

I can use consonants, f, b, g

I can use short i

"Tip and Tam" Day 1

HFW - was, yellow, do, you, look.

Objective	Materials	Pacing
Content Knowledge: Outside Listening Comprehension: Plot Phonemic Awareness: Isolate Initial, Medial, and Final Phonemes Phonics and Spelling: Consonant f, ff /f/ Conventions: Verbs Writing: Verbs in Sentences Listening and Speaking: Share Ideas	TE pp. 62j-65i SE pp. 62-65, EI 5 Sing with Me Big Book Reader's and Writer's Notebook, pp. 41-43	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 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.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).

Guided Reading

- On the Farm
- Where they live
- I can 5 Town

Genre
Realistic Fiction

- Skills
- Character, setting
 - theme, plot
 - Visualize

Pearson SuccessNet Lesson Plan

Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: What is outside our door?</p> <p>Oral Language: Amazing Words Routine</p> <p>Phonemic Awareness: Isolate and match initial, medial and final phonemes.</p> <p>Phonics: Associate consonant f with the sound /f/.</p> <ul style="list-style-type: none"> - Blending Strategy Routine - Name and write the letters Ff. <p>Small Group Time</p>	<p>Teacher's Edition p.62j</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 plot in realistic fiction.</p> <p>Read Aloud: "A City Garden" TE p. 65e</p>	<p>Teacher's Edition p.65d</p> <p>Animation, Envision It! Animation</p>	<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Convention: Identify and use verbs.</p> <p>Handwriting: Use proper letter size when writing.</p> <ul style="list-style-type: none"> - Write proper letter formation of Ff. - Daily Fix-It <p>Writing: Write complete sentences with strong verbs.</p> <p>Listening and Speaking: Share Ideas</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.65f</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
Homework		My Notes

"Tip and Tam" Day 2

Objective	Materials	Pacing
Content Knowledge: Outside Comprehension Skill: Plot Phonemic Awareness: Isolate Initial, Medial, and Final Phonemes Phonics and Spelling: Consonant b /b/ Conventions: Verbs Writing: Verbs in Sentences Listening and Speaking: Restate Instructions	TE pp. 66a–67e SE pp. 66–67 Big Book "My Very Big Little World" Reader's and Writer's Notebook, p. 44–47	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 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).

Pearson SuccessNet Lesson Plan

Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: What is outside our door?</p> <p>Oral Language: Amazing Words Routine</p> <p>Phonemic Awareness: Isolate initial, medial, and final phonemes /b/.</p> <p>Phonics: Associate the consonant b with the sound /b/.</p> <ul style="list-style-type: none"> - Blending Strategy Routine <p>Phonics Practice: Blend, read, and spell words with b.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.66a</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 plot.</p> <p>Vocabulary: Sort nouns and verbs.</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> - Nondecodable Words Routine 	<p>Teacher's Edition p.67a</p>	<p>30 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Identify and use verbs.</p> <p>Handwriting: Use proper body/paper position.</p> <ul style="list-style-type: none"> - Use proper letter formation to write Bb. - Daily Fix-It <p>Writing: Write complete sentences with strong verbs.</p> <p>Listening and Speaking: Restate Instructions</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.67b</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
Homework	My Notes	

"Tip and Tam" Day 3

Objective	Materials	Pacing
Content Knowledge: Outside Phonological Awareness: Identify Syllables Phonics and Spelling: Consonant g /g/ Conventions: Verbs Writing: Verbs in Sentences Listening and Speaking: Restate Instructions	TE pp. 68a–68l SE p. 68 Big Book "My Very Big Little World" Reader's and Writer's Notebook, pp. 48–52	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 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.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- 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
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Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What is outside our door? Oral Language: Amazing Words Routine Phonological Awareness: Identify syllables in spoken words. Phonics: Associate the consonant g with the sound /g/. - Blending Strategy Routine Phonics Practice: Blend, read and spell words with g. - Name and write the letters Gg. Small Group Time</p>	<p>Teacher's Edition p.68a Activity, Sound-Spelling Chart eText, eReader 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>High-Frequency Words - Nondecodable Words Routine</p>	<p>Teacher's Edition p.68h Activity, Vocabulary Activity Activity, Journal: Word Bank</p>	<p>15 minutes</p>
<p><i>Language Arts</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>
<p>Conventions: Identify and use verbs. Handwriting: Practice self-evaluation when writing. - Write consonant Gg. - Daily Fix-It Writing: Write complete sentences with strong verbs. Listening and Speaking: Restate Instructions Wrap Up Your Day</p>	<p>Teacher's Edition p.68i Daily Fix-It</p>	<p>45 minutes</p>
<p><i>Homework</i></p>	<p><i>My Notes</i></p>	

