

- I can use comparative endings -er and -est
- I can use -dge

"Where Are My Animal Friends?" Day 1

Objective	Materials	Pacing <u>HFW</u>
Content Knowledge: Animals in Seasons Comprehension Skill: Draw Conclusions Phonological Awareness: Segment and Blend Two-Syllable Words Phonics: Comparative Endings -er, -est Spelling: Comparative Endings -er, -est Conventions: Contractions with Not Writing: Play Scene	TE pp. 182j-187f SE pp. 182-187, EI 6 Sing with Me Big Book Reader's and Writer's Notebook pp. 393-396 Let's Practice It! TR DVD 161-162, 166 Decodable Practice Reader 18A	Standards <u>does</u> 1 day <u>won't</u> Blocks <u>good-bye</u> 1 hour <u>oh</u> 30 minutes <u>right before</u>

National Standards

- CCSS Literature 1. Ask and answer questions about key details in a text.
- CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.
- CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS Foundational Skills 3.f. Read words with inflectional endings.
- CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Get Ready to Read	Targeted Resources	Duration
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Guided Reading - Science embedded Selections

- Monarchs Migrate South
- Ready for winter?
- Seasons Come and Go

- Draw Conclusions
- Author's purpose
- Prior Knowledge
- Compare and Contrast

Text features

- Headings
- Captions
- Map
- Glossary
- Labels

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do animals do when the seasons change? - Activate Prior Knowledge Routine Oral Vocabulary: Amazing Words Oral Vocabulary Routine Phonological Awareness: Segment and blend words with comparative endings -er, -est. Phonics: Use word analysis to recognize words with comparative endings -er, -est. Read: Read words with comparative endings -er and -est. Decodable Practice Reader 18A: Apply knowledge of sound-spellings to decode unknown words when reading. Reread for Fluency: Practice fluency with oral rereading. - Oral Rereading Routine Spelling Pretest: Spell words with endings -er, -est. Small Group Time</p>	<p>Teacher's Edition p.182j Video, Concept Talk Video Song, Sing with Me Activity, Sound-Spelling Chart eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>40 minutes</p>
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>High-Frequency Words: Read high-frequency words. - Nondecodable Words Routine Text-Based Comprehension: Draw conclusions about a story. - Envision It! Draw Conclusions Read Aloud: Read "Home Sweet Home" TE p. 187b.</p>	<p>Teacher's Edition p.187 Animation, Envision It! Animation</p>	<p>30 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Use contractions with not in sentences. - Daily Fix-It</p> <p>Writing: Understand and recognize the features of a play scene. - Mini-Lesson: Read Like a Writer - Quick Write for Fluency Routine</p> <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.187c Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Where Are My Animal Friends?" Day 2

Objective	Materials	Pacing
Content Knowledge: Animals in Seasons Comprehension Skill: Draw Conclusions Comprehension Strategy: Background Knowledge Phonological Awareness: Segment and Blend Phonemes Phonics: Consonant Pattern -dge Spelling: Comparative Endings -er, -est Conventions: Contractions with Not Writing: Play Scene Handwriting: Letter J and j/Letter Slant	TE pp. 188a–207g *SE pp. 184–185, 188–207, E1 12 *Big Book "What Makes the Seasons?" Reader's and Writer's Notebook pp. 397–401 *Let's Practice It! TR DVD 165 *Decodable Practice Reader 18B	Standards 1 day Blocks 1 hour 30 minutes
National Standards		
CCSS Literature 1. Ask and answer questions about key details in a text. CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS Literature 3. Describe characters, settings, and major events in a story, using key details. CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do animals do when the seasons change? Oral Vocabulary: Amazing Words Oral Vocabulary Routine Phonological Awareness: Segment and blend words with consonant pattern -dge. Phonics: Associate the sound /j/ with -dge. - Blending Strategy Routine Read: Blend and read words with consonant pattern -dge. Decodable Practice Reader 18B: Apply knowledge of sound-spellings to decode unknown words when reading. Reread for Fluency: Practice fluency with oral rereading. - Paired Reading Routine Phonics Review: Apply knowledge of letter-sound correspondences and syllable patterns to decode words in context and in isolation. Spelling: Spell words with endings -er, -est.</p>	<p>Teacher's Edition p.188a Activity, Sound-Spelling Chart Text, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>

