

1-R-4

I can use consonants d, l, h and short o

"The Big Top" Day 1

Objective	Materials	Pacing HFW
Content Knowledge: Neighborhood Friends Listening Comprehension: Realism and Fantasy Phonemic Awareness: Match Initial, Medial, and Final Phonemes Phonics and Spelling: Consonant d /d/ Writing and Conventions: Simple Sentences Listening and Speaking: Share Information About Trustworthiness	TE pp. 88j-91i SE pp. 88-91, EI 2-EI 3 Sing with Me Big Book Reader's and Writer's Notebook, pp. 61-63	Standards are they have two that 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 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.

Whole group work

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CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.

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
<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: Isolate and match initial, medial and final phonemes.</p> <p>Phonics: Associate consonant d with the sound /d/.</p> <ul style="list-style-type: none"> - Blending Strategy Routine - Name and write the letters Dd. <p>Small Group Time</p>	<p>Teacher's Edition p.88j</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 the difference between realism and fantasy in narrative text.</p> <p>Read Aloud: "A Neighborhood Picnic" TE p. 91e</p>	<p>Teacher's Edition p.91d</p> <p>Animation, Envision It! Animation</p>	<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Convention: Identify and produce a simple sentence.</p> <p>Handwriting: Use proper letter size when writing.</p> <ul style="list-style-type: none"> - Write the letters Dd. - Daily Fix-It <p>Writing: Produce a simple sentence.</p> <ul style="list-style-type: none"> - Write a simple sentence that states a complete idea. <p>Listening and Speaking: Share Information About Trustworthiness</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.91f</p> <p>Daily Fix-It</p>	<p>30 minutes</p>

Homework	My Notes	

"The Big Top" Day 2

Objective	Materials	Pacing
Content Knowledge: Neighborhood Friends Comprehension Skill: Realism and Fantasy Phonemic Awareness: Match Initial, Medial, and Final Phonemes Phonics and Spelling: Consonant I, II // Writing and Conventions: Simple Sentences Listening and Speaking: Give Directions	TE pp. 92a–93e SE pp. 92–93 Big Book "First Grade, Here I Come!" Reader's and Writer's Notebook, pp. 64–67	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 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.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.

<i>Get Ready to Read</i>	<i>Targeted Resources</i>	<i>Duration</i>
<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: Identify and match initial, medial, and final phonemes.</p> <p>Phonics: Associate the spellings l, ll with the sound //l.</p> <ul style="list-style-type: none"> - Blending Strategy Routine <p>Phonics Practice: Blend, read, and spell words with d, l and ll.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.92a</p> <p>Activity, Sound-Spelling Chart</p> <p>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>Text-Based Comprehension: Review the difference between realism and fantasy in narrative text.</p> <p>Vocabulary: Identify and sort descriptive words.</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> - Nondecodable Words Routine 	<p>Teacher's Edition p.93a</p>	<p>30 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Conventions: Identify and produce a simple sentence.</p> <p>Handwriting: Use proper body and paper position when writing.</p> <ul style="list-style-type: none"> - Write Ll. - Daily Fix-It <p>Writing: Produce a simple sentence.</p> <ul style="list-style-type: none"> - Write a simple sentence that states a complete idea. <p>Listening and Speaking: Give Directions</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.93b</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p>	<p>30 minutes</p>

<i>Homework</i>	<i>My Notes</i>
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"The Big Top" Day 3

Objective	Materials	Pacing
Content Knowledge: Neighborhood Friends Phonological Awareness: Rhyming Words Phonics and Spelling: Consonant h /h/ Writing and Conventions: Simple Sentences Listening and Speaking: Give Directions	TE pp. 94a–94l SE p. 94 Big Book "First Grade, Here I Come!" Reader's and Writer's Notebook, pp. 68–72	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.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

