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# Language Arts 1 B Unit 1: Long Ago

## Lesson 1: Long Ago: Genre

### Lesson Interactives

This course allows your student to interact with the content in new and engaging ways. There are five interactive types that help bring the content to life. An example of each interactive is on the page. Allow your student to practice with each one, to gain familiarity with the functionality of each item type.

1. Flashcards: An interactive that allows students to review keywords/images and their definitions. Your student will flip through the cards in a virtual environment. The cards can have words or pictures on one side and words on the other side.
2. Hotspot: An interactive that is an image with pins attached to a specific location on the image. The pin has a title and description set, which will appear when clicked. Pins can be black, white, or red, and pin labels can be numbers, letters, or unlabeled.
3. Timelines: An interactive that allows students to view the order of events, images, and descriptions. Timelines can include three levels – time period, date, and event – that students scroll through.
4. Image Gallery: This interactive allows students to see multiple images related to the content without scrolling.
5. User Controlled Animation: An interactive that allows students to scroll through images and captions.

### Introduction to Assessment Items

The course includes embedded assessment items. These items can be found in lessons and on assessments. Embedded items in a lesson are non-scored assessments and allow students to self-check their understanding and mastery of the content. Embedded items on an assessment will be scored and count toward a grade. Below is an explanation of each of the question types shown on this page.

1. Questions 1 is a standard multiple choice question (one answer). This item will show a single question and the student will be able to select only a single answer.
2. Questions 2 is a multiple response multiple choice item.  This question type will show a single question and the student will be able to select more than one answer. The answer choices will have a square to the left indicating multiple answers may be selected.
3. Question 3 is a choice matrix item type. This question style will show a table that allows the student to choose answers to statements. The student will evaluate one or more rows using a set of column options.
	1. For example, the first row of the matrix in question 3 is cat. You will then mark the circle that applies. A cat has two legs, four legs, or no legs.
4. Questions 4 is a classification item. Students will sort the word bank items into groups.
5. Question 5 is a match list item. Students will match items based on the question directive.
6. **NOTE**: The words may or may not disappear after they have been used. Some words can be used more than once if appropriate when matching.
7. Question 6 is an order list item. Students will sort the words or phrases in order from first to last, or least to greatest based on the question directions.

### Introduction to Assessment Items

The course includes embedded assessment items. These items are non-scored assessments that allow students to self-check their understanding and mastery of the content. Below is list of embedded assessment items your student may see in the course.

1. Questions 1 is a cloze question with drag and drop. This item will show a single question, and the student will be able to select an answer from the word bank. Students will move the words from the bank to the appropriate blank in the sentence/ passage.
	1. **NOTE**: The words may or may not disappear after they have been used. Some words can be used more than once if appropriate in a drag and drop.
2. Questions 2 is a cloze question with a drop down.  This item will show a sentence or passage without a word bank. Students will click the blank space to reveal the answer choices for the space. Select the word or phrase from the drop down to complete the sentence/ passage.
3. Question 3 is a label image with drag and drop item. Students will pick the correct answer from the word bank and place it on the appropriate space to label the image.
	1. **NOTE**: The words may or may not disappear after they have been used. Some words can be used more than once if appropriate in a drag and drop.
4. Question 4 is a label image with drop down item. This item will show a sentence or passage without a word bank. Students will click the blank space to reveal the answer choices. Select the word or phrase from the drop down to label the image.
5. Question 5 and 6 are written response item types. The first is a short text item and the second is an essay with rich text item. Students must write in the text box before the Check Answer will reveal the answer. Students will only have one chance to answer the question.

### Long Ago Introduction

#### Learning Goals

In this unit your student will examine some ways the world was different long ago. 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 conjunctions and examples of conjunctions.
3. Identify and spell words with long *e*.
4. Isolate and produce initial sounds (phonemes) in spoken single-syllable words.
5. Ask questions to help determine the meaning of words and phrases in an informational text.
6. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*) when speaking.
7. Identify and practice writing capital *S*.
8. Read words with long *e* and the high-frequency words *about, animal, carry, eight, give,* and *our*.
9. Ask questions to help clarify the meaning of words and phrases in an informational text.
10. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*) when writing.
11. Blend words with long *e*.
12. Identify and practice writing lowercase *s*.
13. Answer questions to help determine the meaning of words and phrases in an informational text.
14. Build words with long *e*.
15. With support, read a book of choice.
16. Apply reading strategies to read a text fluently with accuracy.
17. Answer questions to help clarify the meaning of words and phrases in an informational text.
18. Consult print and multimedia resources to check and correct spelling of words with long *e*.

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

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

* Long Ago: Genre Quick Check
* Long Ago: Comprehension Quick Check
* Long Ago: Speak/Listen Quick Check
* Long Ago: Fluency Quick Check
* Long Ago: Synthesize Quick Check

#### Spark

A Note to the Learning Coach

In this lesson, your student will look at some ways life and the world were different in the past. Today’s lesson refers to the past as “long ago.” Be aware that this concept may be difficult for your student. Discuss the passage of time as simply as possible, perhaps displaying photos that show what life was like for elderly family members along with more recent photos.

1. Read the title “Long Ago” with your student. Explain that “long ago” refers to a time that was many years ago. It means ”in the past.” Point out that in this lesson, “long ago” could mean a time before they, their parents, and even their grandparents were born.
2. Read the first paragraph and view the photograph with your student. Then, read the first question with them. Ask them to take a guess about what the picture shows. When your student answers, confirm that the object is a telephone. **IF** your student answered correctly, **THEN** have them tell what clues helped them know this was a telephone. **IF** your student answered incorrectly, **THEN** point out features of the old telephone, such as the mouthpiece for the caller to talk into, the earpiece they used to listen, and the bells that made the phone ring. Talk about other differences, for example, that it hung on the wall, that people had to stand to talk, and that there were no buttons to dial a number.
3. Read the next paragraph to your student as they follow along. Then, have your student look at the photograph of the antique phone again. Have them talk about how a cell phone is different from this kind of phone. Have them think about other things they use every day that people did not have a long time ago. **IF** they struggle to name something, **THEN** choose an object in the room, such as a computer, and ask questions such as these: What is this? What do you use it for? What do you need to make it work? Explain that people did not have these things a long time ago because they had not been invented. Also, they did not have other technologies, such as the Internet and electricity, like we have today.
4. Watch the flipbook with your student. You may pause the flipbook occasionally so that your student can look more closely at photographs and talk about the differences they see between then and now.
5. Read the second question with your student and have them answer. Talk briefly about other possible answers.

#### Activate Prior Knowledge

1. Read the first paragraph and the activity with your student. **IF** your student struggles to think of something they use every day, **THEN** provide a few choices, such as a toothbrush, a faucet, or a refrigerator. Print out the Draw and Write graphic organizer, or have your student draw their object in their notebook. Help them write the name of the object. Encourage your student to talk about how it is used today, and help them determine whether it existed a long time ago.
2. Read each bulleted item. Have your student tell about topics they have learned about and which ones are new to them.
3. Share some examples of words with long *e* to show your student 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

* **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.

[Long Ago\_Genre Long e.ee.ea](https://cite-media.pearson.com/legacy_paths/932e8c5a-6387-47f3-ae04-260c6998d809/Long%20Ago_Genre%20Long%20e.ee.ea.pptx)

#### Explain

A Note to the Learning Coach

In this lesson, your student will listen as you read aloud the text *Yo Wants to Know All about Dinosaurs!* The text gives information and facts about dinosaurs. The illustrations show five different dinosaurs on display at the museum: *Allosaurus, Stegosaurus, Chasmosaurus, Compsognathus,* and *Apatosaurus*. If your student shows an interest in the topic of dinosaurs, you may wish to read additional informational texts about dinosaurs or research the topic of dinosaurs together.

