Contents

[Language Arts 1 B Unit 3: Changes Over Time 2](#_Toc185263629)

[Lesson 1: Changes Over Time: Genre 2](#_Toc185263630)

[Changes Over Time Introduction 2](#_Toc185263631)

[Objective: In this section, you will listen to identify if something is a story or gives information. 4](#_Toc185263632)

[Objective: In this section, you will explain how prepositions tell where and when. 6](#_Toc185263633)

[Objective: In this section, you will spell words after naming the long **u** sound. 7](#_Toc185263634)

[Objective: In this section, you will say the ending sounds in words. 9](#_Toc185263635)

[Lesson 2: Changes Over Time: Comprehension 10](#_Toc185263636)

[Objective: In this section, you will reread to find the topic of an information text. 10](#_Toc185263637)

[Objective: In this section, you will examine connections between trees and other living things in a forest. 12](#_Toc185263638)

[Objective: In this section, you will say what prepositions that tell *where* and *when* mean. 13](#_Toc185263639)

[Objective: In this section, you will write capital **H**. 14](#_Toc185263640)

[Objective: In this section, you will read words with long **u** and the words **find, food, more, over, start,** and **warm**. 15](#_Toc185263641)

[Lesson 3: Changes Over Time: Speak/Listen 17](#_Toc185263642)

[Objective: In this section, you will identify details in pictures and photos in a book with information. 17](#_Toc185263643)

[Objective: In this section, you will explain how pictures connect to a text. 19](#_Toc185263644)

[Objective: In this section, you will use prepositions to write and speak. 20](#_Toc185263645)

[Objective: In this section, you will blend sounds in words with long **u**. 22](#_Toc185263646)

[Objective: In this section, you will write lowercase **h**. 24](#_Toc185263647)

[Lesson 4: Changes Over Time: Fluency 25](#_Toc185263648)

[Objective: In this section, you will identify how to summarize an information text. 25](#_Toc185263649)

[Objective: In this section, you will identify information that answers a question. 26](#_Toc185263650)

[Objective: In this section, you will respond aloud to a discussion question about a text. 27](#_Toc185263651)

[Objective: In this section, you will practice reading fluently. 29](#_Toc185263652)

[Objective: In this section, you will build words with long **u**. 30](#_Toc185263653)

[Lesson 5: Changes Over Time: Synthesize 32](#_Toc185263654)

[Objective: In this section, you will summarize an information text using details in the illustrations and photos. 32](#_Toc185263655)

[Objective: In this section, you will summarize information from a text in simple words. 33](#_Toc185263656)

[Objective: In this section, you will build words with long **u** while blending sounds. 34](#_Toc185263657)

[Changes Over Time Review and Reflect 36](#_Toc185263658)

# Language Arts 1 B Unit 3: Changes Over Time

## Lesson 1: Changes Over Time: Genre

### Changes Over Time Introduction

#### Learning Goals

In this unit your student will discover that there are many different types of the same kind of animal. 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 a preposition and identify the meaning of each of the most frequently occurring prepositions (e.g. *during, beyond, toward*).
3. Identify and spell words with long *u*.
4. Isolate and pronounce final sounds (phonemes) in spoken single-syllable words.
5. Reread to identify the main topic of an informational text.
6. Identify the meaning of each of the most frequently occurring prepositions (e.g., *during, beyond, toward*).
7. Identify and practice writing capital *H*.
8. Read words with long *u* and read the high-frequency words *find, food, more, over, start,* and *warm*.
9. Identify information provided by pictures and illustrations in an informational text.
10. Use frequently occurring prepositions (e.g., *during, beyond, toward*) when writing and speaking.
11. Blend words with long *u*.
12. Identify and practice writing lowercase *h*.
13. Identify steps and strategies needed to summarize an informational text.
14. Compose a response to a discussion question and practice reading your response with appropriate volume and enunciation to a group.
15. With support, read a book of choice.
16. Build words with long *u*.
17. Summarize an informational text using the information provided by pictures and illustrations.
18. Blend and build words with long *u*.

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

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

* Changes Over Time: Genre Quick Check
* Changes Over Time: Comprehension Quick Check
* Changes Over Time: Speak/Listen Quick Check
* Changes Over Time: Fluency Quick Check
* Changes Over Time: Synthesize Quick Check

#### Spark

1. Read the introductory paragraph with your student. Confirm that your student understands that *different* means “not the same.” Point out that the words *big* and *small* tell how the dogs are different. Explain that these are words that are antonyms or have the opposite meaning.
2. View the photo of the dogs with your student. Tell them to notice how all the dogs are different. Then, read the question and help them use an antonym to describe the length of the dogs’ fur. (*long* and *short*) **IF** they struggle to find differences, **THEN** guide them by pointing to a dog in the picture that has long hair. You may ask them to describe other differences they see, such as pointed or floppy ears.
3. Introduce the video. Explain that animals change over time. New types of dogs are born. Tell your student that they will learn a little about how pet dogs started with a common relative—the wolf. Point out that today, there are hundreds of different types of dogs.
4. Watch the video with your student. You may pause the video, if needed, to answer questions or explain difficult concepts.

#### Activate Prior Knowledge

1. Read the first paragraph and the directions for the activity with your student. Help your student write in the concept web. You may use the graphic organizer provided in the lesson or help your student draw a four-square concept web in their notebook. Help your student write “My Pet Dog” in the center of the web. Then, have your student think of four words to describe the dog they would like to have. **IF** your student struggles to think of descriptive words, **THEN** prompt with questions such as: Will your dog be big or small? Will your dog have long or short fur? What color is your dog? Is your dog’s tail bushy? Have your student give more details that describe their dog.
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 long *u* such as *cute, huge,* and *mule* 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

* **author** – a person who writes
* **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.

