

1-3-4

I can use vowel: r-controlled or

Pearson SuccessNet Lesson Plan and adding endings,

"Frog and Toad Together" Day 1

Objective	Materials	Pacing HF
Content Knowledge: Changes in a Garden Comprehension Skill: Author's Purpose Phonological Awareness: Isolate Final Phonemes Phonics: Adding Endings Spelling: Words with -ed Conventions: Verbs for Past and for Future Writing: Lists	TE pp. 118j-123f SE pp. 118-123, EI 2 Sing with Me Big Book Reader's and Writer's Notebook pp. 361-364 Let's Practice It! TR DVD 145-146, 150 Decodable Practice Reader 16A	Standards afraid 1 day Blocks how 1 hour again 30 minutes read few soon
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.f. Read words with inflectional endings. 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.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).		
Get Ready to Read	Targeted Resources	Duration

Guided Reading Selections

Science Embedded

- The Seasons Change
- Plans Change
- All About the Weather

Genre

- Nonfiction
- Realistic fiction
- Expository nonfiction

Skills

- Author's Purpose
- Draw conclusions
- Visualize
- Setting

Text features

- Captions
- Glossary

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What changes happen in a garden?</p> <ul style="list-style-type: none"> - Activate Prior Knowledge Routine <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend words with the final sounds /ing/, /t/, /d/, and /d/.</p> <p>Phonics: Associate the sounds /ing/, /t/, /d/, and /d/ with the spellings -ing, -d, and -ed.</p> <p>Read: Blend and read words with endings -ed and -ing.</p> <p>Decodable Practice Reader 16A: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Spelling Pretest: Spell words with inflected ending -ed.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.118j Video, Concept Talk Video Song, Sing with Me Activity, Sound-Spelling Chart eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>40 minutes</p>
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Read and Comprehend	Targeted Resources	Duration
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<p>High-Frequency Words: Read high-frequency words.</p> <ul style="list-style-type: none"> - Nondecodable Words Routine <p>Text-Based Comprehension: Make inferences about the author's purpose based on textual evidence.</p> <ul style="list-style-type: none"> - Envision It! Author's Purpose <p>Read Aloud: Read "Carlee's Garden" TE p. 123b.</p>	<p>Teacher's Edition p.123 Animation, Envision It! Animation</p>	<p>30 minutes</p>
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Language Arts	Targeted Resources	Duration
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Pearson SuccessNet Lesson Plan

<p>Conventions: Understand and use past and future-tense verbs correctly.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Writing: Understand and recognize features of a list.</p> <ul style="list-style-type: none">- Mini-Lesson: Read Like a Writer- Quick Write for Fluency Routine <p>Research and Inquiry: Identify a topic connected to this week's concept.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.123c Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Frog and Toad Together" Day 2

Objective	Materials	Pacing
Content Knowledge: Changes in a Garden Comprehension Skill: Author's Purpose Comprehension Strategy: Visualize Phonological Awareness: Segment and Blend Phonemes Phonics: r-Controlled ar Spelling: Words with -ed Conventions: Verbs for Past and for Future Writing: Lists Handwriting: Letter C and c/Letter Spacing	TE pp. 124a–141f SE pp. 120–121, 124–141, EI 21 Big Book "What Makes the Seasons?" Reader's and Writer's Notebook pp. 365–369 Let's Practice It! TR DVD 149 Decodable Practice Reader 16B	Standards 1 day Blocks 1 hour 30 minutes
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. Know and apply grade-level phonics and word analysis skills in decoding 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.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What changes happen in a garden?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend the sounds in words with /är/.</p> <p>Phonics: Associate the sound /är/ with ar. - Blending Strategy Routine</p> <p>Read: Blend and read words with r-controlled ar.</p> <p>Decodable Practice Reader 16B: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading. - Paired Reading Routine</p> <p>Phonics Review: Read words with inflectional endings -ed and -ing.</p> <p>Spelling: Spell words with ending -ed.</p>	<p>Teacher's Edition p.124a Activity, Sound-Spelling Chart eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>

