

1-1-1

I can use short a

"Sam, Come Back!" Day 1

I can use consonant pattern -ck

Objective	Materials	Pacing HFV
Content Knowledge: Pets Listening Comprehension: Character and Setting Phonemic Awareness: Distinguish /a/ Phonics and Spelling: Short a: a Fluency: Oral Reading Conventions: Sentences Writing: Story	TE pp. 12j-17f SE pp. 12-17, EI 4 Sing with Me Big Book Reader's and Writer's Notebook, pp. 121-124 Decodable Practice Reader 1A	Standards come 1 day Blocks on 2 hours in way my
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 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.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS Language 2.b. Use end punctuation for sentences.</p>		
Get Ready to Read	Targeted Resources	Duration

Guided Reading Selections

- Mack and Zach
- Carlos picks a pet
- Sam

Genre
Realistic Fiction

- Character and setting
- Main Idea
- Monitor and clarify
- Compare and Contrast
- Draw Conclusions

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do pets need? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonemic Awareness: Distinguish /a/ in initial and medial positions. Phonics: Associate the vowel sound /a/ with the spelling a. Read: Decode words in context and in isolation. Phonics Practice: Read Decodable Practice Reader 1A. - Apply knowledge of sound-spellings to decode unknown words when reading. Fluency Practice: Practice fluency with oral rereading. - Oral Rereading Routine Spelling Pretest: Short a Words 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 eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Nondecodable Words Routine: Read high-frequency words. Text-Based Comprehension: Identify characters and setting in realistic fiction. Read Aloud: "A Hamster for Ana" TE p. 17b</p>	<p>Teacher's Edition p.17a 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: Recognize complete sentences.</p> <ul style="list-style-type: none">- Recognize correct capitalization and punctuation for declarative sentences. <p>Writing: Understand and recognize the features of a story.</p> <ul style="list-style-type: none">- Develop an understanding of characters and sentences in a story.- Mini-Lesson: Read Like a Writer- Daily Fix-It <p>Research and Inquiry: Identify a topic connected to this week's concept.</p> <ul style="list-style-type: none">- Narrow the focus of the topic by formulating inquiry questions related to the topic. <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.17c Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>	<p>My Notes</p>	

"Sam, Come Back!" Day 2

Objective	Materials	Pacing
Content Knowledge: Pets Comprehension Skill: Character and Setting Comprehension Strategy: Monitor and Clarify Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Short a: a; Consonant Pattern -ck Fluency: Paired Reading Conventions: Sentences Writing: Realistic Fiction	TE pp. 18a–29g SE pp. 18–29, EI 11 Big Book "A Kid's Best Friend" Reader's and Writer's Notebook, pp. 125–129 Decodable Practice Reader 1B	Standards 1 day Blocks 2 hours
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 Foundational Skills 3.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</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.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS Language 2.b. Use end punctuation for sentences.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do pets need? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonological Awareness: Segment and blend words with the final consonant sound /k/. Phonics: Associate the sound /k/ with the letters ck at the end of a word.</p>	<p>Teacher's Edition p.18a Activity, Sound-Spelling Chart eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<p>Blending Strategy Routine Read: Blend and read words with the consonant pattern -ck. Phonics Practice: Read Decodable Practice Reader 1B. - Apply knowledge of sound-spellings to decode unknown words when reading. Fluency Practice: Paired Rereading Phonics: Review short vowels. Spelling: Spell words with short a.</p>		
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>High-Frequency Words Routine Selection Vocabulary Vocabulary: Identify words for location. Text-Based Comprehension -Preview and Predict -Read for Understanding Routine: Access Text and Close Reading Main Selection—First Read: "Sam, Come Back!" pp. 20–29 Text-Based Comprehension: Character and Setting Comprehension Strategy: Monitor and Clarify Text-Based Comprehension: Check Understanding Small Group Time Genre: Identify the features of realistic fiction.</p>	<p>Teacher's Edition p.19 Student Edition p.20 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p>	<p>30 minutes</p>

Pearson SuccessNet Lesson Plan

<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>
Conventions: Recognize complete sentences. - Recognize correct capitalization and punctuation for declarative sentences. - Daily Fix-It Writing: Recognize features of a story. - Generate story ideas.	Teacher's Edition p.29c Daily Fix-It	30 minutes
- Mini-Lesson: Using Strong Verbs Handwriting: Write with appropriate letter size. Research and Inquiry: Research Skill: Selecting Books - Understand the parts of a book. Wrap Up Your Day		
<i>Homework</i>		<i>My Notes</i>

"Sam, Come Back!" Day 3

Objective	Materials	Pacing
Content Knowledge: Pets Comprehension: Plot Phonemic Awareness: Rhyming Words Phonics and Spelling: Short a: a; Consonant Pattern -ck Fluency: Accuracy Conventions: Sentences Writing: Story Listening and Speaking: Ask Questions	TE pp. 30a–33c SE pp. 30–33 Big Book "A Kid's Best Friend" Reader's and Writer's Notebook, pp. 130–134	Standards 1 day Blocks 2 hours
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.c. Ask questions to clear up any confusion about the topics and texts under discussion.</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.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</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.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS Language 2.b. Use end punctuation for sentences.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do pets need? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonemic Awareness: Identify and generate words that rhyme. Phonics: Build words with -ack. Fluency: Read words with short a and words with -ck. Blend and Read: Associate the vowel sound /a/ and the consonant sound /k/ with the spellings a and ck. - Blend and read words with short a and the consonant pattern ck. - Decode words in context and in isolation. Spelling: Spell words with short a. Small Group Time</p>	<p>Teacher's Edition p.30a Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>High-Frequency and Selection Vocabulary: Read high-frequency words. Check High-Frequency Words Text-Based Comprehension: Check Understanding -Read for Understanding Routine: Access Text and Close Reading Main Selection—Second Read: "Sam, Come Back!" pp. 20–29 -Text-Based Comprehension: Review Plot -Text-Based Comprehension: Review the genre: realistic fiction. Retelling: Pairs of students retell the story to one another. Think Critically: Identify the character and setting. - Identify the author's purpose. - Write clear, coherent sentences. Fluency: Read aloud fluently with accuracy. - Choral Reading Routine</p>	<p>Teacher's Edition p.30g Student Edition p.20 eText, Main Selection eText</p>	<p>15 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>

