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# Language Arts 1 B Unit 4: People Change and Grow

## Lesson 1: People Change and Grow: Genre

### People Change and Grow: Introduction

#### Learning Goals

In this unit, your student will be learning about things that grow or change over time. There are 17 learning goals for this unit:

1. Listen to a text to build comprehension and identify whether the text tells a story or gives information.
2. Produce simple interrogative and exclamatory sentences.
3. Identify and spell words with *y* and *ey*.
4. Segment spoken single-syllable words into their complete sequence of individual sounds.
5. Think aloud to identify the connection between two pieces of information or ideas in an information text.
6. Produce simple declarative and imperative sentences.
7. Identify and practice writing capital *K*.
8. Read words with *y* and *ey* and read high-frequency words: *caught*, *flew*, *know*, *laugh*, *listen*, and *were*.
9. Identify the connection between two individuals in an information text.
10. Produce complex interrogative, exclamatory, declarative, and imperative sentences.
11. Blend words with *y* and *ey*.
12. Identify and practice writing lowercase *k*.
13. Describe the connection between two individuals in an information text.
14. Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.
15. With support, read a book of choice.
16. Build words with *y* and *ey*.
17. Build and blend words with *y* and *ey*.

Each learning goal will be addressed in a multipart lesson. Prior to 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.

* People Change and Grow Quick Check
* People Change and Grow Quick Check
* People Change and Grow Quick Check
* People Change and Grow Quick Check
* Discussion
* Changes and Time Skills Check
* Changes and Time Online Practice
* Changes and Time Test

At the end of this unit there is a skills check assessment. Skills check assessments will allow you to observe your student completing a variety of skills and indicate whether they were able to demonstrate the skills successfully. This assessment does not count toward your student’s overall grade, but the results report your student’s progress. Discuss and correct any items your student answers incorrectly before proceeding in the course.

#### Spark

A Note About This Lesson

You will soon explore with your student how people change and grow. To aid your discussion, you may wish to have photos ready to display that show various stages of life: baby, young person, teenager, adult, and older adult.

1. Read the introductory paragraph with your student. Then, view the photographs of Henry together. Have your student point to the photo that was taken long ago. Ask how they know the photo is older. **IF** they cannot identify the photo that is older, **THEN** give them clues, such as the black and white coloring of the photo. Invite your student to describe what Henry looks like in each photo.
2. Read the question with your student. Confirm that they understand the term *change*. **IF** they do not understand the meaning, **THEN** define the word as a verb that means “to become different.” Then, invite your student to answer the question. Brainstorm with your student one or more responses.
3. Read the next paragraph with your student. Ask them to name other things that grow and change, such as plants and animals. Then, continue to the next section. Read the first two paragraphs. Then, invite your student to talk about how they have changed from a baby to now. **IF** they struggle with ideas, **THEN** start sentences that your student can complete, such as: When I was a baby, I moved by \_\_\_\_\_. Now, I can \_\_\_\_\_. (crawling/walk) When I was a baby, I drank from a \_\_\_\_\_. Now, I drink from a \_\_\_\_\_. (bottle/cup) When I was a baby, I let people know I wanted something by \_\_\_\_\_. Now, I \_\_\_\_\_ when I want something. (crying/talk)
4. View the photograph and read the caption with your student. Have your student share if they have a loose tooth or have lost a tooth yet. Have your student point to the spaces in the picture where the boy is missing teeth. Explain that the boy lost his baby teeth. Soon bigger teeth will grow in the spaces. These are the teeth he will have the rest of his life. Point out that all kids lose their baby teeth and grow new ones in their place.
5. Read the last paragraph. Confirm that your student understands that a teenager is a person in their teens (13–19). You may wish to show a picture of a teenager. Also, confirm that your student understands that an adult is a person who is all grown up. You may want to identify people your student knows who are adults. Then, view the photograph of the older woman and read the caption together. Explain that white or gray hair is a common change that happens with older adults, such as an elderly family member.

#### Activate Prior Knowledge

1. Read the first paragraph and the activity with your student. Have your student draw on the Four Square graphic organizer, or help your student divide a page in their notebook into four squares to draw in. Explain they should draw a different picture in each square. **IF** they struggle to draw a specific stage of life, **THEN** help them imagine by guiding them with questions such as the following: When you are an adult, will you be taller or shorter? Will your eye color change? Will your hair change? Help them label their pictures. Talk about their drawings with them.
2. Read each bulleted item and have your student tell about topics they have learned about and which ones are new to them.
3. Share some examples of words with *y* and *ey* such as *tiny, many, they,* and *donkey* 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 something is a story or gives information.

#### Key Words

* **characters** – people or animals in a story
* **events** – things that happen in a story
* **facts** – things that are true
* **information** – tells about real people, places, or things
* **story** – tells about people, places, or things 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.

[People Change and Grow\_Genre Long e.y.ey](https://cite-media.pearson.com/legacy_paths/0daf3f76-fb48-4e8d-9af3-5935d47a4e4f/People%20Change%20and%20Grow_Genre%20Long%20e.y.ey.pptx)

#### Explain

1. Read the introduction with your student. Remind your student that authors write the texts people read. Sometimes, authors share facts and information. Other times, they make up stories.
2. Review the boldfaced terms with your student to make sure they are familiar with each word.
3. Help your student read the first excerpt and discuss why it is information. **IF** your student needs support, **THEN** review the facts in the excerpt: oak trees are one kind of tree; oak trees have notched leaves; oak trees have acorns; oak trees grow tall; oak trees can live a long time. Point out that none of those facts is made up.
4. Help your student read the text about the treehouse. **IF** your student has trouble determining why it is made up, **THEN** explain that a story may include things that are not real, such as magic, or objects that do things they couldn’t in real life.
5. Next, read *Yo Wants to Know How Old Is a Tree?* aloud. Ask your student to listen to identify whether what they hear gives information.

