solutions Phonics: Consonant Blends Comprehension Skill: Author's Purpose Comprehension Strategy: Predict and Set Purpose Spelling: Words with spl, thr, squ, str, scr Conventions: Singular Possessive Nouns Handwriting: Letters l, n, k, t, i, u, e, j, p Writing: Friendly Letter	TE pp. 300j–305f SE pp. 300–305, EI 2, EI 22 Decodable Practice Reader 9A Reader's and Writer's Notebook pp. 142–144 Let's Practice It! TR DVD 103–105	<b>Standards</b> 1 day <b>Blocks</b> 1 hour 30 minutes
<b>National Standards</b>		
<p>CCSS Language 2.d. Form and use possessives.</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 Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CCSS Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</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 do to make sure solutions are fair?</p> <ul style="list-style-type: none"> <li>- Build Oral Language</li> </ul> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Read Aloud: Read "The Great Divvy-Up" TE p. 301b.</p> <p>Phonics: Read the sounds of three-letter blends with the letters that spell them.</p> <ul style="list-style-type: none"> <li>- Blend, read, and spell words that contain consonant blends squ, spl, thr, and str.</li> <li>- Blending Strategy Routine</li> </ul> <p>Decodable Practice Reader 9A: Apply knowledge of sound-spellings to decode unknown multisyllabic words when reading.</p> <ul style="list-style-type: none"> <li>- Decode and read words in context and independent of context.</li> </ul> <p>Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> <li>- Oral Rereading Routine</li> </ul>	<p>Teacher's Edition p.300j Video, Concept Talk Video 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>Text-Based Comprehension: Identify author's purpose to aid comprehension.</p> <ul style="list-style-type: none"> <li>- Predict and set a purpose to aid comprehension.</li> </ul> <p>Fluency: Read grade-level text with appropriate phrasing.</p> <ul style="list-style-type: none"> <li>- Oral Rereading Routine</li> </ul> <p>Selection Vocabulary: Introduce tested words</p>	<p>Teacher's Edition p.304a304a 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>Research and Inquiry: Identify questions for research.</p> <p>Small Group Time</p> <p>Spelling Pretest: Spell words with spl, thr, squ, str, and scr.</p> <p>Conventions: Use and understand singular possessive nouns.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Handwriting: Write cursive lowercase letters with uphill strokes.</p> <p>Writing: Identify the features of a friendly letter.</p> <ul style="list-style-type: none"><li>- Understand the purposes of a friendly letter.</li><li>- Mini-Lesson: Read Like a Writer</li><li>- Quick Write for Fluency Routine</li></ul> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.305b</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"Tops & Bottoms" Day 2

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Fair Solutions Phonics: Consonant Blends Literary Terms: Dialogue and Narration Vocabulary Skill: Antonyms Comprehension Skill: Author's Purpose Comprehension Strategy: Predict and Set Purpose Conventions: Singular Possessive Nouns Spelling: Words with spl, thr, squ, str, scr Writing: Friendly Letter	TE pp. 306a–317e SE pp. 306–317, W 2 Reader's and Writer's Notebook pp. 145–149 Let's Practice It! TR DVD 106–107	<b>Standards</b> 1 day <b>Blocks</b> 1 hour 30 minutes
<b>National Standards</b>		
<p>CCSS Language 2.d. Form and use possessives.</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 Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CCSS Language 5. Demonstrate understanding of word relationships and nuances in word meanings.</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 Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CCSS Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</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 do to make sure solutions are fair?</p> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Phonics: Apply knowledge of letter-sound correspondences and syllable patterns to decode words in context and in isolation.</p> <p>Literary Terms: Identify dialogue and narration.</p>	<p>Teacher's Edition p.306a</p>	<p>20 minutes</p>
<b><i>Read and Comprehend</i></b>	<b><i>Targeted Resources</i></b>	<b><i>Duration</i></b>
<p>Vocabulary Skill: Use context clues and antonyms to find meanings of words.</p> <p>Fluency: Read grade-level text with appropriate phrasing.</p> <ul style="list-style-type: none"> <li>- Choral Reading Routine</li> </ul> <p>Text-Based Comprehension: Understand the elements of animal fantasies.</p> <p>Main Selection: Read "Tops &amp; Bottoms" pp. 308–317.</p> <ul style="list-style-type: none"> <li>- Read for Understanding Routine: Access Text and Close Reading</li> <li>- Comprehension Skill: Author's Purpose</li> <li>- Comprehension Strategy: Predict and Set Purpose</li> </ul> <p>Small Group Time</p>	<p>Teacher's Edition p.306e</p> <p>Student Edition p.308</p> <p>Activity, Vocabulary Activity</p> <p>Activity, Journal: Word Bank</p> <p>eText, Main Selection eText</p> <p>Reader's and Writer's Notebook Key</p>	<p>40 minutes</p>
<b><i>Language Arts</i></b>	<b><i>Targeted Resources</i></b>	<b><i>Duration</i></b>

