Contents

[Language Arts 1 B Unit 2: One Thing Can Have Many Uses 2](#_Toc185263274)

[Lesson 1: One Thing Can Have Many Uses: Genre 2](#_Toc185263275)

[One Thing Can Have Many Uses Introduction 2](#_Toc185263276)

[Objective: In this section, you will listen to identify if a text tells a story or gives information. 4](#_Toc185263277)

[Objective: In this section, you will explain when to use the words **a**, **an**, and **the**. 5](#_Toc185263278)

[Objective: In this section, you will spell words after naming the long **o** sound. 7](#_Toc185263279)

[Objective: In this section, you will say the middle vowel sounds in words. 9](#_Toc185263280)

[Lesson 2: One Thing Can Have Many Uses: Comprehension 10](#_Toc185263281)

[Objective: In this section, you will identify the topic of an information text by finding the key words. 10](#_Toc185263282)

[Objective: In this section, you will name ways to throw away less in order to help the environment. 12](#_Toc185263283)

[Objective: In this section, you will tell when to use the words **this**, **that**, **these**, and **those**. 13](#_Toc185263284)

[Objective: In this lesson, you will write capital **M** and capital **B**. 15](#_Toc185263285)

[Objective: In this section, you will read words with long **o** and the words **because, blue, into, or, other,** and **small**. 16](#_Toc185263286)

[Lesson 3: One Thing Can Have Many Uses: Speak/Listen 18](#_Toc185263287)

[Objective: In this section, you will identify information from the words in a text. 18](#_Toc185263288)

[Objective: In this section, you will explain how to share new ideas using speaking and listening skills. 20](#_Toc185263289)

[Objective: In this section, you will use articles and the words **this**, **that**, **these**, and **those**to write and speak about nouns. 21](#_Toc185263290)

[Objective: In this section, you will blend sounds in words with long **o**. 23](#_Toc185263291)

[Objective: In this section, you will write lowercase **m** and lowercase **b**. 26](#_Toc185263292)

[Lesson 4: One Thing Can Have Many Uses: Fluency 27](#_Toc185263293)

[Objective: In this section, you will explain what a retelling is and how it is different from a summary. 27](#_Toc185263294)

[Objective: In this section, you will find important details in a text as you read it out loud. 28](#_Toc185263295)

[Objective: In this section, you will think aloud to retell part of an information text. 29](#_Toc185263296)

[Objective: In this section, you will practice reading fluently. 31](#_Toc185263297)

[Objective: In this section, you will build words with long **o**. 33](#_Toc185263298)

[Lesson 5: One Thing Can Have Many Uses: Synthesize 34](#_Toc185263299)

[Objective: In this section, you will retell key details you find in an information text. 34](#_Toc185263300)

[Objective: In this section, you will describe how to use a computer to find information for a retelling. 35](#_Toc185263301)

[Objective: In this section, you will build words with long **o** while blending sounds. 37](#_Toc185263302)

[Review 38](#_Toc185263303)

[Reflect 38](#_Toc185263304)

# Language Arts 1 B Unit 2: One Thing Can Have Many Uses

## Lesson 1: One Thing Can Have Many Uses: Genre

### One Thing Can Have Many Uses Introduction

#### Learning Goals

In this unit, your student will discover the many ways that people can use one object or material. There are 18 learning goals:

1. Listen to a text to build comprehension and identify whether the text tells a story or gives information.
2. Identify the purpose of articles and examples (*a, an, the*).
3. Identify and spell words with long*o*.
4. Isolate and pronounce medial vowel sounds (phonemes) in spoken single-syllable words.
5. Locate key words to identify the main topic of an informational text.
6. Identify the purpose of demonstratives and examples of them (e.g., *this, that, these, those*)
7. Identify and practice writing capital *M* and capital B.
8. Read words with long *o* and read high-frequency words: *because, blue, into, or, other, small.*
9. Identify information provided by words in an informational text.
10. Use articles and demonstratives when writing and speaking.
11. Blend words with long *o*.
12. Identify and practice writing lowercase *m* and lowercase b.
13. Identify what a retelling is and how retellings differ from summaries.
14. Apply the think-aloud strategy to retell part of a text.
15. With support, read a book of choice.
16. Build words with long *o*.
17. Retell the key details of an informational text.
18. Blend and build words with long *o*.

Each learning goal will be addressed in a multipart lesson. Before each lesson section, review the Learning Coach guides for that section.

This unit contains the following assessments. Work with your student to ensure they are ready to take each assessment.

* One Thing Can Have Many Uses: Genre Quick Check
* One Thing Can Have Many Uses: Comprehension Quick Check
* One Thing Can Have Many Uses: Speak/Listen Quick Check
* One Thing Can Have Many Uses: Fluency Quick Check
* One Thing Can Have Many Uses: Synthesize Quick Check

#### Spark

1. Read the title of the lesson with your student. Explain that this lesson will discuss how people can use one item in different ways. Point out that it takes creativity to think of new ways to use something.
2. View the photograph with your student. Ask them what they think the story will be about. Then, read the story aloud to your student as they follow along. Pause during reading to ask questions to confirm understanding. You may ask questions such as: Who are the characters? What are they making with the box? What other things do they use to make it?
3. After reading, have your student retell what Grandma and Quanny did. **IF** they struggle to retell the events, **THEN** ask questions to guide them such as: What did Grandma have? How did they use the object differently?
4. Have your student answer the first question. Have them share their ideas.

#### Activate Prior Knowledge

1. Read the paragraphs with your student. Explain that when they reuse an object like a plastic bottle, they are making less garbage and waste. Instead of throwing out the bottle, they are finding a creative way to use it again. And using it as a planter or watering can allow you to keep it for a long time.
2. Have your student examine the photograph. Have them point to the bottle. Invite them to describe what they see.
3. Have your student answer the question. Make sure they choose a way other than those that were mentioned already in the lesson. **IF**your student struggles to think of a new way to use the bottle, **THEN**spark ideas. For example, ask questions such as: Could you use it for something inside the house? Could you store something in it? Could an animal eat from it? Could it be a home for an animal? Have your student draw on the Draw and Write graphic organizer or in their notebook. Help them write a few words that tell what they could make out of the bottle. Then, help them describe some steps of how to make it.
4. Read each bulleted item and have your student tell about topics they have learned about and which ones are new to them.
5. Share some examples of sentences that include the demonstratives *this, that, those,* and *these*with your student to show them what they will be looking for as they read.

### Objective: In this section, you will listen to identify if a text tells a story or gives information.

#### Key Words

* **facts** – things that are true
* **information** – tells about real people, places, or things
* **story** – tells about something that happens that may not be real

#### Decoding Routine

A decoding routine is a structured approach to teaching reading that helps students break down words into their individual sounds and then blend these sounds together to read the words accurately. This routine is essential for developing foundational reading skills. Select the link to complete this lesson’s decoding routine with your student. Detailed scripts and instructions for Learning Coaches are available in the notes section.