[Yo Wants to Know How Old Is a Tree?](https://cite-media.pearson.com/legacy_paths/1b1cf24d-83ab-4705-a963-5af7ce1a3738/Yo%20Wants%20to%20Know%20How%20Old%20is%20a%20Tree.pdf)

#### Check-In

1. Talk with your student about how they know *Yo Wants to Know How Old Is a Tree?* gives information.
2. **IF** your student needs additional support, **THEN** scaffold by asking questions such as:
3. Does the text tell true things about trees? (yes)
4. Did the author use facts? (yes)

#### Practice

1. Read the directions with your student. Clarify what your student should listen for.
2. Then, read aloud this passage.
3. Have your student identify the text as a story or information. **IF** your student has trouble explaining, **THEN** scaffold by asking questions such as:
   1. Is it possible to grow new trees? (yes)
   2. Are any parts of the text made up? (no)

### Objective: In this section, you will write simple sentences that ask a question or show strong feeling.

#### Key Words

* **exclamation** – a sentence that shows a strong feeling
* **question** – a sentence that asks for information
* **simple sentence** – a sentence that tells one complete thought

#### Explain

Quick Review

Review that a sentence is a group of words with at least one noun and one verb. It tells a complete thought. Remind your student that a complete thought has two parts: who or what, and what happens. If either part is missing, it is not a complete thought. As needed, use a chart such as the one below to display a few examples and illustrate each part.

|  |  |
| --- | --- |
| **Who or What** | **Action** |
| Chloe | pets the puppy. |
| The soup | tastes good. |
| Max and Jan | ride their bikes. |

1. Begin by asking your student to share what they already know about sentences. Elicit basic characteristics of a sentence, such as the following: it contains a noun and a verb; it tells about a person, an animal, a thing, or a place and what happens to them; and so on. Then, read the first paragraph with your student. Remind them that a sentence must include at least one complete thought; if it does not, it is not a sentence. Explain that a simple sentence is a sentence that contains *only* one complete thought. Review that a sentence always begins with a capital letter and ends with an end mark.
2. Read the example question and exclamation with your student, noting how each forms a simple sentence because it tells one complete thought. Remind your student that questions often begin with question words like *Who, What, When, Where, Why,* and *How*, and ask them to identify the word that begins the example sentence. Discuss the purpose of each type of sentence by asking your student to tell when they might want to say each kind. **IF** your student has trouble responding, **THEN** scaffold with an example such as the following: I want to know where my pencil is. Should I use a question or an exclamation?
3. Review the end marks used in each type of sentence. Ask your student to point to the end mark in each example and tell what kind of mark it is.
4. With your student, look at the image and discuss what is happening. Ask your student what the people in the photo might be saying. Have them come up with a question or exclamation that matches what someone in the photo might say and tell it to you.
5. Have your student respond to the questions by completing each simple sentence and identifying the kind of sentence it is. **IF** your student has difficulty, **THEN** help them identify the end mark at the end of the sentence frame and determine what kind of sentence that indicates they must form. Discuss your student’s responses and provide any needed feedback on their sentences.

#### Check-In

1. Read the directions with your student. Explain that they will be completing simple sentences by matching the sentence with the correct end mark. Remind them that questions end with a question mark and exclamations end with an exclamation point.
2. Read the first item with your student. Have them first identify the type of simple sentence they are completing, and then match the end mark that completes that kind of sentence. **IF** your student answers incorrectly, **THEN** review the characteristics of each type of sentence (for example, a question begins with a word such as *Who, What,* or *Where*; an exclamation shows strong feeling or excitement). Have your student say the completed sentence to you.
3. If your student is able, have them work independently to complete the activity.

#### Practice

1. Read the directions together. Explain that your student will be writing simple sentences about the image in each item. They will write one question and one exclamation for each image.
2. Direct your student to look at the photo and use the sentence starters to help them write sentences in their notebook. Explain that your student will write one exclamation and one question for each photo.
3. Do the first activity together. Guide your student to think of a question they might want to ask about the image of the toad hiding in sand. Then, have them share a big feeling they have about what is shown. Guide them to write their sentences in their notebook. Then guide them to expand their sentences by adding information.
4. **IF** your student completes the first activity successfully, **THEN** have them complete the next one on their own. **IF** your student struggles, **THEN** prompt them by asking questions such as the following: Where does the toad live? What is it doing? What makes that interesting or fun?
5. After your student has finished writing their sentences in their notebook, check their work. Make sure that they used the end marks correctly by ending questions with a question mark and exclamations with an exclamation point. Discuss what makes each sentence a simple sentence. Talk about how the expanded a sentence to make a compound sentence that has more than one thought.

### Objective: In this section, you will spell words with **y** and **ey**.

#### Warm Up

Begin by having your student identify the number of syllables they hear in words with *y* and *ey*. Say the word *pony*. Say it again in two parts: *po-ny*. Tell your student that *pony* has two word parts, or syllables. Clap the syllables as you say the word. Have your student clap the syllables as you say the word again. Then, continue using the following routine:

1. Say the word slowly, breaking it into syllables.
2. Have your student repeat the word and clap each syllable they hear.
3. Ask your student to identify the number of syllables in each word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **pony**  po-ny | **sloppy**  slop-py | **monkey**  mon-key | **sorry**  sor-ry |
| **happy**  hap-py | **honey**  hon-ey | **sunny**  sun-ny | **tiny**  ti-ny |

#### Explain

Learning Coach Tip

The vowel letters are *a*, *e*, *i*, *o*, *u*. Each long-vowel sound is pronounced the same way as the name of its letter. Additionally, the letters *y* and *ey* can make a long-*e* sound at the end of a word. In most words, the letters *ey* and a consonant plus *y* form a separate syllable, as in *monkey* and *happy*.

Identify Words with *y* and *ey*

1. Have your student read the words with *y* and *ey*. Point out that words such as *lady*, *puppy*, and *honey* have two word parts, or syllables. The word *key* has one word part, or syllable. Then, have your student answer the first question to identify that each word has a long-*e* sound at the end of it. Explain that the letters *y* and *ey* stand for the long-*e* vowel sound at the end of these words.
2. Have your student answer the remaining questions to identify the *y* and *ey* spellings of long *e*. Explain that the letters *ey* make one sound in a word, the long-*e* vowel sound. Then, point out the double consonant, *pp*, in the middle of the word *puppy*. Explain that the double consonant makes one consonant sound in the word. Continue by having your student name the letters in each word and say the sound each letter or letter pair stands for (*l-a-d-y, p-u-pp-y, k-ey, h-o-n-ey*). **IF** your student has difficulty with the words, **THEN** say the sound of each letter or letter pair in the word and have your student repeat after you.

