

1-1-4 I can use inflected endings -s/-ing

"A Fox and a Kit" Day 1

Objective	Materials	Pacing HFW
Content Knowledge: Wild Animals and Their Babies Listening Comprehension: Main Idea and Details Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Inflected Ending -s Fluency: Oral Rereading Conventions: Declarative Sentences Writing: Personal Narrative	TE pp. 94j-99f SE pp. 94-99, EI 3 Sing with Me Big Book Reader's and Writer's Notebook, pp. 169-172 Decodable Practice Reader 4A	Standards eat 1 day her Blocks five 2 hours this four too
National Standards		
CCSS Foundational Skills 3.f. Read words with inflectional endings.  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 Informational Text 2. Identify the main topic and retell key details of a text.  CCSS Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  CCSS Language 2.b. Use end punctuation for sentences.		
Get Ready to Read	Targeted Resources	Duration

Guided Reading Selections Science Embedded

- Which Fox?  
 - Time For Dinner  
 - Baby Animals in the Rain Forest  
Genre  
 Realistic Fiction  
 Expository nonfiction

- Main idea and details
- Compare and contrast
- Author's purpose
- Important Ideas

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: How do wild animals take care of their babies?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Segment and blend verbs ending in -s.</p> <p>Phonics: Associate the consonant sounds /s and /z/ with the spelling s.</p> <p>Read: Blend and read words with the inflected ending -s.</p> <p>Phonics Practice: Read Decodable Practice Reader 4A.</p> <ul style="list-style-type: none"> <li>- Apply knowledge of sound-spellings to decode unknown words when reading.</li> </ul> <p>Fluency Practice: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> <li>- Oral Rereading Routine</li> </ul> <p>Spelling Pretest: Inflected Ending -s</p> <p>Small Group Time</p>	<p>Teacher's Edition p.94j</p> <p>Video, Concept Talk Video</p> <p>Song, Sing with Me</p> <p>eText, Decodable eBook</p> <p>Activity, Sound-Spelling Chart</p> <p>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.</p> <p>Text-Based Comprehension: Recognize the main ideas and details in literary nonfiction.</p> <p>Read Aloud: "A Rain Forest in the Zoo" TE p. 99b</p>	<p>Teacher's Edition p.99</p> <p>Animation, Envision It! Animation</p> <p>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 declarative sentences. Writing: Understand and recognize the features of personal narrative.</p> <ul style="list-style-type: none"><li>- Develop an understanding of including feelings in a personal narrative.</li><li>- Mini-Lesson: Read Like a Writer</li><li>- Daily Fix-It</li></ul> <p>Research and Inquiry: Identify a topic connected to this week's concept.</p> <ul style="list-style-type: none"><li>- Narrow the focus of the topic by formulating inquiry questions related to the topic.</li></ul> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.99c Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Homework</b></p>	<p><b>My Notes</b></p>	

"A Fox and a Kit" Day 2

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Wild Animals and Their Babies                      Comprehension Skill: Main Idea and Details                      Comprehension Strategy: Important Ideas                      Phonemic Awareness: Segment and Blend Phonemes                      Phonics and Spelling: Inflected Ending -s; Inflected Ending -ing                      Fluency: Paired Reading                      Conventions: Declarative Sentences                      Writing: Personal Narrative</p>	<p>TE pp. 100a–111g                      SE pp. 100–111, EI 9                      Big Book "Jungle Drum"                      Reader's and Writer's Notebook, pp. 173–177                      Decodable Practice Reader 4B</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      2 hours</p>
<b>National Standards</b>		
<p>CCSS Foundational Skills 3.f. Read words with inflectional endings.</p> <p>CCSS Informational Text 2. Identify the main topic and retell key details of a text.</p> <p>CCSS Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS Language 2.b. Use end punctuation for sentences.</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: How do wild animals take care of their babies?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Blend and read words with the inflected ending -ing.</p> <p>Phonics: Associate the sound /ing/ with ing. Blending Strategy Routine</p> <p>Read: Decode words in context and in isolation.</p> <p>Phonics Practice: Read Decodable Practice Reader 4B.</p> <ul style="list-style-type: none"> <li>- Apply knowledge of sound-spellings to decode unknown words when reading.</li> </ul> <p>Fluency Practice: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> <li>- Paired Reading Routine</li> </ul> <p>Phonics: Apply knowledge of letter-sound correspondences and inflected ending -s to decode words in context and in isolation.</p> <p>Spelling: Spell words with the inflected ending -s.</p>	<p>Teacher's Edition p.100a Activity, Sound-Spelling Chart eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>60 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>

