

1.4.6

I can read and use
suffixes -ly, -ful and
vowel sound in moon: oo

"Henry and Mudge and Mrs. Hopper's House" Day 1

Objective	Materials	Pacing HFW
Content Knowledge: Neighborhood Treasures Comprehension Skill: Cause and Effect Phonological Awareness: Segment and Blend Two-Syllable Words Phonics: Suffixes -ly, -ful Spelling: Words with Suffixes -ly, -ful Conventions: Adjectives That Compare Writing: Directions	TE pp. 190j-195f * SE pp. 190-195, EI 2-EI 3 * Sing with Me Big Book * Reader's and Writer's Notebook pp. 489-492 * Let's Practice It! TR DVD 209-210, 214 * Decodable Practice Reader 24A	Standards told 1 day only Blocks across 1 hour because 30 minutes dance opened shoes

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. Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS Foundational Skills 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- 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.f. Use frequently occurring adjectives.

Get Ready to Read	Targeted Resources	Duration
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Guided Reading
Selections

Social
Studies
Embedded

- My Babysitter
- The Story of the Kids Care Club
- What Makes Buildings Special?

Genre

Narrative nonfiction
Expository nonfiction

- Cause of Effect
- Main idea
- Author's purpose
- Draw conclusions
- Predict/Confirm predictions

Text features - captions
- Glossary

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What treasures can we share with neighbors? - Activate Prior Knowledge Routine Oral Vocabulary: Amazing Words Oral Vocabulary Routine Phonological Awareness: Segment and blend two-syllable words with suffixes -ly and -ful. Phonics: Use word analysis to recognize the suffixes -ly and -ful. - Word Parts Strategy Routine Read: Read words with the suffixes -ly and -ful. Decodable Practice Reader 24A: Apply knowledge of sound-spellings to decode unknown words when reading. Reread for Fluency: Practice fluency with oral rereading. - Oral Rereading Routine Spelling Pretest: Spell words with the suffixes -ly and -ful. Small Group Time</p>	<p>Teacher's Edition p.190j ✗ Video, Concept Talk Video ✗ Song, Sing with Me ✗ Activity, Sound-Spelling Chart ✗ Text, Decodable eBook ✗ Reader's and Writer's Notebook Key</p>	<p>40 minutes</p>
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>High-Frequency Words: Read high-frequency words. - Nondecodable Words Routine Text-Based Comprehension: Identify cause and effect in realistic fiction. - Envision It! Cause and Effect Read Aloud: Read "The Cat Chase" TE p. 195b.</p>	<p>Teacher's Edition p.195 ✗ 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 adjectives that compare. - Daily Fix-It</p> <p>Writing: Understand and recognize the features of directions. - Mini-Lesson: Read Like a Writer - Quick Write for Fluency Routine</p> <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.195c Daily Fix-It <i>Embedded Daily</i></p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Henry and Mudge and Mrs. Hopper's House" Day 2

Objective	Materials	Pacing
Content Knowledge: Neighborhood Treasures Comprehension Skill: Cause and Effect Comprehension Strategy: Predict and Set Purpose Phonological Awareness: Segment and Blend Phonemes Phonics: Vowel Sound in moon: oo Spelling: Words with Suffixes -ly, -ful Conventions: Adjectives That Compare Writing: Directions Handwriting: Numbers 6, 7, 8, 9, 10/Word Spacing	TE pp. 196a–217f SE pp. 192–193, 196–217, E1 14 Big Book "Wilfrid Gordon McDonald Partridge" Reader's and Writer's Notebook pp. 493–497 Let's Practice It! TR DVD 213 Decodable Practice Reader 24B	Standards 1 day Blocks 1 hour 30 minutes
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. Know and apply grade-level phonics and word analysis skills in decoding words. CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. 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.f. Use frequently occurring adjectives.		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What treasures can we share with neighbors?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend phonemes in words with the /ü/ sound.</p> <p>Phonics: Associate the sound /ü/ with the spelling oo.</p> <ul style="list-style-type: none"> - Blending Strategy Routine <p>Word Work: Read words with the vowel sound /ü/ spelled oo.</p> <p>Decodable Practice Reader 24B: 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"> - Paired Reading Routine <p>Phonics Review: Apply knowledge of letter-sound correspondences and syllable patterns to decode words in context and in isolation.</p> <p>Spelling: Spell words with the suffixes -ly and -ful.</p>	<p>Teacher's Edition p.196a</p> <p>Activity, Sound-Spelling Chart</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>High-Frequency Words: Review high-frequency words.</p> <p>Selection Vocabulary</p> <p>Vocabulary: Identify compound words.</p> <p>Main Selection—First Read: Read "Henry and Mudge and Mrs. Hopper's House" pp. 198–217.</p> <ul style="list-style-type: none"> - Comprehension Skill: Cause and Effect - Comprehension Strategy: Predict and Set Purpose <p>Literary Text: Identify sensory details in a story.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.197</p> <p>Student Edition p.198</p> <p>Activity, Vocabulary Activity</p> <p>Activity, Journal: Word Bank</p> <p>eText, Selection Snapshot</p>	<p>40 minutes</p>