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<p>Research and Inquiry: Find pertinent information from online sources.</p> <p>Conventions: Identify and understand singular possessive nouns.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Spelling: Practice correctly spelling words with spl, thr, squ, str, and scr.</p> <p>Writing: Generate and develop ideas to prepare for writing.</p> <ul style="list-style-type: none"><li>- Set a purpose for writing a friendly letter.</li><li>- Mini-Lesson: Brainstorming Ideas</li><li>- Quick Write for Fluency Routine</li></ul> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.317b</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"Tops & Bottoms" Day 3

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Fair Solutions Phonics: Consonant Blends Comprehension Skill: Author's Purpose Comprehension Strategy: Predict and Set Purpose Comprehension Skill: Review Compare and Contrast Conventions: Singular Possessive Nouns Spelling: Words with spl, thr, squ, str, scr Writing: Friendly Letter	TE pp. 318a–329c SE pp. 318–329 Decodable Practice Passage 9B Reader's and Writer's Notebook pp. 150–151 Let's Practice It! TR DVD 108	<b>Standards</b> 1 day <b>Blocks</b> 1 hour 30 minutes
<b>National Standards</b>		
<p>CCSS Language 2.d. Form and use possessives.</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 Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CCSS Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>
Content Knowledge: Discuss the Question of the Week: What can we do to make sure solutions are fair? Oral Vocabulary: Amazing Words Routine Phonics: Associate the sounds in the blends squ, spl, thr, and str with the letters that spell them. - Fluent Word Reading Read Decodable Practice Passage 9B - Read words in context and in isolation.	Teacher's Edition p.318a eText, Decodable eBook	20 minutes
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>

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<p>Text-Based Comprehension: Check Understanding</p> <p>Main Selection: Read "Tops &amp; Bottoms" pp. 318–325.</p> <ul style="list-style-type: none"> <li>- Read for Understanding Routine: Access Text and Close Reading</li> <li>- Comprehension Skill: Author's Purpose</li> <li>- Comprehension Strategy: Predict and Set Purpose</li> <li>- Comprehension Skill: Review Compare and Contrast</li> </ul> <p>Small Group Time</p> <p>Retelling: Have students work in pairs to retell the selection.</p> <p>Think Critically: Identify author's purpose to aid comprehension.</p> <ul style="list-style-type: none"> <li>- Predict and set a purpose to check comprehension.</li> </ul> <p>Fluency: Read grade-level text fluently with appropriate phrasing and comprehension.</p> <ul style="list-style-type: none"> <li>- Oral Rereading Routine</li> </ul>	<p>Teacher's Edition p.318–319</p> <p>Student Edition p.318</p> <p>eText, Main Selection eText</p> <p>Reader's and Writer's Notebook Key</p>	<p>40 minutes</p>
<p><b>Language Arts</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>



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<p>Research and Study Skills: Identify and understand the parts of an encyclopedia. Research and Inquiry: Analyze data for usefulness. Conventions: Identify and correctly use singular possessive nouns. - Daily Fix-It Spelling: Spell frequently misspelled words. Let's Write It!: Use graphic organizers to begin drafting a letter. - Review features of a friendly letter. - Connect to conventions: Singular Possessive Nouns Writing: Begin drafting a friendly letter. - Mini-Lesson: Write with a Purpose - Quick Write for Fluency Routine Wrap Up Your Day</p>	<p>Teacher's Edition p.327d Animation, Grammar Jammer Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"Tops & Bottoms" Day 4

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Fair Solutions Word Analysis: Compound Words Vocabulary Skill: Antonyms Media Literacy: Interview Conventions: Singular Possessive Nouns Spelling: Words with spl, thr, squ, str, scr Writing: Friendly Letter	TE pp. 330a–333e SE pp. 330–333 Decodable Practice Passage 9C Reader's and Writer's Notebook p. 152 Let's Practice It! TR DVD 109–110	<b>Standards</b> 1 day <b>Blocks</b> 1 hour 30 minutes

**National Standards**

- CCSS Language 2.d. Form and use possessives.
- CCSS Speaking/Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- 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.
- 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.
- CCSS Speaking/Listening 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.
- CCSS Speaking/Listening 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- CCSS Speaking/Listening 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- CCSS Speaking/Listening 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- CCSS Language 5. Demonstrate understanding of word relationships and nuances in word meanings.
- CCSS Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS Foundational Skills 3.c. Decode multisyllable words.