Pearson SuccessNet Lesson Plan

<p>High-Frequency Words Routine                  Selection Vocabulary                  Vocabulary: Alphabetize to the second letter.                  Text-Based Comprehension                  –Preview and Predict                  –Read for Understanding Routine: Access Text and Close Reading                  Main Selection—First Read: "A Fox and a Kit"                  pp. 102–111                  Comprehension Skill: Main Idea and Detail                  Comprehension Strategy: Important Ideas                  Text-Based Comprehension: Check Understanding                  Small Group Time                  Genre: Identify the features of literary nonfiction.</p>	<p>Teacher's Edition p.101                  Student Edition p.102                  Activity, Vocabulary Activity                  Activity, Journal: Word Bank                  eText, Main Selection eText</p>	<p>30 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Conventions: Recognize and use features of declarative sentences.                  - Daily Fix-It                  Writing: Recognize features of a personal narrative.                  - Generate personal narrative ideas.                  - Mini-Lesson: Interesting Details                  Handwriting: Write with correct letter slant.                  Research and Inquiry: Research Skill: How to Read a Chart                  - Understand how to read a chart.                  Wrap Up Your Day</p>	<p>Teacher's Edition p.111c                  Daily Fix-It</p>	<p>30 minutes</p>
<i>Homework</i>	<i>My Notes</i>	

"A Fox and a Kit" Day 3

Objective	Materials	Pacing
Content Knowledge: Wild Animals and Their Babies Comprehension: Plot Phonological Awareness: Count Syllables Phonics and Spelling: Inflected Endings -s; Inflected Endings -ing Fluency: Accuracy and Appropriate Rate Conventions: Declarative Sentences Writing: Personal Narrative Listening and Speaking: Share Information and Ideas	TE pp. 112a–115c SE pp. 112–115 Big Book "Jungle Drum" Reader's and Writer's Notebook, pp. 178–182	<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 Literature 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- CCSS Literature 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- CCSS Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.
- CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- 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 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 Foundational Skills 3.f. Read words with inflectional endings.
- 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.

Pearson SuccessNet Lesson Plan

CCSS Informational Text 2. Identify the main topic and retell key details of a text.

CCSS Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCSS Language 2.b. Use end punctuation for sentences.

<b><i>Get Ready to Read</i></b>	<b><i>Targeted Resources</i></b>	<b><i>Duration</i></b>
<p>Content Knowledge: Discuss the Question of the Week: How do wild animals take care of their babies?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonological Awareness: Count syllables in spoken words.</p> <p>Phonics: Build words that end in s.</p> <p>Fluency: Read words that end in the inflected ending -s.</p> <p>Blend and Read: Blend and read words with the inflected endings -s and -ing.</p> <p>- Decode words in context and in isolation.</p> <p>Spelling: Spell words with the inflected ending -s.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.112b</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<b><i>Read and Comprehend</i></b>	<b><i>Targeted Resources</i></b>	<b><i>Duration</i></b>



**Pearson SuccessNet Lesson Plan**

<p>High-Frequency and Selection Vocabulary:          Read high-frequency words.          Check High-Frequency Words          Text-Based Comprehension: Check Understanding          –Read for Understanding Routine: Access Text and Close Reading          Main Selection—Second Read: "A Fox and a Kit" pp. 102–111          –Comprehension Skill: Review realism and fantasy.          –Comprehension Skill: Review Genre - Literary Nonfiction          Retelling: Pairs of students retell the story to one another.          Think Critically: Identify important ideas in literary nonfiction.          - Identify main idea and details in literary nonfiction.          - Write clear, coherent sentences.          Fluency: Read aloud fluently with accuracy and at an appropriate rate.          - Choral Reading Routine</p>	<p>Teacher's Edition p.112g          Student Edition p.102          eText, Main Selection eText</p>	<p>15 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Conventions: Define declarative sentences.          - Daily Fix-It          Let's Write It!: Write a draft of a personal narrative.          Writing: Personal Narrative          - Writing Trait: Voice          - Mini-Lesson: Including Feelings          - Quick Write for Fluency Routine          Listening and Speaking: Share information and ideas.          - Use good speaking and listening behaviors.          Research and Inquiry: Apply knowledge of a chart to an inquiry project.          Wrap Up Your Day</p>	<p>Teacher's Edition p.114a          Animation, Grammar Jammer          Daily Fix-It</p>	<p>45 minutes</p>

<i>Homework</i>	<i>My Notes</i>
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"A Fox and a Kit" Day 4

