

1-R-5

I can use

consonants r, w, j, k
and short e

"School Day" Day 1

Objective	Materials	Pacing HFW
Content Knowledge: School Listening Comprehension: Plot Phonemic Awareness: Match Initial, Medial, Final Phonemes Phonics and Spelling: Consonant r /r/ Writing and Conventions: Adjectives Listening and Speaking: Ask Questions	TE pp. 114j-117i SE pp. 114-117, EI 5 Sing with Me Big Book Reader's and Writer's Notebook, pp. 81-83	Standards 1 day Blocks 2 hours he to is with three

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 Speaking/Listening 1.c. Ask questions to clear up any confusion 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. 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.f. Use frequently occurring adjectives.
- 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
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Whole group work

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What is around us at school? Oral Language: Amazing Words Routine Phonemic Awareness: Isolate and match initial, medial and final phonemes. Phonics: Associate consonant r with the sound /r/. - Blending Strategy Routine - Name and write the letters Rr. Small Group Time</p>	<p>Teacher's Edition p.114j 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>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Text-Based Comprehension: Recognize plot in realistic fiction. Read Aloud: "Early for School" TE p. 117e</p>	<p>Teacher's Edition p.117d Animation, Envision It! Animation</p>	<p>30 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Convention: Understand and use adjectives. Handwriting: Use proper letter size when writing. - Write Rr. - Daily Fix-It Writing: Produce adjectives. - Write complete sentences with vivid adjectives. Listening and Speaking: Ask Questions Wrap Up Your Day</p>	<p>Teacher's Edition p.117f Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"School Day" Day 2

Objective	Materials	Pacing
Content Knowledge: School Comprehension Skill: Plot Phonemic Awareness: Isolate Initial Phonemes Phonics and Spelling: Consonants w /w/, j /j/ Writing and Conventions: Adjectives Listening and Speaking: Follow Directions	TE pp. 118a–119e SE pp. 118–119 Big Book "First Grade, Here I Come!" Reader's and Writer's Notebook, p. 84–87	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 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. 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 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 Language 1.f. Use frequently occurring adjectives.
- 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
<p>Content Knowledge: Discuss the Question of the Week: What is around us at school?</p> <p>Oral Language: Amazing Words Routine</p> <p>Phonemic Awareness: Match initial phonemes.</p> <p>Phonics: Associate the consonant w with the sound /w/.</p> <ul style="list-style-type: none"> - Associate the consonant j with the sound /j/. - Blending Strategy Routine <p>Phonics Practice: Blend, read, and spell words with w and j.</p> <ul style="list-style-type: none"> - Recognize and name the letters Ww and Jj. <p>Small Group Time</p>	<p>Teacher's Edition p.118a</p> <p>Activity, Sound-Spelling Chart</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Text-Based Comprehension: Identify the plot (problem and solution) in a narrative text.</p> <p>Vocabulary: Understand and use adjectives.</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> - Nondecodable Words Routine 	<p>Teacher's Edition p.119a</p>	<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Understand and use adjectives.</p> <p>Handwriting: Use proper body and paper position when writing.</p> <ul style="list-style-type: none"> - Write Ww and Jj. - Daily Fix-It <p>Writing: Produce adjectives.</p> <ul style="list-style-type: none"> - Write complete sentences with vivid adjectives. <p>Listening and Speaking: Follow Directions</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.119b</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
Homework		My Notes

"School Day" Day 3

Objective	Materials	Pacing
Content Knowledge: School Phonological Awareness: Rhyme Words Phonics and Spelling: Consonant k /k/ Writing and Conventions: Adjectives Listening and Speaking: Restate Directions	TE pp. 120a–120l SE p. 120 Big Book "First Grade, Here I Come!" Reader's and Writer's Notebook, pp. 88–92	Standards 1 day Blocks 2 hours
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.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</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. 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 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 Language 1.f. Use frequently occurring adjectives.</p> <p>CCSS Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</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 school? Oral Language: Amazing Words Routine Phonological Awareness: Rhyme words. Phonics: Associate the consonant k with the sound /k/. - Blending Strategy Routine Phonics Practice: Blend, read and spell words with initial k. - Name and write the letters Kk. Small Group Time</p>	<p>Teacher's Edition p.120a Activity, Sound-Spelling Chart eText, eReader 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 Words - Nondecodable Words Routine</p>	<p>Teacher's Edition p.120g Activity, Vocabulary Activity Activity, Journal: Word Bank</p>	<p>15 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Conventions: Understand and use adjectives. Handwriting: Use self-evaluation when writing. - Write Kk. - Daily Fix-It Writing: Produce adjectives. - Write complete sentences with vivid adjectives. Listening and Speaking: Restate Directions Wrap Up Your Day</p>	<p>Teacher's Edition p.120i Daily Fix-It</p>	<p>45 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"The Big Top" Day 4