1. Read the introduction with your student or play the slide narration. Make sure your student understands the meanings of the key words, *information*and *facts*.
2. Help your student read the text, and discuss why it is a story. **IF** your student needs help deciding if the text is a story or tells information, **THEN** explain that the story is about a made-up character, Lila. Lila may seem like a real person, but she is not.
3. Help your student read the text about living without electricity. **IF** your student needs help deciding if the text is a story or tells information, **THEN** explain that the text gives information about how people lived long ago, when their homes did not have electricity to give them light or keep them warm. Have your student identify one fact.
4. Next, read *Yo Wants to Know All about Dinosaurs!* aloud. Tell your student to listen to identify whether what they hear is a story or gives information.
5. Have your student share one thing that they learned about dinosaurs from listening to the book. **IF** your student has trouble recalling a fact about dinosaurs, **THEN** reread page 3 aloud. Tell your student to listen for facts about dinosaurs. Have your student share information about dinosaurs from page 3. (Dinosaurs lived long ago; only fossil bones are left; scientists put the bones together to show what dinosaurs looked like.)

[Yo Wants to Know All about Dinosaurs!](https://cite-media.pearson.com/legacy_paths/65186c35-243a-4dbb-a007-9b51b39557a8/Yo%20Wants%20to%20Know%20All%20About%20Dinosaurs.pdf)

#### Check-In

1. Talk with your student about how *Yo Wants to Know All about Dinosaurs!*gives information. **IF** your student needs additional support, **THEN** scaffold by asking questions such as these:
	1. Did you hear facts about dinosaurs or a story about dinosaurs? (facts about dinosaurs)
	2. What is one thing you learned about dinosaurs?
2. **IF** your student says they heard a story about Yo, **THEN** focus their attention on the information in the text. Point out that Yo’s and Grandpa’s words give facts about dinosaurs.

#### Practice

1. Read the directions with your student. Clarify that your student should listen for facts and information as you read aloud “Going Places Long Ago.”
2. Read the passage to your student.
3. Have your student answer the questions about the text. Your student should be able to identify the text as an information text because the text gives facts about how people were able to go places long ago. Ask your student to share one fact they learned from listening to the text.

*Going Places Long Ago*

People long ago did not have cars or planes.

They walked if they wanted to go somewhere.

They rode on horses. They sailed in boats.

It took a long time to go far.

### Objective: In this section, you will identify words that join things, actions, or ideas in sentences.

#### Explain

1. To introduce the idea of connections between words and ideas in a sentence, display a simple sentence on a card or piece of paper, such as “I like bananas.” Ask your student to identify how many items the sentence describes. Then, add a second item to the sentence, for example, “I like bananas and apples.” Ask your student to identify how many items the new sentence describes. As time allows, repeat with a sentence that contains two actions, followed by a compound sentence with two complete thoughts.
2. Read the opening paragraph with your student. Explain that joining words do not name things or actions like nouns or verbs do. Instead, they show how two nouns, verbs, or ideas in a sentence go together. Review the joining words in the box and ask your student to tell how many they recognize.
3. With your student, discuss what is happening in the image. You may want to ask questions such as these: How many people are in the picture? What is each person doing?
4. Read the sentences underneath the image with your student. Have them point to the joining word they see in each sentence. Then, use the next few sentences to explore the connection indicated by each joining word. Guide your student to understand the following:
	1. *And* joins two items, actions, or ideas that are alike in some way. *Fruit* and *salad* are alike because Kari eats both of them.
	2. *But* joins two items, actions, or ideas that are different in some way. *Fruit* and *salad* are different because Mateo eats one but not the other.
	3. *Or* shows that two items, actions, or ideas are choices. The children may eat *now* or *later*, but not at both times.
5. Review that some sentences tell one complete idea or thought, while others tell two ideas. If a sentence tells two ideas, it must include a joining word that connects the ideas.
6. Read the pair of sentences with your student, and have them point out the joining word in each. Talk about the connection each word shows (so indicates that the second idea is the result of the first; because indicates that the second idea causes the first). Then, guide your student to respond to the second question by identifying why the game ended. IF your student has difficulty, THEN review each part of the sentence with them. Then, help them restate the question as follows: The game ended because . Guide them to complete the sentence with the correct response.

Guide your student to respond to Question 1 by identifying the choice that the joining word *or* indicates. **IF** your student has difficulty, **THEN** reread the sentence with them, guiding them to identify the words that are joined by *or*.

A Note to the Learning Coach

The words *so* and *because* both show cause and effect, or why something happens. However, they do so in different ways. In sentences with ideas joined by *so*, the cause or reason comes first, followed by the effect. In sentences with ideas joined by *because*, the event or action comes first, followed by its cause.

#### Check-In

1. Read the directions with your student. Explain that your student will be reading sentences that include a joining word. They must identify that word and tell it to you.
2. Read the first sentence with your student. Have them identify the joining word. **IF** your student answers incorrectly, **THEN** reread the sentence with them. Guide them to see that they are looking for a word that connects two actions in the sentence.
3. Continue with the remaining questions, providing support as needed.
4. After each question, you may wish to discuss with your student what the joining word indicates. For example, in the first sentence, *but* indicates that Lola and Mikael like different colors. In the second, *because* indicates that the fact that it’s bedtime is the reason why I brush my teeth.

#### Practice

1. Read the directions with your student. Explain that they will read sentences that are missing a joining word. They should choose the joining word that makes sense in the sentence and respond orally.
2. Do the first activity together. Read the sentence with your student and help them identify the two connected words or ideas (*sunlight*, *water*). Then, discuss how the words are connected, leading your student to understand that both are elements that plants need. Review the joining word choices with your student and ask them to determine which one indicates “both” (*and*). Guide your student to reread the sentence with the correct word inserted to see if it makes sense.
3. **IF** your student has difficulty answering, **THEN** review the way that each joining connects words or ideas. You may want to guide your student to read the sentence twice, once with each word inserted, so that they can hear which one makes more sense in the sentence.
4. Continue with the remaining questions. **IF** your student has difficulty, **THEN** review the examples of joining words provided earlier in the lesson.

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

#### Warm Up

Begin by having your student identify the sounds they hear in words with the long *e* vowel sound. Use the following routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **tea**(2 sounds) | **eel**(2 sounds) | **bean**(3 sounds) | **feet**(3 sounds) |
| **week**(3 sounds) | **bead**(3 sounds) | **dream**(4 sounds) | **speed**(4 sounds) |

#### Explain

Learning Coach Tip

The vowel letters are *a*, *e*, *i*, *o*, *u*. Long vowels are pronounced the way the name of a letter is spoken.

* When a word has two vowels together, the first vowel is usually spoken as a long vowel, and the second vowel is not spoken, as in *tea*.
* The vowels *ee* and *ea* can make the long *e* sound, as in *feet* and *tea*.

