

1-2-2

I can use c/s/l, g/j/l

I can use long a: a_e

"The Farmer and the Hat" Day 1

| Objective | Materials | Pacing HFW |
|---|---|---|
| Content Knowledge: School Communities Listening Comprehension: Cause and Effect Phonemic Awareness: Distinguish between long a and short a Phonics and Spelling: Long a: a_e Fluency: Oral Rereading Conventions: Proper Nouns Writing: Sentences | TE pp. 44j-49f SE pp. 44-49, EI 3 Sing with Me Big Book Reader's and Writer's Notebook, pp. 233-236, 242 Decodable Practice Reader 8A | Standards 1 day Blocks 2 hours be of could old horse paper |
| 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 Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. 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 Language 1.b. Use common, proper, and possessive nouns. CCSS Language 2.a. Capitalize dates and names of people. | | |
| Get Ready to Read | Targeted Resources | Duration |

Guided Reading Selections

Social Studies Embedded

- The Class Play
- A Class
- School Then and Now

Genre

Nonfiction
 Expository nonfiction
 Realistic fiction

Skills

- Cause and effect
- Author's Purpose
- Main Idea
- Monitor and Clarify
- Fix Up

Text features

- Captions
- Labels

Pearson SuccessNet Lesson Plan

| <p>Content Knowledge: Discuss the Question of the Week: How is a school a community? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonemic Awareness: Segment and blend words with long and short a vowel sound. Phonics: Associate the vowel sound long a with the spelling a_e. Read: Blend and read words with the vowel sound long a spelled a_e. Phonics Practice: Read Decodable Practice Reader 8A. - Apply knowledge of sound-spellings to decode unknown words when reading. Fluency Practice: Practice fluency with oral rereading. - Oral Rereading Routine Spelling Pretest: Words with Long a Small Group Time</p> | <p>Teacher's Edition p.44j 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> |
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| Read and Comprehend | Targeted Resources | Duration |
| <p>Nondecodable Words Routine: Read high-frequency words. Text-Based Comprehension: Recognize cause and effect in realistic fiction. Read Aloud: "Jimmy's Lesson" TE p. 49b</p> | <p>Teacher's Edition p.49 Animation, Envision It! Animation</p> | <p>30 minutes</p> |
| Language Arts | Targeted Resources | Duration |

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| <p>Conventions: Identify proper nouns. - Use proper nouns in context.</p> <p>Writing: Understand and recognize the features of a sentence. - Mini-Lesson: Read Like a Writer - Daily Fix-It - Understand and recognize the features of brief composition.</p> <p>Research and Inquiry: Identify a topic connected to this week's concept. - Narrow the focus of the topic by formulating inquiry questions related to the topic.</p> <p>Wrap Up Your Day</p> | <p>Teacher's Edition p.49c Daily Fix-It</p> | <p>30 minutes</p> |
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Homework **My Notes**

"The Farmer in the Hat" Day 2

| Objective | Materials | Pacing |
|--|--|---|
| Content Knowledge: School Communities Comprehension Skill: Cause and Effect Comprehension Strategy: Monitor and Clarify Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Consonants c /s/, g /j/; Long a: a_e Fluency: Paired Reading Conventions: Proper Nouns Writing: Sentences | TE pp. 50a–65g SE pp. 50–65, Ei 11 Big Book "A City" Reader's and Writer's Notebook, p. 237–241 Decodable Practice Reader 8B | 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 Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</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.b. Use common, proper, and possessive nouns.</p> <p>CCSS Language 2.a. Capitalize dates and names of people.</p> | | |
| Get Ready to Read | Targeted Resources | Duration |

Pearson SuccessNet Lesson Plan

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|---|--|------------------------|
| <p>Content Knowledge: Discuss the Question of the Week: How is a school a community?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Blend and read words with /s/ and /j/.</p> <p>Phonics: Associate the sound /s/ with c followed by e or i and /j/ with g followed by e or i.</p> <p>Blending Strategy Routine</p> <p>Read: Read words in context and in isolation.</p> <p>Phonics Practice: Read Decodable Practice Reader 8B.</p> <ul style="list-style-type: none"> - Apply knowledge of sound-spellings to decode unknown words when reading. <p>Fluency Practice: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Phonics: Apply knowledge of letter-sound correspondences and long a spelled a_e to decode words in context and in isolation.</p> <p>Spelling: Spell words with long a.</p> | <p>Teacher's Edition p.50a</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> |

