

I-R-L I can use

consonants v, y, z, q, qu
and short u

"The Farmers Market" Day 1

Objective	Materials	Pacing HFW
Content Knowledge: Neighborhoods Listening Comprehension: Realism and Fantasy Phonemic Awareness: Match Initial and Medial Phonemes Phonics and Spelling: Consonant v /v/ Conventions: Sentences Writing: Sentences with Nouns, Verbs, and Adjectives Listening and Speaking: Ask Questions	TE pp. 140j-143i SE pp. 140-143, PI 2-PI 3 Sing with Me Big Book Reader's and Writer's Notebook, pp. 101-103	Standards for me go where here 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 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.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Whole group work

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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 see around our neighborhood?</p> <p>Oral Language: Amazing Words Routine</p> <p>Phonemic Awareness: Isolate and match initial and medial phonemes.</p> <p>Phonics: Associate consonant v with the sound /v/.</p> <ul style="list-style-type: none"> - Blending Strategy Routine - Name and write the letters Vv. <p>Small Group Time</p>	<p>Teacher's Edition p.140j</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: Distinguish realism from fantasy.</p> <p>Read Aloud: "A Busy Day" TE p. 143e</p>	<p>Teacher's Edition p.143d</p> <p>Animation, Envision It! Animation</p>	<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Convention: Identify a sentence.</p> <ul style="list-style-type: none"> - Recognize and use punctuation marks at the ends of sentences. <p>Handwriting: Space letters appropriately.</p> <ul style="list-style-type: none"> - Write letters Vv. - Daily Fix-It <p>Writing: Produce a sentence.</p> <ul style="list-style-type: none"> - Write a complete sentence that contains a noun, verb, and adjective. <p>Listening and Speaking: Ask Questions</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.143f</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
Homework		My Notes

"The Farmers Market" Day 2

Objective	Materials	Pacing
Content Knowledge: Neighborhoods Comprehension Skill: Realism and Fantasy Phonemic Awareness: Match Initial and Final Phonemes Phonics and Spelling: Consonants y /y/, z, zz /z/ Conventions: Sentences Writing: Sentences with Nouns, Verbs, and Adjectives Listening and Speaking: Retell Stories	TE pp. 144a–145e SE pp. 144–145 Big Book "First Grade, Here I Come!" Reader's and Writer's Notebook, pp. 104–107	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.

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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.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

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 see around our neighborhood?</p> <p>Oral Language: Amazing Words Routine</p> <p>Phonemic Awareness: Match initial and final phonemes.</p> <p>Phonics: Associate the consonant y with the sound /y/.</p> <ul style="list-style-type: none"> - Associate the consonant z with the sound /z/. - Blending Strategy Routine <p>Phonics Practice: Blend, read, and spell words with y and z.</p> <ul style="list-style-type: none"> - Recognize and name the letters Yy and Zz. <p>Small Group Time</p>	<p>Teacher's Edition p.144a</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: Review characteristics of realistic fiction and fantasy.</p> <p>Vocabulary: Sort words.</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> - Nondecodable Words Routine 	<p>Teacher's Edition p.145a</p>	<p>30 minutes</p>
Language Arts	Targeted Resources	Duration

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<p>Conventions: Identify and write sentences. Handwriting: Use correct paper and body position when writing. - Write words with Yy and Zz. - Daily Fix-It Writing: Produce a sentence. - Write a complete sentence with a noun, verb, and adjective. Listening and Speaking: Retell Stories Wrap Up Your Day</p>	<p>Teacher's Edition p.145b Animation, Grammar Jammer Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"The Farmers Market" Day 3

Objective	Materials	Pacing
Content Knowledge: Neighborhoods Phonological Awareness: Identify Syllables Phonics and Spelling: Short u: u Conventions: Sentences Writing: Sentences with Nouns, Verbs, and Adjectives Listening and Speaking: Relate an Experience in Sequence	TE pp. 146a–146l SE p. 146 Big Book "First Grade, Here I Come!" Reader's and Writer's Notebook, pp. 108–112	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.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</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 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.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</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 see around our neighborhood? Oral Language: Amazing Words Routine Phonological Awareness: Identify syllables. Phonics: Associate the letter u with the sound /u/. - Blending Strategy Routine Phonics Practice: Blend, read and spell words with u. - Name and write the letters Uu. Small Group Time</p>	<p>Teacher's Edition p.146a 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.146h 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: Generate and identify sentences. Handwriting: Evaluate letter formation. - Write Uu. - Daily Fix-It Writing: Produce a sentence. - Write a complete sentence that contains a noun, verb, and adjective. Listening and Speaking: Relate an Experience in Sequence Wrap Up Your Day</p>	<p>Teacher's Edition p.146i Daily Fix-It</p>	<p>45 minutes</p>
<p>Homework</p>	<p>My Notes</p>	

