

1-1-6

I can use short u

"Animal Park" Day 1

I can use consonant blends

Objective	Materials	Pacing HFW
Content Knowledge: Watching Wild Animals Listening Comprehension: Cause and Effect Phonemic Awareness: Distinguish /u/ Phonics and Spelling: Short u: u Fluency: Oral Rereading Conventions: Exclamatory Sentences Writing for Tests: Brief Composition	TE pp. 146a-151f SE pp. 146-151, PI 2 Sing with Me Big Book Reader's and Writer's Notebook, pp. 201-204 Decodable Practice Reader 6A	Standards 1 day Blocks 2 hours home them into many
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 Foundational Skills 3.b. Decode regularly spelled one-syllable words. 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. 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 Animals will we see?
- Around the World
- Fun in the Sun

Genre

- Realistic fiction
- Narrative nonfiction
- Nonfiction

- Cause and effect
- Setting and plot
- main idea
- author's ~~purpose~~ purpose
- story structure
- Text structure

Text features
Captions

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What can we learn about wild animals by watching them? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonemic Awareness: Distinguish /u/ in initial and medial positions. Phonics: Associate the vowel sound /u/ with the spelling u. Read: Blend and read words with the short vowel sound u. Phonics Practice: Read Decodable Practice Reader 6A. - Apply knowledge of sound-spellings to decode unknown words when reading. Fluency Practice: Practice fluency with oral rereading. - Oral Rereading Routine Spelling Pretest: Short u Words with Final Consonant Blends Small Group Time</p>	<p>Teacher's Edition p.146j 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>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Nondecodable Words Routine: Read high-frequency words. Text-Based Comprehension: Identify cause and effect in narrative text. Read Aloud: "The Fox Family" TE p. 151b</p>	<p>Teacher's Edition p.151 Animation, Envision It! Animation</p>	<p>30 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Identify and use exclamatory sentences</p> <p>Writing for Tests: Brief Composition</p> <ul style="list-style-type: none">- Identify key features of a brief composition.- Develop an understanding of sequence in a realistic story.- Mini-Lesson: Read Like a Writer- Daily Fix-It <p>Research and Inquiry: Identify a topic connected to this week's concept.</p> <ul style="list-style-type: none">- Narrow the focus of the topic by formulating inquiry questions related to the topic. <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.151c</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Animal Park" Day 2

Objective	Materials	Pacing
<p>Content Knowledge: Watching Wild Animals Comprehension Skill: Cause and Effect Comprehension Strategy: Text Structure Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Short u: u; Final Consonant Blends Fluency: Paired Reading Conventions: Exclamatory Sentences Writing for Tests: Brief Composition</p>	<p>TE pp. 152a–163g SE pp. 152–163, EI 16 Big Book "Jungle Drum" Reader's and Writer's Notebook, pp. 205–209 Decodable Practice Reader 6B</p>	<p>Standards 1 day Blocks 2 hours</p>
National Standards		
<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 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.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>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What can we learn about wild animals by watching them?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Segment and blend words with final consonant blends.</p> <p>Phonics: Associate consonants sounds with consonant blends.</p> <p>Blending Strategy Routine</p> <p>Blend and Read: Blend and read words with final consonant blends.</p> <p>Phonics Practice: Read Decodable Practice Reader 6B.</p> <ul style="list-style-type: none"> - Apply knowledge of sound-spellings to decode unknown words when reading. <p>Fluency Practice: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Paired Reading Routine <p>Phonics: Apply knowledge of letter-sound correspondences and short vowels to decode words in context and in isolation.</p> <p>Spelling: Spell words with short /u/ and final consonant blends.</p>	<p>Teacher's Edition p.152a</p> <p>Activity, Sound-Spelling Chart</p> <p>eText, Decodable eBook</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<p><i>Read and Comprehend</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>