"Tip and Tam" Day 4

Objective	Materials	Pacing
Content Knowledge: Outside Comprehension Skill: Plot Comprehension Strategy: Story Structure Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Short i: i Conventions: Verbs Writing: Verbs in Sentences	TE pp. 68m–83c SE pp. 68–83, EI 14 Read Aloud Anthology Reader's and Writer's Notebook, pp. 53–58 Decodable Practice Reader R3A	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.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

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What is outside your door? Oral Language: Amazing Words Routine Phonemic Awareness: Blend and segment phonemes. Phonics: Blend, read, and spell words with short i /i/. - Associate the short vowel i with the sound /i/. Phonics Practice: Decodable Practice Reader R3A Fluency: Oral Rereading Routine.</p>	<p>Teacher's Edition p.68m eText, Decodable eBook Activity, Sound-Spelling Chart 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 nonfiction. High-Frequency Words Review Text-Based Comprehension: Realistic Fiction -Read for Understanding Routine: Access Text Main Selection: Read "Tip and Tam" pp. 70-79. -Comprehension Strategy: Understand story structure. -Text-Based Comprehension: Identify the problem and solution in the plot. Text-Based Comprehension: Check Understanding Think Critically: Identify the plot of a story.</p>	<p>Teacher's Edition p.69c Student Edition p.70 eText, Main Selection eText</p>	<p>30 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Writing: Write complete sentences with strong verbs. Conventions: Identify and produce verbs. Research: Identify and understand signs. Handwriting: Use correct letter size when writing. - Use proper letter formation to write the vowels li. Wrap Up Your Day</p>	<p>Teacher's Edition p.82-83</p>	<p>30 minutes</p>

"Tip and Tam" Day 5

Objective	Materials	Pacing
Content Knowledge: Outside Comprehension Skill: Plot Comprehension Strategy: Questioning Phonological Awareness: Count Phonemes Phonics and Spelling: Review /i/, /b/, /g/, /f/ Listening and Speaking: Follow, Restate, and Give Instructions Conventions: Review Verbs Writing: Verbs in Sentences	TE pp. 84a–87e SE pp. 84–87 Read Aloud Anthology Reader's and Writer's Notebook, pp. 59–60 Weekly Test pp. 13–18 Fresh Reads pp. 13–18 Decodable Practice Reader R3B	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 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.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 is outside our door? Oral Vocabulary: Connect to Amazing Words. Phonological Awareness: Count phonemes. Small Group Time Phonics Practice: Decodable Practice Reader R3B Fluency: Oral Rereading Routine</p>	<p>Teacher's Edition p.84a</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Social Studies in Reading: Recognize structure and elements of a photo essay. Paired Selection: Read "Yards" pp. 84–85. –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: Follow, Restate, and Give Instructions. Vocabulary: Sort nouns and verbs. Handwriting: Write using proper paper position. Conventions: identify and produce verbs. Writing: Write complete sentences with nouns that name places. Wrap Up Your Week</p>	<p>Student Edition p.84 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
<p>Phonics: f /f/, b /b/, g /g/, i /i/ Text-Based Comprehension: Plot High-frequency Words: do, look, was, yellow, you</p>	<p>Teacher's Edition p.87f</p>	<p>20 minutes</p>
Homework	My Notes	