Words with Long *e*

1. Remind your student that they have learned that the letter *e* and *e*-consonant-*e* can stand for the long *e* sound. Explain that they will learn about more letters that can stand for the long *e* sound. Have your student read the words with long *e*. Then have your student answer the first question to identify that each word has the long *e* sound. Explain that the vowels *ee* and *ea* stand for the long *e* vowel sound in the words. Tell your student that when a word has two vowels together, the first vowel is usually spoken as a long vowel and the second is not spoken.
2. Have your student answer the remaining questions to identify the spelling of long *e*. Then, have your student name the letters in each word and say the sound each letter stands for. Explain that the letters *ee* and *ea* make one sound in each word, the long *e* vowel sound. (*b-ee, s-l-ee-p, p-ea, b-ea-c-h*). **IF** your student has difficulty with the words, **THEN** say the sound of each letter and vowel pair in the word and have your student repeat after you.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter or vowel 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, as follows:

* I plant the **seed** in the garden. (s**ee**d)
* Did you **eat** lunch? (**ea**t)
* He climbs the **tree**. (tr**ee**)
* She plays on a soccer **team**. (t**ea**m)
* The **leaf** grows on the plant. (l**ea**f)
* We swim in the **deep** ocean. (d**ee**p)

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

#### Explain

1. Tell your student that in this lesson, they will look at a picture, identify what it is, and tell you what the first sound in the word is.
2. Point to the bike and the bat and say the words. Then, have your student say them after you. Ask your student to listen carefully to the beginning sound in each picture name.
3. Ask your student what is the same about the names of the two pictures (they both begin with the *b* sound.) Have your student say the *b* sound three times.
4. Then, point to the picture of the fish and have your student say its name. Discuss that the first two picture names start with the *b* sound, but *fish*starts with the *f* sound. Ask your student to repeat the beginning sound in *fish*several times.
5. Continue with the picture of the goat.
6. Make sure your student understands that all words have beginning sounds and that when they read a word, they will use the first sound of the word.
7. **IF**your student is struggling with naming the first 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 beginning sound. Help as necessary.
8. Watch the video with your student. Discuss that the student practices identifying reading words from the book.

#### Check-In

1. For each picture, have your student name the picture. Then, have them name the first sound they hear in the word.
2. After your student correctly names the first sound they hear, have them say the sound three times before moving on to the next question.
3. **IF**your student is having difficulty naming the first sound in a word, **THEN**say several other words that begin with the same sound. After that, see if your student can name a word that begins with the same sound.

#### Practice

1. Your student will see two pictures side-by-side. Have them say the name of each picture. Then, ask them what the first sound is that they hear in each picture name.
2. Have your student tell you if the first sounds they hear in the picture names are the same or different. Then, ask them to explain why.
3. **IF**your student is having difficulty distinguishing between the first sounds of the two pictures, **THEN**point to one and say its name, emphasizing the first sound. Have your student repeat the sound with you.
4. Discuss with your student why it is important to be able to recognize the beginning sounds of words.

## Lesson 2: Long Ago: Comprehension

### Objective: In this section, you will ask questions to learn what new words in an information text mean.

#### Key Words

* **question** – something to ask to get information

#### Explain

1. Read the instruction with your student or play the slide narration. If necessary, explain that a question is something to ask in order to get information. You may wish to review that most questions start with a question word (*who, what, where, why, when, how*), and that all questions end with a question mark.
2. Read the list of questions your student can ask about a new word or group of words (phrase). Explain that these questions can guide your student to find its meaning.
3. Read the sentences and Ike’s questions with your student. Make sure your student can ask additional questions about the word *cabins*. **IF**your student struggles to ask questions about the new word, **THEN**point to the list of questions. You may also wish to prompt your student by telling them to ask questions starting with one of the question words.
4. Watch the video with your student. Answer any questions your student may have about finding the meaning of a new word. Discuss the questions that the student asks to learn what the word means. Point out that the student first learns how to say the word. Then, the student and Learning Coach reread the text and use other words in the reading to determine the meaning of the new word.
5. Read or play the instruction for how Ike finds the meaning of the new word *cabins*. Make sure your student understands that rereading, using other words in the text, and looking in a dictionary are ways to find what a new word means.

Read *Yo Wants to Know All About Dinosaurs!*

Set a Purpose for Reading

Have your student look at the cover and the pages of the book. Then, discuss with your student what they think the book will be about. **IF**your student has difficulty, **THEN** focus on the cover of the text. Scaffold by asking questions such as these:

* What do you see on the cover? (a dinosaur’s bones)
* Read the title. What do you think the book will be about? (dinosaurs)

[Yo Wants to Know All about Dinosaurs!](https://cite-media.pearson.com/legacy_paths/de0fdcd8-5b90-4d27-80aa-95290b025ed6/Yo%20Wants%20to%20Know%20All%20About%20Dinosaurs.pdf)

Before You Read: Vocabulary

1. Guide your student to use details in each sentence to infer what each vocabulary word means. For example, for the word *exclaims*, scaffold with activities such as these:
	1. Read the sentence with your student and draw attention to the bold vocabulary word.
	2. If needed, demonstrate how to exclaim. Use your face and voice to show surprise or fear. Say, “Oh!”
	3. Ask questions based on your student’s own experiences:
		1. Have you ever been surprised? (yes) What did you say or do? (I said, “Oh!”)
		2. What did your voice sound like when you said, “Oh!”? (surprised, scared, loud)
		3. What do you think *exclaims* means? (to cry out because you are surprised or scared)
2. Have your student use the vocabulary word in a sentence. **IF** your student has difficulty, **THEN** scaffold by asking a question. For the word *exclaims,* you might ask the following: When do you exclaim? (I exclaim when I am scared or surprised.)

**exclaims:** cries out loudly in surprise or fear

**museum:**a building where important things are kept safe and also put out for people to see

**fossil:** something that has turned to stone over a very, very long time

**pretend:** to use your mind to imagine something that is not real or true

Read

1. Allow time for your student to read the text.
2. Provide support for the difficult dinosaur names.
3. Encourage your student to pause occasionally as they read to talk about what they have learned so far.

Check for Understanding

Use the question to quickly assess whether your student understands that *Yo Wants to Know All about Dinosaurs!* is a book with information about dinosaurs. **IF** your student has difficulty identifying where Yo and Grandpa go to see dinosaurs, **THEN** have them reread page 2 and look at the picture. Make sure your student understands that Yo and Grandpa are at a museum. They are looking at dinosaur bones.

#### Check-In

1. Guide your student to read the directions for the first activity. Clarify that your student should identify the questions Ike can ask about what a new word means. **IF**your student struggles, **THEN**review the list of questions from the Explain section.
2. Read the second question with your student. Clarify that your student should identify how Ike can find the meaning of the new word. **IF**your student struggles, **THEN**remind your student of how Ike learned the meaning of *cabins*by asking questions, rereading, looking at other words in the text, and looking in the dictionary.

#### Practice

1. Allow time for your student to reread *Yo Wants to Know All about Dinosaurs!*
2. Guide your student to choose a word or group of words from the text that is new to them. They may choose one of the words shown, or they may choose another word or phrase from the text.
3. Listen as your student shares questions they can ask about the new word or phrase.
4. **IF**your student easily provides questions about the new word or phrase, **THEN**challenge them to ask at least one more. You may wish to find the meaning of the word or phrase together.

