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# Language Arts 1 B Unit 8: Friends Find Ways to Agree

## Lesson 1: Friends Find Ways to Agree: Genre

### Friends Find Ways to Agree: Introduction

#### Learning Goals

In this unit, your student will be learning about how friends make compromises in situations where they may disagree. There are 17 learning goals for this unit:

1. Listen to a text to build comprehension, and identify whether the text tells a story or gives information.
2. Identify the inflectional forms (e.g., *looks, looked, looking*) of frequently occurring root words in writing.
3. Identify and spell words with the *r*-controlled vowels *air*, *are*, and *ear*.
4. Strengthen opinion writing by revising, with guidance and support from adults as needed.
5. Identify and describe characters in the story using key details and appropriate vocabulary.
6. Read words with the *r*-controlled vowels *air*, *are*, and *ear* and read the high-frequency words *began*, *better*, *guess*, *learn*, *right*, and *sure*.
7. Identify and practice writing number words for 1–5.
8. Strengthen opinion writing by editing, with guidance and support from adults as needed.
9. Identify and describe settings in the story using key details and appropriate vocabulary.
10. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
11. Blend words with the *r*-controlled vowels *air*, *are*, and *ear*.
12. Publish an opinion using digital tools, with guidance and support from adults as needed.
13. Identify and describe events in the story using key details and appropriate vocabulary.
14. Identify and practice writing numerals for 1–5.
15. Build words with the *r*-controlled vowels *air*, *are*, and *ear*.
16. Publish and present opinion writing, with guidance and support from adults as needed.
17. Blend and build words with the *r*-controlled vowels *air*, *are*, and *ear*.

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

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

* Friends Find Ways to Agree: Genre Quick Check
* Friends Find Ways to Agree: Comprehension Quick Check
* Friends Find Ways to Agree: Speak/Listen Quick Check
* Friends Find Ways to Agree: Write Quick Check
* Writing Process Portfolio
* Friendship Skills Check
* Friendship Online Practice
* Friendship Unit Test

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

Spark

1. Read the title of the lesson with your student. Confirm that your student understands the meaning of *agree*. Explain that *agree* means to share the same feeling or opinion. It might mean saying yes to doing something that another person wants to do. Ask your student what they think the lesson will be about, and invite any answer. Then, explain that in this lesson, they will learn how agreeing helps friendships last a long time.
2. Read the slide with your student, and view the picture together. Ask your student what they learned about Diana and Maria. **IF** they cannot answer, **THEN** ask them to tell whether the girls are new friends or old friends. **IF** your student struggles, **THEN** reread the sentences that say, “They met when they were little girls. Now they are older.” Explain that they were kids when they first became friends. Now they are older and are still friends. So they are old friends.
3. Listen to the podcast with your student. You may wish to pause the podcast to explain difficult terms, such as the phrase “made a deal.” Explain that when people make a deal, they are agreeing to something. When you make a deal, you usually give something to get something. Ask your student to put Maria’s and Diana’s deal into their own words.
4. Help your student answer the question. **IF** they cannot answer, **THEN** replay the parts of the podcast that describe how the girls came to an agreement. Then, have your student say or write the answer to the question.

Activate Prior Knowledge

1. Read the first paragraph with your student. View the photograph, and read the caption. Ask your student to share an experience when they needed to make an agreement with a friend, family member, or other person they care about.
2. Read the activity with your student, and confirm that they understand what to do. You may use the Draw and Write graphic organizer, or have your student draw and write in their notebook. **IF** they struggle to write a sentence about their drawing, **THEN** provide this sentence frame: We agree to . Invite them to read their sentence, and talk about their drawing.
3. Read each bulleted item. Have your student tell about topics they have learned about and which ones are new to them.
4. Share some examples of words spelled with *oar*, *ear*, and *are*, like *soar*, *roar*, *dear*, *hear*, *share*, and *care* to show your student what they will be looking for as they read.

