

"My Rows and Piles of Coins" Day 1

Objective	Materials	Pacing
<p>Content Knowledge: Saving and Spending Phonics: Vowel Diphthongs Comprehension Skill: Author's Purpose Comprehension Strategy: Story Structure Spelling: Vowel Diphthongs ou, ow, oi, oy Conventions: Compound Sentences Handwriting: Manuscript Letters li, Uu, Ww, and Yy Writing: Realistic Fiction</p>	<p>TE pp. 160j–165f SE pp. 160–165, EI 2, EI 24 Decodable Practice Reader 5A Reader's and Writer's Notebook pp. 84–86 Let's Practice It! TR DVD 41–43</p>	<p>Standards 1 day Blocks 1 hour 30 minutes</p>
National Standards		
<p>CCSS Language 1.h. Use coordinating and subordinating conjunctions.</p> <p>CCSS Language 1.i. Produce simple, compound, and complex sentences.</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 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do we need to know about saving and spending?</p> <ul style="list-style-type: none"> - Build Oral Language <p>Oral Vocabulary: Amazing Words Routine</p> <p>Read Aloud: Read "Letter from Marrakech" TE p.161b.</p> <p>Phonics: Read words with vowel diphthongs oi, oy, ou, and ow.</p> <ul style="list-style-type: none"> - Associate the vowel sound /oi/ with oi and oy, and the vowel sound /ou/ with ou and ow. - Decode and read words in context and in isolation. <p>Decodable Practice Reader 5A: 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.160j Video, Concept Talk Video eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>40 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 author's purpose.</p> <ul style="list-style-type: none"> - Use the story structure strategy to aid comprehension. <p>Fluency: Read with appropriate phrasing and attention to punctuation cues.</p> <ul style="list-style-type: none"> - Paired Reading Routine <p>Selection Vocabulary: Introduce tested words</p>	<p>Teacher's Edition p.164a Animation, Envision It! Animation</p>	<p>20 minutes</p>
<p><i>Language Arts</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>

Pearson SuccessNet Lesson Plan

<p>Research and Inquiry: Identify questions for research. Small Group Time Spelling Pretest: Spell words with /ou/ spelled ou, ow; /oi/ spelled oi, oy. Conventions: Use and understand compound sentences. - Daily Fix-It Handwriting: Write words and phrases using uppercase and lowercase manuscript letters i, u, w, and y. Writing for Tests: Understand and identify the features of realistic fiction. - Mini-Lesson: Read Like a Writer - Quick Write for Fluency Routine Wrap Up Your Day</p>	<p>Teacher's Edition p.165b Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"My Rows and Piles of Coins" Day 2

Objective	Materials	Pacing
Content Knowledge: Saving and Spending Phonics: Vowel Diphthongs Literary Terms: Simile Vocabulary Skill: Prefixes and Suffixes Comprehension Skill: Author's Purpose Comprehension Strategy: Story Structure Conventions: Compound Sentences Spelling: Vowel Diphthongs ou, ow, oi, oy Writing: Realistic Fiction	TE pp. 166a–175e SE pp. 166–175, W 5–W 6 Reader's and Writer's Notebook pp. 87–90 Let's Practice It! TR DVD 44–45	Standards 1 day Blocks 1 hour 30 minutes
National Standards		
<p>CCSS Language 1.h. Use coordinating and subordinating conjunctions.</p> <p>CCSS Language 1.i. Produce simple, compound, and complex sentences.</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.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>CCSS Language 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</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 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</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.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do we need to know about saving and spending? Oral Vocabulary: Amazing Words Routine Phonics: Apply knowledge of letter-sound correspondences and syllable patterns to decode words in context and in isolation. Literary Terms: Understand similes.</p>	<p>Teacher's Edition p.166a</p>	<p>20 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Vocabulary Skill: Use word structure (prefixes and suffixes) to read words and comprehend meaning. Fluency: Read grade-level text with appropriate phrasing. - Paired Reading Routine Text-Based Comprehension: Understand the elements of realistic fiction. Main Selection: Read "My Rows and Piles of Coins" pp.168–175. - Read for Understanding Routine: Access Text and Close Reading - Comprehension Skill: Author's Purpose - Comprehension Strategy: Story Structure Small Group Time</p>	<p>Teacher's Edition p.166e Student Edition p.168 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText Reader's and Writer's Notebook Key</p>	<p>40 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Research and Inquiry: Find pertinent information from encyclopedias. Conventions: Recognize and correctly use compound sentences. - Daily Fix-It Spelling: Practice correctly spelling words with ou, ow, oi, oy. Writing for Tests: Write realistic fiction during a sample timed-writing test. - Mini-Lesson: Sequence of Events - Quick Write for Fluency Routine Wrap Up Your Day</p>	<p>Teacher's Edition p.175b Daily Fix-It</p>	<p>30 minutes</p>

