

1-2-6

I can use VC/CV and

Long e: e, ee

"Honey Bees" Day 1

Objective	Materials	Pacing/HFW
Content Knowledge: Insect Communities Listening Comprehension: Compare and Contrast Phonemic Awareness: Distinguish Between Long e and /e/ Phonics and Spelling: Long e: e, ee Fluency: Oral Rereading Conventions: Nouns in Sentences Writing for Tests: Expository Paragraph	TE pp. 170j-175f SE pp. 170-175, EI 6 Sing with Me Big Book Reader's and Writer's Notebook, pp. 297-300, 306 Decodable Practice Reader 12A	Standards also 1 day other Blocks family 2 hours some new their
National Standards		
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 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. CCSS Informational Text 8. Identify the reasons an author gives to support points in a text. CCSS Language 1.b. Use common, proper, and possessive nouns. CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
Get Ready to Read	Targeted Resources	Duration

Guided Reading Selections

Science Embedded

- Honey
- Learn About Worker Bees
- Bees and Beekeepers

Skills

- Compare and Contrast
- Sequence
- Draw Conclusion
- Questioning
- Main Idea

Genre

Nonfiction

Text Features  
Captions

**Pearson SuccessNet Lesson Plan**

<p>Content Knowledge: Discuss the Question of the Week: How is an insect community like a community of people?          Oral Vocabulary: Sing with Me/Amazing Words Routine          Phonemic Awareness: Distinguish between long e and short e.          Phonics: Associate the vowel sound long e with the spellings e and ee.          Read: Blend and read words with the long e vowel sound.          Phonics Practice: Read Decodable Practice Reader 12A.          - Apply knowledge of sound-spellings to decode unknown words when reading.          Fluency Practice: Practice fluency with oral rereading.          - Oral Rereading Routine          Spelling Prefest: Words with Long e          Small Group Time</p>	<p>Teacher's Edition p.170j          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: Compare and contrast within text.          Read Aloud: "Ants Working Together" TE p. 175b</p>	<p>Teacher's Edition p.175b          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>

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<p>Conventions: Identify the nouns in a sentence. Writing for Tests: Understand the features of an expository paragraph.</p> <ul style="list-style-type: none"><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.175c Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"Honey Bees" Day 2

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Insect Communities                      Comprehension Skill: Compare and Contrast                      Comprehension Strategy: Questioning                      Phonological Awareness: Segment and Blend Words                      Phonics and Spelling: Syllables VC/CV; Words with Long e                      Fluency: Paired Reading                      Conventions: Nouns in Sentences                      Writing for Tests: Expository Paragraph</p>	<p>TE pp. 176a–193f                      SE pp. 176–193, EI 13                      Big Book "A Frog in the Bog"                      Reader's and Writer's Notebook, pp. 301–305                      Decodable Practice Reader 12B</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      2 hours</p>
<b>National Standards</b>		
<p>CCSS Foundational Skills 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</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 Informational Text 8. Identify the reasons an author gives to support points in a text.</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: Discuss the Question of the Week: How is an insect community like a community of people?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Segment and blend two-syllable words.</p> <p>Phonics: Blend and read words with the syllable pattern VC/CV.</p> <p>Blending Strategy Routine</p> <p>Read: Blend and read words in context and in isolation.</p> <p>Phonics Practice: Read Decodable Practice Reader 12B.</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 to decode words in context and in isolation.</p> <p>Spelling: Spell words with long e.</p>	<p>Teacher's Edition p.176a</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><b>Read and Comprehend</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>