### Objective: In this section, you will listen to identify whether something is a story or information.

#### Key Words

* **author**– a person who writes
* **characters** – people or animals in a story
* **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.

[Friends Find Ways to Agree\_Genre r-controlled vowels. air.are.ear](https://cite-media.pearson.com/legacy_paths/cab9ffc7-489f-4a56-af1b-181303b4080a/Friends%20Find%20Ways%20to%20Agree_Genre%20r-controlled%20vowels.%20air.are.ear.pptx)

#### Explain

1. Read the introduction with your student. Review the meaning of each boldfaced term.
2. Help your student read the first excerpt and discuss how they know it is information. **IF** your student needs support, **THEN** scaffold with these questions.
   1. Who are the people in the text? (John and Abigail Adams)
   2. Were they real people? (yes)
   3. How can you tell? (The text says that John Adams was the second U.S. president.)
3. Help your student read the text about Timmy. Discuss that an author made up Timmy and his mom--they are characters, not real people from the past or from today.
4. Next, read *Fifty-Fifty Friends* aloud. Ask your student to listen to identify whether what they hear is a story or information

[Fifty-Fifty Friends](https://cite-media.pearson.com/legacy_paths/598d1298-9da8-4b91-a9f8-68aef908157d/Fifty-Fifty%20Friends.pdf)

#### Check-In

1. Talk with your student about the features that make *Fifty-Fifty Friends* a story. **IF** your student needs additional support, **THEN** scaffold by asking questions such as:
   1. Did an author make this up? (yes)
   2. Are Cam and Mac real people? (no)
2. Point out that Mac and Cam do things that real children can do and the story takes place in a real-life place. However, the story was made up by the author.

#### Practice

1. Read the directions with your student. Clarify what your student should listen for.
2. Then read aloud this passage.

Grandma’s Email

I got an email from Grandma today. She still lives back on Earth. The email was about hot weather and rain. It told about Grandma's garden.

I felt a little homesick. Here on the moon, we do not have hot weather. We do not have rain. We have a garden, but it is inside. I miss my old home.

Have your student identify the text as telling a story or giving information. Encourage your student to find details that indicate the text is made up. (Details might include that the narrator’s Grandma still lives on Earth, but the narrator lives on the moon.)

### Objective: In this section, you will identify word parts that change the meaning of a root word.

#### Key Words

* **root word** – a word that has meaning and can stand alone

#### Explain

Get Ready for Learning

Your student will learn about two word parts that indicate a verb’s action takes place in the present. These ending word parts are -*s* and -*ing*. When you teach these word parts, make sure your student understands that a verb with the word part -*ing* must have a word before it, such as *am*, *is*, or *are*.

1. Review root words with your student. Explain that root words are words that do not have any word parts added to them. Tell your student that many verbs, or action words, are root words. Have them brainstorm some action words that are root words. **IF** your student says a verb that has a word part (such as -*ed*, -*ing*, or -*s*) at the end, **THEN** remind them that a root word does not have any extra word parts.
2. Tell your student that they will find words that have or can have word parts. Explain that verbs can have word parts added to the end. Tell your student that -*ed*, -*ing*, and -*s* are common word parts that go at the end of some verbs.
3. Help your student make connections by showing them action words with -*ed*, -*ing*, or -*s* endings in a favorite book.
4. Look at the chart with your student. Guide them to see that three new words can be made by adding word parts to the end of the root word *look*. Explain that verbs that end with word parts -*s* and -*ing* are happening now, while verbs that end with the word part -*ed* happened in the past. Then, explain that a verb with the word part -*ing* must have a word before it, such as *am*, *is*, or *are*. Provide example sentences, such as *I am looking. Ben is looking. They are looking*.
5. Introduce the root word *play*, and then guide your student to look at the picture. Read the sentences together. Work with your student to answer the questions. **IF** your student has difficulty isolating a word part from a root word, **THEN** cover up the root word *play* in each sentence and have them say what word part they see.
6. Reiterate that looking for the endings -*s*, -*ing*, and -*ed* at the ends of root words can help your student better understand the meaning of verbs they read.