[One Thing Can Have Many Uses\_Genre Long o.oa.ow](https://cite-media.pearson.com/legacy_paths/a6b3f080-4e8b-4daa-93dd-df92a5ebe9fa/One%20Thing%20Can%20Have%20Many%20Uses_Genre%20Long%20o.oa.ow.pptx)

#### Explain

1. Read the introduction with your student or play the slide narration for your student.
2. Make sure your student understands the key words. If necessary, clarify that a story is about made-up people and events; that information texts tell about real people, places, and things; and that facts are pieces of information that are true.
3. Help your student read the story and discuss why it is a story. **IF** your student needs support, **THEN** explain that the story is about someone who is not real. Your student could never meet Sari in real life because the author made up the character Sari.
4. Help your student read the text about the different ways paper can be used. **IF** your student needs support, **THEN** ask your student what all the details tell about. Guide them to see that the text gives information about different ways to use paper. Have your student identify one fact they learned.
5. Next, read *The Building Season* aloud. Ask your student to listen to identify whether what they hear tells a story or gives information.
6. Guide your student to answer the question. **IF** your student struggles, **THEN** read aloud pages 4 and 5 for your student. Ask guiding questions such as the following:

[The Building Season](https://cite-media.pearson.com/legacy_paths/31e5507c-e042-4d7c-bbed-100cf79e66ce/The%20Building%20Season.pdf)

#### Check-In

1. Talk with your student about the information in *The Building Season*. Encourage your student to focus on the information and facts about how birds build nests.
2. Pose each question to your student, and have them answer in conversation. Then, review answers with your student. **IF** your student needs help focusing on the information in the story, **THEN** ask guiding questions such as the following:

#### Practice

1. Read the directions with your student. Clarify what your student should listen for. Then, read “Trees” out loud for your student.
2. Have your student identify if the text tells a story or gives information. Make sure your student understands that the text gives information about trees. Have your student share one fact about trees that they learned from hearing the text.
3. Listen as your student chooses answers about “Trees.” Review correct answers with your student.

Trees

Rico loves to learn about trees.

“Did you know that trees have many uses?”

Trees give us clean air to breathe.

Trees give us shade on sunny days.

Some trees give us fruit and wood.

Trees make good homes for animals.

### Objective: In this section, you will explain when to use the words **a**, **an**, and **the**.

#### Key Words

* **article**– a small word that often comes before a noun
* **noun**– a word that names a person, an animal, a place, or a thing

#### Explain

1. Show your student several sentences that are missing articles, such as these: *Tiger roars. I saw mouse. She ate apple.* Discuss with your student what these sentences need to be complete. **IF** your student cannot determine what is missing, **THEN**say: *The tiger roars. I saw a mouse. She ate an apple*. Emphasize the articles, or small words, before the nouns. Point out that small words often come before nouns.
2. Review with your student that a noun is a word that names a person, place, or thing. Have your student list several nouns.
3. Read with your student about when to use *a* versus *an*. Ask your student if it is correct to say *a doctors*. (no) Ask why not. (*Doctors*names more than one. You could say *a doctor*for one doctor.) Point out that *a* and *an*can be used for any one of a thing, or if it doesn’t matter which one.

#### Learning Coach Tip

Make sure your student recalls the letters that make vowel sounds: *a, e, i, o, u* (and sometimes *y*). Other letters are consonants. Looking at the first letter of a word can help your student determine whether it goes with *a* or *an*. Note that occasionally vowel and consonant sounds do not match the spelling of a word, so this is a strong clue, rather than an absolute rule.

#### Check-In

1. Read the directions with your student.
2. Complete the first activity together to be sure your student understands the interactive format. **IF** your student has difficulty, **THEN**review that *a, an***,** and *the* are all articles and that they come before a noun.
3. Have your student complete the remaining activities on their own as they are able. **IF** your student answers incorrectly, **THEN**read the hints provided to help your student find the correct answers.

#### Practice

1. Read the directions together. Explain that your student will choose an article that makes sense to complete each sentence.
2. Do the first activity together. Help your student read the sentence and identify the noun that appears after the article (*race*). Discuss what sound is at the beginning of the word and what kind of sound this is (*r*, a consonant sound). Then, discuss the two answer choices. Guide your student to see that *the*is the correct answer because *an* cannot be used with *race*. **IF**your student has difficulty, **THEN**review that **a** is used with words that begin with a consonant sound, and **an**is used with words that begin with a vowel sound.
3. Have your student complete the second and third activities. After they complete each sentence, ask your student to explain their choice. Make sure they can identify which word their answer goes with, whether the word starts with a consonant or vowel sound, and whether it is singular or plural.

### Objective: In this section, you will spell words after naming the long **o** sound.

#### Warm-Up

Begin by having your student identify the sounds they hear in words. Use the following routine.

* Say the word.
* Have your student repeat the word.
* Say the word again slowly. Have your student identify and say the sound heard in a specific position of the word. For example, what sound do you hear at the end of *go*? What sound do you hear at the beginning of *home*?

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **go**  (final sound; the sound for long *o)* | **home**  (initial sound; the sound for *h*) | **note**  (final sound; the sound for *t)* | **coat**  (middle sound; the sound for long *o*) |
| **groan**  (final sound; the sound for *n*) | **snow**  (final sound; the sound for long *o*) | **row**  (initial sound; the sound for *r)* | **float**  (middle sound; the sound for long *o*) |

#### Explain

Learning Coach Tip: Many words have only one vowel sound. A long *o* sound may be spelled with one or two letters in the beginning or middle, or at the end of a word. For example, these words have the long *o* sound: *go, cone, oats, goat, flow*. The vowels *oa*and *ow*are vowel teams that stand for the long *o* sound.

Words with Long *o* Spelled *oa*

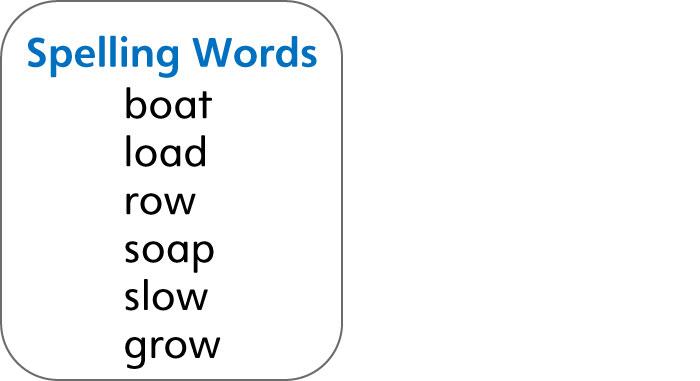
Review with your student that they have learned about the long*o* sound spelled with *o* as in *go*, and with*o*, a consonant, and *e* as in *cone*. Next, have your student read the words with long*o*. Have your student answer the questions to identify that each word has the long*o* sound in the middle. Explain that the vowels *oa* together in the middle of each word stand for the long *o* sound. Have your student name the letters in each word and then say the sound each letter or letters stand for. (*g-oa-t,* *t-oa-d, c-oa-t*). **IF** your student has difficulty with the words, **THEN** point to and say the sound of each consonant and the two vowels together and have your student repeat after you. Review that the vowel team oa in the middle has the long *o* sound.

Words with Long *o* Spelled *ow*

Have your student read the words with long *o*. Then, have your student answer the questions to identify that each word has the long *o* sound. Point out that when they say each word, the long *o* sound is at the end. Explain that the letters ow together stand for the long *o* sound. Have your student name the letters in each word and then say the sound each letter or letters stand for. (*b-ow, c-r-ow, s-n-ow*). **IF** your student has difficulty with the words, **THEN** point to and say the sound of each letter and the sound made by *ow*. Review that the vowel team ow at the end of the words has the long *o* sound.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter or letters stand for in the word. Ask your student to name each letter to spell the word.



#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word, letter by letter, in their notebook. Ask your student to underline the letters that spell the vowel sound in the middle or end of each word.