Pearson SuccessNet Lesson Plan

<p>High-Frequency Words: Review high-frequency words. Selection Vocabulary Vocabulary: Use a dictionary and glossary. Text-Based Comprehension - Preview and Predict - Read for Understanding Routine: Access Text and Close Reading Main Selection—First Read: Read "Frog and Toad Together" pp. 126–141. - Comprehension Skill: Author's Purpose - Comprehension Strategy: Visualize Text-Based Comprehension: Check Understanding Small Group Time Genre: Compare and contrast two animal fantasies.</p>	<p>Teacher's Edition p.125 Student Edition p.126 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p>	<p>40 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Use verbs for past and for future. - Daily Fix-It Writing: Generate list ideas. - Mini-Lesson: Sentences - Quick Write for Fluency Routine Handwriting: Write with evenly spaced letters. Research and Inquiry: Understand the purpose and features of a diagram. Wrap Up Your Day</p>	<p>Teacher's Edition p.141b Daily Fix-It</p>	<p>20 minutes</p>
Homework	My Notes	

"Frog and Toad Together" Day 3

Objective	Materials	Pacing
Content Knowledge: Changes in a Garden Comprehension Skill: Review Plot Phonological Awareness: Add Phonemes Phonics: Adding Endings; r-Controlled ar Spelling: Words with -ed Fluency: Expression and Intonation Conventions: Verbs for Past and for Future Writing: Lists Listening and Speaking: Poetry Presentation	TE pp. 142a–145c SE pp. 120–121, 142–145 Big Book "What Makes the Seasons?" Reader's and Writer's Notebook pp. 370–374	Standards 1 day Blocks 1 hour 30 minutes
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 Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS Foundational Skills 3.f. Read words with inflectional endings.</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.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What changes happen in a garden? Oral Vocabulary: Amazing Words Oral Vocabulary Routine Phonological Awareness: Add a final sound to create a new word. Phonics: Read words with a doubled consonant before -ed or -ing and words with /är/ spelled ar. Fluent Word Reading Blend and Read: Blend and read CVC words with double-consonant endings and words with /är/ spelled ar. Spelling: Spell words with -ed. Small Group Time</p>	<p>Teacher's Edition p.142a Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>High-Frequency and Selection Vocabulary Check High-Frequency Words Text-Based Comprehension: Check Understanding - Read for Understanding Routine: Access Text and Close Reading Main Selection—Second Read: Read "Frog and Toad Together" pp. 126–141. - Comprehension Skill: Review Plot - Establish purpose for reading text. - Review key features of animal fantasy. Retelling: Retell a narrative. Think Critically: Identify the author's purpose. - Visualize a story. - Write clear, coherent sentences. Model Fluency: Read aloud fluently with expression and correct intonation. - Choral Reading Routine</p>	<p>Teacher's Edition p.142g Student Edition p.126 eText, Main Selection eText</p>	<p>40 minutes</p>
Language Arts	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Conventions: Use verbs (past and future) when speaking.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Let's Write It!: Connect to Conventions: Verbs for Past and for Future</p> <p>Writing: Write a draft of two lists.</p> <ul style="list-style-type: none">- Mini-Lesson: Tell Characters' Actions- Quick Write for Fluency Routine <p>Listening and Speaking: Recite poetry, accenting the rhythm and rhyme, pausing where appropriate, and speaking slowly and clearly.</p> <ul style="list-style-type: none">- Listen to poetry. <p>Research and Inquiry: Create a diagram as part of an inquiry project.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.144a Animation, Grammar Jammer Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Frog and Toad Together" Day 4