### Objective: In this section, you will ask questions to find a problem and try to fix it.

#### Key Words

* **problem** – something that needs to be fixed or worked out
* **question** – something to ask to get information

#### Explain

1. Read or play the slide narration for the first two paragraphs. Then, read the list of questions to ask in order to identify a problem with your student. If needed, review that a question is something your student can ask to get information. Point out that a question starts with a question word and ends with a question mark.
2. Talk with your student about times when they might have had a problem. Ask how your student figured out what the problem was. Point out that asking questions like Ria’s can help identify a problem.
3. Read Ria’s problem with your student. Read the list of questions she can ask to try to fix it.
4. Point out that these questions don’t fix the problem, but they help Ria figure out a way to solve it.

#### Check-In

1. Read about Andres with your student. Then, have them answer the questions in conversation with you.
2. **IF**your student has difficulty, **THEN**have them reread the questions Ria used to find a problem. Then, fix her problem in the Explain section.

#### Practice

1. In your student's notebook, draw a two-column chart like the one on the screen.
2. Read the directions with your student. Make sure your student understands the task. They will think of a problem they have or could have. Have them think of questions to ask to identify their problem. Then, have them name their problem. You may wish to record the questions and problem for your student.
3. Next, have your student think of questions about how to fix their problem. Then, have your student tell how they can fix their problem. You may wish to record the questions and how to fix the problem for your student.

### Objective: In this section, you will use joining words to connect things, actions, and ideas when you speak.

#### Explain

A Note to the Learning Coach

During today’s lesson, your student will practice using joining words to connect ideas within a sentence. If your student has already studied compound sentences, they may recognize that by joining two complete thoughts with a word such as *and*, *or*, or *but*, they are forming a compound sentence*.* You may want to review the concept briefly before beginning the lesson.

1. Read the first paragraph with your student. Review that some sentences tell about more than one thing, action, or idea. Remind your student that a joining word is a word that connects these ideas and shows how they are related.
2. Review the joining words in the chart and review the job each performs. Discuss how, when, or why to use each one. **IF** your student is confused by a particular word, **THEN** provide an example that demonstrates how each word is used.
3. With your student, talk about what is happening in the photograph. You may want to ask questions such as these: Who is in the photo? What are the children doing? What about the photos is the same?
4. Read the sentences that tell about the photos with your student. Point out that each sentence tells what one of the children does. Discuss what the actions have in common.
5. With your student, read the next part of the text and the example sentence. Explain how the two sentences about each child can be combined into one sentence using a joining word. Guide your student to answer the questions and explain the use of the joining word. Discuss their responses.
6. Read the next set of sentences with your student. Discuss how the ideas in the sentences are related, guiding your student to understand that the children started a band because they like music. Then, discuss how they might be able to say a sentence that shows that connection. Read Question 3 with them, and guide them to construct a sentence that uses the joining word *so* to tell the ideas. Provide feedback and support as needed.
7. Remind your student that they can use joining words to make the connections between ideas in a sentence clear when they speak.

#### Check-In

1. Read the directions with your student. Explain that they will read a sentence and choose the joining word that best completes it.
2. Read the first incomplete sentence with your student. Have them try each joining word in the blank and decide which one makes sense to connect the ideas in the sentence. **IF** your student answers incorrectly, **THEN** discuss how the two actions in the sentence are related. Review that *or* is used to join two choices, and *but* tells that two items are different. Have your student say the final complete sentence aloud.
3. Continue with the second activity. If your student is able, have them work independently. **IF** your student struggles to answer, **THEN** help them refer to the chart at the beginning of the lesson to review how each answer choice is used as a joining word.

#### Practice

1. Read the directions together. Explain that your student will answer questions by choosing a joining word that makes sense in the answer.
2. Read the first activity together. Point out that the question asks your student to name two favorite foods. Talk about how the two foods are connected (they are both your student’s favorites). Then, ask your student to identify a joining word from the box that shows that connection. Have them say their response using this joining word and the sentence frame below the question. **IF** your student has trouble, **THEN** guide them to try each of the three joining words in their response to see which makes the most sense.
3. Have your student continue with the second and third activities. Make sure their responses make sense. If necessary, ask questions and offer suggestions to encourage self-correction. **IF** your student continues to experience difficulty, **THEN** read each question and discuss what it is asking. For example, in Question 2, guide your student to recognize that the phrase *could you wear* shows that they must choose from a number of types of shoes. Help them determine that *or* is the joining word they will use in the sentence because it shows a choice.

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

#### Explain

Get Ready for Learning

During this course, your student will be learning how to write the manuscript capital and lowercase letters of the alphabet. To complete each lesson, your student will need to have available a copy of a handwriting worksheet. You may want to organize the handwriting worksheets your student completes so that your student can refer to the letter models throughout the year. Here are some options:

* Use a three-hole punch to punch holes in each worksheet and add worksheets to a small three-ring binder.
* Put completed worksheets in a folder.
* Punch a hole in the top left corner of each worksheet, and after your student completes a worksheet, add it to an O-ring.

You can organize completed worksheets in the order your student completes them or sequence the completed worksheets in alphabetical order.

Quick Review

Before reading the lesson, remind your student that they’ve written many letters with curved lines. Explain that today they will learn how to write capital *S*, and just as with capital *C*, they will use all curved lines to form the letter.

Read the introduction and review the image of the capital *S*. Ask your student to point to the three different curved lines that make up the letter.

How to Write Capital *S*

1. Watch the video with your student to learn how to form capital *S*. Have your student follow along to write capital *S* in the air. Draw attention to the fact that the letter is formed with only curved strokes.
2. Read the steps together about how to form capital *S*.

#### Check-In

Learning Coach Tip

Make sure your student sits on a chair with good back support, as posture is important to handwriting. Also, do a check to make sure they have adequate lighting, so they can clearly see the strokes they’re using to form the letters.

1. Print the [Capital *S* handwriting worksheet](https://cite-media.pearson.com/legacy_paths/24e350d0-7248-49d8-9214-fd0474900d20/Capital%20S.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 *S* 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 the letter, **THEN** remind your student that they need to form three curves.
	1. Sid Sage

#### 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.
2. **IF** your student has difficulty writing the letter *S* on their own, **THEN** have them practice tracing the letter again.

### Objective: In this section, you will read words with long **e** and the words **about**, **animal**, **carry**, **eight**, **give***,* and **our**.

#### Warm Up

Remind your student of the long vowel sound of *e* as in *bee*. Say the word *bee* and have your student repeat it. Then, use the following routine:

* 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 long *e* vowel sound*.*

Use the following word pairs:

|  |  |  |  |
| --- | --- | --- | --- |
| **met—meat**(meat) | **feed—fed**(feed) | **peck—peek**(peek) | **neat—net**(neat) |
| **ten—teen**(teen) | **set—seat**(seat) | **bead—bed**(bead) | **pep—peep**(peep) |

#### Explain

Read Words with Long Vowel *e*

1. Review how to read words with long e sounds. Use the following routine:
	1. Read the word.
	2. Name the letters that stand for the vowel sound.
	3. Say the sound for the vowel, long *e*.
	4. Read the word again and have your student repeat after you.
2. Continue by using the remaning words to review how to read words with long e. Remind your student that the vowels *ea* stand for the long *e* sound in the words.

