

"Who Works Here?" Day 1

Objective	Materials	Pacing HFW
Content Knowledge: Community Workers Listening Comprehension: Author's Purpose Phonemic Awareness: Distinguish Long i and /i/ Phonics and Spelling: Long i: i_e Fluency: Oral Rereading Conventions: Special Titles Writing: Explanation	TE pp. 78j-83f SE pp. 78-83, EI 2 Sing with Me Big Book Reader's and Writer's Notebook, pp. 249-252 Decodable Practice Reader 9A	Standards live 1 day Blocks who 2 hours out work people
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

- Look at My Neighborhood
- Here in My Neighborhood
- Mom the Mayor

Genre

Nonfiction  
 Narrative Nonfiction

Text features

Time Designations

- Author's Purpose
- Compare and Contrast
- Important Ideas
- Draw Conclusions
- Cause and Effects

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: Who works to make our community a nice place?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Distinguish between long i and short i.</p> <p>Phonics: Associate the long i vowel sound with the spelling i_e.</p> <p>Read: Blend and read words with the long i vowel sound.</p> <p>Phonics Practice: Read Decodable Practice Reader 9A.</p> <ul style="list-style-type: none"> <li>- Apply knowledge of sound-spellings to decode unknown words when reading.</li> </ul> <p>Fluency Practice: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> <li>- Oral Rereading Routine</li> </ul> <p>Spelling Pretest: Words with Long i</p> <p>Small Group Time</p>	<p>Teacher's Edition p.78j</p> <p>Video, Concept Talk Video</p> <p>Song, Sing with Me</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><b>Read and Comprehend</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>Nondecodable Words Routine: Read high-frequency words.</p> <p>Text-Based Comprehension: Identify author's purpose.</p> <p>Read Aloud: "Too Much Trash" TE p. 83b</p>	<p>Teacher's Edition p.83</p> <p>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>

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<p>Conventions: Use special titles correctly. Writing: Understand and recognize features of compositions.</p> <ul style="list-style-type: none"><li>- Mini-Lesson: Read Like a Writer</li><li>- Daily Fix-It</li><li>- Develop an understanding of ideas in an explanation.</li></ul> <p>Research and Inquiry: Identify a topic connected to this week's concept.</p> <ul style="list-style-type: none"><li>- Narrow the focus of the topic by formulating inquiry questions related to the topic.</li></ul> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.83c Daily Fix-It</p>	<p>30 minutes</p>
<p><b>Homework</b></p>		<p><b>My Notes</b></p>

"Who Works Here?" Day 2

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Community Workers Comprehension Skill: Character and Setting Comprehension Strategy: Visualize Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Short o spelled o; Plural -s; Consonant s /z/ Fluency: Paired Reading Conventions: Special Titles Writing: Short Poem	TE pp. 84a–95g SE pp. 84–95, EI 9 Big Book "A City" Reader's and Writer's Notebook, p. 253–258 Decodable Practice Reader 9B	<b>Standards</b> 1 day <b>Blocks</b> 2 hours
<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.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</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 2. Identify the main topic and retell key details of a text.</p> <p>CCSS Informational Text 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>CCSS Informational Text 8. Identify the reasons an author gives to support points in a text.</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>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>

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<p>Content Knowledge: Discuss the Question of the Week: Who works to make our community a nice place?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Segment and blend sounds in words.</p> <p>Phonics: Associate the sound /hw/ with wh, the sound /ch/ with ch and tch, and the sound /f/ with ph.</p> <p>Blending Strategy Routine</p> <p>Read: Blend and read words with consonant digraphs wh, ch, tch, ph.</p> <p>Phonics Practice: Read Decodable Practice Reader 9B.</p> <ul style="list-style-type: none"> <li>- Apply knowledge of sound-spellings to decode unknown words when reading.</li> </ul> <p>Fluency Practice: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> <li>- Paired Reading Routine</li> </ul> <p>Phonics: Review long a: a_e and long i: i_e.</p> <p>Spelling: Spell words with long i.</p>	<p>Teacher's Edition p.84a</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><b>Read and Comprehend</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>

