

1-3-3

I can use vowels: r-controlled or, or

Pearson SuccessNet Lesson Plan ending -es, Plural -es

"The Class Pet" Day 1

| Objective   | Materials   | Pacing HFW   |
|---|---|--|
| Content Knowledge: Animals Grow and Change<br>Comprehension Skill: Fact and Opinion<br>Phonological Awareness: Segment and Blend Phonemes<br>Phonics: Ending -es; Plural -es<br>Spelling: Words with -es<br>Conventions: Verbs That Do Not Add -s<br>Writing for Tests: Summary   | TE pp. 84j-89f<br>SE pp. 84-89, EI 4-EI 5<br>Sing with Me Big Book<br>Reader's and Writer's Notebook pp. 345-348<br>Let's Practice It! TR DVD 137-138, 142<br>Decodable Practice Reader 15A | Standards 1 day<br>Blocks 1 hour<br>30 minutes<br>away<br>house<br>very<br>car<br>our<br>friends<br>school |
| National Standards  |   |  |
| <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Foundational Skills 3.f. Read words with inflectional endings.</p> <p>CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS Informational Text 1. Ask and answer questions about key details in a text.</p> <p>CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> |   |  |
| Get Ready to Read   | Targeted Resources  | Duration   |

Guided Reading Selections

- Gus the Pup
- Britten Finds a Kitten
- Big Wishes and her baby

Genre  
Realistic Fiction

Skills

- Fact and Opinion
- Cause and Effect
- Setting
- Monitor and Clarify

Pearson SuccessNet Lesson Plan

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|---|---|------------------------|
| <p>Content Knowledge: Discuss the Question of the Week: What can we learn about animals as they grow and change?</p> <ul style="list-style-type: none"> <li>- Activate Prior Knowledge Routine</li> </ul> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend words with ending -es.</p> <p>Phonics: Read words with ending -es.</p> <p>Read: Blend and read words with ending -es.</p> <p>Decodable Practice Reader 15A: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> <li>- Oral Rereading Routine</li> </ul> <p>Spelling Pretest: Spell words with ending -es.</p> <p>Small Group Time</p> | <p>Teacher's Edition p.84j<br/>         Video, Concept Talk Video<br/>         Song, Sing with Me<br/>         Activity, Sound-Spelling Chart<br/>         eText, Decodable eBook<br/>         Reader's and Writer's Notebook Key</p> | <p>40 minutes</p>      |
| <p><b>Read and Comprehend</b></p>   | <p><b>Targeted Resources</b></p>  | <p><b>Duration</b></p> |
| <p>High-Frequency Words: Read high-frequency words.</p> <ul style="list-style-type: none"> <li>- Nondecodable Words Routine</li> </ul> <p>Text-Based Comprehension: Recognize fact and opinion in text.</p> <ul style="list-style-type: none"> <li>- Envision It! Fact and Opinion</li> </ul> <p>Read Aloud: Read "The End of Summer" TE p. 89b.</p>  | <p>Teacher's Edition p.89<br/>         Animation, Envision It! Animation</p>  | <p>30 minutes</p>      |
| <p><b>Language Arts</b></p>   | <p><b>Targeted Resources</b></p>  | <p><b>Duration</b></p> |

Pearson SuccessNet Lesson Plan

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|---|---|------------------------|
| <p>Conventions: Use present-tense verbs with correct subject-verb agreement when writing and speaking.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Writing for Tests: Understand and recognize the features of a summary.</p> <ul style="list-style-type: none"><li>- Mini-Lesson: Read Like a Writer</li><li>- Quick Write for Fluency Routine</li></ul> <p>Research and Inquiry: Identify a topic connected to this week's concept.</p> <p>Wrap Up Your Day</p> | <p>Teacher's Edition p.89c<br/>Daily Fix-It</p> | <p>20 minutes</p>      |
| <p><b>Homework</b></p>  |   | <p><b>My Notes</b></p> |

