

I can use consonants m, s, l

I can use short a vowel sound

HFW ±, see, a, green

"Sam" Day 1

Objective	Materials	Pacing
Content Knowledge: Home Listening Comprehension: Character Phonemic Awareness: Isolate Initial and Final Phonemes Phonics and Spelling: Consonant m /m/ Conventions: Nouns For People and Things Writing: Nouns in Sentences Listening and Speaking: Listen Attentively	TE pp. 12j-15i SE pp. 12-15, EI 4 Sing with Me Big Book Reader's and Writer's Notebook, pp. 1-3	Standards 1 day Blocks 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 Foundational Skills 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- CCSS Foundational Skills 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.
- 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

- On the Farm
- Biz the Dog
- Sam
- Genre
- Realistic Fiction

Skills

- Plot
- sequence
- Summarize
- Character and setting
- Draw conclusions
- monitor and clarify
- visualize

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What is around us at home? Oral Language: Sing with Me/Amazing Words Routine Phonemic Awareness: Isolate and match initial and final phonemes. Phonics: Associate consonant m with the sound /m/. - Recognize and write the letters Mm. - Connect Sound to Letter Routine Small Group Time</p>	<p>Teacher's Edition p.12j Video, Big Question Video Video, Concept Talk Video Song, Sing with Me Activity, Sound-Spelling Chart Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<p><i>Read and Comprehend</i> <i>Targeted Resources</i> <i>Duration</i></p>		
<p>Text-Based Comprehension: Recognize and describe characters in realistic fiction. Read Aloud: "A Tidy Room" TE p. 15e</p>	<p>Teacher's Edition p.15d Animation, Envision It! Animation</p>	<p>30 minutes</p>
<p><i>Language Arts</i> <i>Targeted Resources</i> <i>Duration</i></p>		
<p>Conventions: Identify and use nouns. Handwriting: Use proper body position when writing. - Write consonant Mm. - Daily Fix-It Writing: Produce nouns. - Write complete sentences with nouns that name people, animals, and things. Listening and Speaking: Listen Attentively Wrap Up Your Day</p>	<p>Teacher's Edition p.15f Daily Fix-It</p>	<p>30 minutes</p>
<p><i>Homework</i> <i>My Notes</i></p>		

"Sam" Day 2

Objective	Materials	Pacing
Content Knowledge: Home Comprehension Skill: Character Phonemic Awareness: Isolate Initial and Final Phonemes Phonics and Spelling: Consonant s, ss /s/ Conventions: Nouns for People and Things Writing: Nouns in Sentences Listening and Speaking: Speaking When Recognized	TE pp. 15j–15u SE p. 15 Big Book "My Very Big Little World" Reader's and Writer's Notebook, pp. 4–7	Standards 1 day Blocks 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 Foundational Skills 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- CCSS Foundational Skills 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.
- CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.
- 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

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What is around us at home? Oral Language: Amazing Words Routine Phonemic Awareness: Match initial and final phonemes. Phonics: Associate the consonant s and the letter pair ss with the sound /s/. - Connect Sounds to Letters Routine Small Group Time</p>	<p>Teacher's Edition p.15j Activity, Sound-Spelling Chart Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<p><i>Read and Comprehend</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>
<p>Text-Based Comprehension: Identify and describe reasons for characters' feelings. Vocabulary Skill: Identify and sort words for people, places, animals, and things.</p>	<p>Teacher's Edition p.15q</p>	<p>30 minutes</p>
<p><i>Language Arts</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>
<p>Conventions: Identify and use nouns. Handwriting: Use proper paper position when writing. - Write consonant Ss. - Daily Fix-It Writing: Write complete sentences with nouns that name people, animals, and things. Listening and Speaking: Speaking When Recognized Wrap Up Your Day</p>	<p>Teacher's Edition p.15r Animation, Grammar Jammer Daily Fix-It</p>	<p>30 minutes</p>
<p><i>Homework</i></p>	<p><i>My Notes</i></p>	

"Sam" Day 3

Objective	Materials	Pacing
<p>Content Knowledge: Home Phonemic Awareness: Isolate Initial, Medial, Final Phonemes Phonics and Spelling: Consonant t /t/ Conventions: Nouns for People and Things Writing: Nouns in Sentences Listening and Speaking: Participate in a Discussion</p>	<p>TE pp. 16a–16l SE p. 16 Big Book "My Very Big Little World" Reader's and Writer's Notebook, pp. 8–12</p>	<p>Standards 1 day Blocks 2 hours</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 Foundational Skills 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS Foundational Skills 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</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 Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.</p> <p>CCSS Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words.</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>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What is around us at home? Oral Language: Amazing Words Routine Phonemic Awareness: Match initial, medial, and final phonemes. Phonics: Associate the consonant t with the sound /t/. - Connect Sounds to Letters Routine Small Group Time</p>	<p>Teacher's Edition p.16c Activity, Sound-Spelling Chart eText, eReader Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>High-Frequency Words - Nondecodable Words Routine</p>	<p>Teacher's Edition p.16h Activity, Vocabulary Activity Activity, Journal: Word Bank</p>	<p>15 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Conventions: Identify and use nouns. Handwriting: Use proper pencil position when writing. - Write consonant Tt. - Daily Fix-It Writing: Write complete sentences with nouns that name people, animals, and things. Listening and Speaking: Participate in a Discussion Wrap Up Your Day</p>	<p>Teacher's Edition p.16i Daily Fix-It</p>	<p>45 minutes</p>
<i>Homework</i>	<i>My Notes</i>	