* I wash my hands with **soap**. (s**oa**p)
* She sits in the first **row**. (r**ow**)
* This box of books is a heavy **load**. (l**oa**d)
* How big will the plant **grow**? (gr**ow**)
* Five people can ride in the **boat**. (b**oa**t)
* The snail moves at a **slow**speed. (sl**ow**)

### Objective: In this section, you will say the middle vowel sounds in words.

#### Explain

1. Read the introductory text with your student. Review that vowels are the letters *a, e, i, o, u*, and sometimes *y*. Then, watch the video with your student. Discuss how the student completes the words with the missing middle vowel sounds.
2. Tell your student that in this lesson, they will say the names of pictures and tell the middle vowel sound.
3. Remind your student that vowels can have short and long sounds and long vowels say their names.
4. Point to the hen and say the word. Then, have your student say it after you. Ask your student to listen carefully to the middle vowel sound.
5. Ask your student to say the middle vowel sound in *hen*. Have them name other words they know that have short *e* as the middle vowel sound. Examples may be *ten* and *jet*.
6. Now point to the robe and say the word. Have your student say it after you. Then, have your student say the middle sound in *robe*and name another word with the long *o* sound in the middle. Examples may be *note*and *boat*.
7. **IF**your student is struggling with naming the middle vowel sound they hear in the words, **THEN**point to several other objects in the room, one at a time, and have your student say the middle vowel sound. Help as necessary.
8. Discuss with your student why it is important to be able to recognize the middle vowel sound in a word. (Vowels are what help us to distinguish between words such as *lack,* *lock,* and *luck,*and *cub, cab, and cob.)*

#### Check-In

1. Your student will see a picture for each question. For each picture, have your student name the picture. Then, have them say the middle vowel sound they hear.
2. When your student correctly says the middle vowel sound, have them say another word they know that has the same middle vowel sound.
3. **IF** your student is having difficulty telling the middle vowel sound in a word, **THEN**say the word and offer several words that rhyme with that word.

#### Practice

1. Your student will see two pictures side-by-side. Have them say the name of each picture. Then, ask them what the middle vowel sound is for each picture name.
2. Have your student tell you if the middle vowel sound they hear in the picture names is the same or different. Then, ask them to explain why.
3. **IF** your student is having difficulty distinguishing between the middle vowel sounds of the two pictures, **THEN** point to one, say its name, emphasizing the middle vowel sound, and having your student repeat the sound after you.

## Lesson 2: One Thing Can Have Many Uses: Comprehension

### Objective: In this section, you will identify the topic of an information text by finding the key words.

#### Key Words

* **key words** – important words in a text
* **topic** – who or what an information text is about

#### Explain

1. Read the information text “Sand’s Many Uses” with your student.
2. Then, read the instruction together or play the slide narration for your student. As you read the bulleted list with your student, guide them back to the text to look for important repeated words (e.g., *sand*, *used*, and *make*). (You may need to explain that key words are words related to the topic and are often repeated in an information text. Common, often repeated words, such as *the*, *and*, *it*, *is*, *to*, and so on, are not considered key words.) Point out the key words from the text that also appear in the title. (*Sand’s*,*Uses*) Then, focus on the key words in the first and last sentences in the text. (*sand*, *make*, *uses*) Talk about what your student learned about how sand can be used.
3. Have your student answer the questions about the information text. IF your student struggles, THEN you may wish to read aloud the text as your student listens. Have them count on their fingers each time they hear the word sand.
4. Watch the video with your student.
5. Guide your student to notice how the student thinks about the key words and then uses them to figure out the topic of the text. Discuss how the student locates the key words by looking at the bold words, finding words that are repeated, and reading the title.

Set a Purpose for Reading

Have your student look at the pictures on the cover and on the pages of the book. Discuss with your student what they think the book will be about. **IF** your student has difficulty, **THEN** focus on the cover and ask these guiding questions:

* What is the book’s title? (*The Building Season*)
* What do you see in the picture on the cover? (a young person holding a bird’s nest)

[The Building Season](https://cite-media.pearson.com/legacy_paths/ba5bab10-6ca3-4975-b8c6-1864df86c351/The%20Building%20Season.pdf)

Before You Read: Vocabulary

* Read the sentence with your student and draw attention to the boldface vocabulary word.
* Ask your student:
  + Which words in the sentence tell you what a shingle looks like? (flat tile, used to make a roof)
  + Where are shingles used? (on a roof)
* **IF** your student struggles, **THEN** turn to page 2 of the text and point to a shingle in the illustration. Ask your student to describe what they see. (A shingle has a rectangle shape. It is on the roof.)
* Ask questions, such as these, based on your student’s understanding:
  + What words describe a shingle? (rectangle, flat)
  + Where do you use a shingle? (on the roof of a house)
  + What do you think a shingle does? (It is part of a roof. It helps keep out rain.)

Have your student use the vocabulary word in a sentence. You may offer them this sentence frame: A shingle is a  \_\_\_\_\_\_\_that goes on a \_\_\_\_\_\_\_\_. (flat tile, roof)

1. **shingle:** a flat tile that is used to make the roof on a house
2. **building:** making something
3. **strips:** long, thin pieces
4. **blue jay:** a large blue bird that makes a loud call
5. **cardinal:** a red bird with a black face

Read

1. Allow time for your student to read the text. Encourage your student to pause occasionally as they read to talk about any details or key words they notice that give information about the materials birds use to build their nests. Ask your student to notice words that are repeated in the text.

Check for Understanding

Quickly assess whether your student understands that *The Building Season* gives information about what birds use to build their nests. **IF** your student has difficulty answering the question, **THEN** reread pages 4–6 together, pausing occasionally to ask your student to name things that birds use to build nests. You may wish to challenge your student to identify more than one thing birds use to build their nests.

#### Check-In

1. Read the directions with your student. Help your student revisit the text to count the number of times that the words *birds*, *building*, and *nest* appear in the text. **IF** your student is having difficulty locating the words, **THEN** read the text out loud as your student listens and keeps track of the number of times they hear each key word. Your student may count on their fingers or make tally marks on a sheet of paper. You may also include words that are close to the key words, such as bird’s and build, in your count.
2. Have your student use the key words to identify the topic of the text. **IF** your student struggles, **THEN** tell them to use at least two of the key words—birds, building, and nest—to tell what the text is about.

#### Practice

1. Reread “Sand’s Many Uses” with your student.
2. Then, work with your student to complete the chart. Help your student draw the chart in their notebook. Focus first on the title. Then, look for important key words that appear more than once in the text. Next, revisit the first and last sentences. Have your student notice which key words appear in the title and the first and last sentences. Finally, have your student identify the topic of the text. Guide your student to use at least two of the key words from the text to identify the topic.

### Objective: In this section, you will name ways to throw away less in order to help the environment.

#### A Note to the Learning Coach

The theme of Unit 3 is “One Thing Can Have Many Uses.” This lesson will focus on practical ways people reuse, repair, or reduce their use of resources in order to reduce the impact on the environment.

You may wish to introduce the lesson by talking with your student about something you have thrown away recently (used tissues or paper towels, broken toys, spoiled food) and where those things go when they are thrown away (e.g., landfills, dumps, compost piles, recycling centers). Make it clear that if people use and throw away less, they can help the environment.

#### Explain

1. Read the instruction with your student or play the slide narration.
2. Point out that Cree wants to throw away less, so he thinks about ways to reuse a cardboard box. He thinks of three ideas. Point to the picture. Explain that Cree may have decided to put his toys in the box. Explain that he makes less waste by reusing the box.
3. Talk with your student about other ways Cree could have reused the box. (e.g., cut it into pieces to make posters, turned it into a Halloween costume)
4. Continue reading the instruction or playing the slide narration for your student. Discuss the list of three ways people can throw away less. Point out the example given for each way. You may wish to ask your student to think of additional examples. Encourage them to think about their own experiences as they come up with other examples.

#### Check-In

1. Read the directions with your student.
2. If necessary, explain that your student is to match each way to throw away less with an example. **IF** your student struggles to match the items in the columns, **THEN** rephrase the item in the first column as a question. For example, How can you use less?

#### Practice

1. Read the directions with your student. Make sure they understand the task.
2. Read the list of examples of things that can be used again. Guide your student to choose one thing from the list or think of another (e.g., an empty jam jar, used wrapping paper, a rubber band). Brainstorm ways that the item can be used again. Ask guiding questions such as the following:
   1. Can you draw on it?
   2. Can you grow something in it?
   3. Can you use it to carry something?
   4. Can you clean with it?