Objective	Materials	Pacing
Content Knowledge: Neighborhood Friends Comprehension Skill: Realism and Fantasy Comprehension Strategy: Questioning Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Short o: o Writing and Conventions: Simple Sentences	TE pp. 94m–109c SE pp. 94–109, EI 13 Read Aloud Anthology Reader's and Writer's Notebook, pp. 73–78 Decodable Practice Reader R4A	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 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- CCSS Literature 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- 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 Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- CCSS Language 2.b. Use end punctuation for sentences.

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 can we do with our neighborhood friends?</p> <p>Oral Language: Amazing Words Routine</p> <p>Phonemic Awareness: Segment and blend phonemes.</p> <p>Phonics: Blend, read, and spell words with short o.</p> <ul style="list-style-type: none"> - Associate the short vowel o with the sound /o/. <p>Phonics Practice: Decodable Practice Reader R4A</p> <p>Fluency: Oral Rereading Routine.</p>	<p>Teacher's Edition p.94m</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>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Literary Text: Identify the features of realistic fiction.</p> <p>High-Frequency Words Review</p> <p>Text-Based Comprehension: Realistic Fiction</p> <ul style="list-style-type: none"> -Read for Understanding: Access Text <p>Main Selection: Read "The Big Top" pp. 96–105.</p> <ul style="list-style-type: none"> -Comprehension Strategy: Ask questions about narrative text to clarify understanding. -Text-Based Comprehension: Distinguish realism from fantasy. <p>Text-Based Comprehension: Check Understanding</p> <p>Think Critically: Identify if a story is realism or fantasy.</p>	<p>Teacher's Edition p.95c</p> <p>Student Edition p.96</p> <p>eText, Main Selection eText</p>	<p>30 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>

Pearson SuccessNet Lesson Plan

<p>Writing: Write a simple sentence that states a complete idea. Conventions: Identify a simple sentence. Research: Understand the purpose of a map. - Interpret map symbols. Handwriting: Use correct letter size when writing. - Write Oo. Wrap Up Your Day</p>	<p>Teacher's Edition p.108–109</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"School Day" Day 5

Objective	Materials	Pacing
Content Knowledge: School Comprehension Skill: Plot Comprehension Strategy: Monitor and Clarify Phonological Awareness: Identify Syllables Phonics and Spelling: Review Consonants r /r/, w /w/, j /j/, k /k/; Short e: e Listening and Speaking: Ask Questions Writing and Conventions: Adjectives	TE pp. 136a–139e SE pp. 136–139 Read Aloud Anthology Reader's and Writer's Notebook, pp. 99–100 Weekly Test pp. 25–30 Fresh Reads pp. 25–30 Decodable Practice Reader R5B	Standards 1 day Blocks 2 hours
National Standards		
<p>CCSS Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</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. 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.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>CCSS Language 1.f. Use frequently occurring adjectives.</p> <p>CCSS Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</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 school? Oral Vocabulary: Connect to Amazing Words. Phonological Awareness: Identify syllables. Spelling: Read and spell high-frequency words. Small Group Time Phonics Practice: Decodable Practice Reader R5B Fluency: Oral Rereading Routine</p>	<p>Teacher's Edition p.136a</p>	<p>30 minutes</p>
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Social Studies in Reading: Recognize structure and elements of a photo essay. Paired Selection: Read "How Do You Get to School?" pp. 136–137. –Access Text –Let's Think About Genre –Reading and Writing Across Texts</p>		<p>30 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Listening and Speaking: Ask Questions Vocabulary: Use descriptive words. Handwriting: Write using proper body position. Conventions: Identify and produce adjectives. Writing: Write complete sentences with vivid adjectives. Wrap Up Your Week</p>	<p>Student Edition p.136 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</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Phonics: r /r/, w /w/, k /k/, e /e/ Text-Based Comprehension: Plot High-frequency Words: he, is, three, to, with</p>	<p>Teacher's Edition p.139d</p>	<p>20 minutes</p>

<i>Homework</i>	<i>My Notes</i>
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