Pearson SuccessNet Lesson Plan

<p>High-Frequency Words: Review high-frequency words. Selection Vocabulary Vocabulary: Identify context clues for multiple-meaning words. Text-Based Comprehension - Preview and Predict - Read for Understanding Routine: Access Text and Close Reading Main Selection—First Read: Read "Where Are My Animal Friends?" pp. 190–207. - Comprehension Skill: Draw Conclusions - Comprehension Strategy: Background Knowledge Text-Based Comprehension: Check Understanding Small Group Time Genre: Identify the features of drama.</p>	<p>Teacher's Edition p.189 * Student Edition p.190 * Activity, Vocabulary Activity * Activity, Journal: Word Bank * eText, Main Selection eText</p>	<p>40 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Read and use contractions with not correctly. - Daily Fix-It Writing: Generate play scene ideas. - Mini-Lesson: Sentences - Quick Write for Fluency Routine Handwriting: Write with correct letter slant. Research and Inquiry: Understand the features of a picture graph. Wrap Up Your Day</p>	<p>Teacher's Edition p.207c Daily Fix-It <i>Embedded Daily</i></p>	<p>20 minutes</p>
Homework	My Notes	

"Where Are My Animal Friends?" Day 3

Objective	Materials	Pacing
Content Knowledge: Animals in Seasons Comprehension Skill: Review Compare and Contrast Phonological Awareness: Add Phonemes Phonics: Comparative Endings -er, -est; Consonant Pattern -dge Spelling: Comparative Endings -er, -est Fluency: Expression and Intonation Conventions: Contractions with Not Writing: Play Scene Listening and Speaking: Give Announcements	TE pp. 208a–211c SE pp. 184–185, 208–211 Big Book "What Makes the Seasons?" Reader's and Writer's Notebook pp. 402–406	Standards 1 day Blocks 1 hour 30 minutes

National Standards

- CCSS Literature 1. Ask and answer questions about key details in a text.
- CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.
- CCSS Literature 9. Compare and contrast the adventures and experiences of characters in stories.
- CCSS Speaking/Listening 1. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.
- 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 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Pearson SuccessNet Lesson Plan

Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: What do animals do when the seasons change?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Add initial sound to create a new word.</p> <p>Phonics: Read words with -dge and comparative endings -er, -est.</p> <p>Fluent Word Reading</p> <p>Blend and Read: Blend and read words with /j/ -dge or the comparative endings -er or -est.</p> <p>Spelling: Spell words with -er and -est.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.208a</p> <p>Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>High-Frequency and Selection Vocabulary</p> <p>Check High-Frequency Words</p> <p>Text-Based Comprehension: Check Understanding</p> <ul style="list-style-type: none"> - Read for Understanding Routine: Access Text and Close Reading <p>Main Selection—Second Read: Read "Where Are My Animal Friends?" pp. 190–207.</p> <ul style="list-style-type: none"> - Comprehension Skill: Review Compare and Contrast - Establish purpose for reading text. - Review key features of plays. <p>Retelling: Retell a narrative.</p> <p>Think Critically: Draw conclusions.</p> <ul style="list-style-type: none"> - Use background knowledge to better understand a story. - Write clear, coherent sentences. <p>Model Fluency: Read aloud fluently with expression and intonation.</p> <ul style="list-style-type: none"> - Choral Reading Routine 	<p>Teacher's Edition p.208g</p> <p>* Student Edition p.190</p> <p>* eText, Main Selection eText</p>	<p>40 minutes</p>
Language Arts	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Conventions: Review contractions with not. - Daily Fix-It</p> <p>Let's Write It!: Connect to Conventions: Contractions with Not</p> <p>Writing: Write a draft of a play scene. - Mini-Lesson: Strong Verbs - Quick Write for Fluency Routine</p> <p>Listening and Speaking: Make an announcement, including all important information. - Ask questions of a speaker to obtain relevant information.</p> <p>Research and Inquiry: Communicate information by making a picture graph.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.210a *Animation, Grammar Jammer Daily Fix-It</p> <p><i>Embedded Daily</i></p>	<p>20 minutes</p>
<p><i>Homework</i></p>		<p><i>My Notes</i></p>

