

1-1-2- I can use consonant x/ks/

I can use short /i/

"Pig in a Wig" Day 1

Objective	Materials	Pacing HW
Content Knowledge: Helping Animals Listening Comprehension: Plot Phonemic Awareness: Distinguish /i/ Phonics and Spelling: Short i: i Fluency: Oral Rereading Conventions: Subjects of Sentences Writing: Fantasy Story	TE pp. 38j-43f SE pp. 38-43, EI 5 Sing with Me Big Book Reader's and Writer's Notebook, pp. 137-140 Decodable Practice Reader 2A	Standards she 1 day up Blocks take 2 hours what

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 7. Use illustrations and details in a story to describe its characters, setting, or events.
- CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.
- CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- CCSS Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Get Ready to Read

Targeted Resources

Duration

Guided Reading Selections

- That Cat Needs Help
- Dix the Dog
- The Sick Pets

Genre

Realistic fiction

- plot
- compare/contrast
- sequence
- Draw conclusions
- Summarize

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: Who helps animals?          Oral Vocabulary: Sing with Me/Amazing Words Routine          Phonemic Awareness: Distinguish /i/ in initial and medial positions.          Phonics: Associate the vowel sound /i/ with the spelling i.          Read: Blend and read words with short vowel i.          Phonics Practice: Read Decodable Practice Reader 2A.          - Apply knowledge of sound-spellings to decode unknown words when reading.          Fluency Practice: Practice fluency with oral rereading.          - Oral Rereading Routine          Spelling Pretest: Short i Words          Small Group Time</p>	<p>Teacher's Edition p.38j          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: Describe the plot (problem and solution) in a narrative text.          Read Aloud: "Paws and Jaws" TE p. 43b</p>	<p>Teacher's Edition p.43          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>

Pearson SuccessNet Lesson Plan

<p>Conventions: Use subjects with correct subject-verb agreement.</p> <p>Writing: Understand and recognize the features of a fantasy story.</p> <ul style="list-style-type: none"><li>- Develop an understanding of characters in a fantasy story.</li><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.43c Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"Pig in a Wig" Day 2

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Helping Animals                      Comprehension Skill: Plot                      Comprehension Strategy: Summarize                      Phonemic Awareness: Segment and Blend Phonemes                      Phonics and Spelling: Short i: i; Consonant x /ks/                      Fluency: Paired Reading                      Conventions: Subjects of Sentences                      Writing: Fantasy Story</p>	<p>TE pp. 44a–57f                      SE pp. 44–57, EI 15                      Big Book "A Kid's Best Friend"                      Reader's and Writer's Notebook, pp. 141–145                      Decodable Practice Reader 2B</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      2 hours</p>
<b>National Standards</b>		
<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.b. Decode regularly spelled one-syllable words.</p> <p>CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</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: Who helps animals?          Oral Vocabulary: Sing with Me/Amazing Words Routine          Phonemic Awareness: Segment and blend words with final /ks/.          Phonics: Associate the sound /ks/ with x.          Blending Strategy Routine          Read: Read words in context and in isolation.          Phonics Practice: Read Decodable Practice Reader 2B.          - Apply knowledge of sound-spellings to decode unknown words when reading.          Fluency Practice: Practice fluency with oral rereading.          - Paired Reading Routine          Phonics: Review short vowels a and i.          Spelling: Spell words with short i.</p>	<p>Teacher's Edition p.44a          Activity, Sound-Spelling Chart          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>High-Frequency Words Routine          Selection Vocabulary          Vocabulary: Alphabetize a series of words to first letter.          Text-Based Comprehension          -Preview and Predict          -Read for Understanding Routine: Access Text and Close Reading          Main Selection—First Read: "Pig in a Wig" pp. 46–57          Comprehension Skill: Plot          Comprehension Strategy: Summarize          Text-Based Comprehension: Check Understanding          Small Group Time          Genre: Understand and recognize the features of an animal fantasy.</p>	<p>Teacher's Edition p.45          Student Edition p.46          Activity, Vocabulary Activity          Activity, Journal: Word Bank          eText, Main Selection eText</p>	<p>30 minutes</p>

