

1-2-1

I can use a, al

I can use sh, th

"A Big Fish for Max" Day 1

Objective	Materials	Pacing HFW
Content Knowledge: Family Activities Listening Comprehension: Sequence Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Consonant Digraphs sh, th Fluency: Oral Rereading Conventions: Common Nouns Writing: Friendly Letter	TE pp. 12j-17f SE pp. 12-17, EI 5 Sing with Me Big Book Reader's and Writer's Notebook, pp. 217-220 Decodable Practice Reader 7A	Standards <i>catch</i> 1 day <i>put</i> Blocks <i>good</i> 2 hours <i>said</i> <i>no</i> <i>want</i>
National Standards		
<p>CCSS Literature 1. Ask and answer questions about key details in a text.</p> <p>CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS Foundational Skills 3.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</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 Language 1.b. Use common, proper, and possessive nouns.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>		
Get Ready to Read	Targeted Resources	Duration

Guided Reading Selections

Social Studies Embedded

- We Are a Family
- Let's Go to the Zoo
- Rules at School

Genre  
 Nonfiction  
 Realistic fiction  
 Animal fantasy

- Skills
- Sequence
  - Draw Conclusions
  - Predict & Set Purpose
  - Character

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What does a family do together?          Oral Vocabulary: Sing with Me/Amazing Words Routine          Phonemic Awareness: Segment and blend phonemes with sh and th.          Phonics: Associate the consonant digraphs sh and th with the sounds /sh/, /th/.          Read: Decode words in context and in isolation.          Phonics Practice: Read Decodable Practice Reader 7A.          - Apply knowledge of sound-spellings to decode unknown words when reading.          Fluency Practice: Practice fluency with oral rereading.          - Oral Rereading Routine          Spelling Pretest: Words with sh, th          Small Group Time</p>	<p>Teacher's Edition p.12j          Video, Big Question Video          Video, Concept Talk Video          Song, Sing with Me          Activity, Sound-Spelling Chart          eText, Decodable eBook          Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<p><b>Read and Comprehend</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>Nondecodable Words Routine: Read high-frequency words.          Text-Based Comprehension: Retell story events in the correct sequence.          Read Aloud: "Annie Helps Out" TE p. 17b</p>	<p>Teacher's Edition p.17          Animation, Envision It! Animation</p>	<p>30 minutes</p>
<p><b>Language Arts</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Identify common nouns. - Use common nouns in speaking and writing.</p> <p>Writing: Understand and recognize the features of a friendly letter. - Develop an understanding of the conventions of a friendly letter. - Mini-Lesson: Read Like a Writer - Daily Fix-It</p> <p>Research and Inquiry: Identify a topic connected to this week's concept. - Narrow the focus of the topic by formulating inquiry questions related to the topic.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.17c Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"A Big Fish for Max" Day 2

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Family Activities Comprehension Skill: Sequence Comprehension Strategy: Predict and Set Purpose Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Consonant Digraphs sh, th; Vowel Sound in ball: a, al Fluency: Paired Reading Conventions: Common Nouns Writing: Friendly Letter	TE pp. 18a–33g SE pp. 18–33, EI 12 Big Book "A City" Reader's and Writer's Notebook, pp. 221–225 Decodable Practice Reader 7B	<b>Standards</b> 1 day <b>Blocks</b> 2 hours
<b>National Standards</b>		
<p>CCSS Literature 1. Ask and answer questions about key details in a text.</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 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.b. Use common, proper, and possessive nouns.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>

**Pearson SuccessNet Lesson Plan**

<p>Content Knowledge Talk: Discuss the Question of the Week: What do families do together?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonological Awareness: Segment and blend phonemes with the vowel sound a as in ball.</p> <p>Phonics: Associate the vowel sound a as in ball with the spelling patterns a, al.</p> <p>Blending Strategy Routine</p> <p>Read: Blend and read words with the vowel sound a as in ball.</p> <p>Phonics Practice: Read Decodable Practice Reader 7B.</p> <p>- Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Fluency Practice: Paired Reading Routine</p> <p>Phonics: Review consonant digraphs sh and th.</p> <p>Spelling: Spell words with sh and th.</p>	<p>Teacher's Edition p.18a          Activity, Sound-Spelling Chart          eText, Decodable eBook          Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<p><b>Read and Comprehend</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>