[Changes Over Time\_Genre Long u.ue.u-e](https://cite-media.pearson.com/legacy_paths/b9f79018-25e7-495e-b85c-c78cc6655565/Changes%20Over%20Time_Genre%20Long%20u.ue.u-e.pptx)

#### A Note to the Learning Coach

Several concepts in the Anchor Text for this unit, [*The* *Return of the Horse*](https://cite-media.pearson.com/legacy_paths/3e5fc656-ff6d-43a1-84eb-fd885ec9bce0/The%20Return%20of%20the%20Horse.pdf), may be difficult for your student to comprehend. Among these are the idea that a small creature who lived 55 million years ago might have developed into a number of different species and that animals who lived in one part of the world may have dispersed to other parts of the world or died out in certain parts of the world. You might preview this text by talking about dinosaurs. Your student may know that dinosaurs once ruled many parts of the world but no longer exist. Animals such as birds and reptiles are distantly related to the dinosaurs who once roamed the earth.

#### Explain

1. Read the introduction with your student. Make sure your student understands the meaning of each boldfaced term.
2. Help your student read the first excerpt and discuss how they know that this is a story. **IF** your student needs support, **THEN** scaffold with these questions:
	1. Are wild horses real? (yes)
	2. Can a wild horse talk? (no)
	3. How can you tell that this is made up? (The horse talks and has a name. The author tells what the horses are thinking.)
3. Help your student read the text about mustangs. **IF** your student has trouble determining why this is information, **THEN** have them locate some facts about mustangs in the passage. (For example, we call wild horses mustangs, mustangs live in groups called herds, mustangs come from horses that ran away from people.)
4. Next, read *The Return of the Horse* aloud. Ask your student to listen to identify whether what they hear is a story or gives information.

[The Return of the Horse](https://cite-media.pearson.com/legacy_paths/3e5fc656-ff6d-43a1-84eb-fd885ec9bce0/The%20Return%20of%20the%20Horse.pdf)

#### Check-In

1. Talk with your student about the features that make *The Return of the Horse* information. **IF** your student needs additional support, **THEN** scaffold by asking questions such as:
	1. Did an author write this? (yes)
	2. Did an author make this up? (no)
	3. Are there facts about horses in this book? (yes)
2. Before discussing Question 2, reread page 2 of the text aloud. Then, allow your student to name a fact from the page.

#### 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 telling a story or giving information. **IF** your student has trouble explaining, **THEN** scaffold by asking questions such as these:
	1. Do you hear facts or made-up ideas? (facts)
	2. Is a donkey a real animal? (yes)
	3. What is one fact about donkeys that you heard? (a donkey has four legs with hoofs)

**Donkeys**

A donkey is a distant cousin of the horse. It is like a horse in many ways. It has four legs with hoofs. It has big ears and a long tail. It has a mane of hair along its neck.

Donkeys are not horses, though. They have longer ears. They have thinner hair. They are shorter than horses.

### Objective: In this section, you will explain how prepositions tell where and when.

#### Key Words

* **preposition** – a word that tells where or when something happens

#### Explain

1. Show your student two objects, such as a book and a marker. Put one on top of the other. Then, describe where they are in relation to each other to help your student build background. For example, tell them that the marker is on the book and the book is under the marker. Then, put the objects side by side. Then, tell your student that the book is next to the marker or that the marker is beside the book.
2. Introduce the word *preposition* and read aloud the definition with your student. Explain that prepositions show where something is or when it happens. Remind your student that *where*is about location or placement, and *when*has to do with time.
3. Point out the first two images and read the corresponding sentences with your student. Have them point to each word in bold. Explain that these are examples of prepositions that help answer the question *Where?* Have your student look around the room and name other objects that are *above, in,* and *on*other objects.
4. Continue with the second pair of images and sentences. Have your student point to the words in bold. Explain that these are prepositions that help answer the question *When?* Point out that a preposition does not give an exact time. For example, it does not tell that something happened at 3:00 in the afternoon. Instead, it shows when something happened as compared to another event. **IF**your student has difficulty with this concept, **THEN**rephrase, for example: If something happens *before*, it happens first. If something happens *after*, it happens last.
5. Look at the image with your student and read the sentences together. Have them point to the words in bold, and make sure they understand that these are prepositions. Listen as your student answers the questions. **IF**your student has difficulty answering, **THEN**review that *when* has to do with time, while *where* has to do with location.

#### Check-In

1. Read the directions with your student.
2. Look at the first picture with your student. Have your student read the prepositional phrase and choose the answer for what the preposition tells.
3. Complete the first activity together. Guide them to use each image and phrase to tell whether the phrase is about when something happens or where it happens. **IF**your student has difficulty, **THEN**remind them that *when* describes the time that something happened, while *where* describes a specific place.
4. Have your student continue with the activities on their own as they are able.

#### Practice

1. Read the directions together. Explain that each sentence has a preposition and that the preposition appears in bold. Tell your student they will say whether each preposition shows where or when.
2. Read the first activity together. Ask your student to identify the preposition in bold (*on*). **IF**your student has difficulty answering, **THEN**prompt them with questions to help them determine which makes sense, for example: Where is the book? When is the book?
3. **IF** your student answers correctly, **THEN** have them look at the remaining sentences independently and give their answers. **IF** your student answers incorrectly, **THEN**provide support as you did for the first activity.

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

#### Warm Up

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

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **use**(initial sound; the sound for long *u*) | **rude**(initial sound; the sound for *r*) | **due**(final sound; the sound for long *u*) | **duty**(middle sound; the sound for long *u*) |
| **glue**(initial sound; the sound for hard *g*) | **argue**(final sound; the sound for long *u*) | **cute**(final sound; the sound for *t*) | **sue**(final sound; the sound for long *u*) |

#### Explain

Learning Coach Tip

A long *u* can sound like the name of the letter *u* as in the word *cube*. Many words with the long *u* sound are spelled with a vowel, a consonant, and *e*. Another spelling for the long *u* sound is *ue* as in the word *blue*.

Words with *u*\_*e*

 Review with your student what they have learned about the long u sound spelled with *u*-consonant-*e* as in *cute*. Then, have your student read the words with long *u*. Explain that when the vowel is followed by a consonant and the vowel *e*, the first vowel says its name and the *e* is silent. Have your student answer the questions to identify that each word has the long *u* sound in the middle. Have them name the letters in each word and then say the sound each letter or letters stand for (t-u-b-e, t-u-n-e, f-u-s-e). IF your student has difficulty with the words, THEN point to and say the sound of each consonant and the vowel u. Have your student repeat after you. Review that the vowel e at the end of each word is silent, or not spoken.

