

FR-2

"Snap!" Day 1

Objective	Materials	Pacing HFW
Content Knowledge: Family Listening Comprehension: Setting Phonemic Awareness: Match Initial and Final Phonemes Phonics and Spelling: Consonant c /k/ Conventions: Nouns for Places Writing: Nouns in Sentences Listening and Speaking: Share Ideas	TE pp. 36j-39i SE pp. 36-39, EI 4 Sing with Me Big Book Reader's and Writer's Notebook, pp. 21-23	Standards like 1 day one Blocks the 2 hours we

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 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 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.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).

Whole Group

nouns, following instructions, blend phonemes

Pearson SuccessNet Lesson Plan

Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: Who is in our family?</p> <p>Oral Language: Amazing Words Routine</p> <p>Phonemic Awareness: Isolate and match initial and final phonemes.</p> <p>Phonics: Associate consonant c with the sound /k/.</p> <ul style="list-style-type: none"> - Blending Strategy Routine <p>Small Group Time</p>	<p>Teacher's Edition p.36j</p> <p>Video, Concept Talk Video</p> <p>Song, Sing with Me</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: Recognize setting in realistic fiction.</p> <p>Read Aloud: "Surprise!" TE p. 39e</p>	<p>Teacher's Edition p.39d</p> <p>Animation, Envision It! Animation</p>	<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Convention: Identify and use nouns.</p> <p>Handwriting: Use left to right progression when writing.</p> <ul style="list-style-type: none"> - Write words with consonant c /k/. - Daily Fix-It <p>Writing: Write complete sentences with nouns that name places.</p> <p>Listening and Speaking: Share Ideas</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.39f</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
Homework		My Notes

"Snap!" Day 2

Objective	Materials	Pacing
Content Knowledge: Family Comprehension Skill: Setting Phonemic Awareness: Match Initial and Final Phonemes Phonics and Spelling: Consonant p /p/ Conventions: Nouns for Places Writing: Nouns in Sentences Listening and Speaking: Follow Instructions	TE pp. 40a–41e SE pp. 40–41 Big Book "My Very Big Little World" Reader's and Writer's Notebook, p. 24–27	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 Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words.
- CCSS Language 1.b. Use common, proper, and possessive nouns.

Pearson SuccessNet Lesson Plan

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
<p>Content Knowledge: Discuss the Question of the Week: Who is in our family?</p> <p>Oral Language: Amazing Words Routine</p> <p>Phonemic Awareness: Match initial and final phonemes.</p> <p>Phonics: Associate the consonant p with the sound /p/.</p> <p>- Blending Strategy Routine</p> <p>Phonics Practice: Blend, read, and spell words with p.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.40a</p> <p>Activity, Sound-Spelling Chart</p> <p>Reader's and Writer's Notebook Key</p>	60 minutes
Read and Comprehend	Targeted Resources	Duration
<p>Text-Based Comprehension: Review setting in realistic fiction.</p> <p>Vocabulary: Identify number, color, and size words.</p> <p>High-Frequency Words</p> <p>- Nondecodable Words Routine</p>	<p>Teacher's Edition p.41a</p>	30 minutes
Language Arts	Targeted Resources	Duration
<p>Conventions: Identify and use nouns.</p> <p>Handwriting: Use correct letter size when writing.</p> <p>- Write short a words with m, s, t, c, p.</p> <p>- Daily Fix-It</p> <p>Writing: Write complete sentences with nouns that name places.</p> <p>Listening and Speaking: Follow Instructions</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.41b</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p>	30 minutes
Homework	My Notes	

"Snap!" Day 3

Objective	Materials	Pacing
Content Knowledge: Family Phonological Awareness: Rhyming Words Phonics and Spelling: Consonant n /n/ Conventions: Nouns for Places Writing: Nouns in Sentences Listening and Speaking: Follow Instructions	TE pp. 42a–42l SE p. 42 Big Book "My Very Big Little World" Reader's and Writer's Notebook, pp. 28–32 Grammar and Writing Book p. R6	Standards 1 day Blocks 2 hours