Pearson SuccessNet Lesson Plan

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| <p>High-Frequency Words Routine Selection Vocabulary Vocabulary: Identify time and order words. Text-Based Comprehension - Preview and predict. -Read for Understanding Routine: Access Text and Close Reading Main Selection—First Read: "The Farmer in the Hat" pp. 52–65 Comprehension Skill: Cause and Effect Comprehension Strategy: Monitor and Clarify Text-Based Comprehension: Check Understanding Small Group Time Literary Text: Identify and analyze a character and setting in literary text.</p> | <p>Teacher's Edition p.51 Student Edition p.52 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p> | <p>30 minutes</p> |
| <p>Language Arts</p> | <p>Targeted Resources</p> | <p>Duration</p> |
| <p>Conventions: Identify and use proper nouns. - Daily Fix-It Writing: Recognize features of brief composition. - Generate brief composition ideas. - Mini-Lesson: Sentences - Quick Write for Fluency Routine Handwriting: Write letters legibly and with appropriate spacing. Research and Inquiry: Research Skill: Interview - Understand how to use an interview to locate information. Wrap Up Your Day</p> | <p>Teacher's Edition p.65b Daily Fix-It</p> | <p>30 minutes</p> |
| <p>Homework</p> | <p>My Notes</p> | |

"The Farmer in the Hat" Day 3

| Objective | Materials | Pacing |
|---|--|---|
| Content Knowledge: School Communities Comprehension: Review Character, Setting, and Plot Phonological Awareness: Generate Rhyming Words Phonics and Spelling: Long a: a_e; Consonants c /s/, g /j/ Fluency: Appropriate Phrasing Conventions: Proper Nouns Writing: Brief Composition Listening and Speaking: Share Information About Citizenship | TE pp. 66a–69c SE pp. 66–69 Big Book "A City" Reader's and Writer's Notebook, pp. 243–246 | 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 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.c. Know final -e and common vowel team conventions for representing long vowel sounds.
- 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 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 Language 1.b. Use common, proper, and possessive nouns.

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| CCSS Language 2.a. Capitalize dates and names of people. | | |
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| Get Ready to Read | Targeted Resources | Duration |
| <p>Content Knowledge: Discuss the Question of the Week: How is a school a community? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonological Awareness: Generate rhyming words with long a. Phonics: Build words with /s/ spelled c followed by e and /j/ spelled g followed by e. Fluency: Read words with /s/ spelled c and /j/ spelled g. Blend and Read: Associate the sounds long a, /s/, and /j/ with the spellings a_e, c, and g. - Blend and read words with long a a_e, /s/ c, and /j/ g. - Decode words in context and in isolation. Spelling: Spell words with long a. Small Group Time</p> | <p>Teacher's Edition p.66a Reader's and Writer's Notebook Key</p> | <p>60 minutes</p> |
| Read and Comprehend | Targeted Resources | Duration |
| <p>High-Frequency and Selection Vocabulary Check High-Frequency Words Text-Based Comprehension: Check Understanding - Read for Understanding Routine: Access Text and Close Reading Main Selection—Second Read: "The Farmer in the Hat" pp. 52–65 - Comprehension Skill: Review character, setting, and plot. - Comprehension Skill: Review the genre: realistic fiction. Retelling: Pairs of students retell the story to one another. Think Critically: Identify cause and effect. - Use clues to clarify understanding. - Write clear, coherent sentences. Fluency: Read aloud fluently, attending to punctuation. - Choral Reading Routine</p> | <p>Teacher's Edition p.66g Student Edition p.52 eText, Main Selection eText</p> | <p>15 minutes</p> |

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| Language Arts | Targeted Resources | Duration |
|--|---|-------------------|
| <p>Conventions: Understand proper nouns when reading and writing.</p> <ul style="list-style-type: none"> - Use basic capitalization for proper nouns, especially for people. - Daily Fix-It <p>Let's Write It!: Write a draft of a brief composition.</p> <p>Writing: Fantasy Story</p> <ul style="list-style-type: none"> - Writer's Craft: Sentence - Mini-Lesson: Sentence Length - Quick Write for Fluency Routine <p>Listening and Speaking: Share information about citizenship.</p> <ul style="list-style-type: none"> - Share information and ideas efficiently. - Speak clearly at an appropriate rate. <p>Research and Inquiry: Gather and record information for an inquiry project.</p> <p>Wrap Up Your Day</p> | <p>Teacher's Edition p.68a Animation, Grammar Jammer Daily Fix-It</p> | <p>45 minutes</p> |
| Homework | | My Notes |

"The Farmer in the Hat" Day 4

| Objective | Materials | Pacing |
|---|---|---|
| Content Knowledge: School Communities Comprehension Strategy: Monitor and Clarify Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Review /sh/ Spelled sh; /th/ Spelled th; Vowel Sound a in ball, walk Fluency: Appropriate Phrasing Conventions: Proper Nouns Writing: Brief Composition | TE pp. 70a–75f SE pp. 70–75 Read Aloud Anthology Reader's and Writer's Notebook, pp. 247–248 Decodable Practice Reader 8C | Standards 1 day Blocks 2 hours |
| 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.c. Know final -e and common vowel team conventions for representing long vowel sounds.</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.b. Use common, proper, and possessive nouns.</p> <p>CCSS Language 2.a. Capitalize dates and names of people.</p> | | |
| Get Ready to Read | Targeted Resources | Duration |