### Objective: In this section, you will tell when to use the words **this**, **that**, **these**, and **those**.

#### Key Words

* **noun** – a word that names a person, an animal, a place, or a thing

#### Explain

1. Read the first two paragraphs with your student. Review that a noun is a word that names a person, an animal, a place, or a thing. Ask your student to suggest a noun that names one thing and a noun that names more than one thing.
2. Remind your student that they already know that certain words (like *a* and *an*) come before nouns that name one thing. Other words (like *the*) can be used with either singular or plural nouns. Point out that other words can also come before a noun and give more information about it.
3. Read about *this*and *that*with your student. Make sure they understand that these words are paired with a singular noun. Help your student understand the difference between the words by pointing to the first lighthouse image and saying *this*plus the object name. Then, ask them to point to the farther lighthouse and say *that*with the object name.
4. Continue reading about *these*and *those*with your student. Point out that these words are paired with nouns that mean more than one thing. Have your student point to the near and farther puppies to practice using *these*and *those*.
5. Compare and contrast *these*and *those*with *this*and *that*. Ask your student which words tell about close things (*this*and *these*) and which tell about farther things (*that*and *those*). Review which words go with nouns that name one thing (*this* and *that*) and which go with nouns that name more than one thing (*these*and *those*).
6. Help your student read the example sentences and questions. Listen as they answer. **IF** your student does not understand or answers incorrectly, **THEN**review that *this*and *these*are used with nouns that name something nearby, and *that*and *those*are used with nouns that name something further away.

#### Check-In

1. Read the directions with your student, explaining how the first activity differs from the second (the first focuses on singular versus plural nouns, which the second focuses on distance). Make sure your student knows which column is which.
2. Guide your student through the first activity. Read the first word in the box and ask your student to tell if it should be used with the singular noun pencil or the plural noun pencils. Encourage them to say each option out loud so that they can hear how the words sound. Then, have them identify the column in which the word belongs. IF your student has difficulty identifying a particular characteristic, THEN review the description of each word in the lesson.
3. If your student successfully completes the first activity, allow them to work on the second independently by copying the chart into their notebook and writing the words in the proper columns. Otherwise, continue to work together to complete the activity by asking your student to read the words onscreen and point to the correct column. When your student has finished, provide feedback and respond to any question they might have about the purpose of the words this, that, these, and those.

#### Practice

1. Read the directions with your student. Explain that your student will choose a word to complete each sentence. Remind them to look for a word that matches the number of things the noun names.
2. Complete the first activity with your student. Have them identify the noun after the blank and tell whether it names one or more than one. IF your student answers incorrectly, THEN review that when the noun names one person or thing, it can go with this or that. When the noun names more than one person or thing, it can go with these or those. Have your student identify the correct choice and read the completed sentence aloud. Then, have them tell you whether the word they chose indicates that the grapes are near or farther away (near).
3. Have your student complete the second and third activities on their own as they are able. IF your student answers incorrectly or needs help, THEN read both answer choices for each activity. See if your student can hear which one sounds correct. If not, remind them again that this and that are used to name one thing, and these and those are used to name more than one thing.
4. As your student completes each item, encourage them to identify whether the word they choose describes being near or further away. If time allows, point to more things in your surroundings to help your student better understand the differences between the words.

### Objective: In this lesson, you will write capital **M** and capital **B**.

#### Explain

Quick Review

Before reading the lesson, remind your student that they have already learned to write some letters where they have to lift their pencil to form a letter. Two examples are capital *D* and capital *E*. Tell them that they’ll also have to lift their pencil today, as they learn to write capital *M* and capital *B*.

1. Read the introduction and review the image of capital *M* and capital *B*. Have your student point out the straight lines and the slanted lines in the capital *M*. Ask your student to tell in which direction each slanted line slants.
2. Have your student point out the straight lines and the curved lines in capital *B*.

How to Write Capital M

1. Watch the video with your student to learn how to form capital *M*. Have your student follow along to write capital *M* in the air. Draw attention to the fact that the letter has two slanted lines, one that goes up and one that goes down.
2. Read the steps together on how to form capital *M*.

How to Write Capital B

1. Watch the video with your student to learn how to form capital *B*. Have your student follow along to write capital *B* in the air. Make sure your student understands that there are two curved lines in capital *B*.
2. Read the steps together about how to form capital *B*.

#### Check-In

Learning Coach Tip

If possible, have your student practice writing letters on an electronic touchpad or sand. Writing on a different surface this way can give your student a touch sense of letters, which can add to their understanding of how to form them.

1. Print the Capital *M* and Capital *B* handwriting worksheets. If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced. Then, read the directions with your student.
2. Discuss the letter models that are on the worksheet. Review the steps to forming each letter as your student follows the arrows on the letterform.
3. Observe as your student completes the worksheet. **IF**you notice that your student is having difficulty forming either letter, **THEN**watch the videos again.

#### Practice

1. Print the Handwriting Practice worksheet and read the directions for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced.
2. **IF**your student has difficulty copying words from the screen, **THEN**write the words on a piece of paper for your student to copy from.

### Objective: In this section, you will read words with long **o** and the words **because, blue, into, or, other,** and **small**.

#### Warm-Up

Remind your student of the long vowel sound of *o*, the sound in *road*. Say the word *road*and have your student repeat it.

* Tell your student to listen as you say a pair of words.
* Say each sound in each word slowly.
* Have your student repeat the pair of words.
* Have your student tell which word has the sound for long *o*.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **cot-coat**  (coat) | **hop-hope**  (hope) | **soak-sock**  (soap) | **not-note**  (note) |
| **tone-ton**  (tone) | **got-goat**  (goat) | **Jon-Joan**  (Joan) | **rod-road**  (road) |

#### Explain

Read Words with Long Vowel *o*

1. Review how to read words with long o sounds. Read words in which the vowels *oa*stand for the long *o* sound.
   1. Read the first two words.
   2. Name the letters that stand for the vowel sound.
   3. Say the sound for the vowel, long *o*.
   4. Read the words again and have your student repeat after you.
2. Remind your student that the letters ow stand for the long o sound. Continue by using the remaining words to review how to read words with long o.

Read High-Frequency Words

Review the routine for learning how to read high-frequency words. These are sight words that appear frequently in texts.

High-Frequency Words Routine

* Look at the word.
* Say the word.
* Spell the word.
* Write the word.

Then, have your student follow the routine for each high-frequency word.

Learning Coach Tip

Have your student add the lesson’s high-frequency word cards to their O-ring and use the cards to practice reading high-frequency words.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the vowels *oa* or the vowel and consonant *ow*in each spelling word. Then, have your student sort the words by writing the words with the long *o* sound spelled *oa*in the first column and spelled *ow*in the second column.

|  |  |
| --- | --- |
| *oa* | *ow* |
| boat  load  soap | slow  row  grow |

#### Check-In

1. Use the sentences to confirm that your student can read the words *because, blue, into, or, other, small.* **IF** your student has difficulty reading a high-frequency word, **THEN** review by using the high-frequency word routine introduced in Explain.
2. Also pay attention to how your student reads the words *soap, oats, show,* and *coat* to confirm that your student can read words with long *o* correctly. Remind your student that the vowel teams *oa* and *ow* stand for the long *o* sound.

#### Practice

1. Have your student read “[At the Coast](https://cite-media.pearson.com/legacy_paths/e75b1845-2093-4104-bd7b-60583a74b201/At%20the%20Coast.pdf)” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with the long *o* sound.
2. Print “At the Coast.” Have your student reread the text silently. Then, have your student follow the directions to hunt for the high-frequency words *because*, *blue*, *into*, *or*, *other*, and *small* and words with the long *o* sound spelled *oa* and *ow*.

## Lesson 3: One Thing Can Have Many Uses: Speak/Listen

### Objective: In this section, you will identify information from the words in a text.

#### Key Words

* **facts** – things that are true
* **details** – important pieces of information
* **topic** – who or what an information text is about

#### Explain

1. Read the instruction with your student or play the slide narration for your student. Focus on the key words in boldface. Make sure your student understands what the words *topic*, *facts*, and *details* mean. **IF** your student needs support, **THEN** give an example of a topic, fact, and detail, such as the following:
   1. Topic: the sun
   2. Fact: The sun is very hot.
   3. Detail: The hottest part of the sun is 27 million degrees Fahrenheit.
2. Focus on the questions your student can ask about the words they read in an information text.