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<p>High-Frequency Words Routine            Selection Vocabulary            Vocabulary: Identify directional words.            Text-Based Comprehension              - Preview and predict.              -Read for Understanding Routine: Access            Text and Close Reading            Main Selection—First Read: "Who Works            Here?" pp. 86–95            Comprehension Skill: Author's Purpose            Comprehension Strategy: Important ideas            Text-Based Comprehension: Check            Understanding            Small Group Time            Genre: Identify the features of expository text.</p>	<p>Teacher's Edition p.85            Student Edition p.86            Activity, Vocabulary Activity            Activity, Journal: Word Bank            eText, Main Selection eText</p>	<p>30 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Conventions: Use special titles correctly.              - Daily Fix-It            Writing: Recognize features of an explanation.              - Generate explanation ideas.              - Mini-Lesson: Elaborating            Handwriting: Form letters correctly.            Research and Inquiry: Research Skill: Maps              - Understand how to read a map.            Wrap Up Your Day</p>	<p>Teacher's Edition p.95c            Daily Fix-It</p>	<p>30 minutes</p>
<i>Homework</i>	<i>My Notes</i>	

"Who Works Here?" Day 3

Objective	Materials	Pacing
Content Knowledge: Community Workers Comprehension: Review Main Idea and Details Phonological Awareness: Create Words Phonics and Spelling: Long i: i_e; Consonant Digraphs wh, ch, tch, ph Fluency: Appropriate Phrasing Conventions: Special Titles Writing: Explanation Listening and Speaking: Give Announcements	TE pp. 96a–99c SE p. 96–99 Big Book "A City" Reader's and Writer's Notebook, pp. 259–262	<b>Standards</b> 1 day <b>Blocks</b> 2 hours

**National Standards**

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 Foundational Skills 3.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

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 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 2. Identify the main topic and retell key details of a text.

CCSS Informational Text 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS Informational Text 8. Identify the reasons an author gives to support points in a text.

CCSS Language 1.b. Use common, proper, and possessive nouns.

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CCSS Language 2.a. Capitalize dates and names of people.

<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Content Knowledge: Discuss the Question of the Week: Who works to make our community a nice place?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonological Awareness: Name words with the same beginning sound.</p> <p>Phonics: Build words with long i spelled i_e.</p> <p>Fluency: Blend and read words with consonant digraphs wh, ch, tch, ph</p> <p>Blend and Read: Associate the sounds long i, /hw/, /f/, and ch with the spellings i_e, wh, ph, and ch or tch.</p> <ul style="list-style-type: none"> <li>- Decode words in context and in isolation.</li> </ul> <p>Spelling: Spell words with long i.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.96a</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>
<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"> <li>- Read for Understanding Routine: Access Text and Close Reading</li> </ul> <p>Main Selection—Second Read: "Who Works Here?" pp. 86–95</p> <ul style="list-style-type: none"> <li>- Comprehension Skill: Review main idea and details.</li> <li>- Comprehension Skill: Review the genre: expository nonfiction.</li> </ul> <p>Retelling: Pairs of students retell the story to one another.</p> <p>Think Critically: Identify author's purpose.</p> <ul style="list-style-type: none"> <li>- Explain important ideas for the selection.</li> <li>- Write clear, coherent sentences.</li> </ul> <p>Fluency: Read aloud fluently attending to punctuation.</p> <ul style="list-style-type: none"> <li>- Choral Reading Routine</li> </ul>	<p>Teacher's Edition p.96g</p> <p>Student Edition p.86</p> <p>eText, Main Selection eText</p>	<p>15 minutes</p>



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<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Conventions: Recognize special titles (Mr., Dr.).</p> <ul style="list-style-type: none"> <li>- Daily Fix-It</li> </ul> <p>Let's Write It!: Write a draft of an explanation.</p> <p>Writing: Explanation</p> <ul style="list-style-type: none"> <li>- Writing Trait: Conventions</li> <li>- Mini-Lesson: Conventions</li> <li>- Quick Write for Fluency Routine</li> </ul> <p>Listening and Speaking: Understand the elements of announcements.</p> <ul style="list-style-type: none"> <li>- Give announcements.</li> </ul> <p>Research and Inquiry: Gather information about places in a community.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.98a</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p>	<p>45 minutes</p>
<b>Homework</b>		<b>My Notes</b>

"Who Works Here?" Day 4

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Community Workers Comprehension: Procedural Text Phonemic Awareness: Distinguish /i/ Phonics and Spelling: Review Long a Spelled a_e; Consonants c /s/, g /j/ Fluency: Appropriate Phrasing Conventions: Special Titles Writing: Explanation	TE pp. 100a–101f SE pp. 100–101 Read Aloud Anthology Reader's and Writer's Notebook, pp. 263–264 Decodable Practice Reader 9C	<b>Standards</b> 1 day <b>Blocks</b> 2 hours
<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.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</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>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>