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<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: "Honey Bees" pp.                  178–193                  Comprehension Skill: Compare and Contrast                  Comprehension Strategy: Questioning                  Text-Based Comprehension: Check                  Understanding                  Small Group Time                  Literary Nonfiction: Identify onomatopoeia in                  literary text.</p>	<p>Teacher's Edition p.177                  Student Edition p.178                  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: Identify and use nouns in the                  context of a sentence.                  - Daily Fix-It                  Writing: Generate expository paragraph ideas.                  - Recognize features of an expository                  paragraph.                  - Mini-Lesson: Including Interesting Details                  - Quick Write for Fluency Routine                  Handwriting: Write with consistent letter                  spacing.                  Research and Inquiry: Research Skill: Picture                  Dictionary                  - Understand and analyze the features of a                  picture dictionary.                  - Apply knowledge of picture dictionaries to                  an inquiry project.                  Wrap Up Your Day</p>	<p>Teacher's Edition p.193b                  Daily Fix-It</p>	<p>30 minutes</p>
<b>Homework</b>	<b>My Notes</b>	

"Honey Bees" Day 3

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Insect Communities Comprehension: Review Author's Purpose Phonological Awareness: Create Words Phonics and Spelling: Long e: e, ee; Syllables VC/CV Fluency: Accuracy and Appropriate Rate Conventions: Nouns in Sentences Writing for Tests: Expository Paragraph Listening and Speaking: Follow Directions	TE pp. 194a–197c SE pp. 194–197 Big Book "A Frog in the Bog" Reader's and Writer's Notebook, pp. 304, 307–310	<b>Standards</b> 1 day <b>Blocks</b> 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.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 Foundational Skills 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- 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.
- CCSS Informational Text 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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CCSS Informational Text 8. Identify the reasons an author gives to support points in a text.

CCSS Language 1.b. Use common, proper, and possessive nouns.

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: How is an insect community like a community of people?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonological Awareness: Name words with the same beginning sound.</p> <p>Phonics: Build words with long e spelled ee.</p> <p>Fluency: Blend and read words with long e spelled e and ee.</p> <p>Blend and Read: Associate the vowel sound long e with the spellings e and ee, and correctly divide and pronounce words with the syllable pattern VC/CV.</p> <p>- Decode words in context and in isolation.</p> <p>Spelling: Spell words with long e.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.194a</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>



**Pearson SuccessNet Lesson Plan**

<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: "Honey Bees" pp. 178–193                - Comprehension Skill: Review compare and contrast.                - Comprehension Skill: Review the genre: expository text.            Retelling: Pairs of students retell the story to one another.            Think Critically: Compare and contrast.                - Ask questions to clarify information.                - Write clear, coherent sentences.            Fluency: Read aloud fluently with accuracy appropriate rate.                - Choral Reading Routine</p>	<p>Teacher's Edition p.194g            Student Edition p.178            eText, Main Selection eText</p>	<p>15 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Conventions: Understand and use nouns in sentences.                - Daily Fix-It            Let's Write It!: Evaluate a sample test-writing practice.            Writing for Tests: Expository Paragraph                - Mini-Lesson: Evaluation                - Quick Write for Fluency Routine            Listening and Speaking: Follow directions correctly.            Research and Inquiry: Gather and record information for an inquiry project.            Wrap Up Your Day</p>	<p>Teacher's Edition p.196a            Animation, Grammar Jammer            Daily Fix-It</p>	<p>45 minutes</p>
<b>Homework</b>	<b>My Notes</b>	