Identify Information from Words

1. Watch the video with your student. After watching the video, point out that the student in the video got information about the seasons of spring and fall from reading the words in an information text. The student learned facts (Spring is mild and warmer. Fall is busy.) They learned details too. Allow time for your student to read the leveled reader, *Addie and Bea Make Adobe*. Guide your student to focus on the information in the text. Tell them to pay attention to what materials Addie and Bea use to make adobe.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

[Addie and Bea Make Adobe (A)](https://cite-media.pearson.com/legacy_paths/5decd722-32d6-46c9-a39f-54c6a323ddea/Addie%20and%20Bea%20Make%20Adobe%20%28A%29.pdf)

[Addie and Bea Make Adobe](https://cite-media.pearson.com/legacy_paths/bffe1144-0b61-4a0f-ab44-bef411a41c2a/Addie%20and%20Bea%20Make%20Adobe.pdf)

[Addie and Bea Make Adobe (B)](https://cite-media.pearson.com/legacy_paths/6174250c-843c-4199-8e70-179bfc3746fc/Addie%20and%20Bea%20Make%20Adobe%20%28B%29.pdf)

1. Work with your student to answer Question 1. **IF** your student needs support finding words that tell them what adobe is, **THEN** read pages 4–6 out loud as your student listens for the information they need. Have them raise their hand whenever they hear words that tell them what adobe is or is made of.
2. For Question 2, have your student use the information they learned from reading to tell you what adobe is.

#### Check-In

1. Reread *Addie and Bea Make Adobe* with your student. Work with your student to answer the two multiple-choice questions.
2. **IF** your student needs additional support for the first question, **THEN** scaffold by asking questions such as the following:
   1. Look at Addie’s words. What does she say about wet mud? (“It’s like glue. When the mud dries, the bricks will be stuck together.”)
   2. What do you learn about what the wet mud is like? (It’s like glue.)
   3. What does the wet mud do? (It dries.)
   4. What does the dried mud do? (It makes the bricks stick together.)

#### Practice

1. Read the passage “Clay” with your student.
2. Help your student draw a two-column chart like the one on the screen in their notebook.
3. Then, work with your student to fill in the chart. Write what your student tells you they learned in the first column of the chart. Then, write the words from “Clay” that provided the information.

### Objective: In this section, you will explain how to share new ideas using speaking and listening skills.

#### Explain

1. Read the instruction with your student or play the slide narration for your student. Focus on the steps in the numbered list. Talk about why it is important to ask before sharing an idea. Point out that sometimes people get so excited about a new idea they blurt it out. It is important to ask before sharing and not to interrupt others. Explain that sometimes words are not enough to share an idea clearly. Sometimes, it helps to draw a picture or use an action to show something.
2. Read “Yami’s New Idea” with your student. Ask your student to pay attention to what Yami is sharing an idea about and how she shares that idea.

#### Check-In

1. Read the directions with your student. If needed, revisit “Yami’s New Idea” with your student before they answer the questions.
2. Read each question to your student. Have your student answer the questions in conversation. **IF** your student struggles to answer using their own words, **THEN** encourage them to read from the story to answer questions about how Yami shared her idea to make a puppet.
3. Ask your student to decide if Yami did a good job of sharing her new idea. Encourage your student to use the numbered steps from Explain. (Yami did a good job sharing her idea. She followed all the steps.)

#### Practice

1. Reread *Addie and Bea Make Adobe* together.
2. Listen as your student completes each sentence frame with details from the text. Allow your student to return to the text to find details, as needed.
3. Conclude the lesson by asking your student if they think Addie did a good job of sharing her new idea. You may offer your student this sentence starter: I think Addie did a good job because \_\_\_\_\_\_.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

[Addie and Bea Make Adobe (A)](https://cite-media.pearson.com/legacy_paths/5decd722-32d6-46c9-a39f-54c6a323ddea/Addie%20and%20Bea%20Make%20Adobe%20%28A%29.pdf)

[Addie and Bea Make Adobe](https://cite-media.pearson.com/legacy_paths/bffe1144-0b61-4a0f-ab44-bef411a41c2a/Addie%20and%20Bea%20Make%20Adobe.pdf)

[Addie and Bea Make Adobe (B)](https://cite-media.pearson.com/legacy_paths/6174250c-843c-4199-8e70-179bfc3746fc/Addie%20and%20Bea%20Make%20Adobe%20%28B%29.pdf)

### Objective: In this section, you will use articles and the words **this**, **that**, **these**, and **those**to write and speak about nouns.

#### Key Words

* **article** – a small word that often comes before a noun
* **noun** – a word that names a person, an animal, a place, or a thing

#### Explain

1. Review that people use small words to give more information about the nouns in a sentence. Briefly discuss with your student the kind of information that might be important to know. Then, remind your student of the two kinds of small words they have studied: articles and *this/that/these/those.*
2. Read the text about articles with your student, reviewing the similarities and differences between *a*, *an*, and*the*. Ask your student how many things *a* and *an* tell about (one), and how many*the* tells about (one or more than one).
3. Explain that *a* and *an* are usually used before a noun that does not refer specifically to any one thing. *The*, however, is used before a noun that refers specifically to one item referred to by the writer or speaker. **IF** your student has difficulty understanding this idea, **THEN** provide an example from their own life, such as: *A* dog can be big or small. *The* dog we have is big. Ask them to tell what *the* refers to in the sentence (their own dog).
4. Direct your student’s attention to the image and read the text to explain what it shows. Then, guide your student to read the sentences written by the boy in the image. Ask your student to point to the article used in each sentence. Then, have them answer the questions and discuss their responses.
5. Remind your student that *a* is used with nouns that begin with a consonant sound, and *an* is used with nouns that begin with a vowel sound. As needed, display a few nouns and ask them to identify whether *a* or *an* is the appropriate article to use.
6. Continue by reading the text about the use of *this, that, these*, and *those* with your student. Ask your student to identify which words tell about one (*this, that*) and which tell about more than one (*these, those*). Then, review how the meaning of *this/these* differs from the meaning of *that/those*. **IF** your student needs support, **THEN** model an example by pointing in front of you and saying this*desk/paper/computer*, and then pointing across the room and saying that light *switch/wall/doorway*.
7. Have your student examine the image of Jace’s room, and then guide them to read the sentences Jace tells his friends. Discuss the use of each word in bold before inviting your student to respond to the questions. Discuss their responses, providing feedback as needed.
8. Point out that all the words your student has learned (a, an, the, this, that, these, and those) can go before nouns. As your student prepares to use these words in sentences, remind them of questions that can help determine which word to use: Does this word go with a noun that names one thing, or more than one? Do you want to say any one of a thing or a certain one? Are you talking about something close or far?

#### Check-In

1. Read the directions together. Explain that your student will fill in each blank with the word that makes sense before the nouns.
2. Do the first activity together. Remind your student that *this*is used with one thing while *those*is used with more than one thing. Ask your student to say the full sentence out loud. **IF** your student answers incorrectly, **THEN**review which words refer to closer things and which to things farther away.
3. Have your student complete the remaining activities on their own, saying each complete sentence out loud. **IF**your student has difficulty or answers incorrectly, **THEN**review which small words are used with singular nouns, plural nouns, things that are close, and things that are further away.

#### Practice

1. Read the directions together. Explain that your student will choose the small words that make the most sense to write sentences.
2. Read the words in the box with your student. Then, complete the first activity together. Read the sentence three times, with each word from the box filled in. Guide your student to see that *the*is the only word that makes sense in this sentence. Next, have them write the complete sentence.
3. **IF** your student answers correctly, **THEN** have them complete the second and third activities on their own. **IF** your student answers incorrectly, **THEN**help them see which word after the blank begins with a vowel sound to help your student determine where the word *an*goes.
4. When your student is finished, review their sentences together. Check that they have chosen the appropriate word to complete each sentence. Ask your student why they chose the word they did for each sentence.