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

To help build reading fluency, provide multiple opportunities for your student to read high-frequency words. You may want to have available index cards for the Check-In activity. Have your student write each high-frequency word on an index card. Place the cards in a resealable bag. At the end of the activity, punch a hole in the top left corner of each index card and add the cards to an O-ring. Your student can add high-frequency word cards to the O-ring as you finish discussing them 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 *ee* or *ea* in each spelling word. Then, have your student sort the words by writing the words with the long *e* sound in the beginning or end of a word in the first column and words with the long *e* sound in the middle of a word in the second column.

|  |  |
| --- | --- |
| Beginning/End | Middle |
| eattree | teamleafdeepseed |

#### Check-In

1. Use the sentences to confirm that your student can read the words *about*, *animal*, *carry*, *eight*, *give*, and *our*. **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 *seeds*, *beach*, *team*, *feed*, and *teeth* to confirm that your student can read words with long *e* correctly. Remind your student that when a word has two vowels together, the first vowel is usually spoken as a long vowel sound and the second vowel is not spoken.

#### Practice

1. Have your student read “A New Place” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with long *e* spelled *ea* and *ee*.
2. Print “A New Place.” Have your student reread the text silently. Then, have your student follow the directions to hunt for the high-frequency words about, animal, carry, eight, give, and our, as well as words with long e spelled ea and ee.

[A New Place](https://cite-media.pearson.com/legacy_paths/90c63eb0-9d48-436d-968d-1b2e1352a7bd/A%20New%20Place.pdf)

## Lesson 3: Long Ago: Speak/Listen

### Objective: In this section, you will ask questions to understand the meaning of a word or group of words.

#### Key Words

* **question** – something to ask to get information

#### Explain

1. Read the instruction with your student or play the slide narration. If necessary, review that a question is something to ask to get information.
2. Read the list of questions Roz can ask to show that she understands the meaning of a new word.
3. Point out that your student can ask these questions whenever they want to make sure they have learned the meaning of a new word or group of words (phrase).
4. Watch the video with your student. Guide your student to notice how the student in the video asks questions about a new word and its meaning. Point out that the student asks questions to be able to understand what the word means and then is able to talk about the word with their Learning Coach.

#### Check-In

1. Guide your student to reread page 2 of *Yo Wants to Know All about Dinosaurs!*
2. Focus on the word *museum*and its meaning.
3. Tell your student to choose the four questions they can ask to show they understand the meaning of the word *museum*.
4. **IF**your student struggles, **THEN**review the list of questions from the Explain section.
5. You may provide support by reading each question out loud and then asking your student the following: Does this question show that you understand the meaning of the word?

[Yo Wants to Know All about Dinosaurs!](https://cite-media.pearson.com/legacy_paths/3a09ed5a-a8e0-4fdf-a0f1-8d76127a944d/Yo%20Wants%20to%20Know%20All%20About%20Dinosaurs.pdf)

#### Practice

1. Allow time for your student to reread *Yo Wants to Know All about Dinosaurs!*
2. Guide your student to choose a word that is new to them. Use an online dictionary to look up the word.
3. Work with your student to complete the chart. You may want to write as your student dictates to you. Record a word and its meaning in the center box. Then, in the outer boxes, record the questions that your student asks to show they understand the meaning of the word.

### Objective: In this section, you will use good speaking and listening skills to ask questions about something you heard.

#### Key Words

* **question** – something to ask to get information

#### Explain

1. Read the instruction or play the slide narration for your student. Talk with your student about what they do when they do not understand what they have heard. Maybe they don’t understand a difficult word or the details in an information text. Discuss how to get the speaker's attention and the types of questions to ask in an appropriate manner.
2. Guide your student to notice that Soto has questions about what he hears. He waits until after his Learning Coach has finished speaking before asking them. Point out that waiting to speak is one of many speaking and listening skills.
3. Read the list of Soto’s questions. Make sure your student notices that Soto asks his Learning Coach to repeat certain pieces of information and to use different words. Soto also makes sure he understands something the Learning Coach says by repeating it.
4. Point out that your student can ask questions like these if they don’t understand something they hear.
5. Continue reading the instruction with your student. Focus on the steps for asking questions. Talk with your student about how well Soto followed these steps when he asked questions.

#### Check-In

1. Work with your student to answer the questions.
2. **IF** your student struggles, **THEN**have them review the instruction in the Explain section. You may also provide support by ask these guiding questions:
	1. When you have a question, should you ask it while the speaker is talking, or should you wait until the speaker has finished? (I should wait until the speaker has finished.)
	2. What is the first step to asking a question? (Speak clearly.)
	3. What is the next step? (Keep my question short.)
	4. What do you do next? (Listen to the answer.)
	5. Why might you ask another question? (I still need help.)

#### Practice

1. Read the directions with your student. Make sure they understand the task. You will read a text out loud for them. Then, they will use good listening and speaking skills to ask questions.
2. Read “What the Dinosaurs Ate” to your student. When you are finished, invite your student to ask their questions.
3. Listen as your student asks questions about what they heard. Remind them to use good speaking skills.
4. Be prepared to answer your student’s questions by restating ideas in the text and confirming that your student heard you correctly.

*What the Dinosaurs Ate*

Most dinosaurs ate plants. They ate things like trees, ferns, and flowers. But some dinosaurs ate meat. They ate other dinosaurs. They ate fish from the sea.

### Objective: In this section, you will use joining words to connect words and sentences when you write.

#### Quick Review

If you have not already done so, you may wish to review the concept of compound sentences with your student. Remind them that all sentences state a complete thought by telling about who, what, or where and what happens. Some sentences (simple sentences) tell one complete thought; others (compound sentences) tell two complete thoughts. When a sentence contains two complete thoughts, a joining word connects the thoughts. As time allows, work with your student to look in a familiar story or other text and locate examples of compound sentences. Help your student identify the joining word in each example.

#### Explain

1. Review with your student that joining words connect two things, actions, or ideas in a sentence and help readers and listeners understand the connection between them. Quickly go over the joining words your student has studied and discuss what they indicate about the relationships between the words or ideas they connect.
2. Read the first two paragraphs with your student. Point out that writers can use joining words to connect words, groups of words, and even whole sentences. Explain that using joining words can help a writer improve the way their writing sounds to others.
3. Point out the image and read the text that follows. Have your student point to the sentences Cory wrote and read them aloud. Point out that each sentence includes one idea.
4. Discuss how the sentences sound when they are read aloud. Guide your student to understand that the sentences as written are short and choppy and, as a result, are not very interesting to hear.
5. Continue reading the text, and then read aloud Cory’s new sentence with your student. Have them identify how many ideas are in the new sentence (two). Guide your student in understanding how Cory’s use of the joining word connects the two ideas. **IF** they have difficulty understanding this idea, **THEN** read aloud each of Cory’s original sentences and have your student point to each idea in the new sentence.
6. With your student, compare Cory’s original sentences with his revision. Have them tell which one is more interesting to hear, and then discuss why. As time allows, you may want to have a short conversation about why careful writers read aloud their writing and listen to how it will “sound” to others.
7. Review that it is important to use the right joining word in writing so that the meaning writers express makes sense. Review the words in the bulleted list and when to use them. You may wish to craft one or more sample sentences for each word with your student to make sure the use is clear.

Learning Coach Tip

To provide additional support for choosing an appropriate joining word, display “silly” sentences such as the following:

* I like to eat apples but bananas.
* She felt hungry because she ate dinner.
* They spend time with their family so their friends.
* It was spring or the flowers bloomed.

Discuss how in each case, the joining word does not show the correct connections between the parts of the sentence. As a result, the sentence does not make sense. Note that there may be more than one correct option. For example, the second sentence could become “She felt hungry, and she ate dinner.” or “She felt hungry, so she ate dinner.” Encourage advanced students to look for more than one correct answer when possible.