"Where Are My Animal Friends?" Day 4

Objective	Materials	Pacing
Content Knowledge: Animals in Seasons Comprehension Strategy: Prior Knowledge Phonological Awareness: Change Initial Phonemes Phonics: r-Controlled er, ir, ur; Contractions 's, 've, 're Spelling: Words with -er, -est Fluency: Expression and Intonation Conventions: Contractions with Not Writing: Play Scene	TE pp. 212a–215e *SE pp. 212–215 Read Aloud Anthology *Reader's and Writer's Notebook pp. 407–408 Let's Practice It! TR DVD 163–164 *Decodable Practice Reader 18C	Standards 1 day Blocks 1 hour 30 minutes
National Standards		
CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. CCSS Foundational Skills 3.f. Read words with inflectional endings. CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do animals do when the seasons change? Oral Vocabulary: Amazing Words Oral Vocabulary Routine Phonological Awareness: Form new words by changing the initial phoneme. Phonics: Read words with r-controlled vowel sounds and contractions. Decodable Practice Reader 18C: Apply knowledge of sound-spellings to decode unknown words when reading. Reread for Fluency: Practice fluency with oral rereading. - Oral Rereading Routine Fluent Word Reading: Read words fluently in context and in isolation. Spelling: Spell words with endings -er, -est. Small Group Time</p>	<p>Teacher's Edition p.212a ✗ eText, eReader ✗ eText, Decodable eBook ✗ Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Poetry: Preview and predict. Paired Selection: Read "This Tooth/Tommy/Where Do Fish Go in Winter?" pp. 212-215. - Access Text - Let's Think About Genre - Reading and Writing Across Texts Fluency: Read aloud fluently with expression and intonation. - Paired Reading Routine - Check words correct per minute.</p>	<p>Teacher's Edition p.212i ✗ Student Edition p.212 ✗ eText, Paired Selection eText</p>	<p>40 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Recognize correctly spelled contractions with not. - Daily Fix-It</p> <p>Writing: Revise a draft by rearranging sentences. - Mini-Lesson: Revising Strategy: Rearranging Sentences - Quick Write for Fluency Routine</p> <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.215b Daily Fix-It <i>Embedded</i> <i>Daily</i></p>	<p>20 minutes</p>
<p><i>Homework</i></p>		<p><i>My Notes</i></p>

"Where Are My Animal Friends?" Day 5

Objective	Materials	Pacing
Content Knowledge: Animals in Seasons Comprehension Skill: Draw Conclusions Phonological Awareness: Generate Rhyming Words Phonics: Comparative Endings -er, -est; Consonant Pattern -dge Spelling: Words with Endings -er, -est Listening and Speaking: Make an Announcement Fluency: Expression and Intonation Conventions: Contractions with Not Writing: Play Scene	TE pp. 216a-217n *SE pp. 216-217 Read Aloud Anthology Let's Practice It! TR DVD 167 *Weekly Tests pp. 139-144 *Fresh Reads pp. 139-144	Standards 1 day Blocks 1 hour 30 minutes

National Standards

- CCSS Literature 1. Ask and answer questions about key details in a text.
- CCSS Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.
- CCSS Speaking/Listening 1. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.
- 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 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do animals do when the seasons change?</p> <p>Oral Vocabulary: Connect to Amazing Words - Review and Check Amazing Words</p> <p>Phonological Awareness: Review generating rhyming words.</p> <p>Phonics: Review comparative endings -er, -est and consonant pattern -dge.</p> <p>Spelling Test: Words with Endings -er, -est</p>	<p>Teacher's Edition p.216a</p>	<p>30 minutes</p>
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Small Group Time</p> <p>Listening and Speaking: Give an announcement, including all important information. - Listen attentively.</p> <p>Vocabulary: Use context clues to determine the correct meaning of multiple-meaning words.</p> <p>Fluency: Read aloud fluently with good expression and intonation.</p> <p>Text-Based Comprehension: Draw conclusions.</p> <p>Vocabulary: Review high-frequency and story words.</p> <p>Poetry: Respond to and use rhyme, rhythm, and alliteration.</p> <p>Assessment: Monitor Progress: Sentence Reading/Fluency and Comprehension</p>		<p>30 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Write contractions with not correctly.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Writing: Edit a draft for spelling, punctuation, and capitalization.</p> <ul style="list-style-type: none"> - Create and present a final draft. - Mini-Lesson: Proofread for Contractions with Not - Quick Write for Fluency Routine <p>Research and Inquiry: Present results of inquiry project.</p> <p>Wrap Up Your Week!</p>	<p>Activity, Story Sort Daily Fix-It <i>Embedded Daily</i></p>	<p>30 minutes</p>
Unit Wrap Up		
<p>Unit 3 Wrap Up: Discuss the Big Question: What is changing in our world?</p> <ul style="list-style-type: none"> - Help children relate the Big Question theme to the selections and their own experiences. <p>Unit 3 Assessment: Check Progress</p> <ul style="list-style-type: none"> - Passage Comprehension - High-Frequency Words - Phonics - Writing Conventions - Writing - Fluency 	Targeted Resources	Duration
	<p>Teacher's Edition p.217l</p>	<p>20 minutes</p>
Assessment Checkpoints for the Week		
<p>Phonics: Comparative Endings -er, -est Phonics: Consonant Pattern -dge Comprehension Skill: Draw Conclusions High-Frequency Words</p>	Targeted Resources	Duration
	<p>Teacher's Edition p.217n</p>	<p>20 minutes</p>
Homework		
My Notes		