### Objective: In this section, you will blend sounds in words with long **o**.

#### Warm-Up

Have your student blend sounds to say words with long *o* using the following routine:

* Say each sound in a word slowly.
* Have your student mark each sound with a tap.
* Have your student say the word sound by sound.
* Have your student blend the sounds and say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **float**  (4 sounds) | **bow**  (2 sounds) | **soak**  (3 sounds) | **oak**  (2 sounds) |
| **crow**  (4 sounds) | **groan**  (4 sounds) | **own**  (2 sounds) | **flow**  (4 sounds) |

#### Explain

Blend Words with Long *o, oa*

Explain that the vowel team *oa*stands for the long *o* vowel sound in many words as in *soap* and *goat*. Use letter tiles to form the word *road*. Space the letters. Move the letter tiles together as you blend the sounds.







Use the following routine.

* Say the word.
* Say the sound the first letter makes.
* Add the sound the letters *oa*make and blend the sounds together.
* Add the sound for the last letter and blend.
* Say the word.

**IF**your student has difficulty blending the sounds to say the word, **THEN**repeat the routine with words from the Warm-Up. Review that the vowel team *oa* stands for the long *o* sound.

Blend Words with Long *o, ow*

Explain that the long *o* sound can also be spelled with the vowel team *ow*. Use letter tiles to form the word *mow*. Space the letters. Move the letter tiles together as you blend the sounds.





Use the following routine.

* Say the word.
* Say the sound the first letter makes.
* Add the sound the letters *ow*make and blend the sounds together.
* Say the word.

**IF**your student has difficulty blending the sounds to say the word, **THEN**repeat the routine with words from the Warm-Up. Review that the vowel team *ow* can often stand for the long *o* sound.

Blend Sounds in Spelling Words

Review the spelling words using the blending routine. As an option, have your student say or write a sentence for each word.

#### Check-In

Have your student use letter tiles to spell each word. Review the blending routine.

1. Say the word.
2. Say the sound the first letter makes.
3. Say the sound the second letter makes if it is a consonant and blends together.
4. Say the sound of *oa*or *ow*and blend the sounds together.
5. Add the sound for any last letter and blend.
6. Say the word.

Listen as your student reads each word. **IF**your student has difficulty blending the sounds, **THEN**model saying the word with your student. Then, have your student say the word independently.

#### Practice

1. Listen as your student reads “At the Coast” aloud. **IF**your student struggles to blend the sounds in words with long *o spelled oa and ow*, **THEN**use the letter tiles to blend the sounds the letters make.
2. Also check for the correct pronunciation of the week’s high-frequency words *because, blue, into, or, other,* and *small*.

[At the Coast](https://cite-media.pearson.com/legacy_paths/e75b1845-2093-4104-bd7b-60583a74b201/At%20the%20Coast.pdf)

### Objective: In this section, you will write lowercase **m** and lowercase **b**.

#### Explain

Quick Review

Before reading the lesson, remind your student that some letters use both straight and curved lines. Explain that lowercase *m* and lowercase *b* use both kinds of lines.

1. Read the introduction and review the image of the lowercase *m* and lowercase *b*. Have your student point out the curved lines in the lowercase *m*.
2. Ask your student to describe the differences between capital *M* and lowercase *m*, and the differences between capital *B* and lowercase *b*.

How to Write Lowercase m

1. Watch the video with your student to see how to form lowercase *m*. Have your student follow along and write lowercase *m* in the air. Draw attention to the fact that lowercase *m* has straight lines and curved lines. As your student practices writing lowercase *m* in the air, have them tell which parts are straight and which are curved.
2. Read the steps together about how to form lowercase *m*.

How to Write Lowercase b

1. Watch the video with your student to learn how to form lowercase *b*. Have your student follow along to write lowercase *b* in the air. Draw attention to the fact that lowercase *b* has a straight line and a curved line. As your student practices writing lowercase *b* in the air, have them tell which part is straight and which is curved.
2. Read the steps together about how to form lowercase *b*.

#### Check-In

Learning Coach Tip

If your student has trouble forming letters, it may be because their finger muscles get tired quickly. One way to help is to have your student try pencil grippers, which fit onto pencils and can help fingers relax as they write.

1. Print the [Lowercase *m* and Lowercase *b* handwriting worksheets](https://cite-media.pearson.com/legacy_paths/fc7f406b-2bdf-4239-a46c-0a1a58140bb9/Lowercase%20m%20and%20Lowercase%20b.pdf). If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced. Then, read the directions with your student.
2. Discuss the letter model on the worksheet. Review the steps to forming each letter as your student follows the arrows on the letterform.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming either letter, **THEN** have them name aloud each stroke as they write it.

#### Practice

1. Print the [Handwriting Practice worksheet](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf), and read the directions with your student for what they should write on each row. If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced.
2. **IF** your student has difficulty writing the words, **THEN** write each word on paper to give them a model. Have your student identify each letter in each word. Then, have your student say the name of the letter aloud before writing each letter in each word.

## Lesson 4: One Thing Can Have Many Uses: Fluency

### Objective: In this section, you will explain what a retelling is and how it is different from a summary.

#### Key Words

* **details** – important pieces of information
* **retelling** – the telling again of a story or information text that was read
* **summary** – the main ideas of an information text or a story

#### Explain

1. Read the instruction with your student or play the slide narration. Make sure your student understands the meaning of the key words in boldface.
2. Focus on the tips for a retelling. Read Dev’s retelling with your student. Ask your student to share their observations about it. Guide your student to notice that the retelling is several sentences.
3. Focus on the tips for giving a summary. Point out that a summary is different from a retelling, and the steps are different too. Read Dev’s summary with your student. Ask your student to talk about how it is different from Dev’s retelling. (It is shorter. It is only one sentence.)
4. Watch the video with your student. Pause as needed to make sure your student understands how the retelling and summary in the video are different. (The retelling tells the details in order. The summary is shorter. It tells only the most important idea.)

#### Check-In

1. Work with your student to answer the questions.
2. **IF** your student struggles to determine which answer choice is a retelling and which is a summary, **THEN** review the two sets of steps in the Explain section. You may provide support by reading each answer choice with your student and then asking questions such as the following:
   1. Does this tell one big idea or many details?
   2. How can you tell?

#### Practice

1. Read the directions with your student. Clarify that your student should focus on how Bao’s retelling and summary are different.
2. Draw a two-column chart like the one shown on the screen in your student's notebook.
3. Read Bao’s retelling and summary with your student. Then, help your student fill out the chart. You may provide support by asking these guiding questions:
   1. What do you notice about Bao’s retelling/summary?
   2. What have you learned about how a retelling is different from a summary?
4. **IF** your student easily identifies one way that a retelling and a summary are different, **THEN** challenge them to think of one more way.

### Objective: In this section, you will find important details in a text as you read it out loud.

#### Key Words

* **details** – important pieces of information
* **topic** – who or what an information text is about

#### Explain

1. Read the first screen of instruction with your student or play the slide narration for your student. Check that your student understands the meaning of the key words *topic* and *details*. Review that the details are important pieces of information that help a reader learn about the topic.
2. Briefly discuss the difference between the concepts of *important* and *not important*. **IF** your student needs additional support, **THEN** give real-world examples of things that are important and unimportant. For example, drinking water every day is important. People need water to live. What your student uses to drink the water (a cup, glass, or bottle) is not important. Explain that a detail that is not important will not help your student learn about the topic. A detail that is not important gives extra information about the subject.
3. Point out the questions your student can ask as they read to differentiate between the important details and the details that are not important.
4. Read about Isko with your student. Point out that Isko thinks about the details as he reads. He figures out which details are important and which detail is not. Explain that details are important when they give information about the topic. Details that are not important give extra information.
5. Continue reading the instruction with your student. Point out that reading aloud can help your student find important details.
6. You may wish to ask your student to talk about their experiences of reading aloud. Tell your student they will practice the skill of reading aloud in this lesson.