Words with *ue*

Introduce Spelling Words

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

#### Practice

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

* I will **use** the soap by the sink. (**u**s**e**)
* She sang a happy **tune**. (t**u**n**e**)
* We can fix the cup with **glue**. (gl**ue**)
* My birthday is in **June**? (J**u**n**e**)
* The pup is so **cute**. (c**u**t**e**)
* I’ll put one big ice **cube** in that drink. (c**u**b**e**)

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

#### Explain

1. Read the introductory text with your student. Review that all words have a beginning sound and that many words have a middle sound. Explain that all words also have an ending sound.
2. Watch the video with your student. Discuss how the student pronounces the ending sounds in the last word in each sentence.
3. Tell your student that in this lesson, they will look at pictures and say their names. They will then tell what the ending sound is that they hear in the picture name.
4. Point to the mop and the sheep and say the picture names. Then, have your student say the words. Ask your student to listen carefully to the ending sound in each word.
5. Ask your student what is the same about the two words (they both end with the *p* sound.) Have your student say the *p* sound several times.
6. Then, point to the picture of the fan and have your student say its name. Talk about how the first two words ended with the *p* sound, but *fan*ends with the *n* sound. Ask your student to repeat the ending sound in *fan*several times.
7. Continue with the picture and name of the drum.
8. Make sure your student understands that all words have ending sounds. Explain that when they read new words, they should pay attention to the ending sound of the word. Discuss why it is important to be able to recognize the ending sound in a word. (It helps us to distinguish between words such as *cap, cab,* and *cat*and *him, hit,*and*hill.*)
9. **IF**your student is struggling with naming the ending 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 ending sound. Help as necessary.

#### Check-In

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

#### Practice

1. Have your student say the name of both pictures side-by-side. Then, ask them what the ending sound is that they hear in each word.
2. Have your student tell you if the ending sounds they hear in the words are the same or different. Then, ask them to explain why.
3. **IF**your student is having difficulty distinguishing between the ending sounds of the two picture names, **THEN**point to one, and say its name, emphasizing the ending sound, and have your student repeat the sound with you. Do the same with the second picture.

## Lesson 2: Changes Over Time: Comprehension

### Objective: In this section, you will reread to find the topic of an information text.

#### Key Words

* **reread** – to read again
* **topic** – who or what an information text is about

#### A Note About This Lesson

Since the learning goal for this lesson focuses on what good readers do when they reread a text, it begins with having your student read *The Return of the Horse*for understanding first. The Explain part of the lesson, where your student will reread parts of *The Return of the Horse,* follows. Since *The Return of the Horse*is a complex text, you may find that you and your student must read it together rather than having them attempt it as independent reading.

[The Return of the Horse](https://cite-media.pearson.com/legacy_paths/bdfa73e2-4882-4310-9d0a-38f711b328d7/The%20Return%20of%20the%20Horse.pdf)

#### Explain

Set a Purpose

Help your student set a purpose for reading *The Return of the Horse*. First, link to the book and talk about the title and illustration on the cover. Then, have your student look through the pages of the book before telling what they expect to learn.

Before You Read: Vocabulary

The vocabulary in this text is complex. The words here are key words to understanding. Guide your student to use details in each sentence to infer what each vocabulary word means. For example, for the word *ancestors,* scaffold by doing the following:

* Read the sentence with your student. Draw attention to the boldfaced vocabulary word.
* Ask questions like, Could your great-grandfather be your ancestor? (yes) Why? (He is in my family and lived long ago.) Could your sister be your ancestor? (no) Why not? (She is in my family but didn’t live long ago.)
1. **ancestors** — family members who came before
2. **descendants** — people who come from a certain ancestor
3. **species** — a group of living things that share many traits and can have babies together
4. **thrived** — did well or succeeded

Check for Understanding

1. Watch the video with your student. Review the steps the student took to determine the topic of their book.
2. Remind your student that rereading is reading again. Good readers often reread information to make sure they understand it. Review the numbered steps and connect them back to the steps that the student in the video used to locate the topic of their book. Explain that your student will have a chance to use these steps in Check-In.

#### Check-In

1. Review the directions with your student and reread the numbered steps together.
2. Have your student reread the title to answer Question 1. **IF**your student needs prompting, **THEN**have them consider these questions:
	1. Where were the little horses at the start of the book?
	2. Why did the horses move away?
	3. Why did the horses come back?
3. Have your student return to and reread page 6 to answer Question 2. **IF** your student has trouble locating words that appear multiple times, **THEN** reread the page aloud, stressing the words *America* and *horses* as you read.
4. Finally, have your student answer Question 3. Encourage them to think about what the pictures show about horses.

#### Practice

1. Read the directions with your student. If you wish, return to review your student’s answers in Check-In.
2. Help your student complete the sentence. Encourage your student to be as specific as possible. For example, you might point out that yes, the book is about horses, but many books are about horses. This book is more specifically about how horses changed, how they moved from North America, and how they returned.

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

#### Key Words

* **topic** – who or what an information text is about

#### Explain

1. Start your discussion by introducing the concept of part and whole. Explain that the petals, leaves, stem, and roots of a flowering plant are all parts of the whole plant. The parts fit together to make a whole.
2. Read the opening paragraph and look at the photograph together. Challenge your student to suggest what the three parts of Amiyah’s book might be. Then, read on to find out.
3. Read about Amiyah’s text, pictures, and title. **IF**you want to provide your student with more experience involving the parts of a book, **THEN** ask some open-ended questions such as the following:

#### Check-In

1. Read the activity directions together.
2. Remind your student that each part of a book fits with the other parts to make a whole book. Each part has its own purpose or job to do. Allow your student to match each book part to its job.
3. **IF**your student has difficulty, **THEN**review what Amiyah said about her book parts in the Explain section.