"The Class Pet" Day 2

| <b>Objective</b>   | <b>Materials</b>  | <b>Pacing</b>  |
|--|---|--|
| Content Knowledge: Animals Grow and Change<br>Comprehension Skill: Fact and Opinion<br>Comprehension Strategy: Monitor and Clarify<br>Phonological Awareness: Segment and Blend Phonemes<br>Phonics: r-Controlled or, ore<br>Spelling: Words with -es<br>Conventions: Verbs That Do Not Add -s<br>Writing for Tests: Summary<br>Handwriting: Letter R and r/Letter Size  | TE pp. 90a–105g<br>SE pp. 86–87, 90–105, EI 15<br>Big Book "Mr. George Baker"<br>Reader's and Writer's Notebook pp. 349–353<br>Let's Practice It! TR DVD 141<br>Decodable Practice Reader 15B | <b>Standards</b><br>1 day<br><b>Blocks</b><br>1 hour<br>30 minutes |
| <b>National Standards</b>  |   |  |
| <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS Informational Text 1. Ask and answer questions about key details in a text.</p> <p>CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> |   |  |
| <b>Get Ready to Read</b>   | <b>Targeted Resources</b>   | <b>Duration</b>  |

**Pearson SuccessNet Lesson Plan**

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|---|---|-------------------------------|
| <p>Content Knowledge: Discuss the Question of the Week: What can we learn about animals as they grow and change?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend words with the /ôr/ sound.</p> <p>Phonics: Associate the sound /ôr/ with or and ore.</p> <p>- Blending Strategy Routine</p> <p>Read: Blend and read words with /ôr/ spelled or and ore.</p> <p>Decodable Practice Reader 15B: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading.</p> <p>- Paired Reading Routine</p> <p>Phonics Review: Apply knowledge of letter-sound correspondences and syllable patterns to decode words in context and in isolation.</p> <p>Spelling: Spell words with ending -es.</p> | <p>Teacher's Edition p.90a<br/>Activity, Sound-Spelling Chart<br/>eText, Decodable eBook<br/>Reader's and Writer's Notebook Key</p> | <p>30 minutes</p>             |
| <p><b><i>Read and Comprehend</i></b></p>  | <p><b><i>Targeted Resources</i></b></p>   | <p><b><i>Duration</i></b></p> |

Pearson SuccessNet Lesson Plan

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|--|---|------------------------|
| <p>High-Frequency Words: Review high-frequency words.<br/>                 Selection Vocabulary<br/>                 Vocabulary: Identify descriptive words.<br/>                 Text-Based Comprehension<br/>                 - Preview and Predict<br/>                 - Read for Understanding Routine: Access Text and Close Reading<br/>                 Main Selection—First Read: Read "The Class Pet" pp. 92–105.<br/>                 - Comprehension Skill: Fact and Opinion<br/>                 - Comprehension Strategy: Monitor and Clarify<br/>                 Text-Based Comprehension: Check Understanding<br/>                 Small Group Time<br/>                 Genre: Identify the features of expository text.</p> | <p>Teacher's Edition p.91<br/>                 Student Edition p.92<br/>                 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p> | <p>40 minutes</p>      |
| <p><b>Language Arts</b></p>  | <p><b>Targeted Resources</b></p>  | <p><b>Duration</b></p> |
| <p>Conventions: Correctly identify and use verbs that do not add -s.<br/>                 - Daily Fix-It<br/>                 Writing for Tests: Generate summary ideas.<br/>                 - Mini-Lesson: Remembering What You've Read<br/>                 - Quick Write for Fluency Routine<br/>                 Handwriting: Write with consistent letter size.<br/>                 Research and Inquiry: Classify and categorize items.<br/>                 Wrap Up Your Day</p>  | <p>Teacher's Edition p.105c<br/>                 Daily Fix-It</p>   | <p>20 minutes</p>      |
| <p><b>Homework</b></p>   | <p><b>My Notes</b></p>  |                        |