#### Check-In

1. Read the directions with your student. Explain that in each item, your student will read two sentences. They should choose the sentence in which the joining word connects the ideas in a way that makes sense. Finally, they should write the sentence they choose in their notebook.
2. Read the first pair of sentences with your student. Help them identify the two ideas each sentence joins (Nana drinks water, Mom drinks tea). Discuss how the two ideas are connected (they show that Nana and Mom drink different things). Then, have your student identify the joining word that expresses this relationship. Guide your student to write the sentence in their notebook.
3. Continue with the second and third activity. If your student is able, have them work independently. **IF** your student needs help, **THEN** work with them to review the connection between the two ideas in each sentence and identify which joining word shows that connection.

#### Practice

1. Read the directions together. Explain that your student will use joining words to combine two sentences into one. They will write the new sentence in their notebook.
2. Read the words in the box together and have your student point to each word as you read it. Remind them that they will use the words to join two sentences together.
3. With your student, review the first item. Guide them to read the two original sentences aloud. Discuss how the ideas in the sentence are connected. (They tell that a person likes one of two seasons, but not both.) Then, read the sentence frame and ask them to choose the joining word that makes the most sense to join the ideas in the original sentences. Have your student say their new sentence aloud before writing it down.
4. **IF** your student has difficulty completing the first item, **THEN** work with them as they continue, reviewing the two ideas stated in each shorter sentence and the meaning of the joining words they might use to complete it. **IF** your student is successful, **THEN** have them continue independently. For an additional challenge, guide them to combine the two shorter sentences without using the frame.

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

#### Warm Up

Have your student blend sounds to say words with long *e* 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **leak**(3 sounds) | **fee**(2 sounds) | **each**(2 sounds) | **heel**(3 sounds) |
| **meet**(3 sounds) | **clean**(4 sounds) | **weed**(3 sounds) | **treat**(4 sounds) |

#### Explain

Blend Words with Long *e, ee*

Explain that the vowel team *ee*stands for the long *e* vowel sound in many words. Use letter tiles to form the word *need.*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 *ee* makes 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 *ee*stands for the long *e* sound.

Blend Words with Long *e, ea*

Explain that the long *e* vowel sound can also be spelled with the vowel team *ea*. Remind your student that when a word has two vowels together, the first vowel is usually spoken as a long vowel and the second vowel is not spoken, as in *neat*. Use letter tiles to form the word *neat.*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 *ea* makes 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 *ea*can stand for the long *e* sound.

#### 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 letters *ee*or *ea* makes and blend the sounds together.
4. Add the sound for the last letter and blend.
5. 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 “A New Place” aloud. **IF** your student struggles blending the sounds in words with the long *e*sound spelled *ea*and*ee*, **THEN** use the letter tiles to blend the sounds the letters make. Remind your student that the letters *ee*and*ea* spell the long e vowel sound in the words.
2. Also check for the correct pronunciation of the week’s high-frequency words *about, animal, carry, eight, give,*and*our*.

[A New Place](https://cite-media.pearson.com/legacy_paths/66a11bcd-36d9-4d96-a7f6-c17d0b123553/A%20New%20Place.pdf)

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

#### Explain

Quick Review

Before reading the lesson, remind your student that they’ve learned how to write uppercase *S* and tell them that writing lowercase *s* has almost the same steps. You may want your student to practice writing uppercase *S* before they begin this lesson.

Read the introduction and review the image of the lowercase *s*. Have your student tell how lowercase *s*and capital *S*look the same and how they look different.

How to Write Lowercase *s*

1. Watch the video with your student to see how to form lowercase *s*. Have your student follow along and write lowercase *s* in the air. Draw attention to the fact that, like uppercase *S***,** the letter is formed using three curved strokes.
2. Read the steps together about how to form lowercase*s*.

#### Check-In

Learning Coach Tip

If your student is having trouble forming a letter, watch how they make each stroke, as you aim to pinpoint the problem. Then, explain to your student how they can fix the problem.

1. Print the [lowercase *s* handwriting worksheet](https://cite-media.pearson.com/legacy_paths/9d4b7ce5-87c4-4bbd-b2b2-c426e906cb69/Lowercase%20s.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 *s* 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 the letter, **THEN** have them concentrate on each curve, by counting each one aloud as they form 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). 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. Read the directions with your student for what they should write on each row.
2. **IF** your student has difficulty copying words from the screen, be sure they understand the directions for rows 3 and 4, **THEN** have your student read each word before they write it.

## Lesson 4: Long Ago: Fluency

### Objective: In this section, you will answer questions about words and phrases in a text with information.

#### Key Words

* **answer** – something you say or write when you are asked a question
* **phrase** – a group of words

#### A Note to the Learning Coach

For this lesson, your student will read *Nestor’s Dock: Out of the Stone Age,* which is a comic strip. Comic strips can be a powerful tool for reading instruction. They are engaging and fun to read, but they also contain rich vocabulary and opportunities for building comprehension. Initially, you may wish to help your student read through the text to see what it is about. During subsequent readings, you can guide them to focus on the information, as well as unfamiliar words and phrases, that they find in the text.

You may also wish to help your student track the text in a comic style text. **IF**your student has difficulty, **THEN** help them figure out which speech bubble should be read first, next, and last within a pane of text.

#### Explain

1. Read the instruction with your student or play the slide narration. Explain that books with information often have words and pictures. Readers get information from both the words and the pictures. **IF** your student needs support, **THEN** review that words tell you about something, and pictures show you something.
2. Make sure your student understands that a phrase is a group of words.
3. Explain that the words and pictures in an information text can help readers answer questions about the meanings of new words and phrases. Make sure your student understands that answering the questions about what a word or phrase means will lead to a better understanding of the text.
4. Read *Nestor's Dock: Out of the Stone Age* with your student. Pause after the second panel, after your student has seen the word *prehistoric*. Explain that *prehistoric* people were the very first people who lived on Earth. They lived at a time before people knew how to read or write. They lived before paper and pencils were invented. Go on to explain that prehistoric people anyone could leave any information about themselves. Explain that this is what *prehistoric* means—before the history of people could be written down.

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.

[Nestor’s Dock: Out of the Stone Age (A)](https://cite-media.pearson.com/legacy_paths/a35fe4f9-05a2-425a-9923-1cdcad2d4c87/Nestor%E2%80%99s%20Dock%20Out%20of%20the%20Stone%20Age%20%28A%29.pdf)

[Nestor’s Dock: Out of the Stone Age](https://cite-media.pearson.com/legacy_paths/0758c963-b725-4971-861e-f5ed33b34bab/Nestor%E2%80%99s%20Dock%20Out%20of%20the%20Stone%20Age.pdf)

[Nestor’s Dock: Out of the Stone Age (B)](https://cite-media.pearson.com/legacy_paths/316d5769-25d3-462b-b3f9-bea617e960e2/Nestor%E2%80%99s%20Dock%20Out%20of%20the%20Stone%20Age%20%28B%29.pdf)

1. Explain to your student that when reading a comic strip, the pictures are just as important as the words. Pause after Phil falls into the cave. Point out that the pictures show what happens as Phil tumbles into the cave better than words can describe.
2. Ask your student if they know what the Stone Age is. If they do not, then encourage them to guess.
3. Read about how to use the words and pictures in *Nestor's Dock: Out of the Stone Age*to answer this question: Was the Stone Age a long time ago?
4. Have your student answer the question. **IF** your student needs support, **THEN**point to the parts of the text where the park ranger talks about people living “14,000 years ago” and “20,000 years ago.” Then, point to the pictures showing Phil living like a cave person, with a fire and cave drawings. These words and pictures can help your student answer the question.
5. Watch the video with your student. The student in the video answers questions about the information in the text. Explain to your student that answering questions about the text is a good way to review what they read.