Pearson SuccessNet Lesson Plan

<p>High-Frequency Words Routine Selection Vocabulary Vocabulary: Identify antonyms. Text-Based Comprehension –Preview and Predict –Read for Understanding Routine: Access Text and Close Reading Main Selection—First Read: "Animal Park" pp. 154–163 Comprehension Skill: Cause and Effect Comprehension Strategy: Text Structure Text-Based Comprehension: Check Understanding Small Group Time Genre: Identify the features of literary nonfiction.</p>	<p>Teacher's Edition p.153 Student Edition p.154 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 correct capitalization and punctuation for exclamatory sentences. - Daily Fix-It Writing for Tests: Choose a topic for a brief composition. - Write a brief composition. - Mini-Lesson: Narrowing Your Topic - Quick Write for Fluency Routine Handwriting: Write letters legibly and with proper spacing. Research and Inquiry: Research Skill: Notes - Understand the features of notes. - Take notes based on personal observations. Wrap Up Your Day</p>	<p>Teacher's Edition p.163c Daily Fix-It</p>	<p>30 minutes</p>
<i>Homework</i>	<i>My Notes</i>	

"Animal Park" Day 3

Objective	Materials	Pacing
Content Knowledge: Watching Wild Animals Comprehension: Review Main Idea and Details Phonological Awareness: Rhyming Words Phonics and Spelling: Short u: u; Final Consonant Blends Fluency: Appropriate Phrasing Conventions: Exclamatory Sentences Writing for Tests: Brief Composition Listening and Speaking: Give Directions	TE pp. 164a–167c SE pp. 164–167 Big Book "Jungle Drum" Reader's and Writer's Notebook, pp. 208, 211–214	Standards 1 day Blocks 2 hours

National Standards

- 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 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.b. Decode regularly spelled one-syllable words.
- 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 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- CCSS Informational Text 1. Ask and answer questions about key details in a text.
- CCSS Informational Text 2. Identify the main topic and retell key details of a text.
- CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Pearson SuccessNet Lesson Plan

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.

<i>Get Ready to Read</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Content Knowledge: Discuss the Question of the Week: What can we learn about wild animals by watching them?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonological Awareness: Identify and generate words that rhyme.</p> <p>Phonics: Build words beginning with final consonant blends.</p> <p>Fluency: Read words with initial consonant blends.</p> <p>Read: Blend and read words with short u or final consonant blends.</p> <ul style="list-style-type: none"> - Decode words in context and in isolation. <p>Spelling: Spell words with short u and a final consonant blend.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.164a</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>

"Animal Park" Day 4

Objective	Materials	Pacing
Content Knowledge: Watching Wild Animals Comprehension: Genre: Poetry Phonemic Awareness: Distinguish /u/ Phonics and Spelling: Review Short e: e; Initial Consonant Blends Fluency: Appropriate Phrasing Conventions: Exclamatory Sentences Writing for Tests: Brief Composition	TE pp. 168a–169f SE pp. 168–169 Read Aloud Anthology Reader's and Writer's Notebook, pp. 210, 215–216 Decodable Practice Reader 6C	Standards 1 day Blocks 2 hours
National Standards		
<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.b. Decode regularly spelled one-syllable 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 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>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What can we learn about wild animals by watching them? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonemic Awareness: Distinguish /u/ in initial and medial positions. Phonics: Review - Identify and decode words with short e spelled e and words with initial consonant blends. Phonics Practice: Read Decodable Practice Reader 6C. - Apply knowledge of sound-spellings to decode unknown words when reading. - Review High-Frequency Words - Decode and read words in context and isolation. Fluency: Practice fluency with oral rereading. - Oral Rereading Routine Fluent Word Reading: Review reading words fluently in context and in isolation. Spelling Partner Review: Spell words with short u and final consonant blends. Small Group Time</p>	<p>Teacher's Edition p.168a eText, eReader eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<p><i>Read and Comprehend</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>