"The Class Pet" Day 3

| <b>Objective</b>   | <b>Materials</b>  | <b>Pacing</b>  |
|--|---|--|
| Content Knowledge: Animals Grow and Change<br>Comprehension Skill: Review Compare and Contrast<br>Phonological Awareness: Add Phonemes<br>Phonics: Ending -es; Plural -es; r-Controlled or, ore<br>Spelling: Words with -es<br>Fluency: Appropriate Phrasing<br>Conventions: Verbs That Do Not Add -s<br>Writing for Tests: Summary<br>Listening and Speaking: Give Descriptions | TE pp. 106a–109c<br>SE pp. 86–87, 106–109<br>Big Book "Mr. George Baker"<br>Reader's and Writer's Notebook pp. 352, 355–358 | <b>Standards</b><br>1 day<br><b>Blocks</b><br>1 hour<br>30 minutes |

**National Standards**

- CCSS Speaking/Listening 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 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 Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- CCSS Foundational Skills 3.f. Read words with inflectional endings.
- CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- CCSS Informational Text 1. Ask and answer questions about key details in a text.
- CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CCSS Informational Text 8. Identify the reasons an author gives to support points in a text.
- CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

| <b>Get Ready to Read</b> | <b>Targeted Resources</b> | <b>Duration</b> |
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Pearson SuccessNet Lesson Plan

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|---|--|------------------------|
| <p>Content Knowledge: Discuss the Question of the Week: What can we learn about animals as they grow and change?<br/>                 Oral Vocabulary: Amazing Words Oral Vocabulary Routine<br/>                 Phonological Awareness: Add phonemes to create new words.<br/>                 Phonics: Read words with ending -es and /ôr/ spelled or, ore.<br/>                 Fluent Word Reading<br/>                 Blend and Read: Blend and read words with the ending -es or the plural -es and words with /ôr/ spelled or or ore.<br/>                 Spelling: Spell words with -es.<br/>                 Small Group Time</p>   | <p>Teacher's Edition p.106a<br/>                 Reader's and Writer's Notebook Key</p>                                    | <p>30 minutes</p>      |
| <p><b>Read and Comprehend</b></p>   | <p><b>Targeted Resources</b></p>   | <p><b>Duration</b></p> |
| <p>High-Frequency and Selection Vocabulary<br/>                 Check High-Frequency Words<br/>                 Text-Based Comprehension: Check Understanding<br/>                 - Read for Understanding Routine: Access Text and Close Reading<br/>                 Main Selection—Second Read: Read "The Class Pet" pp. 92–105.<br/>                 - Comprehension Skill: Review Compare and Contrast<br/>                 - Establish purpose for reading text.<br/>                 - Review key features of expository text.<br/>                 Retelling: Summarize a nonfiction selection.<br/>                 Think Critically: Identify fact and opinion.<br/>                 - Monitor and clarify understanding.<br/>                 - Write clear, coherent sentences.<br/>                 Model Fluency: Read aloud fluently and attend to punctuation.<br/>                 - Choral Reading Routine</p> | <p>Teacher's Edition p.106g<br/>                 Student Edition p.92<br/>                 eText, Main Selection eText</p> | <p>40 minutes</p>      |
| <p><b>Language Arts</b></p>   | <p><b>Targeted Resources</b></p>   | <p><b>Duration</b></p> |