Pearson SuccessNet Lesson Plan

<p>High-Frequency Words Routine            Selection Vocabulary            Vocabulary: Sort nouns for people, animals, places, and things.            Text-Based Comprehension                - Preview and predict.                -Read for Understanding Routine: Access Text and Close Reading            Main Selection—First Read: "A Big Fish for Max" pp. 20–33            Comprehension Skill: Sequence            Comprehension Strategy: Predict and Set Purpose            Text-Based Comprehension: Check Understanding            Small Group Time            Literary Text: Identify the plot of a story, including its beginning, middle, and end.</p>	<p>Teacher's Edition p.19            Student Edition p.20            Activity, Vocabulary Activity            Activity, Journal: Word Bank            eText, Main Selection eText</p>	<p>30 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Conventions: Identify common nouns.                - Daily Fix-It            Writing: Recognize features of a friendly letter.                - Generate friendly letter ideas.                - Mini-Lesson: Letter Format            Handwriting: Write with appropriate letter size.            Research and Inquiry: Apply knowledge of parts of a book to inquiry project.            Wrap Up Your Day</p>	<p>Teacher's Edition p.33c            Daily Fix-It</p>	<p>30 minutes</p>
<b>Homework</b>	<b>My Notes</b>	

"A Big Fish for Max" Day 3

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Family Activities Comprehension: Review Cause and Effect Phonological Awareness: Create Groups Phonics and Spelling: Consonant Digraphs sh, th; Vowel Sound in ball: a, al Fluency: Accuracy and Appropriate Rate Conventions: Common Nouns Writing: Friendly Letter Listening and Speaking: Relate an Experience in Sequence	TE pp. 34a–37c SE pp. 34–37 Big Book "A City" Reader's and Writer's Notebook, pp. 226–230	<b>Standards</b> 1 day <b>Blocks</b> 2 hours

**National Standards**

- CCSS Literature 1. Ask and answer questions about key details in a text.
- CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.
- CCSS Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- 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 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.
- 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 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Pearson SuccessNet Lesson Plan

<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Content Knowledge Talk: Discuss the Question of the Week: What does a family do together?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonological Awareness: Create groups of words that begin with the same beginning sound (alliteration).</p> <p>Phonics: Build words with the vowel sound a as in ball.</p> <p>Fluency: Read words with short i.</p> <p>Blend and Read: Associate the sounds /sh/, /th/, and vowel sound a as in ball with the spellings sh, th, and a, al.</p> <ul style="list-style-type: none"> <li>- Blend and read words with sh, th, and a, al.</li> <li>- Decode words in context and in isolation.</li> </ul> <p>Spelling: Spell words with sh and th.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.34a</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>High-Frequency and Selection Vocabulary</p> <p>Check High-Frequency Words</p> <p>Text-Based Comprehension: Check Understanding</p> <ul style="list-style-type: none"> <li>- Read for Understanding Routine: Access Text and Close Reading</li> </ul> <p>Main Selection—Second Read: "A Big Fish for Max" pp. 20–33</p> <ul style="list-style-type: none"> <li>- Comprehension Skill: Review sequence.</li> <li>- Comprehension Skill: Review the genre, animal fantasy.</li> </ul> <p>Retelling: Pairs of students retell the story to one another.</p> <p>Think Critically: Sequence events in a story.</p> <ul style="list-style-type: none"> <li>- Predict and set purpose.</li> <li>- Write clear, coherent sentences.</li> </ul> <p>Fluency: Read aloud fluently with accuracy and at an appropriate rate.</p> <ul style="list-style-type: none"> <li>- Choral Reading Routine</li> </ul>	<p>Teacher's Edition p.34g</p> <p>Student Edition p.20</p> <p>eText, Main Selection eText</p>	<p>15 minutes</p>



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<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Conventions: Recognize common nouns when reading.                      - Daily Fix-It</p> <p>Let's Write It!: Write a draft of a friendly letter.</p> <p>Writing: Story                      - Writing Trait: Organization                      - Mini-Lesson: Organization                      - Quick Write for Fluency Routine</p> <p>Listening and Speaking: Relate an experience in sequence.                      - Listen attentively to a speaker.</p> <p>Research and Inquiry: Gather and record information for an inquiry project.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.36a                      Animation, Grammar Jammer                      Daily Fix-It</p>	<p>45 minutes</p>
<b>Homework</b>		<b>My Notes</b>

"A Big Fish for Max" Day 4

Objective	Materials	Pacing
Content Knowledge: Family Activities Comprehension Strategy: Predict and Set Purpose Phonemic Awareness: Segment and Blend Words Phonics and Spelling: Review Short u spelled u; Final Consonant Blends Fluency: Accuracy and Appropriate Rate Conventions: Common Nouns Writing: Friendly Letter	TE pp. 38a–41e SE pp. 38–41 Read Aloud Anthology Reader's and Writer's Notebook, pp. 231–232 Decodable Practice Reader 7C	<b>Standards</b> 1 day <b>Blocks</b> 2 hours
<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.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</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 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.b. Use common, proper, and possessive nouns.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>