Two-Syllable Words with *y* and *ey*

1. Have your student read the words with *y* and *ey* and clap once for each of the two syllables in the word. Have your student look at the word. Explain that if they see a long word that they might not know, they can break the word into word parts, or syllables. Point out that each syllable has one vowel sound. Then, have your student answer the question to identify that *baby* has two vowel sounds and two syllables.
2. Read each syllable in the word *baby* and have your student answer the questions to identify the vowel sound in each syllable. **IF** your student has difficulty identifying the vowel sounds, **THEN** say the sound of each letter in the word and have your student repeat after you. Remind your student that the letter *y* stands for the long-*e* vowel sound in the last syllable of *baby*.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter or letter pair stands 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 stand for the long-*e* vowel sound in each word.

* The bees make **honey**. (hon**ey**)
* He holds the **baby** in his arms. (bab**y**)
* Would you like a piece of **candy**? (cand**y**)
* The **bunny** hops across the yard. (bunn**y**)
* This **key** locks the door. (k**ey**)
* The **monkey** has a long tail. (monk**ey**)

### Objective: In this section, you will say each sound you hear in a word.

#### Explain

A Note About This Lesson

In this phonemic or sound awareness activity, your student will focus on the individual sounds they hear in words; not on the letters. The sound a letter makes in a word is usually different from the name of the letter. For example, the name of the letter *m* is pronounced *em*. The sound the letter *m* makes in a word sounds like *mmm*. Also in many words, two letters together can make one sound. For example, in the word *shop* there are four letters and three sounds.

1. Read the introductory text with your student. Make sure your student understands that they will be listening to the sounds in words rather than reading the word or thinking about the letters that make the sounds.
2. Watch the video with your student. Discuss how the student separates one-syllable words into their individual sounds.
3. Call your student’s attention to the picture of the bat and have them say *bat*. Tell them to say the word again slowly and to listen to the individual sounds that make up the word. Model saying the sounds in *bat*: b-a-t. Ask your student how many sounds they hear. Have them say the word again, segmenting individual sounds.
4. **IF** your student has difficulty counting the sounds they hear, **THEN** say *bat* again slowly, and this time clap for each sound as you say the word.

#### Check-In

1. Call your student’s attention to the picture of the pot and have them say *pot*. Then have them repeat the word, drawing out the sounds: *p-o-t*.
2. Ask your student how many sounds they hear. Then tell them that the first sound is /p/. Then ask what the middle sound is and then what the end sound is.
3. **IF** your student struggles with identifying the number of sounds in a word, **THEN** say the word slowly and tap your hand on theirs as you say each individual sound. Then ask how many taps you did.

#### Practice

1. Remind your student that they are not to think about the letters that make the sounds in the words *fish* and *nest*.
2. Listen as your student says each sound in a word. Remind your student to think about how many sounds they hear.
3. Provide support as needed, making a particular sound and having your student repeat after you.

## Lesson 2: People Change and Grow: Comprehension

### Objective: In this section, you will think aloud to tell how details in informational text connect to each other.

#### Key Words

* **details** – important pieces of information

#### A Note About This Lesson

The Think-Aloud strategy in this lesson is a time-tested instructional tool that will help your student see how readers approach literature. By modeling your own thinking about a text, you encourage your student to think more clearly about what they are reading, thus improving their understanding.

#### Explain

1. Read the opening two paragraphs with your student. Review the definition of *details* and explain that details may appear in stories as well as in informational text.
2. Read the brief passage with your student. Then, model the Think Aloud strategy as shown here:
   1. The first sentence tells that Grandpa is talking about the growing season.
   2. I see Grandpa tells about what happens in spring. Then, he tells what happens in summer and fall.
   3. Grandpa includes details about how plants start to grow, grow big, and then stop growing for the winter. All the details connect together to tell me about the growing season.
3. Watch the video with your student. Then, have your student use the Think Aloud strategy to tell about what they saw and to respond to the questions.
4. **IF** your student has trouble getting started, **THEN** use the photos as an initial prompt. Start with question 1. If needed, follow up with questions like these before ending with question 2:
   1. Which two kinds of community helpers were in the text?
   2. What does each kind of community helper do?

Set a Purpose

Help your student set a purpose for reading *Yo Wants to Know How Old Is a Tree?* First, link to the book and talk about the title and picture on the cover. Then, have your student look through the pages and decide what they might learn.

Before You Read: Vocabulary

Guide your student to use details in each sentence to infer what each vocabulary word means. For example, scaffold for the word excellent with activities like these:

* Read the sentence with your student. Draw attention to the boldfaced vocabulary word.
* Ask these questions:  
  What is an excellent game to play?  
  What is an excellent food to eat?  
  What is another word for *excellent*? (great; wonderful)
* Have your student use the vocabulary word in a sentence. **IF** your student has difficulty, **THEN** guide them by asking questions such as these:  
  Can you name an excellent place to hide?  
  What makes that hiding place excellent?

1. **excellent:** very good
2. **layer:** one sheet or thickness of something
3. **stump:** the bottom part of a tree after the tree is cut or falls
4. **trunk:** the woody stem of a tree

Read

Remind your student of the question on the cover of the book. Have your student read the text with you, looking for answers to Yo’s question.

[Yo Wants to Know How Old Is a Tree?](https://cite-media.pearson.com/legacy_paths/1facd7b1-4a42-4b5d-9651-36052bef442d/Yo%20Wants%20to%20Know%20How%20Old%20is%20a%20Tree.pdf)

Check for Understanding

Have your student summarize Grandpa’s response to Yo’s question.**IF** your student has difficulty making the connection between question and answer, **THEN** reread pages 3–5 and discuss what Grandpa says about trees.

#### Check-In

1. Review the directions with your student. Help your student locate page 4 in *Yo Wants to Know How Old Is a Tree*?
2. Encourage your student to think aloud about the details on that page. **IF** your student has difficulty, **THEN** remind them that details can tell about people, places, things, or ideas. In this case, Grandpa gives details about trees.
3. Continue with the second Think Aloud activity. **IF** your student has trouble getting started, **THEN** write the details from activity 1 and discuss together what the details have in common.

#### Practice

1. Read the directions with your student. Explain that Grandpa’s details about trees fit together to help answer the question in the title of the book.
2. Give your student a copy of the flowchart. Read the sentences and sentence starters together. **IF** your student does not recall details, **THEN** help them return to the text to locate the answers.
3. Once the flowchart is complete, discuss the flow of ideas in the book, thinking aloud about how one detail connects to the next detail, and so on through the flowchart.