Pearson SuccessNet Lesson Plan

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| <p>Conventions: Understand verbs in the context of reading and writing.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Let's Write It!: Connect to Conventions: Verbs with No Added -s</p> <p>Writing for Tests: Evaluate sample test-writing practice.</p> <ul style="list-style-type: none"><li>- Mini-Lesson: Evaluation</li><li>- Quick Write for Fluency Routine</li></ul> <p>Listening and Speaking: Give effective descriptions.</p> <ul style="list-style-type: none"><li>- Use adjectives when speaking.</li><li>- Use sensory language when giving descriptions.</li><li>- Listen attentively.</li></ul> <p>Research and Inquiry: Gather and record information for an inquiry project.</p> <p>Wrap Up Your Day</p> | <p>Teacher's Edition p.108a<br/>Animation, Grammar Jammer<br/>Daily Fix-It</p> | <p>20 minutes</p>      |
| <p><i>Homework</i></p>   |  | <p><i>My Notes</i></p> |

"The Class Pet" Day 4

| <b>Objective</b>  | <b>Materials</b>  | <b>Pacing</b>  |
|---|---|--|
| Content Knowledge: Animals Grow and Change<br>Comprehension Skill: Review Compare and Contrast<br>Phonological Awareness: Segment and Blend Syllables<br>Phonics: Consonant Patterns ng, nk; Compound Words<br>Spelling: Words with -es<br>Fluency: Appropriate Phrasing<br>Conventions: Verbs That Do Not Add -s<br>Writing for Tests: Summary   | TE pp. 110a–115f<br>SE pp. 110–115<br>Read Aloud Anthology<br>Reader's and Writer's Notebook pp. 354, 359–360<br>Let's Practice It! TR DVD 139–140<br>Decodable Practice Reader 15C | <b>Standards</b><br>1 day<br><b>Blocks</b><br>1 hour<br>30 minutes |
| <b>National Standards</b>   |   |  |
| <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Foundational Skills 3.f. Read words with inflectional endings.</p> <p>CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> |   |  |
| <b>Get Ready to Read</b>  | <b>Targeted Resources</b>   | <b>Duration</b>  |

**Pearson SuccessNet Lesson Plan**

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| <p>Content Knowledge: Discuss the Question of the Week: What can we learn about animals as they grow and change?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend words with two syllables.</p> <p>Phonics: Read words with consonant patterns ng and nk and compound words.</p> <p>Decodable Practice Reader 15C: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> <li>- Oral Rereading Routine</li> </ul> <p>Fluent Word Reading: Read words fluently in context and in isolation.</p> <p>Spelling: Spell words with ending -es.</p> <p>Small Group Time</p> | <p>Teacher's Edition p.110a<br/>eText, eReader<br/>eText, Decodable eBook<br/>Reader's and Writer's Notebook Key</p> | <p>30 minutes</p>             |
| <p><b><i>Read and Comprehend</i></b></p>   | <p><b><i>Targeted Resources</i></b></p>  | <p><b><i>Duration</i></b></p> |
| <p>Science in Reading: Preview and predict.</p> <p>Paired Selection: Read "Belling the Cat" pp. 110–115.</p> <ul style="list-style-type: none"> <li>- Access Text</li> <li>- Let's Think About Genre</li> <li>- Reading and Writing Across Texts</li> </ul> <p>Fluency: Read aloud fluently and attend to punctuation.</p> <ul style="list-style-type: none"> <li>- Paired Reading Routine</li> <li>- Check words correct per minute.</li> </ul>   | <p>Teacher's Edition p.110i<br/>Student Edition p.110<br/>eText, Paired Selection eText</p>                          | <p>40 minutes</p>             |
| <p><b><i>Language Arts</i></b></p>   | <p><b><i>Targeted Resources</i></b></p>  | <p><b><i>Duration</i></b></p> |

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Pearson SuccessNet Lesson Plan

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| <p>Conventions: Use present-tense verbs with correct subject-verb agreement when writing and speaking.</p> <ul style="list-style-type: none"><li>- Daily Fix-It</li></ul> <p>Writing for Tests: Write a summary in response to a prompt.</p> <ul style="list-style-type: none"><li>- Mini-Lesson: Strong Conclusion</li><li>- Quick Write for Fluency Routine</li></ul> <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p> | <p>Teacher's Edition p.115c<br/>Daily Fix-It</p> | <p>20 minutes</p>      |
| <p><i>Homework</i></p>  |  | <p><i>My Notes</i></p> |