Pearson SuccessNet Lesson Plan

Language Arts	Targeted Resources	Duration
<p>Conventions: Identify and use adjectives that compare in writing and speaking.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Writing: Generate ideas for directions.</p> <ul style="list-style-type: none"> - Mini-Lesson: Sequence - Quick Write for Fluency Routine <p>Handwriting: Write numbers and sentences with consistent spacing.</p> <p>Research and Inquiry: Alphabetize to the second letter.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.217b</p> <p>Daily Fix-It</p> <p><i>Embedded Daily</i></p>	<p>20 minutes</p>
Homework		My Notes

"Henry and Mudge and Mrs. Hopper's House" Day 3

Objective	Materials	Pacing
Content Knowledge: Neighborhood Treasures Comprehension Skill: Review Character, Setting, and Plot Phonological Awareness: Change Phonemes Phonics: Suffixes -ly, -ful; Vowel Sound in moon: oo Spelling: Words with Suffixes -ly, -ful Fluency: Expression and Intonation Conventions: Adjectives That Compare Writing: Directions Media Literacy: Purposes of Media	TE pp. 218a–221c SE pp. 192–193, 218–221 Big Book "Wilfrid Gordon McDonald Partridge" WR Reader's and Writer's Notebook pp. 498–502	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 Speaking/Listening 1. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS Speaking/Listening 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</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 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 Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS Speaking/Listening 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.</p> <p>CCSS Foundational Skills 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>		

Pearson SuccessNet Lesson Plan

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.f. Use frequently occurring adjectives.

Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: What treasures can we share with neighbors?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Change phonemes.</p> <p>Phonics: Read words with vowel sound /ü/ spelled oo and words with suffixes -ly and -ful.</p> <p>Fluent Word Reading</p> <p>Read: Read words with the suffixes -ly and -ful and words with /ü/ spelled oo.</p> <p>Spelling: Spell words with the suffixes -ly and -ful.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.218a</p> <p>X Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>High-Frequency and Selection Vocabulary</p> <p>Text-Based Comprehension: Check Understanding</p> <ul style="list-style-type: none"> - Read for Understanding Routine: Access Text and Close Reading <p>Main Selection—Second Read: Read "Henry and Mudge and Mrs. Hopper's House" pp. 198–217.</p> <ul style="list-style-type: none"> - Comprehension Skill: Review Character, Setting, and Plot - Comprehension Strategy - Establish purpose for reading text. - Review key features of realistic fiction. <p>Retelling: Retell a narrative.</p> <p>Think Critically: Identify cause and effect.</p> <ul style="list-style-type: none"> - Predict and set purpose. - Write clear, coherent sentences. <p>Model Fluency: Read aloud fluently, attending to commas.</p> <ul style="list-style-type: none"> - Choral Reading Routine 	<p>Teacher's Edition p.218g</p> <p>X Student Edition p.198</p> <p>X eText, Selection Snapshot</p>	<p>40 minutes</p>

Pearson SuccessNet Lesson Plan

Language Arts	Targeted Resources	Duration
<p>Conventions: Use adjectives that compare when speaking.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Let's Write It!: Connect to Conventions: Adjectives That Compare</p> <p>Writing: Write a draft of directions.</p> <ul style="list-style-type: none"> - Mini-Lesson: Sequence in Directions - Quick Write for Fluency Routine <p>Listening and Speaking: Recognize different purposes of media.</p> <p>Research and Inquiry: Gather and record information.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.220a</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p> <p><i>Embedded Daily</i></p>	<p>20 minutes</p>
Homework		My Notes