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Wild Animals and Their Babies</p> <p>Comprehension: Main Idea and Details</p> <p>Phonemic Awareness: Segment and Blend Onset and Rime</p> <p>Phonics and Spelling: Review Short o Spelled o; -s Plurals</p> <p>Fluency: Accuracy and Appropriate Rate</p> <p>Conventions: Declarative Sentences</p> <p>Writing: Personal Narrative</p>	<p>TE pp. 116a–117f</p> <p>SE pp. 116–117</p> <p>Read Aloud Anthology</p> <p>Reader's and Writer's Notebook, pp. 183–184</p> <p>Decodable Practice Reader 4C</p>	<p><b>Standards</b></p> <p>1 day</p> <p><b>Blocks</b></p> <p>2 hours</p>
<b>National Standards</b>		
<p>CCSS Foundational Skills 3.f. Read words with inflectional endings.</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.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS Language 2.b. Use end punctuation for sentences.</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: How do wild animals take care of their babies?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonological Awareness: Segment and blend onset and rime.</p> <p>Phonics: Review identifying and decoding words with short o spelled o.</p> <ul style="list-style-type: none"> <li>- Recognize plurals ending in -s.</li> </ul> <p>Phonics Practice: Read Decodable Practice Reader 4C.</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 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 inflected ending -s.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.116a</p> <p>eText, eReader</p> <p>eText, Decodable eBook</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 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>

**Pearson SuccessNet Lesson Plan**

<p>Social Studies in Reading: Preview and predict.</p> <ul style="list-style-type: none"> <li>- Set purpose for reading and make predictions.</li> <li>- Relate prior knowledge to new text.</li> </ul> <p>Paired Selection: Read "The Fox and the Grapes" pp. 116–117.</p> <ul style="list-style-type: none"> <li>–Access Text and Close Reading</li> <li>–Let's Think About Genre</li> <li>–Reading and Writing About Text</li> </ul> <p>Guide Comprehension: Identify important ideas.</p> <ul style="list-style-type: none"> <li>- Summarize a fable.</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.116i                  Student Edition p.116                  eText, Paired Selection eText</p>	<p>30 minutes</p>
<p><b>Language Arts</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>Conventions: Identify declarative sentences.                  Writing: Revise a draft for sequence or clarity.</p> <ul style="list-style-type: none"> <li>- Mini-Lesson: Revising Strategy:</li> </ul> <p>Rearranging Sentences</p> <ul style="list-style-type: none"> <li>- Peer conferencing</li> <li>- Daily Fix-It</li> </ul> <p>Research and Inquiry: Review answers to inquiry questions.                  Wrap Up Your Day</p>	<p>Teacher's Edition p.117c                  Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Homework</b></p>	<p><b>My Notes</b></p>	

"A Fox and a Kit" Day 5

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Wild Animals and Their Babies</p> <p>Comprehension Skill: Main Idea and Details</p> <p>Phonemic Awareness: Segment and Blend Onset and Rime</p> <p>Phonics and Spelling: Review Inflected Ending -s; Inflected Ending -ing</p> <p>Listening and Speaking: Share Information and Ideas</p> <p>Fluency: Accuracy and Rate</p> <p>Conventions: Declarative Sentences</p> <p>Writing: Personal Narrative</p>	<p>TE pp. 118a–119l</p> <p>SE pp. 118–119</p> <p>Read Aloud Anthology</p> <p>Weekly Test pp. 55–60</p> <p>Fresh Reads pp. 55–60</p>	<p><b>Standards</b></p> <p>1 day</p> <p><b>Blocks</b></p> <p>2 hours</p>
<b>National Standards</b>		
<p>CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</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 Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.</p> <p>CCSS Foundational Skills 3.f. Read words with inflectional endings.</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 Informational Text 2. Identify the main topic and retell key details of a text.</p> <p>CCSS Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS Language 2.b. Use end punctuation for sentences.</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: How do wild animals take care of their babies?</p> <p>Oral Vocabulary: Connect to Amazing Words - Review and Check Amazing Words</p> <p>Phonological Awareness: Review segmenting and blending onset and rime.</p> <p>Phonics: Review words with the inflected endings -s and -ing. - Review words with final x /ks/.</p> <p>Spelling Test: Inflected Ending -s</p>	<p>Teacher's Edition p.118a</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>Small Group Time</p> <p>Listening and Speaking: Share information and ideas. - Use good speaking and listening behaviors.</p> <p>Vocabulary: Alphabetize a series of words to the second letter.</p> <p>Fluency: Read aloud fluently with accuracy.</p> <p>Text-Based Comprehension: Identify main idea and details in a story.</p> <p>Vocabulary: Review high-frequency and story words.</p> <p>Genre: Identify features of a fable.</p> <p>Assessment: Monitor Progress Routines</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>

Pearson SuccessNet Lesson Plan

<p>Conventions: Identify declarative sentences.          - Daily Fix-It          Writing: Edit a draft for spelling, punctuation, and capitalization.          - Mini-Lesson: Proofread for Declarative Sentences          - Create and present a final draft.          - 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>
<p>Phonics: Inflected Ending -s          Phonics: Inflected Ending -ing          Comprehension Skill: Main Idea and Detail          High-Frequency Words</p>	<p>Teacher's Edition p.119 </p>	<p>30 minutes</p>
<b>Homework</b>		<b>My Notes</b>