Homework	My Notes	

"My Rows and Piles of Coins" Day 3

Objective	Materials	Pacing
Content Knowledge: Saving and Spending Phonics: Vowel Diphthongs Comprehension Skill: Author's Purpose Comprehension Strategy: Story Structure Comprehension Skill: Review Sequence Conventions: Compound Sentences Spelling: Vowel Diphthongs ou, ow, oi, oy Writing: Realistic Fiction	TE pp. 176a–187c SE pp. 176–187 Decodable Practice Passage 5B Reader's and Writer's Notebook pp. 90–93 Let's Practice It! TR DVD 46	Standards 1 day Blocks 1 hour 30 minutes
National Standards		
<p>CCSS Language 1.h. Use coordinating and subordinating conjunctions.</p> <p>CCSS Language 1.i. Produce simple, compound, and complex sentences.</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 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
Get Ready to Read	Targeted Resources	Duration
Content Knowledge: Discuss the Question of the Week: What do we need to know about saving and spending? Oral Vocabulary: Amazing Words Routine Phonics: Read words with vowel diphthongs. - Fluent Word Reading Read Decodable Practice Passage 5B - Read words in context and in isolation.	Teacher's Edition p.176a eText, Decodable eBook	20 minutes
Read and Comprehend	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Text-Based Comprehension: Check Understanding Main Selection: Read "My Rows and Piles of Coins" pp.176–183. - Read for Understanding Routine: Access Text and Close Reading - Comprehension Skill: Author's Purpose - Comprehension Strategy: Story Structure - Comprehension Skill: Review Sequence Small Group Time Retelling: Have students work in pairs to retell the selection. Think Critically: Use story structure to check understanding. - Identify author's purpose to aid in comprehension. Fluency: Read text fluently. - Paired Reading Routine</p>	<p>Teacher's Edition p.176-177 Student Edition p.176 eText, Main Selection eText Reader's and Writer's Notebook Key</p>	<p>40 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Research and Study Skills: Demonstrate basic keyboarding skills and familiarity with computer terminology. Research and Inquiry: Analyze data for usefulness. Conventions: Combine simple sentences to form compound sentences. - Daily Fix-It Spelling: Spell frequently misspelled words. Let's Write It!: Understand the criteria for writing an effective realistic fiction story. - Connect to conventions: Compound Sentences Writing for Tests: Evaluate writing using a rubric. - Mini-Lesson: Evaluate Your Writing - Quick Write for Fluency Routine Wrap Up Your Day</p>	<p>Teacher's Edition p.185d Animation, Grammar Jammer Daily Fix-It</p>	<p>30 minutes</p>

<i>Homework</i>	<i>My Notes</i>
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"My Rows and Piles of Coins" Day 4

Objective	Materials	Pacing
Content Knowledge: Saving and Spending Phonics: Long Vowel Digraphs Vocabulary Skill: Prefixes and Suffixes Listening and Speaking: Book Report Conventions: Compound Sentences Spelling: Vowel Diphthongs ou, ow, oi, oy Writing: Realistic Fiction	TE pp. 188a–193e SE pp. 188–193 Decodable Practice Passage 5C Reader's and Writer's Notebook p. 94 Let's Practice It! TR DVD 47–48	Standards 1 day Blocks 1 hour 30 minutes