#### Check-In

1. Read the directions with your student. Explain that your student will identify root words with different endings and group them together under the root word they contain. Help your student copy the chart and column heads into their notebook.
2. Read the words in the box together, and then discuss the first word. Guide your student to identify the root and word part at the end and then point to the column in which the word belongs. If they are correct, have them write the word in the correct column. **IF** your student answers correctly, **THEN** have them complete the rest of the activity independently. **IF** your student answers incorrectly, **THEN** have them explain why they answered the way that they did. Guide your student to see that *walked* belongs in the column under *walk* because that is the root word it contains.
3. When your student has completed the activity, review their completed chart. Ask them to read the words in each column and identify the endings.

#### Practice

1. Read the directions together. Explain that your student will complete the sentence with a word that contains a word part at the end. They will need to think about which word part makes sense in the sentence.
2. Read the first item together. Have your student read the two choices and determine which word makes more sense in the sentence. **IF** your student has difficulty or answers incorrectly, **THEN** help them look for clues in the sentence. Point out that *last night* was in the past, so the ending word part should reflect the past.
3. **IF** your student answers correctly and understands the activity, **THEN** have them work independently to complete the remaining activities on their own.

### Objective: In this section, you will spell words after naming the **r**-controlled vowels **air**, **are**, and **ear**.

#### Warm Up

Begin by having your student identify the sounds they hear in words with words with the *r*-controlled vowels *air*, *are*, and *ear*. 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 each word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **care**  (2 sounds) | **stare**  (3 sounds) | **bear**  (2 sounds) | **pair**  (2 sounds) |
| **chair**  (2 sounds) | **fair**  (2 sounds) | **blare**  (3 sounds) | **swear**  (3 sounds) |

#### Explain

Learning Coach Tip

In many words, one or two vowels are followed by the letter *r*. These vowels are called *r*-controlled. The vowel or vowels and the *r* make one vowel sound. The sound is neither long nor short. Some *r*-controlled vowels sound the same, but their spelling is different. For example:

* *air* as in *fair*
* *are* as in *care*
* *ear* as in *bear*

Words with r-controlled Vowels *air, are, ear*

1. Have your student read the words with r-controlled vowels *air, are,* and *ear*.
2. Then, have your student answer the first question to identify that each word has the same vowel sound. Explain that some words have a vowel or vowel team followed by the letter*r*. Tell your student that the vowels and r come together to make a vowel sound that is neither long nor short. Point out that the letters *air, are,*and *ear* stand for the vowel sound heard in *chair, hare,* and *bear.*
3. Have your student answer questions 2-4 to identify the letters that represent the vowel sound. Then, have your student name the letters in each word and say the sound each letter or letter combinations stand for. (*ch-air, h-are, b-ear*). Note that they all have the same vowel sound. **IF** your student has difficulty with the words, **THEN** review that the vowels and r stand for the vowel sound in each word.

Introduce Spelling Words

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

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word, letter by letter, in their notebook. Ask your student to underline the letters that stand for the vowel sound in each word.

* She brushed and brushed her long **hair**. (h**air**)
* We can **share** the pens. (sh**are**)
* There is a juicy **pear** in my lunch bag. (p**ear**)
* I will **wear** my boots in the rain. (w**ear**)
* Do not trip on the **stair**. (st**air**)
* I will take good **care** of our new puppy. (c**are**)

### Objective: In this section, you will revise your opinion text by adding or taking away words and sentences.

#### Key Words

* **revise** – reread what you write and make changes

#### Set the Stage for Learning

Before beginning the lesson, have your student take out their opinion text. Review that they have planned an opinion text about their favorite part of a book. Review that your student reread and added to their opinion text. Explain that now your student will do the following:

* read their opinion text again
* make changes to make their writing better
* fix mistakes in their writing
* add a picture to their opinion text
* share the opinion text they wrote

#### Explain

1. Read the first paragraph and discuss the meaning of the Key Word, *revise*, with your student. Explain that when you revise a text, you add or take away words, details, and information to make the text better.
2. Have your student answer the questions to compare how the writer of the student model revised sentences that appear in her opinion text. Explain that the writer wrote the BEFORE sentence or sentences first. Then, the writer revised their work by writing the AFTER sentence or sentences. Explain to your student that a writer can add words to make a sentence clearer and take away a sentence if it does not support the opinion.
3. **IF** your student has difficulty explaining why a change was made, **THEN** ask them to tell how the writing is stronger. Revisit the questions at the beginning of the lesson:
   1. Do all the sentences tell about the opinion?
   2. Do I tell two reasons? Do they explain my opinion?
   3. Do I give an example for each reason?
   4. Do all the sentences tell about the opinion?

Learning Coach Tip

During this lesson, keep in mind that writers revise their writing to improve the content of their texts, whereas writers edit their texts to correct mistakes, such as spelling or punctuation errors.

Focus your student’s attention on changes that make the opinion text clearer—add details or descriptive words, take out information that is not relevant to the opinion, and add or take out reasons. Reserve your discussion of spelling or punctuation errors for the next writing lesson, which is focused on editing.

#### Check-In

1. Read the directions and opinion text with your student.
2. Work with your student to answer the first question. **IF** they answer incorrectly, **THEN** discuss which sentence helps readers understand that the detail about the mountains is one reason for the writer’s opinion.
3. Have your student answer the second question independently as able. **IF** your student has difficulty identifying the sentence that is off topic, **THEN** ask them which sentence does not relate to the best part of the book. Discuss with your student the sentence, “I think riding a horse would be fun.” Tell your student that it states an opinion, but it is not an opinion about the book.
4. Review your student’s responses when they have completed the activity and provide feedback as needed.

#### Practice

1. Read the directions and questions with your student. Explain that answering the questions will help your student identify ways to make their writing better. If necessary, remind your student that their opinion text should identify their favorite part of *Wullus* and explain why. The changes they make should make their opinion clearer, their writing more interesting, and state their reasons and supporting details.
2. You may find it helpful to review the categories in the opinion text rubric with your student.
3. You may want to give your student the opportunity to work independently to identify places where revisions can be made. Have your student place a sticky note on their writing to identify places where a revision may strengthen their writing. Then, provide time to conference with your student about the recommended changes.
4. After the conference, have your student make the changes. Suggest that they write any words they want to add and cross out any words they want to take away. Explain that they will make a final copy of their writing later. Their goal for today is just to identify and make any changes that improve the big ideas in their writing.
5. Finally, have your student reread the opinion text with the changes. Discuss how the changes improve their writing.

[Opinion Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/6ac6ca2c-4dad-4f28-9e58-d20b8dcd07c9/LA%201%20Opinion%20Text%20Rubric.dotx)

## Lesson 2: Friends Find Ways to Agree: Comprehension

### Objective: In this section, you will describe characters in a story using key details and your own ideas.

#### Key Words

* **characters** – people or animals in a story
* **describe** – to use details to tell who or what something is like
* **details** – important pieces of information

#### Explain

1. Read the opening paragraphs with your student and review the definitions of *characters, details,* and *describe*. Remind your student that details may appear in illustrations or in story text.
2. Read the brief passage with your student and have them answer the questions. **IF**your student has difficulty, **THEN**ask these guiding questions:
   1. What is the name of the boy in the story? (Shamar)
   2. He is the main character. What are some words that tell about Shamar? (He is quiet and shy, he sat alone, he played by himself, he looked away.)
   3. How do you think Shamar feels about being new? (scared)
3. Watch the video with your student. Point out that illustrations in a story may give details about the characters.
4. Look at the illustration and ask your student to tell what they see. Then, have them read and answer the question.