"Honey Bees" Day 4

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Insect Communities                      Comprehension: Monitor and Clarify                      Phonemic Awareness: Distinguish Long e                      Phonics and Spelling: Review Long u Spelled u_e; Long e Spelled e_e; Inflected Ending -ed                      Fluency: Accuracy and Appropriate Rate                      Conventions: Nouns in Sentences                      Writing for Tests: Expository Paragraph</p>	<p>TE pp. 198a–199f                      SE pp. 198–199                      Read Aloud Anthology                      Reader's and Writer's Notebook, pp. 311–312                      Decodable Practice Reader 12C</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      2 hours</p>
<b>National Standards</b>		
<p>CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS Foundational Skills 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</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.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: Discuss the Question of the Week: How is an insect community like a community of people?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Distinguish long e in initial, medial, and final positions.</p> <p>Phonics: Review reading and identify words with long u spelled u_e, long e spelled e_e, and inflected ending -ed.</p> <p>Phonics Practice: Read Decodable Practice Reader 12C.</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 long e.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.198a 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>Science in Reading: Preview and predict.</p> <ul style="list-style-type: none"> <li>- Set purpose for reading.</li> <li>- Relate prior knowledge to new text.</li> </ul> <p>Paired Selection: Read "Under a Rock" and "Night Song" pp. 198–199.</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>Guide Comprehension: Monitor and clarify.</p> <ul style="list-style-type: none"> <li>- Connect text to self and other 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.198i Student Edition p.198 eText, Paired Selection eText</p>	<p>30 minutes</p>

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<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
Conventions: Identify and use nouns in a sentence. Writing for Tests: Write an expository paragraph in response to a prompt. - Mini-Lesson: Supporting Sentences - Daily Fix-It Research and Inquiry: Review answers to inquiry questions. Wrap Up Your Day	Teacher's Edition p.199c Daily Fix-It	30 minutes
<b>Homework</b>		<b>My Notes</b>

"Honey Bees" Day 5

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Insect Communities Comprehension Skill: Compare and Contrast Phonemic Awareness: Distinguish Between Long e and /e/ Phonics and Spelling: Review Long e: e, ee; Syllables VC/CV Listening and Speaking: Follow Directions Fluency: Accuracy and Rate Conventions: Nouns in Sentences Writing for Tests: Expository Paragraph	TE pp. 200a–201n SE pp. 200–201 Read Aloud Anthology Weekly Test pp. 103–108 Fresh Reads pp. 103–108	<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 9. Compare and contrast the adventures and experiences of characters in stories.
- 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.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 Foundational Skills 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- 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.b. Use common, proper, and possessive nouns.
- CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Pearson SuccessNet Lesson Plan

<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Content Knowledge: Discuss the Question of the Week: How is an insect community like a community of people?</p> <p>Oral Vocabulary: Connect to Amazing Words - Review and Check Amazing Words</p> <p>Phonemic Awareness: Distinguish between vowel sounds long e and short e.</p> <p>Phonics: Review words with long e spelled e, ee. - Review words with syllable pattern VC/CV.</p> <p>Spelling Test: Words with Long e</p>	<p>Teacher's Edition p.200a</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: Follow directions. - Use good speaking and listening behaviors.</p> <p>Vocabulary: Identify antonyms.</p> <p>Fluency: Read aloud fluently with accuracy and appropriate rate.</p> <p>Text-Based Comprehension: Compare and contrast elements of a story.</p> <p>Vocabulary: Review high-frequency and story words.</p> <p>Poetry: Understand and identify alliteration.</p> <p>Assessment: Monitor Progress Routines</p>		<p>30 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Conventions: Use and identify nouns in the context of a sentence. - Daily Fix-It</p> <p>Writing for Tests: Evaluate writing. - Mini-Lesson: Proofread for Nouns in Sentences - Quick Write for Fluency Routine</p> <p>Research and Inquiry: Present results of inquiry project.</p> <p>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>
Phonics: Long e: e, ee Phonics: Syllables VC/CV Comprehension Skill: Compare and Contrast High-Frequency Words	Teacher's Edition p.201n	
<b>Unit Wrap Up</b>	<b>Targeted Resources</b>	<b>Duration</b>
Unit 2 Wrap Up!: As it relates to each week's main selection, discuss the Big Question: What is a community? - Help children relate the Big Question theme to the selections and their own experiences. Unit 2 Assessment: Check Progress - Passage Comprehension - High-Frequency Words - Phonics - Writing Conventions - Writing - Fluency	Teacher's Edition p.201l	
<b>Homework</b>	<b>My Notes</b>	