#### Practice

1. Help your student find one page of *The Return of the Horse* to reread. Discuss the picture before rereading the text with your student.
2. Have your student respond to the two questions orally or in writing. Remind your student that the pictures, text, and title all fit together to create a whole book.
3. Return to the book cover. Point out that for this book, Liz Hyuck wrote the text. Then, Adam Larkum drew pictures to go with Liz Hyuck’s words. The title explains the topic of the words and pictures.
4. **IF**your student could use some writing enrichment, **THEN**supply art materials and encourage them to use a folded sheet of paper to write Amiyah’s book for her, adding pictures and a title that connect to the text.

[The Return of the Horse](https://cite-media.pearson.com/legacy_paths/bdfa73e2-4882-4310-9d0a-38f711b328d7/The%20Return%20of%20the%20Horse.pdf)

### Objective: In this section, you will say what prepositions that tell *where* and *when* mean.

#### Key Words

* **preposition** – a word that tells where or when something happens

#### Explain

1. Review that a preposition is a word that tells more about a thing or an action. A preposition can tell where something is or where it happens. It can also tell when something happens in relation to something else. Discuss how prepositions help people give information about when and where.
2. Remind your student that they have learned that certain prepositions tell about *where*. Then, point out the image of the turtles. Have your student describe what the turtles are doing and where they are going. Then, read each pair of sentences below the image with your student, noting that the first sentence uses a preposition, and the second sentence explains what it means. Invite your student to point to each preposition in bold, then discuss what the preposition indicates about where a specific item is. **IF** your student would benefit from a model, **THEN** act out the location indicated by each preposition, stating in each case where you are. For example, I am sitting *on*my chair. I walk *toward*the door.
3. Continue with the next portion of the lesson, reiterating that certain prepositions tell *when*and inviting your student to describe when the boy in the image watches TV. Use the sentence pairs to define and explain the meanings *before*, *during*, and *after*. Help your student understand that each of these prepositions show when the boy, Luka, watches TV in the context of when another event happens. **IF** this concept is difficult for your student, **THEN** rephrase. For example, Luka watches TV before bedtime. First, he watches TV. Then, it is bedtime.
4. With your student, discuss the last image and read the two sentences that follow. Discuss how each sentence uses a preposition to tell *where* or *when*, and then have your student respond to the questions. Provide feedback after each response, making sure your student understands why *during* in the first sentence tells *when* and why *on* in the second sentence tells *where*.

#### Check-In

1. Read the directions with your student. Explain that your student will read sentences with prepositions in bold. They will point out the preposition and tell you whether it identifies *where*or *when*.
2. Read the first sentence with your student. Have them identify the preposition in bold before they tell you where or when. **IF** your student answers incorrectly, **THEN**review which prepositions show where something is, and which show when something happens.
3. Have your student complete the rest of the activity on their own as they are able. **IF**your student needs help, **THEN**remind them that *when*tells about a time, and *where*tells about a place, location, or direction.

#### Practice

1. Read the directions with your student. Explain that they will think about what they see in each image, and then choose the preposition that tells more about it.
2. Complete the first item together. Have your student describe what they see and where they think the book is located. Then, read the question and have your student choose which preposition correctly describes the location of the book. **IF**your student has trouble, **THEN**model the meaning of each preposition for them.
3. For the second item, discuss the image and read the question together. Have your student identify whether the sentence tells *where* or *when*. Then, have them choose the correct preposition.
4. Read the third item together and have your student identify whether it refers to *where* or *when*. Have them complete the activity on their own as they are able; otherwise, continue to scaffold by discussing the image and reviewing the meaning of each preposition in the question.

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

#### Explain

Quick Review

Before reading the lesson, remind your student that they’ve learned to write many letters that have only straight lines, like capital *L* and capital *T*. Tell them that today they will learn to write another letter that has only straight lines—capital *H*.

Read the introduction and review the image of the capital *H*. Have your student point to the two straight lines that go down.

How to Write Capital K

1. Watch the video with your student to learn how to form capital *H*. Have your student follow along to write capital *H* in the air. Point out that the first steps are to write two side-by-side lines that go straight down but don’t touch one another.
2. Read the steps together about how to form capital *H*.

#### Check-In

Learning Coach Tip

If your student’s letters look messy or uneven, they might be moving the paper as they write. Encourage them to hold the paper with one hand while they write with the other in order to hold the paper steady.

1. Print the Capital *H* handwriting worksheet. 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 *H* as your student follows the arrows on the letterform.
3. Observe as your student completes the worksheet. **IF** your student has difficulty deciding where to start the second straight line down, **THEN** suggest that they put the little finger of their non-dominant hand to the right of their first straight line down. Then, they can draw the second line to the right of their little finger.

#### Practice

1. Print the Handwriting Practice worksheet and read the directions for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced.
2. **IF** your student has difficulty writing the letter *H* on their own, **THEN** have them read aloud the steps they need to follow to form the letter.

### Objective: In this section, you will read words with long **u** and the words **find, food, more, over, start,** and **warm**.

#### Warm Up

Remind your student of the long *u* vowel sound, the sound in *flute*. Say the word *flute* and have your student repeat it. Use the following routine to identify the long u sound in a pair of words:

* Tell your student to listen as you say the 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 *u* sound.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **cut-cute**(cute) | **hug-huge**(huge) | **tub-tube**(tube) | **glum-glue**(glue) |
| **sum-sue**(sue) | **cub-cube**(cube) | **fuss-fuse**(fuse) | **dud-dude**(dude) |

#### Explain

Read Words with Long Vowel *u*

1. Use the first two words to review how to read words in which the vowel *u* followed by a consonant and *e* spell the long *u* sound. Consider the following routine:
	1. Read the word.
	2. Name the letters that stand for the long u sound.
	3. Say the sound for long u.
	4. Read the word again and have your student repeat after you.
2. Read the next two words. Continue to review how to read words with the long *u* sound. Remind your student that the letters ue stand for the long *u* sound.