National Standards

- CCSS Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 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.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.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: Who is in our family? Oral Language: Amazing Words Routine Phonological Awareness: Rhyme words. Phonics: Associate the consonant n with the sound /n/. - Blending Strategy Routine Phonics Practice: Blend, read and spell words with n. Small Group Time</p>	<p>Teacher's Edition p.42a Activity, Sound-Spelling Chart eText, eReader Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>High-Frequency Words - Nondecodable Words Routine</p>	<p>Teacher's Edition p.42h Activity, Vocabulary Activity Activity, Journal: Word Bank</p>	<p>15 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Identify and use nouns. Handwriting: Use left-to-right progression when writing. - Write short CVC words. - Daily Fix-It Writing: Write complete sentences with nouns that name place. Research Skill: Identify and use parts of a book. Listening and Speaking: Follow Instructions Wrap Up Your Day</p>	<p>Teacher's Edition p.42i Daily Fix-It</p>	<p>45 minutes</p>
Homework	My Notes	

"Snap!" Day 4

Objective	Materials	Pacing
Content Knowledge: Family Comprehension Skill: Setting Comprehension Strategy: Predict and Set Purpose Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Review Consonant n /n/ Conventions: Nouns for Places Writing: Nouns in Sentences	TE pp. 42m–57c SE pp. 42–57, EI 12 Read Aloud Anthology Reader's and Writer's Notebook, pp. 33–38 Decodable Practice Reader R2A	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 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 Foundational Skills 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</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: Who is in your family? Oral Language: Amazing Words Routine Phonemic Awareness: Segment and blend phonemes. Phonics: Decode words in isolation. - Read and spell words with consonant n, p, c and vowel a /a/. Phonics Practice: Decodable Practice Reader R2A Fluency: Oral Rereading Routine.</p>	<p>Teacher's Edition p.42m eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Literary Text: Identify the features of realistic fiction. High-Frequency Words Review Text-Based Comprehension: Realistic Fiction –Read for Understanding Routine: Access Text Main Selection: Read "Snap!" pp. 44–53. –Comprehension Strategy: Predict and set purpose. –Text-Based Comprehension: Identify the setting. Text-Based Comprehension: Check Understanding Think Critically: Identify setting in realistic fiction.</p>	<p>Teacher's Edition p.43d Student Edition p.44 eText, Main Selection eText</p>	<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Writing: Write complete sentences with nouns that name place. Conventions: Identify and produce nouns. Research: Identify and use parts of a book. Handwriting: Use correct letter size when writing. - Write short CVC words. Wrap Up Your Day</p>	<p>Teacher's Edition p.56–57</p>	<p>30 minutes</p>
Homework		My Notes

"Snap!" Day 5

Objective	Materials	Pacing
Content Knowledge: Family Comprehension Skill: Setting Comprehension Strategy: Preview and Predict Phonological Awareness: Count Phonemes Phonics and Spelling: Review Consonants c /k/, p /p/, n /n/ Listening and Speaking: Share Ideas Conventions: Nouns for Places Writing: Nouns in Sentences	TE pp. 58a–61e SE pp. 50–53 Read Aloud Anthology Reader's and Writer's Notebook, pp. 39–40 Weekly Tests pp. 7–12 Fresh Reads pp. 7–12 Decodable Practice Reader R2B	Standards 1 day Blocks 2 hours

National Standards

- CCSS Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 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.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- 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 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 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).

Pearson SuccessNet Lesson Plan

Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: Who is in your family?</p> <p>Oral Vocabulary: Connect to Amazing Words.</p> <p>Phonological Awareness: Count Phonemes.</p> <p>Spelling: Read and spell high-frequency words.</p> <p>Small Group Time</p> <p>Fluency: Oral Rereading Routine</p>	Teacher's Edition p.58a	30 minutes
Read and Comprehend	Targeted Resources	Duration
<p>Social Studies in Reading: Recognize structure and elements of a photo essay.</p> <p>Paired Selection: Read "Families" pp. 58–59.</p> <p>–Access Text</p> <p>–Let's Think About Genre</p> <p>–Reading and Writing Across Texts</p>		30 minutes
Language Arts	Targeted Resources	Duration
<p>Listening and Speaking: Share Ideas</p> <p>Vocabulary: Identify adjectives.</p> <p>Handwriting: Write using proper letter size.</p> <p>Conventions: Identify and produce nouns.</p> <p>Writing: Write complete sentences with nouns that name places.</p> <p>Wrap Up Your Week</p>	<p>Student Edition p.58</p> <p>eText, Decodable eBook</p> <p>eText, Paired Selection eText</p> <p>Activity, Story Sort</p> <p>Reader's and Writer's Notebook Key</p>	30 minutes
Assessment Checkpoints for the Week	Targeted Resources	Duration
<p>Phonics: c /k/, p /p/, n /n/</p> <p>Text-Based Comprehension: Setting</p> <p>High-frequency Words: like, once, the, we</p>	Teacher's Edition p.61f	20 minutes
Homework	My Notes	