Set a Purpose

Help your student set a purpose for reading *Fifty-Fifty Friends*. First link to the book and talk about the title and picture on the cover. To introduce the concept, ask your student if they know what sharing “fifty-fifty” means. **IF**your student does not know what the term means, **THEN** explain that when something is shared fifty-fifty, it means that each person gets the same amount. It is a fair way to share between two people.

Before You Read: Vocabulary

1. Guide your student to use details in each sentence to infer what each vocabulary word means. Help your student explore the words in detail. For example, for the word *quarter*, scaffold with activities like these:
   1. Read the sentence with your student. Draw attention to the boldfaced vocabulary word.
   2. Ask questions such as:
   3. What can you buy with a quarter?
   4. What would you do if you found a quarter?
   5. What do you know costs a quarter?
2. **quarter:** a coin that is worth twenty-five cents
3. **hollered:** yelled loudly
4. **divvied**another way to say *divided*
5. **fountain:** something built to spill water into a base

Read

Point out that the U.S. government issued quarters that have each of the 50 state names printed on them. Each quarter also has a picture to go with the state name. As your student reads the story, have them look for the kind of quarter the boys find.

[Fifty-Fifty Friends](https://cite-media.pearson.com/legacy_paths/8611f337-0d57-411f-beb3-aecf43a85bc4/Fifty-Fifty%20Friends.pdf)

#### Check-In

1. Read the directions with your student. Then help your student find pages 8 and 9 and reread them together.
2. As necessary, help your student review what happens at the beginning of the story.
3. Ask your student to describe how Cam feels about finding the quarter and what he wants to do with it.
4. Do the same for Mac.
5. Ask your student to think about the boys’ problem. Ask your student to think of a way to solve the problem if they were Mac or Cam.

#### Practice

1. If needed, review the story with your student. At each stage of the decision-making that Mac and Cam did, ask your student if they think Mac and Cam were acting like good friends and why.
2. Begin a discussion with your student about what they think fifty-fifty friends means.
3. Next, have your student apply the idea of being fifty-fifty friends to Mac and Cam and to decide if they think Mac and Cam were fifty-fifty friends. Encourage them to give reasons for their opinion.

### Objective: In this section, you will identify fair plans to solve different problems.

#### Explain

1. If your student has not yet read *Fifty-Fifty Friends,* read it together now. Remind your student that sharing something “fifty-fifty” means sharing it equally.
2. Read the opening paragraph. Review the steps the boys take to come up with a fair plan: They think about cutting the quarter in half. They try to find another quarter for Mac so Cam can keep the quarter for his collection. Finally, they just use the quarter together to make a wish.
3. Read the description of a fair plan and the rules for making a fair plan. Discuss what it means to “treat others the way you want to be treated.” Talk about what might have happened if Mac and Cam could not agree on a plan.
4. Read the park scenario and discuss the problem with your student. Encourage your student to suggest a fair plan that is best for everybody.

[Fifty-Fifty Friends](https://cite-media.pearson.com/legacy_paths/8611f337-0d57-411f-beb3-aecf43a85bc4/Fifty-Fifty%20Friends.pdf)

#### Check-In

1. Read the paragraph about the story to remind your student of what it means to divide things fifty-fifty. Then, read the directions with your student. Have your student read aloud the words in the word box.
2. Create a chart like the one on the screen and ask your student to fill it in with choices from the word box.
3. **IF**your student could use more practice, **THEN**have them suggest other objects that might fit into each category. (Examples might be an apple for fifty-fifty share, a jacket or something that is hard to share, and so on.)