Read High-Frequency Words

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

High-Frequency Words Routine

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

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

Learning Coach Tip

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

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. In each spelling word, have your student underline the vowels *u* and *e* separated by a consonant, or the vowels *ue* together. Then, have your student sort the words by writing words with the long *u* sound spelled *u*-consonant-*e* in the first column, and words with the long *u* sound spelled *ue* in the second column.

|  |  |
| --- | --- |
| *u\_e* | *ue* |
| usecutetuneJunecube | glue |

#### Check-In

1. Use the sentences to confirm that your student can read the words*find, food, more, over, start,* and *warm*. **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 *blue, mule, glue,* and *cute* to confirm that your student can read words with long *u* correctly. Remind your student that the vowel, *u* followed by a consonant and an *e* stands for the long *u* sound. Add that the vowel team *ue* also stands for the long *u* sound.

#### Practice

1. Have your student read “Sue the Mule” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with long *u*.
2. Print “Sue the Mule.” If you do not have a printer, copy the short story onto a sheet of paper. Have your student reread the text silently. Then, have your student follow the directions to hunt for the high-frequency words*find, food, more, over, start, and warm*, as well as words with long *u*.

[Sue the Mule](https://cite-media.pearson.com/legacy_paths/f0cbd887-4ee5-4e2a-a58c-f4acddd3be33/Sue%20the%20Mule.pdf)

## Lesson 3: Changes Over Time: Speak/Listen

### Objective: In this section, you will identify details in pictures and photos in a book with information.

#### Key Words

* **details** – important pieces of information
* **graph**–a picture that orders numbers and information
* **illustrations** – the pictures in a book
* **map** – a picture of a place or area
* **photos** – pictures taken with a camera

#### Explain

1. Read the first two paragraphs with your student. Make sure that they understand the meaning of each bold word. Point out that photos and illustrations can add to a reader’s understanding of a text. Sometimes they supply new information. More often, they help to show an important detail of the text.
2. Read the passage about Chicago with your student and look at the photo together. Have your student tell what they see in the photo. Then, return to the passage and have them find the sentence that best matches what they see in the photo. (“Today, it is a big city.”) Explain that the photo shows clearly how Chicago looks today.
3. Watch the video with your student. Point out how the student in the video looks for details in the photos and explains how they connect to the text.
4. Help your student locate page 2 of *The Return of the Horse*. Reread the text to your student, and have your student respond orally to the questions. Point out that the pictures in this book are illustrations, not photos. An artist drew the illustrations.

[The Return of the Horse](https://cite-media.pearson.com/legacy_paths/bf61b449-7ece-4985-a8d4-bf6192c450b5/The%20Return%20of%20the%20Horse.pdf)

Identify Details in Pictures

1. Read the first three paragraphs with your student. Make sure that they understand the meaning of each bold word. Point out that maps and graphs can add to a reader’s understanding of a text. Sometimes they supply new information. More often, they help to show an important detail of the text.
2. Use *The Return of the Horse*to answer questions 1 and 2. Help your student to connect the graph to the words in the text. **IF** your student does not make the connection between the text and the graph, **THEN** read them the following sentences on page 2 and 5:
	1. "Once upon a time, long, long ago—55 million years, to be exact—lived a little horse called Hyracotherium. “It didn’t look much like a horse, really. It looked more like a tiny, three-toed deer, about the size of a medium dog." page 2
	2. "This family, called Equus, liked Asia just fine—there was lots of tasty grass and plenty of room to run. Some stayed in Asia, while others wandered farther west, into the Middle East, Europe, and all the way to Africa, where their descendants became zebras and donkeys." page 5
	3. The sentences connect to the graph to show how the horse family has changed over the years.

#### Check-In

1. Have your student answer the questions about *The Return of the Horse*. Guide them to turn to the specific pages in the text and focus on the illustrations.
2. **IF**your student struggles to answer the questions, **THEN**remind them to look closely at the illustrations for details that connect to the text. You may also ask these guiding questions:
	1. What are the horses doing in the top illustration on page 4? (They are walking across a snowy place.)
	2. Where do you see the word *Asia* in the bottom illustration? (on the right side)
	3. What animals are in the picture on page 5? (zebras and donkeys)
	4. Where do you see those words in the text? (in the last sentence)

#### Practice

1. Read the directions with your student and help them locate page 7 of the text. Link to the two-column chart and discuss the heading of each column.
2. Help your student complete the left side of the chart with three to five details from the illustration.
3. Then, focus on the text. Reread it to your student if necessary. Help your student complete the right side of the chart with words, phrases, or sentences from the text that connect to the details they listed.

### Objective: In this section, you will explain how pictures connect to a text.

#### Key Words

* **details** – important pieces of information
* **illustrations** – the pictures in a book
* **photos** – pictures taken with a camera
* **topic** – who or what an information text is about

#### Explain

1. Read the opening two paragraphs and review the meanings of the bold words.
2. Continue with the next paragraph and explain that your student can talk about the illustrations and photos in a book. They can judge whether the illustrations and photos are right for that book by looking at how they connect to the words and how they help a reader learn about a topic.
3. Read the flipbook together. Stress the importance of the artist’s work—it helps a reader to picture what the author is telling about. If the art works well with the text, it helps the reader understand and appreciate the book.

#### Check-In

1. Read “The End of a Forest” with your student. Then, have them select the photo that best fits the text.
2. Ask your student to explain why the photo they chose is best. Encourage them to respond in turn to each of the bulleted steps. Remind them to use good speaking skills. They should think before they speak, and they should be clear about their meaning. **IF** your student has trouble supporting their choice, **THEN** have them list the details they see in each photo and compare them to the text.

#### Practice

1. Read “The Old House” with your student. Discuss how a house can change over time.
2. Provide art supplies and ask your student to create an illustration for the text of “The Old House.” Remind your student to think the way the artist did in the flipbook. They should think about the words, ideas, and topic of the passage.
3. Encourage your student to support their choices by explaining orally how their picture connects to the text. Remind them to think before they speak and to explain their choices clearly.