Pearson SuccessNet Lesson Plan

<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Conventions: Use subjects with correct subject-verb agreement.</p> <ul style="list-style-type: none"> <li>- Daily Fix-It</li> </ul> <p>Writing: Recognize features of a fantasy story.</p> <ul style="list-style-type: none"> <li>- Generate fantasy story ideas.</li> <li>- Mini-Lesson: Using Imagination</li> </ul> <p>Handwriting: Write letters legibly with proper spacing.</p> <p>Research and Inquiry: Research Skill: Media Center/Library</p> <ul style="list-style-type: none"> <li>- Understand and use the resources of a media center/library.</li> </ul> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.57b</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
<b>Homework</b>		<b>My Notes</b>

"Pig in a Wig" Day 3

Objective	Materials	Pacing
Content Knowledge: Helping Animals Comprehension: Review Character and Setting Phonological Awareness: Generate Rhyming Words Phonics and Spelling: Short i: i; Consonant x /ks/ Fluency: Accuracy Conventions: Subjects of Sentences Writing: Fantasy Story Listening and Speaking: Share Information About Caring	TE pp. 58a–61c SE pp. 58–61 Big Book "A Kid's Best Friend" Reader's and Writer's Notebook, pp. 146-150	<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 7. Use illustrations and details in a story to describe its characters, setting, or events.
- 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.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 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- CCSS Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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: Who helps animals?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonological Awareness: Generate words that rhyme.</p> <p>Phonics: Build words with short i.</p> <p>Fluency: Read words with short i and words with final x /ks/.</p> <p>Blend and Read: Associate the vowel sound /i/ and the consonant sound /ks/ with the spellings i and x.</p> <ul style="list-style-type: none"> <li>- Blend and read words with short i and the consonant x /ks/.</li> <li>- Decode words in context and in isolation.</li> </ul> <p>Spelling: Spell words with short i.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.58a</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>
<p>High-Frequency and Selection Vocabulary: Read high-frequency words.</p> <p>Check High-Frequency Words</p> <p>Text-Based Comprehension: Check Understanding</p> <ul style="list-style-type: none"> <li>-Read for Understanding Routine: Access Text and Close Reading</li> </ul> <p>Main Selection—Second Read: "Pig in a Wig" pp. 46–57</p> <ul style="list-style-type: none"> <li>-Comprehension Skill: Review character and setting.</li> <li>-Comprehension Skill: Review Genre - Animal Fantasy</li> </ul> <p>Retelling: Pairs of students retell the story to one another.</p> <p>Think Critically: Identify the plot of a story.</p> <ul style="list-style-type: none"> <li>- Summarize.</li> <li>- Write clear, coherent sentences.</li> </ul> <p>Fluency: Read aloud fluently with accuracy.</p> <ul style="list-style-type: none"> <li>- Choral Reading Routine</li> </ul>	<p>Teacher's Edition p.58g</p> <p>Student Edition p.46</p> <p>eText, Main Selection eText</p>	<p>15 minutes</p>



Pearson SuccessNet Lesson Plan

<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Conventions: Recognize and provide sentence subjects.</p> <ul style="list-style-type: none"> <li>- Daily Fix-It</li> </ul> <p>Let's Write It!: Write a draft of a fantasy story.</p> <p>Writing - Fantasy Story - Writing Trait:</p> <p>Conventions</p> <ul style="list-style-type: none"> <li>- Mini-Lesson: Conventions and Sentences</li> <li>- Quick Write for Fluency Routine</li> </ul> <p>Listening and Speaking: Share Information About Caring</p> <ul style="list-style-type: none"> <li>- Share information and ideas.</li> <li>- Speak clearly at an appropriate rate.</li> </ul> <p>Research and Inquiry: Decide what sources of information are relevant to a research project.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.60a</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p>	<p>45 minutes</p>
<b>Homework</b>		<b>My Notes</b>

