

"I'm a Caterpillar" Day 1

Objective	Materials	Pacing + FN
Content Knowledge: Changes in Nature Comprehension Skill: Fact and Opinion Phonological Awareness: Isolate Medial and Final Phonemes Phonics: r-Controlled er, ir, ur Spelling: Words with er, ir, ur Conventions: Verbs Am, Is, Are, Was, and Were Writing: Captions and Pictures	TE pp. 150j-155f SE pp. 150-155, EI 4-EI 5 Sing with Me Big Book Reader's and Writer's Notebook pp. 377-380 Let's Practice It! TR DVD 153-154, 158 Decodable Practice Reader 17A	Standards Know 1 day push Blocks done 1 day wait visit
National Standards		
CCSS Literature 1. Ask and answer questions about key details in a text. CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding 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.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 - Science Selections - Embedded

- Animals Change and Grow
- Let's Visit a Butterfly Greenhouse
- Learn about Butterflies

- fact and opinion
- sequence
- text structure
- Author's purpose
- Cause and Effect.

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What changes can be seen in nature? - Activate Prior Knowledge Routine Oral Vocabulary: Amazing Words Oral Vocabulary Routine Phonological Awareness: Segment and blend words with r-controlled /r/. Phonics: Associate the sound /r/ with the spellings er, ir, and ur. Read: Blend and read words with r-controlled er, ir, ur. Decodable Practice Reader 17A: 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 er, ir, ur. Small Group Time</p>	<p>Teacher's Edition p.150j 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>
<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: Distinguish facts from opinions in text. - Envision It! Fact and Opinion Read Aloud: Read "Fern's Wild Job" TE p. 155b.</p>	<p>Teacher's Edition p.155 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: Use verbs am, is, are, was, and were with correct subject-verb agreement.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Writing: Understand and recognize the features of captions and pictures.</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.155c</p> <p><i>Embedded Daily</i></p>	<p>20 minutes</p>
<p>Homework</p>	<p>My Notes</p>	
	<p>Conventions embedded</p>	

"I'm a Caterpillar" Day 2

Objective	Materials	Pacing
<p>Content Knowledge: Changes in Nature Comprehension Skill: Fact and Opinion Comprehension Strategy: Text Structure Phonological Awareness: Isolate Medial and Final Phonemes Phonics: Contractions with 's, 've, 're Spelling: Words with er, ir, ur Conventions: Verbs Am, Is, Are, Was, and Were Writing: Captions and Pictures Handwriting: Letter V and v/Left-to-Right Progression</p>	<p>TE pp. 156a–173f SE pp. 152–153, 156–173, EI 20 Big Book "What Makes the Seasons?" Reader's and Writer's Notebook pp. 381–385 Let's Practice It! TR DVD 157 Decodable Practice Reader 17B</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 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.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 can be seen in nature?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Isolate medial and final phonemes in contractions.</p> <p>Phonics: Blend and read contractions with 's, 've, and 're.</p> <p>- Word Blend and Read: Blend and read contractions with 's, 've, 're.</p> <p>Decodable Practice Reader 17B: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading.</p> <p>- Paired Reading Routine</p> <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 /r/ spelled er, ir, ur.</p>	<p>Teacher's Edition p.156a</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>

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 "I'm a Caterpillar" pp. 158–173. - Comprehension Skill: Fact and Opinion - Comprehension Strategy: Text Structure Text-Based Comprehension: Check Understanding Small Group Time Literary Nonfiction: Determine whether a story is true or fantasy.</p>	<p>Teacher's Edition p.157 Student Edition p.158 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p>	<p>40 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Conventions: Use verbs am, is, are, was, were with correct subject-verb agreement in statements and questions. - Daily Fix-It Writing: Generate picture and caption ideas. - Mini-Lesson: Focus/Ideas - Quick Write for Fluency Routine Handwriting: Write with consistent left-to-right progression. Research and Inquiry: Understand how to use a computer to create a word-processed document. Wrap Up Your Day</p>	<p>Teacher's Edition p.173b Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>	<p>My Notes</p>	

"I'm a Caterpillar" Day 3

Objective	Materials	Pacing
<p>Content Knowledge: Changes in Nature Comprehension Skill: Review Sequence Phonological Awareness: Add Phonemes Phonics: r-Controlled er, ir, ur; Contractions with 's, 've, 're Spelling: Words with er, ir, ur Fluency: Expression and Intonation Conventions: Verbs Am, Is, Are, Was, and Were Writing: Captions and Pictures Listening and Speaking: Share Information and Ideas</p>	<p>TE pp. 174a–177c SE pp. 152–153, 174–177 Big Book "What Makes the Seasons?" Reader's and Writer's Notebook pp. 386–390</p>	<p>Standards 1 day Blocks 1 hour 30 minutes</p>
National Standards		
<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 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 Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.</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.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 can be seen in nature? Oral Vocabulary: Amazing Words Oral Vocabulary Routine Phonological Awareness: Recognize the change in a spoken word when a phoneme is added. Phonics: Read words with /r/ spelled er, ir, ur and contractions with 's, 've, 're. Fluent Word Reading Blend and Read: Blend and read contractions and words with /r/ spelled er, ir, or ur. Spelling: Spell words with er, ir, and ur. Small Group Time</p>	<p>Teacher's Edition p.174a 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 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 "I'm a Caterpillar" pp. 158–173. - Comprehension Skill: Review Sequence - Establish purpose for reading text. - Review key features of literary nonfiction. Retelling: Retell a nonfiction selection. Think Critically: Identify fact and opinion. - Identify text structure. - Write clear, coherent sentences. Model Fluency: Read aloud fluently, attending to punctuation. - Choral Reading Routine</p>	<p>Teacher's Edition p.174g Student Edition p.158 eText, Main Selection eText</p>	<p>40 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Speak in complete sentences with correct subject-verb agreement.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Let's Write It!: Connect to Conventions: Verbs am, is, are, was, were</p> <p>Writing: Write a draft of pictures and captions.</p> <ul style="list-style-type: none">- Mini-Lesson: Details to Show and Tell- Quick Write for Fluency Routine <p>Listening and Speaking: Share ideas and information about how nature changes.</p> <ul style="list-style-type: none">- Listen carefully to others while they are speaking.- Share appropriate ideas when contributing to a discussion. <p>Research and Inquiry: Gather and record information for an inquiry project.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.176a Animation, Grammar Jammer Daily Fix-It</p> <p><i>Embedded Daily</i></p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"I'm a Caterpillar" Day 4