"The Class Pet" Day 5

| <b>Objective</b>  | <b>Materials</b>   | <b>Pacing</b>  |
|---|--|--|
| Content Knowledge: Animals Grow and Change<br>Comprehension Skill: Fact and Opinion<br>Phonological Awareness: Add Final Phonemes<br>Phonics: Ending -es; Plural -es; r-Controlled or, ore<br>Spelling: Words with -es<br>Listening and Speaking: Give Descriptions<br>Fluency: Appropriate Phrasing<br>Conventions: Verbs That Do Not Add -s<br>Writing for Tests: Summary | TE pp. 116a–117l<br>SE pp. 116–117<br>Read Aloud Anthology<br>Let's Practice It! TR DVD 143<br>Weekly Tests pp. 121–126<br>Fresh Reads pp. 121–126 | <b>Standards</b><br>1 day<br><b>Blocks</b><br>1 hour<br>30 minutes |

**National Standards**

- CCSS Speaking/Listening 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 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 Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- CCSS Foundational Skills 3.f. Read words with inflectional endings.
- CCSS Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- CCSS Informational Text 1. Ask and answer questions about key details in a text.
- CCSS Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

**Get Ready to Read**

**Targeted Resources**

**Duration**

Pearson SuccessNet Lesson Plan

| <p>Content Knowledge: Discuss the Question of the Week: What can we learn about animals as they grow and change?<br/>         Oral Vocabulary: Connect to Amazing Words<br/>         - Review and Check Amazing Words<br/>         Phonological Awareness: Add final sound to create a new word.<br/>         Phonics: Review words with ending -es and plural -es and with /ôr/ spelled or, ore.<br/>         Spelling Test: Words with -es</p>   | <p>Teacher's Edition p.116a</p>                       | <p>30 minutes</p> |
|--|---|-------------------|
| <b>Read and Comprehend</b>   | <b>Targeted Resources</b>                             | <b>Duration</b>   |
| <p>Small Group Time<br/>         Listening and Speaking: Give a description.<br/>         - Speak clearly and accurately.<br/>         - Listen attentively.<br/>         Vocabulary: Identify words that describe feelings.<br/>         Fluency: Read aloud fluently with appropriate phrasing.<br/>         Text-Based Comprehension: Distinguish fact and opinion in text.<br/>         Vocabulary: Read high-frequency and story words.<br/>         Genre: Identify the features of a fable.<br/>         Assessment: Monitor Progress: Sentence Reading/Fluency and Comprehension</p> |   | <p>30 minutes</p> |
| <b>Language Arts</b>   | <b>Targeted Resources</b>                             | <b>Duration</b>   |
| <p>Conventions: Use present-tense verbs with correct subject-verb agreement.<br/>         - Daily Fix-It<br/>         Writing for Tests: Proofread for fragments.<br/>         - Evaluate writing.<br/>         - Mini-Lesson: Proofread for Fragments<br/>         - Quick Write for Fluency Routine<br/>         Research and Inquiry: Present results of inquiry project.<br/>         Wrap Up Your Week!</p>   | <p>Activity, Story Sort<br/>         Daily Fix-It</p> | <p>30 minutes</p> |

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Pearson SuccessNet Lesson Plan

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| <b>Assessment Checkpoints for the Week</b>  | <b>Targeted Resources</b> | <b>Duration</b> |
|---|---------------------------|-----------------|
| Phonics: Ending -es; Plural -es<br>Phonics: Vowels: r-Controlled or, ore<br>Comprehension Skill: Fact and Opinion<br>High-Frequency Words | Teacher's Edition p.1171  | 20 minutes      |
| <b>Homework</b>   |                           | <b>My Notes</b> |