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<p>Conventions: Review sentences. - Daily Fix-It Let's Write It!: Write a draft of a story. Writing: Story - Writing Trait: Voice - Mini-Lesson: Expressing Feelings - Quick Write for Fluency Routine Listening and Speaking: Ask questions. - Ask relevant questions to clarify information. - Listen attentively to speakers. Research and Inquiry: Gather and record information for an inquiry project. Wrap Up Your Day</p>	<p>Teacher's Edition p.32a Animation, Grammar Jammer Daily Fix-It</p>	<p>45 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Sam, Come Back!" Day 4

Objective	Materials	Pacing
Content Knowledge: Pets Comprehension Strategy: Predict/Set Purpose Phonemic Awareness: Distinguish /a/ Phonics and Spelling: Review Consonant Sounds Fluency: Accuracy Conventions: Sentences Writing: Story	TE pp. 34a–35f SE pp. 34–35 Read Aloud Anthology Reader's and Writer's Notebook, pp. 135–136 Decodable Practice Reader 1C	Standards 1 day Blocks 2 hours
National Standards		
<p>CCSS Foundational Skills 3.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</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.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS Language 2.b. Use end punctuation for sentences.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do pets need?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonological Awareness: Distinguish /a/ in initial and medial positions.</p> <p>Phonics: Review - Review initial and final consonant sounds.</p> <p>Phonics Practice: Read Decodable Practice Reader 1C.</p> <ul style="list-style-type: none"> - Apply knowledge of sound-spellings to decode unknown words when reading. - Review High-Frequency Words - Decode and read words in context and in isolation. <p>Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Fluent Word Reading: Review - Read words fluently in context and in isolation.</p> <p>Spelling Partner Review: Spell words with the short a sound.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.34a</p> <p>eText, eReader</p> <p>eText, Decodable eBook</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Social Studies in Reading: Preview and predict.</p> <ul style="list-style-type: none"> - Scan a reading selection to predict what it is about. - Relate prior knowledge to new text. - Set purpose for reading. <p>Paired Selection: Read "Puppy Games" pp. 34–35.</p> <ul style="list-style-type: none"> -Access Text and Close Reading -Let's Think About Genre -Reading and Writing About Text <p>Fluency: Read aloud fluently with accuracy.</p> <ul style="list-style-type: none"> - Paired Reading Routine - Check words correct per minute. 	<p>Teacher's Edition p.34i</p> <p>Student Edition p.34</p> <p>eText, Paired Selection eText</p>	<p>30 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Recognize complete sentences. - Recognize correct capitalization and punctuation for declarative sentences. Writing: Revise a draft for clarity. - Mini-Lesson: Revising Strategy: Adding Words - Peer conferencing - Daily Fix-It Research and Inquiry: Review answers to inquiry questions. Wrap Up Your Day</p>	<p>Teacher's Edition p.35c Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Sam, Come Back!" Day 5

Objective	Materials	Pacing
Content Knowledge: Pets Comprehension Skill: Character and Setting Phonemic Awareness: Segment and Count Phonemes Phonics and Spelling: Review Short a: a; Consonant Pattern -ck Listening and Speaking: Ask Questions Fluency: Accuracy Conventions: Sentences Writing: Story	TE pp. 36a–37l SE pp. 36–37 Read Aloud Anthology Weekly Tests pp. 37–42 Fresh Reads pp. 37–42	Standards 1 day Blocks 2 hours
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.c. Ask questions to clear up any confusion about the topics and texts under discussion.</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.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</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.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS Language 2.b. Use end punctuation for sentences.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do pets need? Oral Vocabulary: Connect to Amazing Words - Review and Check Amazing Words Phonemic Awareness: Segment and count phonemes in words with /a/ and final /k/. Phonics: Review words with short a spelled a. - Review words with the consonant pattern -ck. Spelling Test: Short a Words</p>	<p>Teacher's Edition p.36a</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Small Group Time Listening and Speaking: Ask questions. - Speak clearly and accurately. - Listen attentively. Vocabulary: Identify words for locations. Fluency: Read aloud fluently with accuracy. Text-Based Comprehension: Identify character and setting in a story. Vocabulary: Review high-frequency and story words. Genre: Identify the features of songs. Assessment: Monitor Progress Routines</p>		<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Recognize complete sentences. - Recognize correct capitalization and punctuation for declarative sentences. - Daily Fix-It Writing: Edit draft of story. - Mini-Lesson: Proofread for Sentences - Create and present a final draft. - 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</p>	<p>30 minutes</p>
Assessment Checkpoints for the Week	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

Phonics: Short a: a Phonics: Consonant Pattern -ck Comprehension Skill: Character and Setting High-Frequency Words	Teacher's Edition p.371	20 minutes
Homework	My Notes	