#### Practice

1. Read the directions with your student. Tell your student that you will act out a little play. You will play the part of one character, and your student will play the part of the other. Together, you will figure out a fair way to do something.
2. Read both scenarios and have your student choose one to act out. (Alternatively, you may decide to work on both scenarios.) Have your student choose one character to play. Then begin your scene with a statement like one of these:
   1. I don't want to watch your show. It's not fair!
   2. I want our garden to be my way. It's not fair!
3. Talk through the possibilities, using the roles you have chosen. Encourage your student to follow the Fair Plan rules from Explain, pausing to listen before making suggestions, treating you as they would like to be treated, and thinking about what is best for everyone.

### Objective: In this section, you will read words with **r**-controlled vowels **air**, **are**, and **ear**, and the words **began**, **better**, **guess**, **learn**, and **sure**.

#### Warm Up

Remind your student of the *r*-controlled vowels *are, air, and ear,* the sound in *care*. Say the word *care* and have your student repeat it. Do the following:

* Tell your student to listen as you say a pair of words.
* Say each sound in each word slowly.
* Have your student repeat the pair of words.
* Have your student tell which word has the sound for *r*-controlled vowels as in *snare*.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **chat-chair**  (chair) | **care-car**  (care) | **pat-pair**  (pair) | **share-shore**  (lair) |
| **wore-wear**  (wear) | **scare-scar**  (scare) | **star-stare**  (stare) | **bear-bore**  (bear) |

#### Explain

Read Words with *r*-controlled Vowels *air, are, ear*

1. Use the words to review how to read words with the *r*-controlled vowels *air, are,* and *ear*. Do the following:
   1. Read the word.
   2. Name the letters that spell the vowel sound.
   3. Say the vowel sound.
   4. Read the word again and have your student repeat after you.

Read High-Frequency Words

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

High-Frequency Words Routine

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

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

**Learning Coach Tip**

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

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the letters that stand for the vowel sound in each spelling word. Then, have your student sort the words by the spelling of the vowel sound in each word.

|  |  |  |
| --- | --- | --- |
| air | are | ear |
| hair  stair | care  share | pear  wear |

#### Check-In

1. Use the sentences to confirm that your student can read the words *began, better, guess, learn,* and *sure*. **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 *pear, share, care, rare,* and *bear* to confirm that your student can read words with *r*-controlled vowels *air,* *are*, and *ear* correctly. Remind your student that *air, are,* and *ear* stand for one vowel sound in a word as in *hair*.

#### Practice

1. Have your student read “First Day of School” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with the *r*-controlled vowels *are, air,* and *ear*.
2. Print “First Day of School.” Have your student reread the text silently. Then, have your student follow the directions to hunt for the high-frequency words *began, better, guess, learn,* and *sure* and words with *r*-controlled vowels *air, are,* and *ear*.

[First Day of School](https://cite-media.pearson.com/legacy_paths/ee41f9dd-114a-43eb-95dd-92ebc1fd8df0/First%20Day%20of%20School.pdf)

### Objective: In this section, you will write number words for numbers **1, 2, 3, 4,** and **5**.

#### Key Words

* **number words** – the names of numbers spelled out in letters

#### Explain

Quick Review

Before reading the lesson with your student, count to five together. Then, explain to your student that numbers can be written two different ways: as a numeral or in letter form. Tell your student that while they will often write numbers as numerals, they may sometimes need to write a number word.

Write Number Words 1, 2, 3, 4, and 5

1. Together with your student, read the paragraph about putting letters together to form a number word. Point out that the order of the letters is important to spell each number word. Then, discuss using correct spacing between letters. Ask your student to look closely at the spacing in the images of the number words.
2. Encourage your student to answer each question aloud before revealing the sample answers. **IF** your student has trouble answering the third question, **THEN** write an example of a word where the letters are too close together or too far apart. Ask your student how easy or difficult it is to read the word.

#### Check-In

1. Print the [Number Words 1–5](https://cite-media.pearson.com/legacy_paths/caa5f3f8-64e7-48f1-8144-8abdeccca7d9/Number%20Words%20for%201%2C%202%2C%203%2C%204%2C%205.pdf) handwriting worksheet. Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper for your student and write any models that need to be traced.
2. Discuss the models that are on the worksheet. Review the steps to forming each letter as your student traces the words.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty using correct spacing between letters, **THEN** remind your student to pick up their pencil and move it over a bit before they begin forming the next letter.