"Henry and Mudge and Mrs. Hopper's House" Day 4

Objective	Materials	Pacing
Content Knowledge: Neighborhood Treasures Phonological Awareness: Segment and Blend Syllables Phonics: Review Compound Words; Vowel Digraphs ew, ue, ui Spelling: Words with Suffixes -ly, -ful Fluency: Expression and Intonation Conventions: Adjectives That Compare Writing: Directions	TE pp. 222a–225e SE pp. 222–225 Read Aloud Anthology Reader's and Writer's Notebook pp. 503–504 Let's Practice It! TR DVD 211–212 Decodable Practice Reader 24C	Standards 1 day Blocks 1 hour 30 minutes
National Standards		
CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. CCSS Foundational Skills 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables. 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.f. Use frequently occurring adjectives.		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What treasures can we share with neighbors?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend syllables.</p> <p>Phonics: Read compound words and words with vowel digraphs ew, ue, ui.</p> <p>Decodable Practice Reader 24C: 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 the suffixes -ly and -ful.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.222a</p> <p>eText, Decodable eBook</p> <p>eText, eReader</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>Poetry: Respond to poetry.</p> <p>Paired Selection: Read "Good Books, Good Times!/Dress-Up/Shell/Reading" pp. 222–225.</p> <ul style="list-style-type: none"> - Access Text and Close Reading - Let's Think About Genre - Reading and Writing Across Texts <p>Fluency: Read aloud fluently with appropriate intonation and expression.</p> <ul style="list-style-type: none"> - Paired Reading Routine - Check Fluency: words correct per minute 	<p>Teacher's Edition p.222i</p> <p>Student Edition p.222</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: Identify and use adjectives that compare. - Daily Fix-It</p> <p>Writing: Revise a draft for sequence or clarity. - Mini-Lesson: Revising Strategy: Deleting a Phrase - 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.225b Daily-Fix-It <i>Embedded Daily</i></p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Henry and Mudge and Mrs. Hopper's House" Day 5

Objective	Materials	Pacing
Content Knowledge: Neighborhood Treasures Comprehension Skill: Cause and Effect Phonological Awareness: Segment and Blend Syllables Phonics: Suffixes -ly, -ful; Vowel Sound in moon: oo Spelling: Words with Suffixes -ly, -ful Media Literacy: Purposes of Media Fluency: Expression and Intonation Conventions: Adjectives That Compare Writing: Directions	TE pp. 226a–227n SE pp. 226–227 Read Aloud Anthology Let's Practice It! TR DVD 215 Weekly Tests pp. 175–180 Fresh Reads pp. 175–180	Standards 1 day Blocks 1 hour 30 minutes

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. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.
- 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.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 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.
- CCSS Foundational Skills 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- 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.

Pearson SuccessNet Lesson Plan

CCSS Language 1.f. Use frequently occurring adjectives.		
Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: What treasures can we share with neighbors?</p> <p>Oral Vocabulary: Connect to Amazing Words</p> <p>Phonological Awareness: Segment and blend syllables.</p> <p>Phonics: Review words with suffixes -ly and -ful and words with the vowel sound in moon: oo.</p> <p>Spelling Test: Words with Suffixes -ly, -ful</p>	Teacher's Edition p.226a	30 minutes
Read and Comprehend	Targeted Resources	Duration
<p>Small Group Time</p> <p>Listening and Speaking: Tell about purposes of media.</p> <ul style="list-style-type: none"> - Speak loudly and accurately. - Listen attentively. <p>Vocabulary: Identify compound words.</p> <p>Fluency: Read aloud fluently with expression and intonation.</p> <p>Comprehension: Identify cause and effect in a story.</p> <p>Vocabulary: Read high-frequency and story words.</p> <p>Poetry: Respond to rhythm and rhyme in poetry.</p> <p>Assessment: Monitor Progress: Sentence Reading/Fluency and Comprehension</p>		30 minutes
Language Arts	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Conventions: Identify adjectives. - Daily Fix-It Writing: Edit a draft for spelling, punctuation, and capitalization. - Create and present a final draft. - Mini-Lesson: Proofread for Adjectives and Transition Words - 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 <i>Embedded Daily</i></p>	<p>30 minutes</p>
Unit Wrap Up	Targeted Resources	Duration
<p>Unit 4 Wrap Up: Discuss the Big Question: What do we treasure? - Help children relate the Big Question theme to the selections and their own experiences. Unit 4 Assessment: Check Progress - Passage Comprehension - High-Frequency Words - Phonics - Writing Conventions - Writing - Fluency</p>	<p>Teacher's Edition p.227l</p>	<p>20 minutes</p>
Assessment Checkpoints for the Week	Targeted Resources	Duration
<p>Phonics: Suffixes -ly, -ful Phonics: Vowel Sound in moon: oo Comprehension Skill: Cause and Effect High-Frequency Words</p>	<p>Teacher's Edition p.227n</p>	<p>20 minutes</p>
Homework		My Notes