### Objective: In this section, you will use prepositions to write and speak.

#### Key Words

* **preposition** – a word that tells where or when something happens

#### Explain

1. Read the opening text with your student. Review that a preposition points to where or when something happens. It does not give an exact location or time, but it shows that a place or time is coming.
2. Preview the chart with your student. Have them first read the prepositions that tell where, and then those that tell when. Play a quick game where one person names a preposition from the chart, and the other person identifies it as a *where*or a *when*word. Take turns in each role. Then, review the meanings of the prepositions in the chart. As needed, write the words and definitions on index cards, for example:
	1. beyond = past
	2. toward = in the direction of
	3. during = at the same time
3. Then, act out these prepositions for your student:
	1. I walk beyond you.
	2. I jog toward the wall.
	3. I talk during the lesson.
4. Have your student look at the picture and tell you what they think is happening. Challenge them to use a preposition from the chart in their description.
5. Read the sample sentence together. Have your student point out the preposition (toward) and what it tells (where Lia walks).
6. Help your student read the second sentence. Guide them to answer the questions. **IF** your student has trouble answering, **THEN** refer them back to the chart. Have them use the prepositions as clues to answer *where*? or *when*?
7. Encourage your student to use prepositions to tell where or when in their speaking and writing.

Give acting commands to your student so they can build background and practice working with these prepositions.

#### Check-In

1. Read the directions with your student. Explain that they will choose the correct preposition to complete each sentence. The word will help tell *where*or *when*.
2. Read the first sentence with your student. Then, have them choose the preposition that completes the sentence. **IF** your student has difficulty answering, **THEN**use props and an action to demonstrate *in*and *toward*. Consider the following:
	1. Put an object in a box and say, “The object is *in* the box.”
	2. Walk to the kitchen (or another room or destination) and say, “I walk *toward*the kitchen (or another destination).”
3. Have your student complete the second and third activities on their own as they are able. **IF**your student has trouble answering, **THEN**have them look back at the index cards with definitions. Guide them to see that the second activity tells where, and the third activity tells when.

#### Practice

1. Read the directions together. Explain that your student will use prepositions to complete sentences that answer questions. Then, they will write the full sentences.
2. Read the phrases in the box together. Have your student identify the preposition in each one and tell whether each phrase shows when or where.
3. Read the first question together. **IF** your student answers correctly, **THEN** have them complete the rest of the activity independently. **IF** your student answers incorrectly, **THEN**continue to support them as they choose a phrase and write a sentence to answer the second and third questions. Remind them to look back at the index cards with definitions.

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

#### Warm Up

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

|  |  |  |  |
| --- | --- | --- | --- |
| **duke**(3 sounds) | **prune**(4 sounds) | **mule**(3 sounds) | **blue**(3 sounds) |
| **due**(2 sounds)﻿ | **use**(2 sounds) | **dude**(3 sounds) | **clue**(3 sounds) |

#### Explain

Blend Words Spelled *u\_e*

1. Explain that when the letter *e* is added to the end of a short vowel word, the vowel often changes to a long vowel sound. Model the difference between saying the short *u* sound in a word and in a word with a long *u* sound. Use letter tiles to form the word *cut*and *cute*. Space the letters. Move the letters together as you blend the sounds. Use the following routine to blend:
	1. Say the sound the first letter makes.
	2. Add the sound the letter *u* makes and blend the sounds together.
	3. Add the sound for the next letter and blend.
	4. Remember that the final e is silent.
	5. Say the word.





**IF** your student has difficulty blending the sounds to say the word, **THEN**repeat the routine with word pairs, *cub-cube*. Review that the vowel *u* followed by a consonant and the letter *e* has the long *u* sound.

Blend Words Spelled *ue*

Explain that the long *u* sound can also be spelled with the vowels *ue* together. Follow the procedure for saying the sounds in a word with the long *u* sound. Use letter tiles to form the word *clue*. 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 next letter makes and blend the sounds together.
* Add the sound the letters *ue* together make and blend the sounds together.
* Say the word.

**IF**your student has difficulty blending the sounds to say the word, **THEN**repeat the routine with words from the Warm Up section. Review that the vowels *u* and *e* together can stand for the long *u* sound.

Blend Sounds in Spelling Words

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

#### Check-In

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

1. Say the word.
2. Say the sound the first letter makes.
3. Say the sound the second letter makes if it is a consonant. Blend the sounds together.
4. Add the sound the letters *u-* consonant-*e* *or* the sound *ue* makes. Blend the sounds together.
5. Add the sound for any last letters (consonant and *e*) and blend.
6. Say the word.

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

#### Practice

1. Listen as your student reads “Sue the Mule” aloud. **IF** your student struggles blending the sounds in words with long *u*, **THEN** use the letter tiles to blend the sounds the letters make.
2. Also, check for the correct pronunciation of the week’s high-frequency words *find, food, more, over, start,* and *warm*.

[Sue the Mule](https://cite-media.pearson.com/legacy_paths/84241b88-c8a0-478b-97e6-b28b6ccdd61b/Sue%20the%20Mule.pdf)

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

#### Explain

Quick Review

Before reading the lesson, remind your student that while capital *H* has only straight lines, lowercase *h* has both a straight line, which they will retrace, and a curved line.

1. Read the introduction and review the image of the lowercase *h*. Point out that part of the letter reaches all the way from the top to the bottom line, while the rest of the letter reaches only from the middle line to the bottom line.

How to Write Lowercase h

1. Watch the video with your student to see how to form lowercase *h*. Have your student follow along and write lowercase *h* in the air. Point out that, as when they write lowercase *p*, they will retrace a line to write lowercase *h*.
2. Read the steps together about how to form lowercase *h*.

#### Check-In

Learning Coach Tip

If your student is not holding the pencil correctly, try the following idea: Have your student hold the pencil quite near the writing tip with their thumb and index finger. Then, have them flip the pencil over so that it rests on their hand. That action usually results in a proper pencil grip.

1. Print the Lowercase *h* handwriting worksheet. 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 lowercase *h* 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 retracing the line to form the letter, **THEN** have them practice by writing some vertical straight lines on paper for them to retrace, reminding them to try to stay on the line.

#### 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 for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced.
2. **IF** your student has difficulty copying words from the screen, be sure they understand the directions for rows 3 and 4, **THEN** spell aloud each word for your student before they begin writing it.