### Objective: In this section, you will find connections between trees and other living things in a forest.

#### Explain

1. If your student has not yet read *Yo Wants to Know How Old Is a Tree*? read it together as an introduction to trees.
2. Read the opening paragraph and look at the photograph together. Explain that Miguel and his sister are walking along the trunk of a fallen tree. The tree is just one of many trees in the forest. Miguel and his sister are learning how the tree connects to other living things in the forest.
3. Read the three paragraphs about trees with your student. **IF** your student could use more experience making connections between ideas, **THEN** ask these questions about the facts in the paragraphs.
   1. How is a tree important to animals? (It can be a home for them or feed them.)
   2. What are some animals that get help from trees? (squirrels, owls, foxes, caterpillars, porcupines, birds, and insects)
   3. How is a fallen tree important to other trees? (It can make food to help them grow.)

[Yo Wants to Know How Old Is a Tree?](https://cite-media.pearson.com/legacy_paths/1facd7b1-4a42-4b5d-9651-36052bef442d/Yo%20Wants%20to%20Know%20How%20Old%20is%20a%20Tree.pdf)

#### Check-In

1. Read the directions together.
2. Help your student match each animal to the part of the tree it is likely to eat, according to what Miguel has learned.
3. **IF** your student has difficulty, **THEN** reread the second paragraph about trees in the Explain section.

#### Practice

1. Provide your student with art supplies, including drawing paper and pencils or crayons.
2. Discuss what your student has learned about the connections between trees and animals in the forest.
3. Read the directions for the first activity and give your student time to draw a tree. They may use the illustration as a guide, or they may be as creative as they wish.
4. Read the directions for the second activity. Point out that there are three specific places where your student should draw each animal. **IF** your student is unable to think of an animal for each part of the tree, **THEN** reread the first paragraph about trees in the Explain section.
5. Discuss the animals your student has drawn and have your student tell how each one connects to the tree as a place to find shelter.

### Objective: In this section, you will write simple sentences that tell information or give commands.

#### Key Words

* **command** – a sentence that tells someone to do something
* **simple sentence** – a sentence that tells one complete thought
* **statement** – a sentence that tells something

#### Explain

Quick Review

Remind your student that a sentence is a group of words that tells at least one complete thought (who or what and what happens). All sentences have certain elements in common: They begin with a capital letter, and they end with an end mark. Guide your student to briefly summarize what they know about types of sentences.

1. Read the first paragraph with your student and review the characteristics of a simple sentence. Then, briefly discuss the two sentence types covered earlier (question and exclamation) and ask your student to say an example of each kind. Reiterate that different types of sentences have different purposes and that all sentences—no matter what kind—begin with a capital letter and end with an end mark
2. Remind your student that questions and exclamations are two kinds of simple sentences that they can form, but they are not the only kinds. Then, read the text about statements and commands with your student. Explain that a statement tells information about something, while a command tells someone to do something. Review each example and discuss the characteristics that show it is a statement or command.
3. **IF** your student is confused by the fact that a command usually begins with a verb rather than a noun, **THEN** help them understand that the noun in this case is understood to be *you*. You could say, “You do the dishes,” but often the *you* is left out. Circle back to the purpose of a command: Since it tells someone what to do, the “someone” receiving the command is actually the “who” or “what” that does the action.
4. Have your student look at the photo and describe what they see happening. Then, help them use this description to say a statement about what they see. Remind them to start with a capital letter and end with the correct end mark.
5. Ask your student to think about what the grandmother might be saying to the boy. Help them come up with a command to complete the second activity. Remind them that most commands begin with a verb instead of a noun.

Learning Coach Tip

You may want to note that while commands often end with a period, they can also end with an exclamation mark if they show strong feeling. Show an example:

Close the window.

Close the window!

Help your student read each sentence aloud, reminding them that the exclamation mark indicates that the sentence should be said with strong feeling. Then, discuss the difference between the sentences and what the addition of an exclamation mark tells readers or listeners about what is happening.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer the question by choosing the sentence type the question asks for. It should make sense in the context of the image.
2. Complete the first item together to make sure your student understands the activity. Discuss what is happening in the image with your student. Then, guide them to read the question and identify the sentence type it asks for and what that type does. Read the two answer choices together and ask your student to tell which choice tells someone to do something.
3. **IF** your student answers correctly, **THEN** have them complete the next item on their own, providing help if needed. **IF** your student struggles, **THEN** review the example statements and commands presented earlier as well as the purpose of each type of sentence.

#### Practice

1. Read the directions together. Explain that your student will finish sentences to form their own statements and commands. Have them say their sentences out loud before writing them in their notebook.
2. Complete the first activity together. Discuss the photo with them, making sure they understand what it shows and what is happening. Then, ask them to point to the word that tells the kind of sentence they will write. Finally, have them use the image to generate a detail that can complete the sentence. Have them write their sentence in their notebook, providing assistance as needed.
3. **IF** your student answers the first activity correctly, **THEN** have them continue independently. **IF** your student struggles, **THEN** revisit how statements and commands are different. Remind them that careful writers begin their sentences with a capital letter and end them with the correct end mark.

### Objective: In this section, you will write capital **K**.

#### Explain

Quick Review

Before reading the lesson, remind your student that they have already written other capital letters with slanted lines that connect to straight lines, as in capital **M** and capital **N**. Today they will learn to write capital **K**, which also has slanted lines that connect to a straight line.

1. Read the introduction and review the image of the capital **K**. Have your student point to the straight line and the two slanted lines.
2. Then, have your student identify where the slanted lines connect at the middle line.

How to Write Capital K

1. Watch the video with your student to learn how to form capital **K**. Have your student follow along to write capital **K** in the air. Point out the strokes for the two slanted lines, specifically, where they begin and end.
2. Read the steps together about how to form capital **K**.

#### Check-In

Learning Coach Tip

Writing letters with a finger on a foggy mirror or window can help make writing practice more fun. Have your student breathe on a hand mirror to create the “fog” and then write the letter or letters they’d like to practice.

1. Print the [Capital *K* handwriting worksheet](https://cite-media.pearson.com/legacy_paths/e67fdedd-5ebc-41d3-b5c4-d3dc049433eb/Capital%20K%20Worksheet.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 that is on the worksheet. Review the steps to forming capital *K* as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** your student has difficulty deciding how far from the starting point they should begin the slanted line down to the left, **THEN** have them use one of their fingers to measure how far apart the points are on the example capital *K*. This may help them picture the space needed when they are writing the letter on their own.

#### 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 to 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 letter *K* on their own, **THEN** have them study the letter model again to build a mental picture of how the letter looks before trying again.

### Objective: In this section, you will read words with **y** and **ey** and the words **caught**, **flew**, **know**, **laugh**, **listen**, and **were**.