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<p>Content Knowledge: Discuss the Question of the Week: Who works to make our community a nice place?</p> <p>Oral Vocabulary: Sing with Me/Amazing Words Routine</p> <p>Phonemic Awareness: Distinguish long i in initial and medial positions.</p> <p>Phonics: Review, identify and decode words with long a spelled a_e, /s/ spelled c(e), c(i), and /j/ spelled g(e).</p> <p>Phonics Practice: Read Decodable Practice Reader 9C.</p> <ul style="list-style-type: none"> <li>- Apply knowledge of sound-spellings to decode unknown words when reading.</li> <li>- Review High-Frequency Words</li> <li>- Decode and read words in context and isolation.</li> </ul> <p>Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> <li>- Oral Rereading Routine</li> </ul> <p>Fluent Word Reading: Review reading words fluently in context and in isolation.</p> <p>Spelling Partner Review: Spell words with long i.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.100a</p> <p>eText, eReader</p> <p>eText, Decodable eBook</p> <p>Reader's and Writer's Notebook Key</p>	<p>60 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>Social Studies in Reading: Preview and predict.</p> <ul style="list-style-type: none"> <li>- Relate prior knowledge to text.</li> </ul> <p>Paired Selection: Read "Neighborhood Map" pp. 100–101</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>Guide Comprehension: Identify sign and symbols in a map.</p> <p>Fluency: Read aloud fluently with accuracy and at an appropriate rate.</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.100i</p> <p>Student Edition p.100</p> <p>eText, Paired Selection eText</p>	<p>30 minutes</p>

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<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
Conventions: Identify and use special titles. Writing: Review key features of explanations. - Mini-Lesson: Revising Strategy: Adding a Sentence - Peer conferencing - Daily Fix-It - Revise draft to make explanation clear. Research and Inquiry: Review answers to inquiry questions. Wrap Up Your Day	Teacher's Edition p.101c Daily Fix-It	30 minutes
<b>Homework</b>	<b>My Notes</b>	

"Who Works Here?" Day 5

Objective	Materials	Pacing
<p>Content Knowledge: Community Workers                      Comprehension Skill: Author's Purpose                      Phonemic Awareness: Distinguish Between Long i and Short i                      Phonics and Spelling: Review Long i: i_e;                      Consonant digraphs wh, ch, tch, ph                      Listening and Speaking: Make Announcements                      Fluency: Appropriate Phrasing                      Conventions: Special Titles                      Writing: Explanation</p>	<p>TE pp. 102a–103l                      SE pp. 102–103                      Read Aloud Anthology                      Weekly Test pp. 85–90                      Fresh Reads pp. 85–90</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      2 hours</p>
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 Speaking/Listening 1. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS Speaking/Listening 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.</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.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</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: Who works to make our community a nice place?</p> <p>Oral Vocabulary: Connect to Amazing Words</p> <ul style="list-style-type: none"> <li>- Review and Check Amazing Words</li> </ul> <p>Phonemic Awareness: Distinguish between long and short i vowels sounds.</p> <p>Phonics: Review words with long i spelled i_e.</p> <p>Spelling Test: Words with Long i</p>	<p>Teacher's Edition p.102a</p>	<p>30 minutes</p>
<p><b>Read and Comprehend</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>Small Group Time</p> <p>Listening and Speaking: Make announcements.</p> <ul style="list-style-type: none"> <li>- Speak clearly and accurately.</li> <li>- Listen attentively.</li> </ul> <p>Vocabulary: Identify direction words.</p> <p>Fluency: Read aloud fluently with accuracy.</p> <p>Text-Based Comprehension: Identify author's purpose in a text.</p> <p>Vocabulary: Review high-frequency and story words.</p> <p>Procedural Text: Understand elements of expository text.</p> <p>Assessment: Monitor Progress Routines</p>		<p>30 minutes</p>
<p><b>Language Arts</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>Conventions: Use special titles correctly.</p> <ul style="list-style-type: none"> <li>- Daily Fix-It</li> </ul> <p>Writing: Edit a draft for spelling, punctuation, and capitalization.</p> <ul style="list-style-type: none"> <li>- Mini-Lesson: Proofread for Special Titles</li> <li>- Create and present a final draft.</li> <li>- Quick Write for Fluency Routine</li> </ul> <p>Research and Inquiry: Present results of inquiry project.</p> <p>Wrap Up Your Week!</p>	<p>Activity, Story Sort</p> <p>Daily Fix-It</p>	<p>30 minutes</p>

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<b>Assessment Checkpoints for the Week</b>	<b>Targeted Resources</b>	<b>Duration</b>
Phonics: Long i: i_e Phonics: Consonant Digraphs wh, ch, tch, ph Comprehension Skill: Author's Purpose High-Frequency Words	Teacher's Edition p.1031	20 minutes
<b>Homework</b>		<b>My Notes</b>