## Lesson 4: Changes Over Time: Fluency

### Objective: In this section, you will identify how to summarize an information text.

#### Key Words

* **summarize** – to tell the main ideas of an information text or a story
* **topic** – who or what an information text is about

#### Explain

1. Read the instructions and Nia’s summary with your student. Review the bold terms. Make sure your student understands that when readers summarize an information text, they use their own words to tell the most important ideas about a book’s topic. A summary should be very short—a few sentences is a good length.
2. Read the list of steps for summarizing a book with your student. Remind your student that the topic of a text may be explained in a heading or title.
3. Watch the video with your student, pointing out how the student uses headings and picture captions to help determine the important ideas in the text. Then, have your student answer the questions.

#### Check-In

1. Have your student respond to the questions about summarizing a text. **IF** your student is unsure about the order of steps, **THEN** return to the bulleted list in the Explain section.

#### Practice

1. Read the directions with your student, and help your student read “Food Shopping Has Changed.”
2. Remind your student of the order of steps to summarize a book. Then, have them answer the questions.
3. Discuss how the topic may be located in the title of the text and that the three kinds of shopping appear in the three parts (paragraphs) of the text. Explain that the way a text is organized often helps you summarize that text.

### Objective: In this section, you will identify information that answers a question.

#### Key Words

* **details** – important pieces of information
* **heading** – the title of a chapter or section
* **topic** – who or what an information text is about

#### Explain

1. Read the opening paragraphs, focusing on the bold terms, and look at the photograph together. You may wish to point out that Malik is reading a book in Braille, a system of raised dots that he reads with his fingers instead of his eyes.
2. Explain Malik’s dilemma—he just wants to answer one simple question, and he does not want to read the whole big book to do it. Tell your student that they may find themselves in this situation when they are interested in just one or two key facts in a text.
3. Read the bulleted steps. Point out that not all texts have headings for sections, but most big books will have chapter headings or other headings. Looking for a heading narrows down Malik’s search, and looking for key words narrows it further. By looking for headings and key words, Malik can find what he needs in a short time.

#### Check-In

1. Read the activity directions. Point out the steps Malik followed, and have your student put them in order from first to last.
2. **IF** your student has trouble sequencing the steps, **THEN** return to the Explain section and review the steps shown there, comparing each one to a step Malik used.

#### Practice

1. Review the directions with your student, focusing on the numbered steps. Help your student read aloud Malik’s question.
2. Help your student decide which section to read by asking which heading better connects to the topic mentioned in the question. Then, allow your student to read aloud “How Dogs Became Dogs.” Encourage them to look for key words as they read. Do not interrupt your student’s reading; encourage them to read aloud as accurately as they can. Do note any words or phrases that are difficult for your student, and plan to review those at a later time.
3. Discuss these key words that your student read in the section: *changed over time*, *over time*, *change over time*. Remind your student that these key words connect back to the question, which includes the same words.
4. Finally, have your student try to answer Malik’s question in their own words. A good answer will be a sort of summary of “How Dogs Became Dogs.”
5. **IF** your student could use more experience reading aloud for fluency, **THEN** have them read “How Cats Became Cats” aloud as you track their accuracy.

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

#### Show What You Know

1. Read the instructions with your student. Guide your student to read the steps for answering questions. Point out that when you think about the question you will understand what it is asking. Explain that when you understand the question, you can think of a good answer.
2. Read about Niko and look at the illustration with your student. Ask your student to explain what Niko's answer should tell. (It should tell how the plant changes.)
3. Help your student choose the best answer for Niko to give. **IF** your student struggles, **THEN**discuss the fact that choice A does not include all the changes in the plant, so it does not completely answer the question. Choice B is not in complete sentences. Only choice C follows the rules for answering questions.

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

* **Less Successful**— My student was unable to select the answer that follows the rules for answering questions.
* **Moderately Successful**— My student needed help selecting the answer that follows the rules for answering questions.
* **Very Successful**— My student successfully selected the answer that follows 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 in Show What You Know. Read the question aloud and help your student locate information in Dog Talk that could help answer the question. Record their answer and ask them to read it aloud.
* **Moderately Successful** — Discuss the question with your student and talk about some ideas from Dog Talk that help answer the question. Then ask your student to write an answer based on the ideas you discussed. Have them read that answer aloud.
* **Very Successful** — Encourage your student to use Dog Talk to locate information that helps answer the question. Have them write an answer and read it aloud, following the speaking rules.
	+ Make sure your student has access to the text *Dog Talk*.

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.

[Dog Talk (A)](https://cite-media.pearson.com/legacy_paths/354e7a82-63fd-4e2f-9131-ac58516b1a74/Dog%20Talk%20%28A%29.pdf)

[Dog Talk](https://cite-media.pearson.com/legacy_paths/78332ed9-e718-4cc4-87da-be1447370092/Dog%20Talk.pdf)

[Dog Talk (B)](https://cite-media.pearson.com/legacy_paths/dd567295-19b8-48a6-b16c-d21c401761e8/Dog%20Talk%20%28B%29.pdf)

1. Read the directions with your student, and read the question together. If you wish, review the rules for writing answers in Show What You Know before you have your student write a response.
2. After your student writes a response, review the speaking rules before having them read their response aloud to you. Listen for appropriate volume and careful enunciation. To fulfill the learning objective's requirement of speaking in front of “a group,” you might invite one or two other people to listen to your student read.
3. Conclude the lesson by having your student assess their work. Guide your student to choose the sentence that best describes their work.

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

#### Practice Reading Fluently

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

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

Simultaneous Oral Reading

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

Repeated Readings

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

Partner Reading

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

#### Try This

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

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

#### Warm Up

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

* Stretch each word by saying each sound in a word (t-r-ue). Explain the meaning of any unknown word.
* Have your student say the word. (*true*)
* Have your student identify the vowel sound in the word. (long u)

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| fuse | dune | due | huge﻿ |

#### Explain

Gather the following letter tiles: *b, c, d, e, g, l, n, r, s, t, u*. Use the letter tiles to model with your student how to build words with long *u*. If necessary, remind your student that in words with the vowels *ue* together, the first vowel has the long *u* sound and the second vowel is silent. Also, review that *u*-consonant-*e* has the long *u* sound and the *e* is silent.