Pearson SuccessNet Lesson Plan

<p>Science in Reading: Preview and predict.</p> <ul style="list-style-type: none"> - Scan a reading selection to predict what it is about. - Relate prior knowledge to new text. <p>Paired Selection: Read "My Dog Rags," "Raccoon," and "The Hippo" pp. 168–169.</p> <ul style="list-style-type: none"> -Access Text and Close Reading -Let's Think About Genre -Reading and Writing About Text <p>Guide Comprehension: Confirm a prediction.</p> <ul style="list-style-type: none"> - Compare and contrast two different reading selections. <p>Fluency: Read aloud fluently, attending to punctuation.</p> <ul style="list-style-type: none"> - Paired Reading Routine - Check words correct per minute. 	<p>Teacher's Edition p.168i Student Edition p.168 eText, Paired Selection eText</p>	<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Identify exclamatory sentences.</p> <p>Writing for Tests: Revise a draft of a brief composition.</p> <ul style="list-style-type: none"> - Understand the purpose of a brief composition. - Mini-Lesson: Know Your Purpose - Daily Fix-It <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.169c Daily Fix-It</p>	<p>30 minutes</p>
Homework		My Notes

"Animal Park" Day 5

Objective	Materials	Pacing
Content Knowledge: Watching Wild Animals Comprehension Skill: Cause and Effect Phonemic Awareness: Segment and Blend Onset and Rime Phonics and Spelling: Review Short u: u; Final Consonant Blends Listening and Speaking: Follow, Restate, and Give Directions Fluency: Appropriate Phrasing Conventions: Exclamatory Sentences Writing for Tests: Brief Composition	TE pp. 170a–171n SE pp. 170–171 Read Aloud Anthology Weekly Test pp. 67–72 Fresh Reads pp. 67–72	Standards 1 day Blocks 2 hours

National Standards

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 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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.b. Decode regularly spelled one-syllable words.

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 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS Informational Text 1. Ask and answer questions about key details in a text.

CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Pearson SuccessNet Lesson Plan

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
<p>Content Knowledge: Discuss the Question of the Week: What can we learn about wild animals by watching them?</p> <p>Oral Vocabulary: Connect to Amazing Words</p> <ul style="list-style-type: none"> - Review and Check Amazing Words <p>Phonological Awareness: Segment and blend onset and rime.</p> <p>Phonics: Review words with short u.</p> <ul style="list-style-type: none"> - Review words with final consonant blends. <p>Spelling Test: Short u Words in Final Consonant Blends</p>	<p>Teacher's Edition p.170a</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Small Group Time</p> <p>Listening and Speaking: Give oral instructions in sequence.</p> <ul style="list-style-type: none"> - Use good speaking and listening behaviors. <p>Vocabulary: Identify antonyms.</p> <p>Fluency: Read aloud fluently and with appropriate phrasing.</p> <p>Text-Based Comprehension: Identify cause and effect in narrative nonfiction.</p> <p>Vocabulary: Review high-frequency and story words.</p> <p>Genre: Identify and use rhythm and rhyme in poems.</p> <p>Assessment: Monitor Progress Routines</p>		<p>30 minutes</p>
Language Arts	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Conventions: Identify and use exclamatory sentences. - Daily Fix-It Writing for Tests: Evaluate a brief composition. - Mini-Lesson: Proofread for Sentences - 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>
Assessment Checkpoints for the Week	Targeted Resources	Duration
<p>Phonics: Inflected Ending u: u Phonics: Final Consonant Blends Text-Based Comprehension: Cause and Effect High-Frequency Words</p>	<p>Teacher's Edition p.171n</p>	
Unit Wrap Up	Targeted Resources	Duration
<p>Unit 1 Wrap Up!: As it relates to each week's main selection, discuss the Big Question: How are people and animals important to one another? - Help children relate the Big Question theme to the selections and their own experiences. Unit 1 Assessment: Check Progress - Passage Comprehension - High-Frequency Words - Phonics - Writing Conventions - Writing - Fluency</p>	<p>Teacher's Edition p.171l</p>	
Homework		My Notes