#### Practice

Learning Coach Tip

Spacing between letters requires your student to use eye-hand coordination. Give your student practice tracing simple words so they begin noticing the spacing between the letters and judging the distances between them. After they write a word, you can use a yellow highlighter and draw a line between each letter to help them visualize the spacing.

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) 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.
2. **IF** your student consistently has difficulty with any particular letter, **THEN** review the steps for forming the letter with your student.

### Objective: In this section, you will edit your opinion text.

#### Key Words

* **edit** – read what you write and fix mistakes

#### A Note About This Lesson

As your student edits to correct spelling mistakes, keep in mind that they are building phonics and vocabulary skills. Your student should not be expected to identify all the words they misspelled.

The words that are misspelled in this lesson are two high-frequency words that your student has learned: *boy* and *over*. You may want to review the high-frequency words with your student before beginning the lesson.

#### Explain

1. Use the introduction to explain what writers do when they edit their writing. Review the meaning of the Key Word, edit. Explain to your student that when writers edit, their focus is on correcting mistakes in spelling, capital letters, and punctuation. Discuss how that work is different from the revising work your student has already done.
2. Explain that there are many questions writers ask themselves to find mistakes. Explain that careful writers focus on questions that apply to the kind of writing they are doing. For example, your student is writing an opinion text about their favorite part of a story, so their focus should be on elements that might appear in that text. Review the questions with your student and discuss why they focus on capitalizing *I*, using correct pronouns, and underlining the names of books. Make the point that careful writers check for other errors as well, such as the correct use of end marks, capitalization at the beginning of sentences, and so on.
3. Your student may not be familiar with how to indicate the title of a book. Explain that on a computer, the title of a book is usually shown in italics. (You may want to display examples for your student to review.) If the text is handwritten, the title of a book is underlined. This is a new skill for your student, so be sure and point it out in the texts they have read.
4. Continue by having your student compare how the student model writer edited sentences from their opinion text. Explain that the writer wrote the BEFORE sentence first. The AFTER sentence was the result after she edited her writing. Guide your student to respond to each question to identify the edit made and how it fixed the mistake.
5. Explain to your student that it is important to write sentences correctly, so whoever reads the opinion text understands where a sentence begins and ends. That makes it easier to read and understand.

#### Learning Coach Editing Tips

Editing your student's work is another opportunity to instruct them on following the rules of standard English grammar, punctuation, capitalization, and spelling.

* Tip 1: Some students might think that, to make a plural noun, you simply add s or es. While this is true for regular nouns, all nouns do not follow this rule. Take the opportunity to show your student that nouns ending with a y must change to an i before adding es.
  + Baby: will change the y to an i and add es. Baby = Babies
  + Family: will change the y to an i and add es. Family = Families
* Tip 2: Some plural nouns are irregular. To help your student with speaking and writing frequently occurring plural nouns, create word cards. Have your student match the correct pairs to help them practice.
  + mouse / mice
  + child / children
  + foot / feet
  + tooth / teeth
  + fish / fish
* Tip 3: Some students might think that, to show the past tense of a verb, you simply add d or ed. While this is true for regular verbs, all verbs do not follow this rule. Below are common irregular verb tenses. You can sing them to a song or use a memorization game to help your student learn them.
  + run / ran
  + see / saw
  + ride / rode
  + know / knew
  + drink / drank
* Tip 4: Some students may think apostrophes are only used with possessive nouns to show ownership. Your student most likely uses contractions in their everyday speech without realizing it. When editing, point out to your student where they may be able to use a contraction, such as don’t instead of do not. Point out that the punctuation mark that looks like a comma is called an apostrophe and goes at the top, between the two words that were smushed together. The apostrophe takes the place of the letters that are left out to make the new word.
* Tip 5: You can help your student add expression and excitement to their sentences by incorporating an interjection. An interjection can end with a period or exclamation mark. It may be followed by a comma to link it to the rest of the sentence. Encourage your student to find where they can include an interjection in their writing.  Below are two examples:
  + Wow! The celebration was amazing.
  + Yay!, I get to visit my grandparents.