Pearson SuccessNet Lesson Plan

| <p>Content Knowledge: Discuss the Question of the Week: How is a school a community? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonemic Awareness: Segment and blend phonemes with the spellings -ace and -age. Phonics: Review reading words with consonant digraphs /sh/ spelled sh and /th/ spelled th. Phonics Practice: Read Decodable Practice Reader 8C.</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 isolation. <p>Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Fluent Word Reading: Review reading words fluently in context and in isolation. Spelling Partner Review: Spell words with long a. Small Group Time</p> | <p>Teacher's Edition p.70a eText, eReader eText, Decodable eBook Reader's and Writer's Notebook Key</p> | <p>60 minutes</p> |
|---|--|-------------------|
| Read and Comprehend | Targeted Resources | Duration |
| <p>Social Studies in Reading: Preview and predict.</p> <ul style="list-style-type: none"> - Relate prior knowledge to new text. <p>Paired Selection: Read "Helping Hands at 4-H" pp. 70–75.</p> <ul style="list-style-type: none"> - Access Text - Let's Think About Genre - Reading and Writing Across Texts <p>Guide Comprehension: Monitor and clarify while reading. Fluency: Read aloud fluently with appropriate phrasing.</p> <ul style="list-style-type: none"> - Paired Reading Routine - Check words correct per minute. | <p>Teacher's Edition p.70i Student Edition p.70 eText, Paired Selection eText</p> | <p>30 minutes</p> |

Pearson SuccessNet Lesson Plan

| Language Arts | Targeted Resources | Duration |
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| <p>Conventions: Identify and use proper nouns. - Apply correct capitalization to proper nouns.</p> <p>Writing: Revise a draft for punctuation, capitalization and spelling. - Mini-Lesson: Revising Strategy: Deleting a Sentence - Peer conferencing - Daily Fix-It</p> <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p> | <p>Teacher's Edition p.75c Daily Fix-It</p> | <p>30 minutes</p> |
| Homework | | My Notes |

"The Farmer in the Hat" Day 5

| Objective | Materials | Pacing |
|---|--|---|
| Content Knowledge: School Communities Comprehension Skill: Cause and Effect Phonemic Awareness: Distinguish Between Long a and Short a Phonics and Spelling: Review Long a: a_e; Consonants c /s/ g /j/ Listening and Speaking: Share Information and Ideas Fluency: Appropriate Phrasing Conventions: Proper Nouns Writing: Sentences | TE pp. 76a–77l SE pp. 76–77 Read Aloud Anthology Reader's and Writer's Notebook p. 242 Weekly Tests pp. 79–84 Fresh Reads pp. 79–84 | 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 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 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.c. Know final -e and common vowel team conventions for representing long vowel sounds.
- 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 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 Language 1.b. Use common, proper, and possessive nouns.
- CCSS Language 2.a. Capitalize dates and names of people.

| Get Ready to Read | Targeted Resources | Duration |
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Pearson SuccessNet Lesson Plan

| <p>Content Knowledge: Discuss the Question of the Week: How is a school a community? Oral Vocabulary: Connect to Amazing Words - Review and Check Amazing Words Phonemic Awareness: Review words with the vowel sounds long a and short a. Phonics: Review long a spelled a_e. - Review consonants c /s/ and g /j/. Spelling Test: Words with Long a</p> | <p>Teacher's Edition p.76a</p> | <p>30 minutes</p> |
|---|---|-------------------|
| Read and Comprehend | Targeted Resources | Duration |
| <p>Small Group Time Listening and Speaking: Share information and ideas about a topic. - Speak clearly at an appropriate pace. - Listen attentively. Vocabulary: Identify and use time and order words. Fluency: Read aloud fluently with accuracy and at an appropriate rate. Text-Based Comprehension: Identify cause and effect in writing. Vocabulary: Review high-frequency and story words. Literary Nonfiction: Use illustrations in nonfiction text. Assessment: Monitor Progress Routines</p> | | <p>30 minutes</p> |
| Language Arts | Targeted Resources | Duration |
| <p>Conventions: Identify proper nouns. - Understand and use proper nouns in writing and speaking. - Daily Fix-It Writing: Edit a draft for spelling, punctuation, and capitalization. - Mini-Lesson: Proofread for Proper Nouns - 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> |

Pearson SuccessNet Lesson Plan

| Assessment Checkpoints for the Week | Targeted Resources | Duration |
|---|---------------------------|-----------------|
| Phonics: Short i: i Phonics: Consonant Pattern x /ks/ Comprehension Skill: Plot High-Frequency Words | Teacher's Edition p.65f | 20 minutes |
| Homework | My Notes | |