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<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Content Knowledge: Discuss the Question of the Week: What can we do to make sure solutions are fair?</p> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Word Analysis: Identify and read compound words.</p> <ul style="list-style-type: none"> <li>- Identify the two smaller words that make up a compound word.</li> </ul> <p>Fluent Word Reading: Read words fluently in context and in isolation.</p> <ul style="list-style-type: none"> <li>- Oral Rereading Routine</li> <li>- Read Decodable Practice Passage 9C</li> </ul>	<p>Teacher's Edition p.330a</p> <p>eText, Decodable eBook</p> <p>eText, eReader</p>	<p>30 minutes</p>
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Social Studies in Reading: Fable</p> <p>Small Group Time</p> <p>Paired Selection: Read "The Hare and the Tortoise" pp. 330–331.</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: Check words correct per minute</p> <p>Vocabulary: Use context clues and antonyms to find the meanings of unfamiliar words.</p> <p>Media Literacy: Conduct an interview.</p>	<p>Teacher's Edition p.330–331</p> <p>Student Edition p.330</p> <p>eText, Paired Selection eText</p>	<p>30 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>

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<p>Research and Inquiry: Synthesize research findings.</p> <p>Conventions: Review singular possessive nouns.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Spelling: Spell words with spl, thr, squ, str, and scr.</p> <p>Writing: Revise first draft to clarify sentences.</p> <ul style="list-style-type: none"><li>- Work with peers to revise writing.</li><li>- Mini-Lesson: Revising Strategy: Clarifying</li><li>- Quick Write for Fluency Routine</li></ul> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.333b</p> <p>Daily Fix-It</p> <p>Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"Tops & Bottoms" Day 5

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Fair Solutions Comprehension Skill: Author's Purpose Vocabulary Skill: Antonyms Phonics: Consonant Blends Literary Terms: Dialogue and Narration Spelling: Words with spl, thr, squ, str, scr Conventions: Singular Possessive Nouns Writing: Friendly Letter	TE pp. 333f–333r LE p. EI 2 Let's Practice It! TR DVD 111–112 Weekly Tests pp. 61–68 Fresh Reads pp. 49–54	<b>Standards</b> 1 day <b>Blocks</b> 1 hour 30 minutes
<b>National Standards</b>		
<p>CCSS Language 2.d. Form and use possessives.</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 Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CCSS Language 5. Demonstrate understanding of word relationships and nuances in word meanings.</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 Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CCSS Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</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 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CCSS Informational Text 6. Distinguish their own point of view from that of the author of a text.</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 do to make sure solutions are fair?          - Review the concept.          Oral Vocabulary: Connect to Amazing Words          - Check Oral Vocabulary</p>	<p>Teacher's Edition p.333f</p>	<p>30 minutes</p>
<p><b>Read and Comprehend</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>Text-Based Comprehension: Review author's purpose.          Vocabulary: Review antonyms.          Phonics: Review consonant blends.          Literary Terms: Review dialogue and narration.          Assessment: Check words correct per minute.          Small Group Time          Assessment: Check author's purpose.</p>		<p>30 minutes</p>
<p><b>Language Arts</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>Assessment: Check author's purpose.          Research and Inquiry: Communicate inquiry results.          Spelling Test: Administer spelling test.          Conventions: Review singular possessive nouns.          - Daily Fix-It          Writing: Create and present a final draft.          - Edit draft for punctuation, spelling, and capitalization.          - Mini-Lesson: Proofread for Possessive Nouns          - Quick Write for Fluency Routine          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: Consonant Blends          Comprehension Skill: Author's Purpose          Comprehension Skill: Review Compare and Contrast          Lesson Vocabulary</p>	<p>Teacher's Edition p.333r</p>	<p>30 minutes</p>

***Homework***

***My Notes***