#### Warm Up

Remind your student of the long-*e* vowel sound at the end of words such as *key*. Say the word *key* and have your student repeat it. Then use the following routine:

1. Tell your student to listen as you say a pair of words.
2. Say each sound in each word slowly.
3. Have your student repeat the pair of words.
4. Have your student tell which word ends with the long-*e* vowel sound.
5. Define any words that might be unfamiliar to your student, such as *jockey* and *pulley*.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **key-kept**  (key) | **pup-puppy**  (puppy) | **jacket-jockey**  (jockey) | **sand-sandy**  (sandy) |
| **shade-shady**  (shady) | **left-leafy**  (leafy) | **hunter-honey**  (honey) | **pull-pulley**  (pulley) |

#### Explain

Read Words with *y* and *ey*

1. Use the first word to review how to read words with y and ey. Remind your student that many words with y and ey have more than one syllable. Review that a syllable is a word part with one vowel sound.
   1. Read the word.
   2. Name the number of vowel sounds and syllables in the word.
   3. Name the vowel sound in each syllable.
   4. Name the letter that stands for the long-e vowel sound in the last syllable.
   5. Read the word again and have your student repeat after you.
2. Continue to review with words. Remind your student that the letter y and the letters ey stand for the long-e sound. **IF** your student has difficulty reading a word, **THEN** model how to read each syllable using the word candy. Have your student clap as you read each syllable of candy (can-dy) and emphasize the short-a vowel sound as you read the first syllable. Next, point out the y in the last syllable, and emphasize the long-e vowel sound as you read the second syllable. Then, read both syllables of the word together with your student.

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

1. Look at the word.
2. Say the word.
3. Spell the word.
4. 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 *y* or *ey* that stands for the long-*e* sound in each spelling word. Then, have your student sort the words into a T-chart by writing the words with *y* in the left-hand column and the words with *ey* in the right-hand column.

|  |  |
| --- | --- |
| *y* | *ey* |
| bunny  candy  baby | monkey  honey  key |

#### Check-In

1. Use the sentences to confirm that your student can read the words *caught*, *flew*, *know*, *laugh*, *listen*, and *were*. **IF** your student has difficulty reading a high-frequency word, **THEN** review by using the high-frequency word routine introduced in the Explain section.
2. Also, pay attention to how your student reads the words *lady*, *silly*, *funny*, and *happy* to confirm that your student can read words with long *e* spelled *y* correctly. Remind your student that both the letter *y* and the letters *ey* can stand for the long-*e* sound.

#### Practice

1. Have your student read “Happy” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with *y* and *ey*.

[Happy](https://cite-media.pearson.com/legacy_paths/fd9a857f-6183-4d6e-935f-dae761388c1b/Happy.pdf)

## Lesson 3: People Change and Grow: Speak/Listen

### Objective: In this section, you will identify connections between people in an information text.

#### Key Words

* **details** – important pieces of information

#### Explain

1. Read the opening paragraph with your student. Discuss what it means to be connected. (It means to be linked or joined together in some way.) Make sure your student understands the word *details*.
2. Read the passage with your student. Explain that Maria Mitchell was a real person. She studied space back in the 1800s and made many important discoveries.
3. Have your student respond to the questions. **IF** they have trouble with question 1, **THEN** have them answer question 2 before returning to question 1 to answer it more fully. Clarify the connections: Maria’s father taught Maria about stars, and then Maria taught other people about stars.
4. Read the paragraph about people who are alike. Explain that being alike is one kind of connection between people. Watch the video with your student and have them respond to the questions. **IF** they do not recall details, **THEN** revisit the video to locate the answers.

#### Check-In

1. Discuss what your student sees in the photograph. Then, guide them in choosing the correct multiple-choice answer to each activity.
2. **IF** your student has trouble with the multiple-choice format, **THEN** read the question and each choice aloud, pausing to ask whether each choice is correct. Refer your student back to the photograph to check their answers.

#### Practice

1. Read the directions with your student. Explain that one connection between Grandpa and Yo is a family connection. Grandpa is Yo’s grandfather. Yo is Grandpa’s grandchild.
2. Help your student complete each sentence with the name of one character from the book.
3. **IF** your student could benefit from more discussion of connections, **THEN** ask these questions about the book:
   1. Does it seem like Grandpa and Yo are friends? Why do you think so? (They seem like friends because they have fun together and are nice to each other.)
   2. At the start of the story, one person is a giver, and one person is a receiver of a gift. Who is the giver? (Grandpa)
   3. At the end of the story, one person is a digger, and one person is a waterer. Who is the waterer? (Yo)

[Yo Wants to Know How Old Is a Tree?](https://cite-media.pearson.com/legacy_paths/ef0f7c21-5f81-4d01-b522-6d0732bd7faf/Yo%20Wants%20to%20Know%20How%20Old%20is%20a%20Tree.pdf)

### Objective: In this section, you will find connections among people in a community.

#### Explain

A Note About This Lesson

People who study “systems thinking” look at how parts of a system relate to one another and function smoothly as a whole. In this lesson, your student will see how a single community is composed of multiple parts (individuals) that connect to make the whole community work. They will see that they too are an important part of this system.

1. Read the opening paragraph and discuss the type of community where your student lives.
2. Before you play the video for your student, ask them to look for how different people in the video connect to each other. Play the video.
3. Review the video by having your student complete these sentence frames:
   1. Some people are buyers, and other people are . (sellers)
   2. Some people are drivers, and other people are . (riders)
   3. Some people give care, and other people are . (cared for)
4. **IF** your student has difficulty making the connections required to complete the sentence frames, **THEN** replay and discuss the parts of the video that contain the answers.

#### Check-In

1. Read the directions and give your student access to the Four Square chart. If necessary, read the sentence in each square to your student.
2. Supply crayons or pencils and have your student draw four pictures, one to match each sentence.
3. **IF** your student is unable to imagine a scenario, **THEN** assist them with questions like these:
   1. Who are your neighbors? What might you do to be a good neighbor?
   2. Who are your friends? What might you do to be a good friend? When do you ride?
   3. How can you show someone driving you
   4. ? Where would you buy something? How can you show that?

#### Practice

1. Read the directions with your student. Give them access to the Draw and Write activity.
2. **IF** your student needs guidance, **THEN** begin by brainstorming a list of people in the community and the jobs or services that they do. Then, supply crayons or pencils and have your student draw the person they chose.
3. Your student may be able to draft a sentence or two about the person they drew. **IF** they need assistance, **THEN** encourage them to describe orally what they have drawn. Work with them to use their oral description to draft a sentence about the person, or record their sentence as they say it aloud.