Objective	Materials	Pacing
Content Knowledge: Changes in a Garden Comprehension Skill: Author's Purpose Phonological Awareness: Segment and Blend Syllables Phonics: Ending -es; Plural -es; r-Controlled or, ore Spelling: Words with -ed Fluency: Expression and Intonation Conventions: Verbs for Past and for Future Writing: Lists	TE pp. 146a–147f SE pp. 146–147 Read Aloud Anthology Reader's and Writer's Notebook pp. 375–376 Let's Practice It! TR DVD 147–148 Decodable Practice Reader 16C	Standards 1 day Blocks 1 hour 30 minutes
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.f. Read words with inflectional endings.</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.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What changes happen in a garden?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend words with two syllables.</p> <p>Phonics: Read words with ending -es, plural -es, and r-controlled or, ore.</p> <p>Decodable Practice Reader 16C: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Fluent Word Reading: Read words fluently in context and in isolation.</p> <p>Spelling: Spell words with -ed.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.146a</p> <p>eText, eReader</p> <p>eText, Decodable eBook</p> <p>Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Science in Reading: Preview and predict.</p> <p>Paired Selection: Read "Growing Plants" pp. 146–147.</p> <ul style="list-style-type: none"> - Access Text - Let's Think About Genre - Reading and Writing Across Texts <p>Fluency: Read aloud grade-level appropriate text fluently.</p> <ul style="list-style-type: none"> - Paired Reading Routine - Check words correct per minute. 	<p>Teacher's Edition p.146i</p> <p>Student Edition p.146</p> <p>eText, Paired Selection eText</p>	<p>40 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Use past- and future-tense verbs correctly. - Daily Fix-It</p> <p>Writing: Revise a list. - Mini-Lesson: Revising Strategy: Deleting a Word - Quick Write for Fluency Routine</p> <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.147c Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>	<p>My Notes</p>	

"Frog and Toad Together" Day 5

Objective	Materials	Pacing
<p>Content Knowledge: Changes in a Garden Comprehension Skill: Author's Purpose Phonological Awareness: Generate Rhyming Words Phonics: Adding Endings; r-Controlled ar Spelling: Words with -ed Listening and Speaking: Poetry Presentation Fluency: Expression and Intonation Conventions: Verbs for Past and for Future Writing: Lists</p>	<p>TE pp. 148a–149l SE pp. 148–149 Read Aloud Anthology Let's Practice It! TR DVD 151 Weekly Tests pp. 127–132 Fresh Reads pp. 127–132</p>	<p>Standards 1 day Blocks 1 hour 30 minutes</p>
National Standards		
<p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS Foundational Skills 3.f. Read words with inflectional endings.</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 2. Identify the main topic and retell key details of a text.</p> <p>CCSS Informational Text 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>CCSS Informational Text 8. Identify the reasons an author gives to support points in a text.</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What changes happen in a garden? Oral Vocabulary: Connect to Amazing Words - Review and Check Amazing Words Phonological Awareness: Generate rhyming words. Phonics: Review words with -ed, -ing, and r-controlled ar. Spelling Test: Words with -ed</p>	<p>Teacher's Edition p.148a</p>	<p>30 minutes</p>
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Read and Comprehend	Targeted Resources	Duration
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<p>Small Group Time Listening and Speaking: Recite poetry, paying attention to the pattern of words and speaking with expression. - Listen attentively. Vocabulary: Use a glossary to find definitions. Fluency: Read aloud fluently with expression and intonation. Text-Based Comprehension: Determine the author's purpose based on textual evidence. Vocabulary: Review high-frequency and story words. Procedural Text: Understand the features of a how-to article. Assessment: Monitor Progress: Sentence Reading/Fluency and Comprehension</p>		<p>30 minutes</p>
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Language Arts	Targeted Resources	Duration
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Pearson SuccessNet Lesson Plan

<p>Conventions: Use past- and future-tense verbs correctly in reading, writing, and speaking.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Writing: Edit a draft for spelling, punctuation, and capitalization.</p> <ul style="list-style-type: none"> - Create and present a final draft. - Mini-Lesson: Proofread for Verbs - Quick Write for Fluency Routine <p>Research and Inquiry: Present results of a research project.</p> <p>Wrap Up Your Week!</p>	<p>Activity, Story Sort Daily Fix-It</p>	<p>30 minutes</p>
<p>Assessment Checkpoints for the Week</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Phonics: Adding Endings Phonics: Vowel: r-Controlled ar Comprehension Skill: Author's Purpose High-Frequency Words</p>	<p>Teacher's Edition p.149f</p>	<p>20 minutes</p>
<p>Homework</p>	<p>My Notes</p>	