Objective	Materials	Pacing
<p>Content Knowledge: Changes in Nature Comprehension Strategy: Text Structure Phonological Awareness: Segment and Blend Syllables Phonics: Endings -ed, -ing; r-Controlled ar Spelling: Words with er, ir, ur Fluency: Expression and Intonation Conventions: Verbs Am, Is, Are, Was, and Were Writing: Captions and Pictures</p>	<p>TE pp. 178a–179f SE pp. 178–179 Read Aloud Anthology Reader's and Writer's Notebook pp. 391–392 Let's Practice It! TR DVD 155–156 Decodable Practice Reader 17C</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 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 can be seen in nature?</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 endings -ed, -ing and words with r-controlled ar.</p> <p>Decodable Practice Reader 17C: 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 /r/ spelled er, ir, ur.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.178a</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>21st Century Skills: Preview and predict.</p> <p>Paired Selection: Read "My Computer" pp. 178–179.</p> <ul style="list-style-type: none"> - Access Text - Let's Think About Genre - Reading and Writing Across Texts <p>Fluency: Read aloud fluently with expression and appropriate intonation.</p> <ul style="list-style-type: none"> - Paired Reading Routine - Check words correct per minute. 	<p>Teacher's Edition p.178i</p> <p>Student Edition p.178</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 verbs am, is, are, was, and were with correct subject-verb agreement.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Writing: Revise a draft for clarity.</p> <ul style="list-style-type: none">- Mini-Lesson: Revising Strategy: Adding a Sentence- Quick Write for Fluency Routine <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.179c Daily Fix-It</p> <p><i>Embedded Daily</i></p>	<p>20 minutes</p>
<p>Homework</p>	<p>My Notes</p>	

"I'm a Caterpillar" Day 5

Objective	Materials	Pacing
<p>Content Knowledge: Changes in Nature Comprehension Skill: Fact and Opinion Phonological Awareness: Generate Rhyming Words Phonics: r-Controlled er, ir, ur; Contractions 's, 've, 're Spelling: Words with er, ir, ur Listening and Speaking: Share Information and Ideas Fluency: Expression and Intonation Conventions: Verbs Am, Is, Are, Was, and Were Writing: Captions and Pictures</p>	<p>TE pp. 180a–181l SE pp. 180–181 Read Aloud Anthology Let's Practice It! TR DVD 159 Weekly Tests pp. 133–138 Fresh Reads pp. 133–138</p>	<p>Standards 1 day Blocks 1 hour 30 minutes</p>

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 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 Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding 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.
- 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).

Pearson SuccessNet Lesson Plan

Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: What changes can be seen in nature?</p> <p>Oral Vocabulary: Connect to Amazing Words</p> <ul style="list-style-type: none"> - Review and Check Amazing Words <p>Phonological Awareness: Change initial sounds to create rhyming words.</p> <p>Phonics: Review words with the r-controlled er, ir, ur and contractions with 's, 've, 're.</p>	<p>Teacher's Edition p.180a</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Small Group Time</p> <p>Listening and Speaking: Share information and ideas.</p> <ul style="list-style-type: none"> - Speak clearly at an appropriate rate. - Listen attentively. - Make appropriate contributions to a discussion. <p>Vocabulary: Use a glossary to find words.</p> <p>Fluency: Read aloud fluently with expression.</p> <p>Text-Based Comprehension: Distinguish fact from opinion in text.</p> <p>Vocabulary: Review high-frequency and story words.</p> <p>Literary Nonfiction: Understand features of nonfiction.</p> <p>Assessment: Monitor Progress: Sentence Reading/Fluency and Comprehension</p>		<p>30 minutes</p>
Language Arts	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Conventions: Use verbs am, is, are, was, and were with correct subject-verb agreement.</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 inquiry project.</p> <p>Wrap Up Your Week!</p>	<p>Activity: Story Sort Daily Fix-It</p> <p><i>Embedded Daily</i></p>	<p>30 minutes</p>
Assessment Checkpoints for the Week	Targeted Resources	Duration
<p>Phonics: Vowels: r-Controlled er, ir, ur</p> <p>Phonics: Contractions</p> <p>Comprehension Skill: Fact and Opinion</p> <p>High-Frequency Words</p>	<p>Teacher's Edition p.1811</p>	<p>20 minutes</p>
Homework	My Notes	