### Objective: In this section, you will write different kinds of compound sentences.

#### Key Words

* **command** – a sentence that tells someone to do something
* **compound sentence** – a sentence that tells two complete thoughts
* **exclamation** – a sentence that shows a strong feeling
* **question** – a sentence that asks for information
* **simple sentence** – a sentence that tells one complete thought
* **statement** – a sentence that tells something

#### Explain

Quick Review

Review simple sentences with your student. A simple sentence has a noun and a verb. It tells a complete thought. Simple sentences need two parts: one tells who or what, the other tells what happens. If either part is missing, it is not a complete thought.

Next, review the four sentence types. Questions ask for information. Exclamations show a strong feeling. A statement tells information. A command tells someone to do something. Work with your student to come up with one example of each. Here are some examples:

Question: Do you have a dog?

Exclamation: I love dogs!

Statement: I have a dog.

Command: Pet the dog.

1. Begin by eliciting what your student already knows about sentences. Emphasize that a simple sentence tells one complete thought. Then, tell them that a compound sentence tells two complete thoughts. A compound sentence joins two simple sentences together. It uses small words like *and, but,* and *or* to join the sentences.
2. Practice combining sentences by writing a few simple, related sentences on index cards. Here are some example sentences: *We walk the dog. The dog barks. We see a cat*. Invite your student to suggest a small word to connect the sentences. Then, read the new sentence aloud. *We walk the dog, and we see a cat. We see a cat, and the dog barks*.
3. Have your student examine the image, and then guide them to read the simple sentences below it. Model how the two simple sentences can be combined to form a compound sentence, and read the compound sentence with them. Ask them to point to and identify the joining word that connects the two sentences. **IF** they struggle to answer the question, **THEN** help them break the compound sentence into simple sentences by asking questions, such as the following: What is the first complete thought? What is the second complete thought? What small word connects the sentences?
4. Read the next set of simple sentences with your student, and guide them to respond to the question by forming a compound sentence with the word *but*.
5. Point out that a compound sentence can be any kind of sentence. Read the chart containing sentence types and examples with your student, pointing out that each begins with a capital letter and ends with a certain end mark. As you read each example, discuss how it does the job of that particular sentence type.

Learning Coach Tip

You may want to take a moment to review conjunctions, or joining words, with your student.

* They can use *and* to put together two thoughts that are alike or that happen at the same time.
* They can use *but* to combine two thoughts that are different. Example: I like hamsters, but I also like cats.
* They can use *or* when there is a choice. Example: Do you want a pet cat, or do you want a pet dog?

#### Check-In

1. Read the directions with your student. Explain that they will read two sentences and decide which one is a compound sentence. They will write the compound sentence in their notebook.
2. Complete the first item with your student, reminding them that the compound sentence is the correct answer. **IF** your student has difficulty, **THEN** help them count the number of complete thoughts in each sentence. Remind them that a complete thought has one noun and one verb. A compound sentence has two complete thoughts.
3. Once your student has selected the correct response, have them write it in their notebook. Check to see that they started the sentence with a capital letter and ending it with the appropriate end mark.
4. Continue with the remaining activities. If your student is able, have them work independently. As time allows, challenge your student to identify the type of compound sentence as they write it in their notebook.

#### Practice

1. Read the directions together. Direct your student to use the two simple sentences and the joining word in parenthesis to form and say a compound sentence. Remind them to join the sentence by using a small word like *and, but,* or *or*.
2. Do the first activity together. Guide them to read the simple sentences aloud and point to the joining word they will use to form the compound sentence. Encourage them to identify what kind of sentence they have written: a question, exclamation, statement, or command.
3. **IF** your student has difficulty, **THEN** review the instruction in the lesson. Remind them that the joining word goes between the two simple sentences. They should say the first simple sentence, then the joining word, and finally, the second simple sentence.
4. Continue by reading the next activity together. **IF** your student answers correctly, **THEN** have them continue independently. Provide feedback and support as needed.

### Objective: In this section, you will blend sounds in words with **y** and **ey**.

#### Warm Up

Have your student blend the syllables to say words with *y* and *ey* using the following routine:

1. Say each syllable of a word slowly.
2. Have your student repeat the syllables.
3. Have your student blend the syllables and say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **hap-py**  happy | **hock-ey**  hockey | **fuz-zy**  fuzzy | **mon-ey**  money |
| **don-key**  donkey | **co-zy**  cozy | **sil-ly**  silly | **chim-ney**  chimney |

#### Explain

Blend Words with *y*

Explain that the letters*y* and*ey* stand for the long-e vowel sound at the end of some words. Use letter tiles to form the word *fancy*. Provide a space between the letters in the first and second syllables of the word. Move the letter tiles together as you blend the syllables.







Use the following routine:

1. Say the word.
2. Say the sound of the consonant, vowel, and consonant in the first syllable and blend the sounds together.
3. Say the sound of the consonant and *y* in the second syllable and blend the sounds together.
4. Blend the syllables to 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 that end with the letter *y*. Review that the letter *y* stands for the long-*e* sound at the end of the words.

Blend Words with *ey*

Explain that the letters *ey* can also spell the long-*e* vowel sound. Remind your student that the letters *ey* make one vowel sound in a word. Use letter tiles to form the word *jockey*. Leave a space between the letters in the first and second syllables of the word. Move the letter tiles together as you blend the syllables of the word.







Use the following routine:

1. Say the word.
2. Say the sound of the consonant, vowel, and *ck* in the first syllable and blend the sounds together.
3. Add the sound of *ey* in the second syllable.
4. Blend the syllables together and 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 that end with the letters *ey*. Review that the letters *ey* stand for the long-*e* sound at the end of the 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 for words with two syllables:

1. Say the word.
2. Say the sound of each consonant and vowel in the first syllable and blend the sounds together.
3. Say the sound of the consonant and *y* or *ey* in the second syllable and blend the sounds together.
4. Blend the syllables and 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 “Happy” aloud. **IF** your student struggles to blend the sounds in words with *y* and *ey*, **THEN** use letter tiles to blend the sounds the letters make. Remind your student that the letters *y* and *ey* spell the long-*e* vowel sound at the end of the words.
2. Also, check for correct pronunciation of the high-frequency words *caught*, *flew*, *know*, *laugh*, *listen*, and *were*.