#### Check-In

1. Allow time for your student to review *Nestor’s Dock: Out of the Stone Age*before they answer the questions. Make sure your student understands that each question has two correct answers.
2. **IF**your student struggles with Activity 1, **THEN**guide your student to find words from the text that tell them about a time long ago.
3. **IF**your student struggles with Activity 2, **THEN**have them look for words and phrases that refer to looking for or finding something.

#### Practice

1. Read the directions with your student. Clarify that your student should use words and pictures from *Nestor’s Dock: Out of the Stone Age* to answer this question: Does the word *discovery*mean "something someone finds that is new and important”?
2. Help your student review the text’s words and pictures. Talk about the words that tell about people who lived a very long time ago.
3. Listen to your student’s answer. You may wish to review the sample answer with your student and discuss which words and pictures were most helpful in finding the meaning of *discovery*.

### Objective: In this section, you will make and follow a plan to complete a task on your own.

#### Key Words

* **task** – something that must get done

#### Explain

1. Read the instruction with your student or play the slide narration. Make sure your student understands the meaning of the key word *task*. You may wish to give examples of tasks that are familiar to your student, such as doing homework, setting the table, or making the bed.
2. Talk with your student about Nya’s task. If needed, explain the concept of reading out loud at a good speed. A good speed is neither too slow nor too fast. You may wish to demonstrate by reading aloud the first paragraph three times, once too fast, once too slow, and once at a good speed.
3. Read about Nya’s plan with your student. Make sure your student notices that Nya makes a plan, follows the plan, and then decides if her task is complete. Point out that if Nya did not read aloud at a good speed, she should keep working until she did.

Complete a Task on Your Own

1. Continue reading the instruction with your student. Focus on the steps for completing a task. Talk with your student about how well Nya followed these steps with her task.
2. Encourage your student to think of a task and how they would make a plan to complete the task.

#### Check-In

1. Work with your student to complete the sentences to identify Nya's task and plan and to determine if Nya completed the task.
2. **IF** your student struggles, **THEN** have them review the instruction in the Explain section. You may also provide support by turning the sentence starters into questions like the following:
	1. What was Nya’s task? What did she want to do? (She wanted to read a book out loud at a good speed.)
	2. What was Nya’s plan? (to read the book three times and to see how long it took)
	3. What did Nya decide? (She read the book at a good pace. Her task is complete.)

#### Practice

1. Read the directions with your student. Make sure they understand that they must choose a task, make and follow a plan, and then decide if they have completed the task.
2. Encourage your student to choose the same task as Nya—to read a text out loud at a good speed. Guide your student to choose from the unit books, *Yo Wants to Know All about Dinosaurs!* or *Nestor's Dock: Out of the Stone Age*. Or you may wish to have your student select another available book.

[Yo Wants to Know All about Dinosaurs!](https://cite-media.pearson.com/legacy_paths/4064cd4b-0502-4b1a-85bf-bc16d7d2d63d/Yo%20Wants%20to%20Know%20All%20About%20Dinosaurs.pdf)

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)
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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.

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1. Set aside five to ten minutes for your student to make and follow a plan. Encourage your student to follow Nya’s plan of reading the text several times before deciding if the task is complete. You can observe this process. You may wish to support your student by setting a timer and noting the time your student took for each reading.
2. Listen as your student tells you how they did. Make sure your student describes each step—choosing a task, making a plan, following a plan, and deciding if the task is complete. You may wish to offer them these sentence starters:
	1. My task was \_\_\_\_\_\_\_.
	2. My plan was \_\_\_\_\_.
	3. I followed the plan by \_\_\_\_\_.
	4. I decided my task (was/ was not) complete.

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

#### Warm Up

Begin by having your student identify the number of sounds in a word with long *e*. Have your student blend the sounds. Then, use the following routine to have your student isolate a sound.

* Say the word.
* Have your student repeat the word.
* Have your student identify the vowel sound of the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| reef | seal | street | peach |

#### Explain

Gather the following letter tiles:*a, b, d, e, f, h, l, m, p, s, t.*Use the letter tiles to model with your student how to build words with long *e*spelled *ee*and*ea.* If necessary, remind your student that when a word has two vowels together, the first vowel is usually spoken as a long vowel and the second vowel is not spoken, as in the word *heat*.

#### Check-In

1. Gather the following letter tiles:*a, e, k, l, m s, t, w.*
2. Read each set of directions to your student. Observe your student build the words with long*e*. Have your student identify the long *e* sound in the middle of 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.
2. **Weekly Spelling Test:**Use the following sentences to test the week’s spelling words:
	1. **tree**The squirrel sits in the **tree**. **tree**
	2. **seed**He plants the **seed**in a pot. **seed**
	3. **team**Our **team**won the game. **team**
	4. **leaf** The **leaf** is bright green. **leaf**
	5. **eat**I **eat**an ice cream cone. **eat**
	6. **deep**They jump into the **deep** lake. **deep**
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, 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.

### 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 use strategies to read aloud information texts clearly and correctly.

#### Show What You Know

A Note to the Learning Coach

Reading a text aloud clearly and correctly is called *fluency*. The three criteria for fluent reading are reading rate, expression, and accuracy. Accuracy refers to your student’s ability to read the words correctly, without hesitating, skipping, or mispronouncing words.

Typically, when your student reads aloud, you may be used to responding automatically to correct errors or to provide assistance. During this lesson, it is important to listen silently and notice words your student stumbles over, skips, or mispronounces. You may want to jot down any troublesome words so that you can go over them with your student after they finish reading.

1. Explain that the activities in this lesson are intended to help assess and improve your student’s fluency, or ability to read aloud with accuracy. Your student will review tips they can use and questions they can ask to improve their accuracy.
2. Read aloud or play the slide narration for the introductory sentences with your student. Briefly check in with your student about how they feel about reading aloud. Then, read the bulleted tips together.
3. Ask your student to read the information text “The Stone Age” twice—first silently and then aloud. Listen carefully as your student reads. Notice any words that your student mispronounces or that cause your student to stumble or hesitate.
4. Have your student reflect on their oral reading by asking you the questions listed. Answer your student’s questions honestly. Pronounce unfamiliar words for them. Listen as they say them back to you. Consider building a list of words that your student struggles to read out loud.
5. Have your student read the passage aloud again. Notice whether or not your student's accuracy improves.
6. Assess how successful your student was in completing the fluency activity by considering the following:
	1. **Less Successful** — My student paused frequently while reading the passage and skipped or mispronounced a number of words.
	2. **Moderately Successful** — My student read the passage, only occasionally hesitating, skipping, or mispronouncing words.
	3. **Very Successful** —  My student read the passage without hesitating, skipping, or mispronouncing any words.