#### Check-In

1. Have your student read the passage out loud. Listen as your student reads to you. Notice if your student stumbles, or hesitates while reading, or mispronounces any words. Afterward, share your observations. Offer corrections. Model saying specific words or phrases. Your student will have a chance to read the passage out loud again in the Practice section.
2. Read the directions with your student. Have them answer the questions in conversation. **IF** your student needs support, **THEN** remind them that the topic is what the text is about, and the important details give information about the topic. Ask guiding questions, such as the following:

* What is the text mostly about? (how a bed is used)
* What is an important detail? (a detail that gives information about the topic)
* What is one detail in the text that gives information about how a bed is used? (a bed is used for sleeping)

#### Practice

1. Listen as your student reads “A Bed’s Many Uses” aloud to you a second time. Notice whether or not your student's reading has improved.
2. Read the directions with your student. Make sure they understand the task. They will think about the details and sort them as important or not important.
3. Draw a two-column chart in your student's notebook like the one on the screen. Work with your student to sort the details from the passage into the two categories—important or not important. Discuss with your student how to determine if a detail is important or not important. Point out to your student that most details in a text will be important.

### Objective: In this section, you will think aloud to retell part of an information text.

#### Key Words

* **details** – important pieces of information
* **retell** – to tell again
* **retelling** – the telling again of a story or information text that was read
* **topic** – who or what an information text is about

#### Show What You Know

1. Read the instructions or play the slide narration for your student. Make sure your student understands the key words, *topic*, *retell*, and *details*. Review the meanings of these key words as needed. Discuss the think aloud strategy. Review the given steps so your student knows how to think aloud and retell the key details in a part of an information text. Make sure your student understands that to retell a text involves telling the most important details using their own words.
2. You may wish to model the think aloud strategy to retell part of a text. Read pages 2–4 of *Addie and Bea Make Adobe* with your student. Model how to think aloud about the key details.
3. Then, read Anya’s retelling of the key details from that part of the text. Ask your student if Anya left out any important details.
4. Have your student answer the question. **IF** your student struggles, **THEN** read aloud pages 2–4 of *Addie and Bea Make Adobe*. Have your student raise their hand when they hear one of the details Anya thought was important.
5. Guide your student to read pages 5–6 of *Addie and Bea Make Adobe*. Remind them to stop and think aloud about the key details. Listen as your student uses the key details to complete the sentences. Point out that by completing each sentence with an important detail, they have done a retelling. **IF** your student struggles, **THEN** read the page together sentence-by-sentence. Pause after each sentence to ask such as the following:
   1. What did you learn from this sentence?
   2. Is it a key detail?
6. Assess how successful your student was in completing the retelling activity and answering the questions by considering the following:
   1. **Less Successful** — My student needs to review basic concepts of using the think aloud strategy to retell key details from part of a text.
   2. **Moderately Successful** —My student used the think aloud strategy to retell some, but not all, key details from part of a text.
   3. **Very Successful** — My student used the think aloud strategy to retell the important details from part of a text with little or no help.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

[Addie and Bea Make Adobe (A)](https://cite-media.pearson.com/legacy_paths/0e4c1af0-5697-472a-8c26-cdd67d6c418f/Addie%20and%20Bea%20Make%20Adobe%20%28A%29.pdf)

[Addie and Bea Make Adobe](https://cite-media.pearson.com/legacy_paths/a4cb58a4-2127-4509-9859-ef34a76729ad/Addie%20and%20Bea%20Make%20Adobe.pdf)

[Addie and Bea Make Adobe (B)](https://cite-media.pearson.com/legacy_paths/771312f5-61cd-4a2a-bfbe-d0051e6476ba/Addie%20and%20Bea%20Make%20Adobe%20%28B%29.pdf)

#### Try This

1. Based on your assessment, guide your student to the appropriate activity.
   * **Less Successful** — Review the lessons. Return to some of the Check-In and Practice exercises in the unit to reteach the concepts of identifying key details and retelling that your student did not master. Model the steps for using the think aloud strategy to retell part of a text for your student.
   * **Moderately Successful** — Have your student use the think aloud strategy to retell page 8 of *Addie and Bea Make Adobe*. Ask them to identify the most important details about the wet and dry mud. (Wet mud is like glue. When it dries, the bricks stick together.) Then, listen as they retell those key details.
   * **Very Successful** — Have your student complete the Try This activity as independently as possible. Then, have your student select a different text to read and think aloud to retell the key details.
2. Read the directions with your student. Make sure your student understands what they must do.
3. Listen as your student retells the key details on page 8 of*Addie and Bea Make Adobe*. Encourage your student to use the sentence starters and Word Bank. **IF** your student struggles, **THEN** provide support by reading aloud each sentence starter and waiting as your student completes it. If necessary, allow your student to reread page 8. This approach will ensure that your student thinks aloud and retells specific details from this part of the text.

### Objective: In this section, you will practice reading fluently.

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/f7e57966-2a93-425e-a338-468aad4e4283/Suggested%20Reading%20Lists%20K%E2%80%932.pdf)

You can use the simultaneous oral reading method, the repeated reading technique, and partner reading to increase reading speed, enhance comprehension, and enable students to become independent and self-confident readers. Use one of these strategies daily.

Simultaneous Oral Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Explain that the two of you will read a section of the text together.
4. Read a section of the text aloud, using good expression, while your student follows along with a finger or pencil eraser.
5. Read the text aloud together, trying to keep your voices the same. Track the text with your finger, leading your student along.
6. Repeat Step 5 two or three times, until your student is ready to read the text independently.
7. Have your student read aloud to you.

Repeated Readings

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Ask your student to read aloud for one minute.
4. Count and record how many words your student read correctly within one minute.
5. Over the next two days, have your student read the same passage. Each time they read the passage, count and record the number of words read within one minute.
6. When your student has increased the number of words read within one minute by ten percent or more, choose a new passage.

Partner Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Explain to your student they will be the “Reader” and you will be the “Coach”.
3. Sit side-by-side and hold the text with your student.
4. Have your student read an agreed-upon section of the text.
5. As the Coach, follow along and watch for mistakes. When the Reader makes a mistake, either provide the word or ask the Reader to “check that word” and try again.
6. When the text is finished, return to the beginning and, page by page or section by section, ask the Reader what happened or what each part was about.
7. Exchange roles with your student, allowing your student to become the Coach.
   1. Role-play making mistakes and remind the Coach what to say when a mistake is made.
   2. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
   3. When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

#### Try This

1. You may wish to provide your student with a notebook in which to record new words and new ideas from independent reading. Explain that this notebook is just for your student’s use.
2. Read the activity choices with your student and help decide on an activity that fits the book your student chose.

### Objective: In this section, you will build words with long **o**.

#### Warm-Up

Begin by having your student identify the number of sounds in a word with long *o*. Have your student blend the sounds. Use the following routine.

* Stretch each word by saying each sound in a word (r-o-w).
* Ask your student to say the word. (*row*)
* Then, have your student identify the vowel sound in the word. (long *o*)

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| flow | coat | crow | toad |

#### Explain

Gather the following letter tiles: *a, b, c, d, g, l, m, o, r, s, t, w*. Use the letter tiles to model with your student how to build words with long *o*. If necessary, remind your student that with the vowel teams *oa* and *ow* stand for the long vowel *o* sound.

#### Check-In

1. Gather the following letter tiles: *a, b, c, c, f, h, l, o, s, t, w*.
2. Read each set of directions to your student. Observe your student build the words with long *o*. Have your student identify the long *o* sound in each word. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Then, have your student use the letter tiles to build spelling words before writing the new words in their notebook.
2. Have your student continue to practice reading the week’s high-frequency words. If your student has written each high-frequency word on an index card, punch a hole in the top left corner of each card and add it to the O-ring with high-frequency word cards from previous activities.