[Happy](https://cite-media.pearson.com/legacy_paths/934f5671-f5af-4817-8d2a-756c196a0408/Happy.pdf)

### Objective: In this section, you will write lowercase **k.**

#### Explain

Quick Review

Before reading the lesson, remind your student that they have learned how to write uppercase *K*, which has a straight line down and slanted lines. Today they will learn to write lowercase *k*, which has a similar look, and has similar, but not exactly the same, strokes as uppercase *K*.

1. Read the introduction and review the image of the lowercase *k*. Have your student point out how many lines are in lowercase *k*. Have them identify which is the straight line and which two are the slanted lines.
2. Ask your student to tell how lowercase *k* looks the same as capital *K* and how it looks different.

How to Write Lowercase k

1. Watch the video with your student to see how to form lowercase *k*. Have your student follow along and write lowercase *k* in the air. Point out that both capital *K* and lowercase *k* start with a straight line down from the top line to the bottom line, but that lowercase *k* then continues from the middle line. Have them practice starting the slanted line from a lower position as they practice writing lowercase *k* in the air.
2. Read the steps together about how to form lowercase *k*.

#### Check-In

Learning Coach Tip

If your student has trouble writing a specific letter, it may help them to first practice writing letters that have similar strokes. For example, if they have difficulty forming lowercase *k*, you might have them warm up by practicing capital *K* or lowercase *y*—both of which have slanted lines.

1. Print the [Lowercase *k* handwriting worksheet](https://cite-media.pearson.com/legacy_paths/919a190c-1fc9-4022-86d6-2113ed2d860a/Lowercase%20k%20Worksheet.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 lowercase *k* as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming lowercase *k*, **THEN** watch carefully as they try to form it, to pinpoint exactly where they begin to hesitate, or have trouble forming the letter. Have them practice that skill a few times on its own before continuing to practice writing lowercase *k*.

#### 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 copying words correctly, **THEN** check to make sure they can identify each letter in the words correctly.
3. **IF** your student has difficulty writing a specific letter in one of the words, **THEN** have your student practice writing that letter individually before returning to write it as part of the word.

## Lesson 4: People Change and Grow: Fluency

### Objective: In this section, you will describe connections between people in an information text.

#### Key Words

* **details** – important pieces of information

#### Explain

1. Read the opening paragraph with your student. Remind your student of the meaning of the word *details*.
2. Read the passage with your student. Point out that Wilbur and Orville Wright were real-life brothers. They built one of the world's first airplanes with a motor.
3. Have your student choose the best answer to the question. Return to the text to confirm their choice, pointing out that Wilbur and Orville liked to make things, play together, watch birds together, and so on.
4. Continue with the paragraph about Katharine Wright, who is often called “the third Wright brother” for her supportive role. Ask your student to choose the best description of Katharine’s connection to her brothers. Again, confirm their choice by returning to the text to show how Katharine was helpful.
5. Watch the video with your student to show how one student describes connections between firefighters and mail carriers. Note that the discussion of reading with expression in the video may help guide you as you work on the Day 4 21st Century Skills lesson.

#### Check-In

1. Read the directions with your student, and read aloud the words in the word box. Then, have your student use one word in each of the sentences that follow.
2. **IF** your student has trouble describing the connections, **THEN** read the sentences aloud and ask questions like these:
   1. If the brothers did everything together, were they thankful, close, or useful? (close)
   2. If Katharine helped her brothers a lot, was she thankful, close, or useful? (useful)
   3. If Wilbur and Orville’s sister made their work better, were the brothers thankful, close, or useful? (thankful)

#### Practice

Read the *Click and Jane* comic book with your student. If you wish, have your student take the part of Jane while you read the other characters’ words aloud.

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.

[Click and Jane Night (A)](https://cite-media.pearson.com/legacy_paths/a3b378f2-3ea5-441f-8f16-dd22d0587201/Click%20and%20Jane%20NIght%20%28A%29.pdf)

[Click and Jane](https://cite-media.pearson.com/legacy_paths/6af08bb1-d4d7-47f9-8778-096f3842ff92/Click%20and%20Jane%20NIght.pdf)

[Click and Jane Night (B)](https://cite-media.pearson.com/legacy_paths/f31966c9-b91f-4534-8d90-dd7d21e99d0c/Click%20and%20Jane%20NIght%20%28B%29.pdf)

1. Help your student locate all Jane’s speech balloons and review her words. Then, discuss her connection to the other animals. Prompt your student to describe Jane’s relationship to the other animals based on how she speaks to them.
2. **IF** you wish to extend the discussion, **THEN** have your student decide which character in the story acts, talks, and connects most like them and explain why that is so. For example, they may decide that they are nervous and negative like the chick, or impetuous and full of ideas like Click, or calm and motherly like Jane—or even friendly and inviting like Farmer Griz.

### Objective: In this section, you will speak in ways that help you connect to different people.

#### Explain

1. Read the opening paragraph with your student. If you wish, talk about Take Your Child to Work Day and ask your student whether they might like visiting adults at work.
2. Read the dialogue with your student. If your student is an able reader, you might read the part of Mom and let your student read the part of Jaya.
3. Talk about what Jaya learns from Mom about speaking differently to different people. **IF**your student is not clear on the concept, **THEN**use examples from your own life. For example, when you speak to a stranger to get directions, you might sound polite and serious. When you speak to a friend on the phone, you might sound excited and happy.

#### Check-In

1. Read the directions with your student and read aloud the words from the word box. Then, have your student complete each sentence with the best word from the box.
2. **IF**your student has trouble responding, **THEN**provide scenarios like these:
   1. Say “hello” the way you would say it to your friends.
   2. Say “hello” the way you would say it to a baby.
   3. Say “hello” the way you would say it to someone you don’t know well.

Then, return to the exercise and help your student choose the correct word for each scenario.

#### Practice

1. Read the directions with your student. Give them time to read the text independently. Discuss what kind of contest the text might be about (for example, a gymnastics event, a basketball shot contest, or a weightlifting contest).
2. Have your student read the text aloud as they would say it to their best friend. Encourage them to read with expression that shows how they connect to a friend. Do not interrupt as your student reads, but notice where they have difficulty. Then, repeat, having them read the text aloud as they would say it to a reporter they do not know.
3. Discuss how your student changed their voice to connect to each person. Point out changes that you noticed; for example, a louder, more excited tone for speaking to a friend and a quieter, more serious tone for speaking to a reporter.