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<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>Phonological Awareness: Rhyme words.</p> <p>Phonics: Associate the consonant h with the sound /h/.</p> <ul style="list-style-type: none"> - Blending Strategy Routine <p>Phonics Practice: Blend, read and spell words with h.</p> <ul style="list-style-type: none"> - Name and write the letters Hh. <p>Small Group Time</p>	<p>Teacher's Edition p.94a</p> <p>Activity, Sound-Spelling Chart</p> <p>eText, eReader</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>High-Frequency Words</p> <ul style="list-style-type: none"> - Nondecodable Words Routine 	<p>Teacher's Edition p.94h</p> <p>Activity, Vocabulary Activity</p> <p>Activity, Journal: Word Bank</p>	<p>15 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Conventions: Identify and produce a simple sentence.</p> <p>Handwriting: Use self-evaluation when writing.</p> <ul style="list-style-type: none"> - Write Hh. - Daily Fix-It <p>Writing: Produce a simple sentence.</p> <ul style="list-style-type: none"> - Write a simple sentence that states a complete idea. <p>Listening and Speaking: Give Directions</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.94i</p> <p>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		
<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 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</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.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

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<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> <p>- Associate the short vowel o with the sound /o/.</p> <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><i>Read and Comprehend</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>
<p>Literary Text: Identify the features of realistic fiction.</p> <p>High-Frequency Words Review</p> <p>Text-Based Comprehension: Realistic Fiction</p> <p>–Read for Understanding: Access Text</p> <p>Main Selection: Read "The Big Top" pp. 96–105.</p> <p>–Comprehension Strategy: Ask questions about narrative text to clarify understanding.</p> <p>–Text-Based Comprehension: Distinguish realism from fantasy.</p> <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><i>Language Arts</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>

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<p>Writing: Write a simple sentence that states a complete idea.</p> <p>Conventions: Identify a simple sentence.</p> <p>Research: Understand the purpose of a map.</p> <ul style="list-style-type: none">- Interpret map symbols. <p>Handwriting: Use correct letter size when writing.</p> <ul style="list-style-type: none">- Write Oo. <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.108–109</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"The Big Top" Day 5

Objective	Materials	Pacing
Content Knowledge: Neighborhood Friends Comprehension Skill: Realism and Fantasy Comprehension Strategy: Questioning Phonological Awareness: Blend Onsets and Rimes Listening and Speaking: Give Instructions Phonics and Spelling: Review /d/, /h/, /b/, /f/, /g/, /l/; Short /i/, /o/ Writing and Conventions: Simple Sentences	TE pp. 110a–113e SE pp. 110–113 Read Aloud Anthology Reader's and Writer's Notebook, pp. 79–80 Weekly Test pp. 19–24 Fresh Reads pp. 19–24 Decodable Practice Reader R4B	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.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</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.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

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<p>Content Knowledge: Discuss the Question of the Week: What can we do with our neighborhood friends? Oral Vocabulary: Connect to Amazing Words. Phonological Awareness: Blend onsets and rimes. Spelling: Read and spell high-frequency words. Small Group Time Phonics Practice: Decodable Practice Reader R4B Fluency: Oral Rereading Routine</p>	<p>Teacher's Edition p.110a</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Social Studies in Reading: Recognize structure and elements of procedural text. - Read signs and symbols. Paired Selection: Read "Around the Block" pp. 110–111. –Access Text –Let's Think About Genre –Reading and Writing Across Texts</p>		<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Listening and Speaking: Give Instructions. Vocabulary: Sort descriptive words. Handwriting: Write using proper letter size. Conventions: Identify and produce a simple sentence. Writing: Write a simple sentence that states a complete idea. Wrap Up Your Week</p>	<p>Student Edition p.110 eText, Decodable eBook eText, Paired Selection eText Activity, Story Sort Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>

Assessment Checkpoints for the Week	Targeted Resources	Duration
Phonics: d /d/, l /l/, h /h/, o /o/ Text-Based Comprehension: Realism and Fantasy High-frequency Words: are, have, that, they, two	Teacher's Edition p.113f	20 minutes
Homework		My Notes