National Standards

- CCSS Language 1.h. Use coordinating and subordinating conjunctions.
- CCSS Language 1.i. Produce simple, compound, and complex sentences.
- 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.
- 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 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- CCSS Language 4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- CCSS Language 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- 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 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS Foundational Skills 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<i>Get Ready to Read</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Content Knowledge: Discuss the Question of the Week: What do we need to know about saving and spending?</p> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Phonics: Read and identify words with long vowel digraphs.</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 5C</p>	<p>Teacher's Edition p.188a</p> <p>eText, Decodable eBook</p> <p>eText, eReader</p>	<p>40 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>21st Century Skills: Web Sites</p> <p>Small Group Time</p> <p>Paired Selection: Read "Learning About Money" pp.188–191.</p> <ul style="list-style-type: none"> - Access Text and Close Reading - Let's Think About Genre - Reading and Writing Across Texts <p>Extend Thinking: Think Critically</p> <ul style="list-style-type: none"> - Comprehension Skill: Author's Purpose - Comprehension Strategy: Text Structure <p>Fluency: Check words correct per minute</p> <p>Vocabulary: Use word structure to read words with prefixes and suffixes.</p> <p>Listening and Speaking: Give an oral book report.</p>	<p>Teacher's Edition p.188-189</p> <p>Student Edition p.188</p> <p>eText, Paired Selection eText</p>	<p>30 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>

Pearson SuccessNet Lesson Plan

<p>Research and Inquiry: Use a chart to present information.</p> <p>Conventions: Review compound sentences.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Spelling: Spell words with /ou/ spelled ou, ow; /oi/ spelled oi, oy.</p> <p>Writing for Tests: Apply key features of realistic fiction when writing in response to a writing prompt.</p> <ul style="list-style-type: none">- Mini-Lesson: Avoiding Run-On Sentences- Quick Write for Fluency Routine <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.193b</p> <p>Daily Fix-It</p> <p>Reader's and Writer's Notebook Key</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"My Rows and Piles of Coins" Day 5

Objective	Materials	Pacing
Content Knowledge: Saving and Spending Comprehension Skill: Author's Purpose Vocabulary Skill: Prefixes and Suffixes Phonics: Vowel Diphthongs Literary Terms: Simile Spelling: Vowel Diphthongs ou, ow, oi, oy Conventions: Compound Sentences Writing: Realistic Fiction	TE pp. 193f–197b SE pp. 194–197, EI 2 Let's Practice It! TR DVD 49–50 Weekly Tests pp. 29–36 Fresh Reads pp. 25–30	Standards 1 day Blocks 1 hour 30 minutes
National Standards		
<p>CCSS Language 1.h. Use coordinating and subordinating conjunctions.</p> <p>CCSS Language 1.i. Produce simple, compound, and complex sentences.</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.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>CCSS Language 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</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 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</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.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do we need to know about saving and spending? - Review the concept.</p> <p>Oral Vocabulary: Connect to Amazing Words - Check Oral Vocabulary</p>	<p>Teacher's Edition p.193f</p>	<p>30 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Text-Based Comprehension: Review author's purpose.</p> <p>Vocabulary: Review prefixes and suffixes.</p> <p>Phonics: Review vowel diphthongs /ou/ spelled ou, ow; /oi/ spelled oi, oy.</p> <p>Literary Terms: Review simile.</p> <p>Assessment: Check words correct per minute.</p> <p>Small Group Time</p> <p>Assessment: Check author's purpose.</p>		<p>30 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Research and Inquiry: Communicate inquiry results.</p> <p>Spelling Test: Administer spelling test.</p> <p>Conventions: Review compound sentences. - Daily Fix-It</p> <p>Writing for Tests: Proofread for correct use of compound sentences. - Evaluate timed-writing sample. - Mini-Lesson: Revising Strategy: Clarifying - Quick Write for Fluency Routine</p> <p>Wrap Up Your Week</p>	<p>Activity, Story Sort Daily Fix-It</p>	<p>30 minutes</p>
<i>Reading Poetry</i>	<i>Targeted Resources</i>	<i>Duration</i>

Pearson SuccessNet Lesson Plan

<p>Poetry: Read "Solitude/The World's So Big/Money/Transportation" pp.194–197. Guide Comprehension: Understand the characteristics of narrative poetry.</p> <ul style="list-style-type: none"> - Understand the use of repetition in poetry. - Identify the use of imagery in a poem. <p>Extend Thinking: Understand how rhyme is used in poetry.</p> <ul style="list-style-type: none"> - Listen and respond to poems. <p>Practice Fluent Reading: Read poetry fluently. Writing Poetry: Write a poem about one form of transportation.</p>	<p>Teacher's Edition p.194-195 Student Edition p.194</p>	<p>30 minutes</p>
<p>Assessment Checkpoints for the Week</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Phonics: Vowel Diphthongs Comprehension Skill: Author's Purpose Comprehension Skill: Review Sequence Lesson Vocabulary</p>	<p>Teacher's Edition p.197b</p>	<p>30 minutes</p>
<p>Homework</p>	<p>My Notes</p>	