### 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 **y** and **ey**.

#### Warm Up

Begin by having your student identify the sounds they hear in words with *y* and *ey*. Use the following routine:

1. Say the word.
2. Have your student repeat the word.
3. Say the word again slowly. Have your student clap or tap each time they hear a sound in order to identify the number of sounds in it.

Use the following words:

|  |  |  |
| --- | --- | --- |
| **baby**  (4 sounds) | **key**  (2 sounds) | **pony**  (4 sounds) |
| **money**  (4 sounds) | **tiny**  (4 sounds) | **alley**  (3 sounds) |

#### Explain

Gather the following letter tiles: *a*, *b*, *c*, *d*, *e*, *i*, *h*, *j*, *l*, *n*, *o*, *s*, *t*, *u*, *y*. Use the letter tiles to model with your student how to build words with *y* and *ey*. If necessary, remind your student that the letters *y* and *ey* stand for the long-*e* vowel sound at the end of the words. If your student is not familiar with a word, explain the word’s meaning and use the word in a sentence.

#### Check-In

1. Gather the following letter tiles: *e*, *h*, *j*, *l*, *m*, *n*, *o*, *y*.
2. Read each set of directions to your student. Observe as your student builds the words with *y* and *ey*. Have your student identify the long-*e* sound at the end of each word. **IF** your student is not quickly blending the sounds when reading a 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.
2. Have your student continue to practice reading the 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 studied previously.

### Objective: In this section, you will respond aloud and in writing to a discussion question about a text.

#### Show What You Know

A Note about This Lesson

A key skill addressed here is the ability to speak with appropriate volume, enunciation, and rate. If you have access to video conferencing software and can connect your student to other students using a spoken component, this would be a great time to use those chat functions. If your student will be chatting online by typing responses, have them read their responses aloud to you before they hit “send.” Encourage them to use the speaking rules in this lesson as they read their responses aloud.

1. Read the introduction and review the speaking rules. Point out that whenever your student answers questions aloud, they should speak loudly enough to be heard, slowly enough to be understood, and clearly enough to make every word understandable. Tell your student that they will have a chance to chat about a text with another student. Point out the photograph and explain that the student shown is speaking with another student about something they both have read.
2. Review the rules for answering questions, reminding your student that an answer must be complete and on-topic. The answer must connect back to the question and answer every part of the question.
3. Ask your student to read the text and choose the answer to the question that best fits the rules for answering questions. **IF**your student could benefit from additional preparation for responding in complete sentences, **THEN**ask them to respond to this question in a complete sentence: What are two of the first skills that babies learn? (They learn to smile and raise their heads.)

Assess how successful your student was in completing the activity by considering the following:

* **Less Successful**— My student was unable to select answers that follow the rules for answering questions.
* **Moderately Successful**— My student needed help selecting one or two answers that follow the rules for answering questions.
* **Very Successful**— My student successfully selected the answers that follow the rules for answering questions.

#### Try This

Use your assessment of your student's performance in the Show What You Know activity to guide your student’s approach to completing the Try This.

* **Less Successful** — Review the rules for answering questions. Discuss your student’s ideas before they post them. Have them read their answers aloud to you before sending them.
* **Moderately Successful** — Have your student read their answers aloud to you before posting them to the discussion board.
* **Very Successful** — Demonstrate how to use the discussion board or videoconferencing software and allow your student to chat independently.

1. You may wish to print out the new text about babies for your student to have on hand as they participate in the discussion. Remind them that they will use what they learn in the text as they talk to other students.
2. Review the Sample Chat and read the prompt with your student. Make sure that your student is able to use the keyboard.
3. Remind your student to use complete sentences to answer the prompt and to chat with other students.

## Lesson 5: People Change and Grow: Synthesize

### Objective: In this section, you will build words with **y** and **ey** while blending sounds.

#### Warm Up

Have your student say single-syllable and two-syllable words with long *e* 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 together to say the word.
* Define any word that might be unfamiliar to your student, such as *volley*.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **key**  (2 sounds) | **windy**  (5 sounds) | **jockey**  (4 sounds) | **cozy**  (4 sounds) |
| **pretty**  (5 sounds) | **honey**  (4 sounds) | **happy**  (4 sounds) | **volley**  (5 sounds) |

#### Explain

Quick Review

Review that the letters *y* and *ey* can stand for the long *e* vowel sound at the end of words, as in *windy* and *key*. Remind your student that a syllable is a word part with one vowel sound. If necessary, review how to break a word into syllables to read words with more than one vowel sound. Other words with the long *e* sound spelled with *y* and *ey* are *lucky, sticky, pony, valley, smiley,* and *chimney.* 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 *y—needy*, *weedy*, *speedy*, and *greedy—*correctly. Then, have your student answer each question about the words. If your student is not familiar with a word, explain the meaning of the word and use it in a sentence.
2. Explain that one way to build words is to keep the ending letters the same and change the letter at the beginning of the word. Read the words with your student and discuss that each word ends with the letters *ee, d,* and *y*. Discuss that the consonant or consonants at the beginning of each word is different. Remind your student that the letter *y* stands for the long *e* vowel sound at the end of some words. Then, have your student say each word that ends with the letters *ey*. **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: *b*, *n*, *r*, *s*, *u*, *y*.
2. Read each of the directions with your student. Observe your student build the words with long *e* vowel sound spelled *y*. Have your student identify the vowel sounds in each new word formed. Remind your student that each word they build includes the vowel *u* and ends with the letters *nn* and *y*. 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 together 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:
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.

|  |  |  |
| --- | --- | --- |
| **• honey** | She puts **honey** in her tea. | **honey** |
| **• baby** | The **baby** sleeps in a crib. | **baby** |
| **• bunny** | Do you see the **bunny**? | **bunny** |
| **• key** | I use the**key** to unlock the door. | **key** |
| **• monkey** | The **monkey** climbs the tree. | **monkey** |
| **• candy** | The **candy** is small and sweet. | **candy** |

### People Change and Grow: Review

#### 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?

#### Study Tips

Read the page out loud to your student. Read each study tip to them. Discuss with your student which study tips might be most helpful for them.

Work with your student to think of any other study tips that could help them with any specific topics they need to review.

Provide time for your student to review. Tell them that they are about to take an Online Practice assessment. Tell your student that this assessment will not count towards their grade, but it will help them make sure they know everything they need to know before taking the Unit Test.

## Lesson 6: Changes and Time Unit Test

No Learning Coach Guide for this lesson.