"The Farmers Market" Day 4

Objective	Materials	Pacing
Content Knowledge: Neighborhoods Comprehension Skill: Realism and Fantasy Comprehension Strategy: Background Knowledge Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Consonant Qq, qu /kw/ Conventions: Sentences Writing: Sentences with Nouns, Verbs, and Adjectives	TE pp. 146m–161c SE pp. 146–161, EI 8 Read Aloud Anthology Reader's and Writer's Notebook, pp. 113–118 Decodable Practice Reader R6A	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.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- 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 see around our neighborhood?</p> <p>Oral Language: Amazing Words Routine</p> <p>Phonemic Awareness: Segment and blend phonemes.</p> <p>Phonics: Associate the letter combination qu with the sound /kw/.</p> <ul style="list-style-type: none"> - Blend, read, and spell words with qu. <p>Phonics Practice: Decodable Practice Reader R6A</p> <p>Fluency: Oral Rereading Routine.</p>	<p>Teacher's Edition p.146m</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>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<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 Routine: Access Text <p>Main Selection: Read "Farmers Market" pp. 148–157.</p> <ul style="list-style-type: none"> -Comprehension Strategy: Use background knowledge to help understand text. -Text-Based Comprehension: Distinguish realism from fantasy. <p>Text-Based Comprehension: Check Understanding</p> <p>Think Critically: Distinguish realism from fantasy.</p>	<p>Teacher's Edition p.147c</p> <p>Student Edition p.148</p> <p>eText, Main Selection eText</p>	<p>30 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>

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<p>Writing: Write a complete sentence that contains a noun, verb, and adjective. Conventions: Identify and produce a sentence. Research: Understand the purpose of a library/media center. Handwriting: Use proper letter size when writing. - Write words with qu. Wrap Up Your Day</p>	<p>Teacher's Edition p.160–161</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"The Farmers Market" Day 5

Objective	Materials	Pacing
Content Knowledge: Neighborhoods Comprehension Skill: Realism and Fantasy Comprehension Strategy: Background Knowledge Phonological Awareness: Count Phonemes Phonics and Spelling: Review Consonants /r/, /v/, /y/, /z/, qu /kw/; Short u: u Listening and Speaking: Relate an Experience in Sequence Conventions: Sentences Writing: Sentences with Nouns, Verbs, and Adjectives	TE pp. 162a–165e SE pp. 162–165 Read Aloud Anthology Reader's and Writer's Notebook, pp. 119–120 Weekly Test pp. 31–36 Fresh Reads pp. 31–36 Decodable Practice Reader R6B	Standards 1 day Blocks 2 hours

National Standards

- CCSS Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 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 Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- 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 see around our neighborhood?</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>Phonics Practice: Decodable Practice Reader R6B</p> <p>Fluency: Oral Rereading Routine</p>	<p>Teacher's Edition p.162a</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Social Studies in Reading: Recognize structure and elements of a fable.</p> <p>Paired Selection: Read "The Maid and the Milk Pail" PP. 162–163.</p> <p>–Access Texts</p> <p>–Let's Think About Genre</p> <p>–Reading and Writing Across Texts</p>		<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Listening and Speaking: Relate an Experience in Sequence</p> <p>Vocabulary: Sort nouns.</p> <p>Handwriting: Use handwriting models to evaluate letter formation.</p> <p>Conventions: Identify and produce a sentence.</p> <p>Writing: Write a complete sentence that contains a noun, verb, and adjective.</p> <p>Wrap Up Your Week</p>	<p>Student Edition p.162</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>	<p>30 minutes</p>

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Assessment Checkpoints for the Week	Targeted Resources	Duration
Phonics: v /v/, y /y/, z /z/, u /u/, qu /kw/ Text-Based Comprehension: Realism and Fantasy High-frequency Words: for, go, here, me, where	Teacher's Edition p.165h	20 minutes
Unit Wrap Up	Targeted Resources	Duration
Unit R Wrap Up!: As it relates to each week's main selections, discuss the Big Question: What is all around me? - Help children relate the Big Question theme to the selections and their own experiences. Unit R Assessment: Check Progress - Text-Based Comprehension - High-Frequency Words - Phonics - Writing	Teacher's Edition p.165f	
Homework	My Notes	