#### Try This

1. Based on your assessment, guide your student to the most appropriate activity.
	1. **Less Successful** — Model reading aloud the passage “The Ice Age” for your student. Read the words slowly and enunciate each word. Then, read the passage aloud as your student reads along with you. Finally, read aloud the passage again, with you and your student reading alternate lines.
	2. **Moderately Successful** — Give your student time to rehearse a reading of “The Ice Age” until your student feels that they can read without hesitating or skipping or mispronouncing any words. Then, have your student present the reading to you. Consider recording the presentation to play back. As you replay it, point out words that your student still struggles with.
	3. **Very Successful** — Have your student choose another text to read, such as a section of the unit anchor text or leveled reader. Provide time for your student to rehearse the reading. Then, have your student read the passage aloud.
2. Read the directions with your student. Remind your student that reading accurately takes practice. Allow your student time to read the passage silently before reading it aloud. Answer any questions about how to say specific words or phrases.
3. Ask your student to read “The Ice Age” aloud to you. Do not correct your student during the reading. Notice words that cause your student to hesitate and words that your student mispronounces or skips.
4. Finish by asking your student to reflect on their oral reading skills by discussing the bulleted questions. Encourage your student to think of other questions to ask about their performance. For example, Did I read this passage better than I read the one about the Stone Age? Which words do I have trouble reading?

## Lesson 5: Long Ago: Synthesize

### Objective: In this section, you will answer questions to understand the meanings of words or phrases in an information text.

#### Key Words

* **answer** – something you say or write when you are asked a question
* **phrase** – a group of words

#### Explain

1. Read the instruction with your student or play the slide narration. If needed, review that a phrase is a group of words, and an answer is a response to a question.
2. Talk with your student about the ways they know to find the meaning of a new word, such as by looking in a dictionary or using clues from the other words in the text.
3. Explain that it is important for your student to make sure they understand the meaning of a new word or phrase. Understanding new words helps them remember and use them as part of their vocabulary.
4. Read the list of questions your student can ask to understand the meaning of a new word or phrase.
5. Read about Luis. Read the sentence from *Nestor’s Dock: Out of the Stone Age* with your student. Focus your student’s attention on the term *land bridge*.
6. Read the meaning of *land bridge*. Read how Luis uses the questions to make sure he understands the meaning.
7. Watch the video with your student. Discuss how the student in the video answers questions about the meaning of a word from their reading. Answering the questions shows that the student knows what the word means.

#### Check-In

1. Read the directions with your student. Make sure they understand that the task is to complete the question frames. Encourage your student to use the word bank.
2. **IF** your student struggles, **THEN** have them review the list of questions Luis answered about the term *land bridge* in the Explain section.

#### Practice

1. Watch the flipbook about cave art with your student. You may wish to read the text aloud as your student follows along and looks at the pictures. You may read the text more than once. Answer any questions your student has.
2. Read the directions with your student. Guide your student to look at page 5 and focus on the word *pattern*.
3. Listen as your student answers the questions. Remind them to use the words and picture on page 5 as well as what they already know.
4. Talk about the questions and answers with your student.

### Objective: In this section, you will answer questions to decide whether you learned from the information text.

#### Explain

1. Read the instruction with your student or play the slide narration. Make sure your student understands that Saif wants to know why the Stone Age was important. He reads a book with information to find the answer.
2. Read what the book tells Saif. Then, read the questions Saif answers about the information in the book.
3. Point out that the book did not answer Saif’s question about why the Stone Age was important. That means he needs to read another book with information about the Stone Age. Point out that if the book had answered Saif’s questions, he would not need to keep reading unless he was interested in the Stone Age.
4. Continue reading the instruction with your student. Focus on the steps for thinking about the information in a book. Talk with your student about how well Saif followed these steps. (He did a good job. He followed all the steps.)
5. Make sure your student understands that every book they read may not have the exact information they need. Readers keep looking for books that will answer their questions.

#### Check-In

1. Have your student answer the questions in conversation with you.
2. **IF** your student struggles, **THEN** have them review the instruction in the Explain section. For Question 1, you may ask your student to tell you just one of the questions Saif asked. Provide the other question. For Question 2, you may wish to provide context that your student finds interesting. (You want to learn about , so you read an information book about . The book you read did not answer your question. What do you do?)

#### Practice

1. Read the directions with your student. Make sure they understand their task: They will read a text to find information that answers two questions: When was the Iron Age? Why is it important? You may wish to write these questions on a sticky note as a reminder. Keep it handy during the activity.
2. Allow time for your student to read the text and think about the information they read. Remind them to answer the questions to determine whether the information in the text was helpful.
3. Listen as your student answers the questions. You may wish to give them these sentence frames to aid discussion:
	1. The text did/did not answer my questions.
	2. I do/do not need more information.
4. **IF** your student easily answers the questions, **THEN** deepen the activity by asking them to point to the words in the text that tell the information they needed.

### Objective: In this section, you will check the spellings of long **e** words using a print or digital dictionary.

#### Key Words

* **dictionary** – a listing of words in alphabetical order that gives the spelling and meanings of words

#### Explain

A Note About the Lesson

The focus of this lesson is on teaching your student to use a print or digital dictionary to check spelling. If possible, have a children’s dictionary on hand when you do this lesson with your student. Otherwise, you can access a children’s dictionary online.

Use a Print Dictionary

1. Read the introduction to your student. Explain that a print dictionary is a book of words that they see and hear. Then, read each of the bulleted items in the box labeled, “Dictionary.” Reinforce the idea that words in a dictionary are listed in alphabetical order (ABC order).
2. Continue by reading aloud the next paragraph. Point out that the words *act*and *airplane*are the guide words on the page. Explain that guide words appear at the top of a page and help to find words faster. Point out that *act* is the first word on the page and *airplane* is the last word on the page. Remind your student that the words in a dictionary are in alphabetical order, so in this case, the word they might be looking for is between the guide words *act*and *airplane.*
3. Read the first entry on the sample dictionary page. Explain that the first word in bold type is called the *entry word*. Point out that if you were looking for the correct spelling of a word, you would look at the entry word. Discuss that the entry word is followed by a definition and a sample sentence. If you have a print dictionary, together with your student, spend time paging through the book and pointing out the guide words at the top of the pages. Show your student the entry words and the definitions.
4. Then, have your student answer the questions. **IF**your student cannot locate an entry word, **THEN** review the sample dictionary page. Discuss the use of guide words and point out how the entry words are listed in alphabetical order.

Use a Digital Dictionary

1. Read the introduction to your student. Explain that a dictionary can also be found on a computer or a smartphone. Point out that with a digital dictionary you can type a word into a search bar. Identify the search bar sample on the student section. Explain that once you type in a word many possible choices appear, but the correct spelling is usually the first word that appears. Point out that you can check your word by clicking on it and listening to how it is said.
2. If possible, show your student a digital dictionary and how it works. Allow your student to try some word examples in order to find the correct spelling of several words.

#### Check-In

1. Read aloud the directions and make sure your student understands the activity.
2. Review the answers with your student and provide feedback.
3. When your student has completed the activity, review the steps to checking a word’s spelling, using the guide words in a print dictionary and the search bar in a digital dictionary.**IF**your student is not understanding how to use guide words to locate a word, **THEN**model using guide words with the word *bean* in the first activity. Together use the guide words to locate the entries of the remaining words in Check-In.

#### Practice

1. Read aloud the directions and answer any question your student might have about completing the activity. Then, have your student complete the activities independently.
2. Review your student’s answers. Encourage them to talk about how they located the word using either a print dictionary or digital dictionary. Discuss how using the guide words can help to locate a word in a dictionary. **IF** your student does not understand how to use the guide words, **THEN** start with a bold word from the activity. Next, find a pair of guide words, write them on a sheet of paper and have your student decide whether their word would come before the first guide word, in between the guide words, or after the guide words.

### Long Ago Review and Reflect

#### 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. Have your student tell if they agree or disagree with the statement, and encourage 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?