## Lesson 5: One Thing Can Have Many Uses: Synthesize

### Objective: In this section, you will retell key details you find in an information text.

#### Key Words

* **details**– important pieces of information
* **retell** – to tell again
* **retelling** – the telling again of a story or information text that was read
* **topic** – who or what an information text is about

#### Explain

1. Read the instruction with your student or play the slide narration. Discuss the meaning of the key words with your student. To retell is to tell details from a text after reading. Details are important pieces of information in a text.
2. Watch the video with your student. Point out how the student in the video used the key details from an information text to retell what she read. Talk about how the student told the details in order and used their own words to retell.

Retell Key Details

1. Read the instruction with your student, including the passage “How to Reuse an Old Shirt.” Make sure your student understands the meaning of the key words in boldface. Review the steps Izzy uses to retell key details.
2. Then, read Izzy's retelling together. Guide your student to notice how Izzy includes the topic and important details from each sentence in the text. She retells the details in order. You may wish to point out that Izzy uses the words from the text in her retelling. Izzy could also use her own words in her retelling.
3. Have your student answer the question. **IF**your student is not sure if Izzy's retelling follows the steps, **THEN**review the steps for retelling. Ask guided questions, such as the following:

#### Check-In

1. Before you read the flipbook “Water Has Many Uses” with your student, let your student know they will be following Izzy’s steps for finding the topic and details. Point out that your student will focus on details on each page of the book, rather than in each sentence.
2. Read the flipbook ”Water Has Many Uses” with your student. Ask your student to listen for the topic and for key details. Answer any questions your student may have about the text after reading.
3. Have your student identify the page that tells the topic. Then, have your student identify the pages with key details. **IF**your student has trouble recalling where to find the topic or key details, **THEN**review the list of steps Izzy uses for finding information for a retelling from the Explain section.

#### Practice

1. Read the directions with your student. Work with your student to identify the topic and a detail from each page of "Water Has Many Uses" and record it on the [concept web](https://cite-media.pearson.com/legacy_paths/4c051e4c-65a1-40a1-9ba4-26e7527b2438/Concept%20Web.pdf) chart. Write the topic in the center of the web. Write a detail from each page in one of the outer boxes.
2. Then, have your student use the topic and details recorded on the concept web chart to retell “Water Has Many Uses.” Guide your student to retell the topic and details in order. Encourage your student to use their own words to share key details. Provide feedback as needed.

### Objective: In this section, you will describe how to use a computer to find information for a retelling.

#### Key Words

* **details** – important pieces of information
* **retell** – to tell again
* **reuse**– to use again
* **topic** – who or what an information text is about

#### Explain

1. Read the instruction with your student or play the slide narration. Review the meaning of the key words that appear in boldface. Talk briefly with your student about their experiences using a computer, tablet, or other device to find information online.
2. Focus on the steps that Yuan follows. First, he opens a search engine. Then he searches for his topic. He types in the exact words that he wants to know about. Discuss the words Yuan might type in the search engine (how to reuse a yogurt cup). Next, he presses the Enter key. Explain that this key may sometimes be called the Return key. Last, he chooses from the list of results, which include an ebook, a web page, and an online video.
3. You may wish to demonstrate how to conduct an online search by following the steps with your student. Choose an appropriate result to read or watch with your student.

Use a Computer to Find Information for Retelling

1. Continue with the instruction. Point out that after Yuan watches a video about how to reuse old yogurt cups, he retells what he learned. Review the steps for retelling. Point out that the steps for retelling the details from a video are the same as the steps for retelling the details in an information text. Read Yuan’s retelling. Ask your student to identify the topic (growing plants in old yogurt cups) and the details (you clean the cup, put holes in the bottom, fill it with dirt, plant a seed, water it, put it in a sunny spot, and then wait).

#### Check-In

1. Read the directions with your student. Make sure your student understands what information Kit wants to find. Explain that they will use the words in the Word Bank to complete the steps Kit can use to find the information using a computer.
2. Have your student complete the sentences. **IF**your student struggles, **THEN**review the list of steps for finding information using a computer from the Explain section. Reread each step. Ask your student to explain how Kit can follow each step.

#### Practice

1. Read the directions. Make sure your student understands the task. They will read the webpage that Kit found and then retell the important details.
2. Read “Ways to Use Old Buttons” together. Allow time for your student to identify the important details.
3. Listen as your student completes the sentence starters to retell the important ideas in the information text Kit found online. **IF**your student has a firm understanding of how to retell key details, **THEN**encourage your student to retell without using the sentence starters.

### Objective: In this section, you will build words with long **o** while blending sounds.

#### Warm-Up

Have your student say single-syllable words with long *o* by blending the sounds for the letters. Use the following routine.

* Tell your student to listen as you say a word.
* Say each sound in the word slowly.
* Have your student mark each sound with a tap.
* Have your student blend the sounds to say the word.

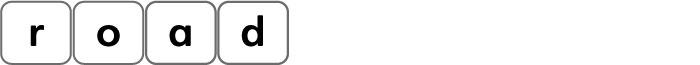
Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **tow**  (2 sounds) | **roam**  (3 sounds) | **show**  (2 sounds) | **soak**  (3 sounds) |
| **groan**  (4 sounds) | **low**  (2 sounds) | **oak**  (2 sounds) | **float**  (4 sounds) |

#### Explain

Quick Review

Review that the vowel team *oa* can stand for the long *o* sound in words, as in *soak* and *soap*. Add that the vowel team *ow* can also stand for the long *o* sound, as in *flow* and *show*. Other words with the long *o* sound are *toad, coat, soak, snow,* and *low*. You may want to use letter tiles to provide an example.



1. Read the introduction and the words with your student. Note if your student is saying the words with a long vowel *o, road, load,* and *toad* correctly. Then, have your student answer each question about the words.
2. Explain that one way to build words is to keep the ending letters the same and change the letter or letters at the beginning of the word. Read the words with your student and discuss that each word ends with the letters *o, a,*and *d*. Discuss that the consonant at the beginning of each word is different. Remind your student that the vowel teams *oa* and *ow* can spell the long vowel *o* sound. Then, have your student say each word. **IF** your student does not blend the sounds correctly, **THEN** have your student use letter tiles to spell each word. Position the letter tiles close together to remind your student to say the sounds of the letters together.

#### Check-In

1. Gather the following letter tiles: *a, b, c, g, o, t*.
2. Read each of the directions with your student. Observe your student build the words with a long *o* vowel sound. Have your student identify the vowels in each new word formed. Remind your student that each word they build ends with the vowel team *oa* and the letter *t*. The only letter that changes as your student builds a new word is the beginning consonant. **IF** your student is not blending the sounds of the letters when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Remind your student to say the sounds of the letters together to read the words.
2. **Weekly Spelling Test:** Use the following sentences to test the week’s spelling words:
   1. **load** Help me move this **load** of rocks. **load**
   2. **slow** I can walk **slow** or fast. **slow**
   3. **grow** A tree needs sunlight to **grow**. **grow**
   4. **row** The boys stood in a **row**. **row**
   5. **boat** My new **boat** is red. **boat**
3. Have your student continue to practice reading the week’s high-frequency words. If your student has written each high-frequency word on an index card, have them review the words from this unit and high-frequency words from previous weeks.

### Review

Read the information on the page out loud to your student. Point to the bulleted list and explain that it will remind your student of what they have learned.

Help your student remember each of the skills that they learned in this unit. It may be helpful to reread the learning goals from each lesson.

Encourage your student to say something out loud about each main idea on the list. If your student has forgotten about any of the topics, help them remember what they have learned.

### Reflect

Read the page out loud to your student. Pause after each reflection statement. Ask your student if they agree or disagree with the statement. Ask them to tell you why they feel the way they do. Take this time to help your student reflect on their learning during this unit. Do they feel confident with what they’ve learned?