#### Check-In

1. Gather the following letter tiles: *d* (2), *e, k, r, t, u.*
2. Read each set of directions to your student. Observe your student build the words with long *u*. Have your student identify the long *u* sound in each word. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN**model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

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

## Lesson 5: Changes Over Time: Synthesize

### Objective: In this section, you will summarize an information text using details in the illustrations and photos.

#### Key Words

* **details** – important pieces of information
* **illustrations** – the pictures in a book
* **photos** – pictures taken with a camera
* **summarize** – to tell the main ideas of an information text or a story
* **summary** – a short telling of the main ideas of a text

#### Explain

1. Read the introductory paragraph and discuss the meanings of the bold terms.
2. Watch the video with your student, pointing out how the student uses both text and photos to develop a summary of the book.
3. Provide time for your student to read *Dog Talk*. Point out that even though the illustrations suggest that this is a story, the book really gives information about a useful topic.

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.

[Dog Talk (A)](https://cite-media.pearson.com/legacy_paths/bc412760-90b9-4491-9d3e-a98e43e51bd7/Dog%20Talk%20%28A%29.pdf)

[Dog Talk](https://cite-media.pearson.com/legacy_paths/2a8f51fa-7f0d-4d59-af61-5d06ef387301/Dog%20Talk.pdf)

[Dog Talk (B)](https://cite-media.pearson.com/legacy_paths/2cec3338-d14d-4636-bc9b-e7612f1b9ca7/Dog%20Talk%20%28B%29.pdf)

Check your student’s understanding by having them answer the three questions.**IF** your student suggests that the topic is dogs, **THEN** encourage them to be a bit more specific. Talk about the details shown in the illustrations on pages 3 and 8.

#### Check-In

1. Read the directions with your student. Then, read the two summaries together.
2. Have your student choose the summary that best fits the important ideas in *Dog Talk*. **IF** your student is unable to choose the correct summary or explain their choice, **THEN** scaffold with questions like these:

#### Practice

1. Direct your student to *The Return of the Horse* and review the directions with them. Review the words in the word box.

[The Return of the Horse](https://cite-media.pearson.com/legacy_paths/8c781bd3-7bb0-46eb-8cb3-bf7fa50cefbb/The%20Return%20of%20the%20Horse.pdf)

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

#### Key Words

* **summarize** – to tell the main ideas of an information text or a story

#### Explain

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.

[Dog Talk (A)](https://cite-media.pearson.com/legacy_paths/bc412760-90b9-4491-9d3e-a98e43e51bd7/Dog%20Talk%20%28A%29.pdf)

[Dog Talk](https://cite-media.pearson.com/legacy_paths/2a8f51fa-7f0d-4d59-af61-5d06ef387301/Dog%20Talk.pdf)

[Dog Talk (B)](https://cite-media.pearson.com/legacy_paths/2cec3338-d14d-4636-bc9b-e7612f1b9ca7/Dog%20Talk%20%28B%29.pdf)

1. Read the opening paragraph and look at the photograph with your student. Ask your student to suggest what might happen if Molly behaved the same way with a strange dog. (She might get bitten or scare the dog.)
2. Continue with the next paragraphs and have your student respond to the question. Talk about times when your student has had to explain something to a younger child.

#### Check-In

1. Read the directions with your student. Then, tell them to select *a* or *b* to show which statement Margo should use with her younger sister.
2. **IF** your student cannot differentiate between the two choices, **THEN** use these guiding questions:
	1. Are there any hard words in this sentence?
	2. Which choice uses shorter sentences?

Remind your student that simpler language uses simple words and short sentences.

#### Practice

1. Review the directions with your student and help them access the two-column chart.
2. If necessary, read each idea from the book aloud to your student one at a time. Remind them that they are providing information for a younger child who cannot read *Dog Talk*. Then, have your student suggest an easier way to give the information. As they do so, point out and compliment their use of shorter sentences and simpler words. Note that there is no single correct way to simplify information. Any way that is both clear and simple is acceptable.

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

#### Warm Up

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

1. Tell your student to listen as you say a word. Define any unfamiliar words.
2. Say each sound in the word slowly.
3. Have your student mark each sound with a tap.
4. Have your student blend the sounds together to say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **due**(2 sounds) | **cube**(3 sounds) | **true**(3 sounds) | **prune**(4 sounds) |
| **clue**(3 sounds) | **value**(4 sounds) | **rule**(3 sounds) | **dude**(3 sounds) |

#### Explain

Quick Review

Review that the vowels *ue* together can stand for the long-*u* sound in words such as *clue* and *due*. Add that the vowel *u* followed by a consonant and *e* can also stand for the long-*u* sound, as in *tube* and *huge*. Other words with the long-*u* sound are *rule, flute, duke,* and *blue*. 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 long *u—tune, dune,* and *June*—correctly. Explain that a dune is a hill of sand by an ocean, by a lake, or in a hot desert. Then, have your student answer each question about the words.
2. Explain that one way to build new words is to keep a word’s ending letters the same and change the letter or letters at the word’s beginning. Read the words with your student and discuss that each word ends with the letters *u* and *e*. Remind your student that when a word has two vowels together, the first vowel usually has a long-vowel sound, while the second vowel is silent. Then, have your student say each word. Help your student understand the meaning of *sue*by stating that when you sue someone, you bring a case to a court to make things right. **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: *c, d, e, g, l, u*.
2. Read each of the directions with your student. Observe as your student builds words with the long-*u* vowel sound. Have your student identify the vowels in each new word formed. Remind your student that each word they build ends with the vowels *ue*. The only letter or letters that change as your student builds a new word are the beginning consonant or consonants. **IF** your student is not blending the sounds of the letters together when saying a 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. Define the meaning of any unfamiliar words, such as *crude*, to your student.
2. **Spelling Test:** Use the following sentences to test the spelling words:
	1. **glue** I need **glue** for my picture. **glue**
	2. **cube** That ice **cube** will melt in the hot sun. **cube**
	3. **tune** I can hum a**tune**. **tune**
	4. **use** We can **use** these paints. **use**
	5. **June** Our summer vacation starts in **June**. **June**
	6. **cute** The baby is**cute**. **cute**
3. 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.

### Changes Over Time 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. 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?