"Pig in a Wig" Day 4

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Helping Animals Comprehension Strategy: Summarize Phonemic Awareness: Distinguish /i/ Phonics and Spelling: Review Short a Spelled a; Consonant Digraph -ck Fluency: Accuracy Conventions: Subjects of Sentences Writing: Fantasy Story	TE pp. 62a–63f SE pp. 62–63 Read Aloud Anthology Reader's and Writer's Notebook, pp. 151–152 Decodable Practice Reader 2C	<b>Standards</b> 1 day <b>Blocks</b> 2 hours
<b>National Standards</b>		
<p>CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.</p> <p>CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</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: Who helps animals?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonological Awareness: Distinguish // in initial and medial positions.</p> <p>Phonics: Review, read and identify words with short a spelled a and consonant digraph ck.</p> <p>Phonics Practice: Read Decodable Practice Reader 2C.</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 - Read words fluently in context and in isolation.</p> <p>Spelling Partner Review: Spell words with the short i.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.62a</p> <p>eText, eReader</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>

**Pearson SuccessNet Lesson Plan**

<p>Social Studies in Reading: Preview and predict.</p> <ul style="list-style-type: none"> <li>- Set purpose for reading and make predictions.</li> <li>- Relate prior knowledge to new text.</li> </ul> <p>Paired Selection: Read "We Are Vets" pp. 62–63.</p> <ul style="list-style-type: none"> <li>–Access Text and Close Reading</li> <li>–Let's Think About Genre</li> <li>–Reading and Writing About Text</li> <li>- Recognize structure and elements of a sing-along.</li> </ul> <p>Guide Comprehension: Predict and set purpose.</p> <p>Fluency: Read aloud fluently with accuracy.</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.62i                  Student Edition p.62                  eText, Paired Selection eText</p>	<p>30 minutes</p>
<p><b>Language Arts</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>Conventions: Use subjects with correct subject-verb agreement.</p> <p>Writing: Write a fantasy story that includes a beginning, middle, and end.</p> <ul style="list-style-type: none"> <li>- Mini-Lesson: Revising Strategy: Adding a Sentence</li> <li>- Peer conferencing</li> <li>- Daily Fix-It</li> </ul> <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.63c                  Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Homework</b></p>	<p><b>My Notes</b></p>	

"Pig in a Wig" Day 5

Objective	Materials	Pacing
Content Knowledge: Helping Animals Comprehension Skill: Plot Phonemic Awareness: Segment and Count Phonemes Phonics and Spelling: Review Short i: i; Consonant x /ks/ Listening and Speaking: Share Information and Ideas Fluency: Accuracy Conventions: Subjects of Sentences Writing: Fantasy Story	TE pp. 64a–65l SE pp. 64–65 Read Aloud Anthology Weekly Tests pp. 43–48 Fresh Reads pp. 43–48	<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 7. Use illustrations and details in a story to describe its characters, setting, or events.
- 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.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 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- CCSS Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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: Who helps animals?</p> <p>Oral Vocabulary: Connect to Amazing Words</p> <ul style="list-style-type: none"> <li>- Review and Check Amazing Words</li> </ul> <p>Phonemic Awareness: Segment and count sounds in one-syllable words.</p> <p>Phonics: Review words with short i.</p> <ul style="list-style-type: none"> <li>- Review words with final x /ks/.</li> </ul> <p>Spelling Test: Short i Words</p>	<p>Teacher's Edition p.64a</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: Share information and ideas about the topic and speak at an appropriate pace.</p> <ul style="list-style-type: none"> <li>- Speak clearly and accurately.</li> <li>- Listen attentively.</li> </ul> <p>Vocabulary: Alphabetize a series of words to the first letter.</p> <p>Fluency: Read aloud fluently with accuracy.</p> <p>Text-Based Comprehension: Describe the plot (problem and solution) in a narrative text.</p> <p>Vocabulary: Review high-frequency and story words.</p> <p>Genre: Compare and contrast realistic fiction and animal fantasy.</p> <p>Assessment: Monitor Progress Routines</p>		<p>30 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>

**Pearson SuccessNet Lesson Plan**

<p>Conventions: Identify subjects.          - Use subjects with correct subject-verb agreement in writing and speaking.          - Daily Fix-It</p> <p>Writing: Edit a draft for spelling, punctuation, and capitalization.          - Mini-Lesson: Proofread for Subjects          - Create and present a final draft.          - 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>
<p><b>Assessment Checkpoints for the Week</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>Phonics: Short i: i          Phonics: Consonant Pattern x /ks/          Comprehension Skill: Plot          High-Frequency Words</p>	<p>Teacher's Edition p.65l</p>	<p>20 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