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<p>Content Knowledge Talk: Discuss the Question of the Week: What does a family do together?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Segment and blend words.</p> <p>Phonics: Review /u/ spelled u and final consonant blends.</p> <p>Phonics Practice: Read Decodable Practice Reader 7C.</p> <ul style="list-style-type: none"> <li>- Apply knowledge of sound-spellings to decode unknown words when reading.</li> <li>- Review High-Frequency Words</li> <li>- Decode and read words in context and in isolation.</li> </ul> <p>Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> <li>- Oral Rereading Routine</li> </ul> <p>Fluent Word Reading: Review reading words fluently in context and in isolation.</p> <p>Spelling Partner Review: Spell words with the consonant digraphs sh and th.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.38a eText, eReader eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Social Studies in Reading: Preview and predict.</p> <ul style="list-style-type: none"> <li>- Predict and set purpose when reading.</li> <li>- Relate prior knowledge to new text.</li> <li>- Set purpose for reading.</li> </ul> <p>Paired Selection: Read "At Home" pp. 38–41.</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 with accuracy and at an appropriate rate.</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.38i Student Edition p.38 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>Conventions: Identify common nouns. - Use common nouns in reading, writing, and speaking.</p> <p>Writing: Revise a letter draft for clarity and interest. - Mini-Lesson: Revising Strategy: Changing Words - Peer conferencing - Daily Fix-It</p> <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.41b Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"A Big Fish for Max" Day 5

Objective	Materials	Pacing
Content Knowledge: Family Activities Comprehension Skill: Sequence Phonemic Awareness: Segment and Blend Words Phonics and Spelling: Review Consonant Digraphs sh, th; Vowel Sound in ball: a, al Listening and Speaking: Relate an Experience in Sequence Fluency: Accuracy and Rate Conventions: Common Nouns Writing: Friendly Letter	TE pp. 42a-43l SE pp. 42-43 Read Aloud Anthology Weekly Tests pp. 73-78 Fresh Reads pp. 73-78	<b>Standards</b> 1 day <b>Blocks</b> 2 hours

**National Standards**

- CCSS Literature 1. Ask and answer questions about key details in a text.
- CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.
- CCSS Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- 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 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.
- 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 Language 1.b. Use common, proper, and possessive nouns.

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CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Content Knowledge: Discuss the Question of the Week: What does a family do together?</p> <p>Oral Vocabulary: Connect to Amazing Words</p> <ul style="list-style-type: none"> <li>- Review and Check Amazing Words</li> </ul> <p>Phonemic Awareness: Segment and words.</p> <p>Phonics: Review words with the consonant digraphs sh and th.</p> <ul style="list-style-type: none"> <li>- Review words with the vowel sound in ball a, al.</li> </ul> <p>Spelling Test: Spell words with sh, th.</p>	<p>Teacher's Edition p.42a</p>	<p>30 minutes</p>
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Small Group Time</p> <p>Listening and Speaking: Relate and experience in sequence.</p> <ul style="list-style-type: none"> <li>- Listen attentively and ask relevant questions.</li> </ul> <p>Vocabulary: Sort nouns into categories.</p> <p>Fluency: Read aloud fluently with accuracy.</p> <p>Text-Based Comprehension: Retell story events in sequence.</p> <p>Vocabulary: Review high-frequency and story words.</p> <p>Literary Nonfiction: Identify and use text features.</p> <p>Assessment: Monitor Progress Routines</p>		<p>30 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>

**Pearson SuccessNet Lesson Plan**

<p>Conventions: Identify common nouns.          - Use common nouns correctly in speaking and writing.          - Daily Fix-It</p> <p>Writing: Edit a draft for spelling, punctuation, can capitalization.          - Mini-Lesson: Proofread for Nouns          - Create and present a final draft.          - Quick Write for Fluency Routine</p> <p>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><i>Assessment Checkpoints for the Week</i></b>	<b><i>Targeted Resources</i></b>	<b><i>Duration</i></b>
<p>Phonics: Consonant Digraphs sh, th          Phonics: Vowel Sound in ball: a, al          Comprehension Skill: Sequence          High-Frequency Words</p>	<p>Teacher's Edition p.43l</p>	<p>20 minutes</p>
<b><i>Homework</i></b>		<b><i>My Notes</i></b>