"Sam" Day 4

Objective	Materials	Pacing
Content Knowledge: Home Comprehension Skill: Character Comprehension Strategy: Questioning Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Short a: a Conventions: Nouns for People and Things Writing: Nouns in Sentences	TE pp. 16m–31c SE pp. 16–31, EI–13 Read Aloud Anthology Reader's and Writer's Notebook, pp. 13–18 Decodable Practice Reader R1A	Standards 1 day Blocks 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 Foundational Skills 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- CCSS Foundational Skills 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- CCSS Foundational Skills 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.
- CCSS Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words.
- 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
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Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What is around us at home? Oral Language: Amazing Words Routine Phonemic Awareness: Blend and segment phonemes. Phonics: Associate the short vowel a with the sound /a/. - Associate consonants m, s, and t with the sounds /m/, /s/, and /t/. Phonics Practice: Decodable Practice Reader R1A - Paired Reading Routine Small Group Time</p>	<p>Teacher's Edition p.16m eText, Decodable eBook Activity, Sound-Spelling Chart Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Literary Text: Identify the features of fiction. High-Frequency Words Review Text-Based Comprehension: Realistic Fiction -Read for Understanding Routine: Access Text Main Selection: Read "Sam" pp. 18–27. -Comprehension Strategy: Ask questions about narrative text to clarify understanding. -Text-Based Comprehension: Identify and describe character in narrative text. Text-Based Comprehension: Check Understanding Think Critically: Describe characters.</p>	<p>Teacher's Edition p.17c Student Edition p.18 eText, Main Selection eText</p>	<p>30 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Writing: Write complete sentences with nouns that name animals. Conventions: Identify and produce nouns. Research: Identify and use parts of a book. Handwriting: Use left-to-right progression when writing. Wrap Up Your Day</p>	<p>Teacher's Edition p.30–31</p>	<p>30 minutes</p>
<i>Homework</i>		<i>My Notes</i>

"Sam" Day 5

Objective	Materials	Pacing
<p>Content Knowledge: Home Comprehension Skill: Character Comprehension Strategy: Questioning Phonological Awareness: Blend Onsets and Rimes Phonics and Spelling: Review Spell /m/, /s/, /t/, Short a Listening and Speaking: Participate in a Discussion Conventions: Review Nouns: People, Animals and Things Writing: Sentences</p>	<p>TE pp. 32a–35e SE pp. 32–35 Read Aloud Anthology Reader's and Writer's Notebook pp. 19–20 Weekly Tests pp. 1–6 Fresh Reads pp. 1–6 Decodable Practice Reader R1B</p>	<p>Standards 1 day Blocks 2 hours</p>
National Standards		
<p>CCSS Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <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 Foundational Skills 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</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 Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.</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>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What is around us at home? Oral Vocabulary: Connect to Amazing Words Phonological Awareness: Blend onsets and rimes. Spelling: Read and spell one-syllable words. - Spell high-frequency words. Small Group Time Phonics Practice: Decodable Practice Reader R1B Fluency: Oral Rereading Routine</p>	<p>Teacher's Edition p.32a</p>	<p>30 minutes</p>
<p>Read and Comprehend Targeted Resources Duration</p>		
<p>Social Studies in Reading: Recognize structure and elements of a folk tale. Paired Selection: Read "Rip Van Winkle" pp. 32-33. -Access Text -Let's Think About Genre -Reading and Writing Across Texts</p>	<p>Student Edition p.32</p>	<p>30 minutes</p>
<p>Language Arts Targeted Resources Duration</p>		
<p>Listening and Speaking: Participate in a Discussion Vocabulary: Sort nouns. Handwriting: Write using proper body position. Conventions: Identify and produce nouns. Writing: Write complete sentences with nouns that name people, animals, and things. Wrap Up Your Week</p>	<p>eText, Decodable eBook eText, Paired Selection eText Activity, Story Sort Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p>Assessment Checkpoints for the Week Targeted Resources Duration</p>		
<p>Phonics: m /m/, s /s/, t /t/, a /a/ Text-Based Comprehension: Character High-frequency Words: a, l, green, see</p>		<p>20 minutes</p>
<p>Homework My Notes</p>		