#### Check-In

1. Read the directions with your student. Explain that they will be finding and explaining how to fix a mistake in each sentence.
2. Read the first sentence with your student. **IF** your student has difficulty finding the mistake, **THEN** review the use of the pronoun *I* and how its use differs from the letter *i*. Ask your student what rules they know about *I* and how it appears.
3. Continue with the second sentence. **IF** your student has difficulty finding the mistake, **THEN** remind them of the high-frequency words they are learning. Review the spelling of *over*, and have your student explain how to correct the spelling of the word.
4. Have your student complete the remaining questions independently as they are able. Review and discuss their responses when they have finished.

#### Practice

1. Read the directions and the questions with your student. Explain that answering the questions will help your student identify mistakes. If necessary, remind your student why it is important to capitalize the word *I* and underline the name of the book they discuss in their text. You may want to review the categories in the Opinion Text Rubric with your student.
2. You may want to give your student the opportunity to work independently to identify edits that can be made. They can use a different color pencil to make corrections. Then, provide time to conference with your student about the recommended edits.
3. Remind your student that they will be using a word processing program to make a final copy of the writing later in the unit. Finally, have your student reread their opinion text with the edits. Tell your student it is fine to make more changes after they reread it. Discuss how the changes make the writing better.

[Opinion Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/6ac6ca2c-4dad-4f28-9e58-d20b8dcd07c9/LA%201%20Opinion%20Text%20Rubric.dotx)

Learning Coach Tip

Encourage your student to apply their phonic skills to sound out the spelling of words they think they may have misspelled. To correct misspellings, you may want to demonstrate how to use a print or online dictionary.

## Lesson 3: Friends Find Ways to Agree: Speak/Listen

### Objective: In this section, you will describe settings in a story using key details and your own ideas.

#### Key Words

* **describe**– use details to tell who or what something is like
* **details**– important pieces of information
* **setting** – where a story takes place

#### Explain

1. Read the first two paragraphs with your student. Review the meaning of each boldfaced term. Remind your student that a story may have a single setting or more than one setting.
2. Read “Under the Sea” with your student and ask them to answer the questions. **IF**your student needs help with question 3, **THEN**help them brainstorm some words that tell about the sea.
3. Watch the video with your student. Point out that the student describes more than one setting.
4. Look at the first page of *Fifty-Fifty Friends* with your student. Help your student answer the questions about the setting.

[Fifty-Fifty Friends](https://cite-media.pearson.com/legacy_paths/4aaecdb8-f6d8-4c65-baff-93bfeaaef40d/Fifty-Fifty%20Friends.pdf)

#### Check-In

1. Have your student return to the first picture in *Fifty-Fifty Friends.* Read the directions with them. Then, have your student read aloud the first sentence in the story and the words in the box.
2. Point out that the sentence with blanks is the same sentence they just read aloud. They can add more details to the sentence by using words from the box. Allow your student to choose a combination of words from the box to complete the sentence.
3. **IF**your student struggles to complete the sentence, **THEN**scaffold with these guiding questions:
   1. Which words in the box could describe grass? (green, tall, beautiful)
   2. Which words in the box could describe a park? (beautiful, city, green)

#### Practice

1. Help your student turn to the last illustration in the story. Read the directions together.
2. Encourage your student to use their eyes and their imagination to come up with descriptive details to complete each sentence. Accept any response that makes sense and matches the scene shown in the illustration.

### Objective: In this section, you will identify traits that describe good friends.

#### Key Words

* **describe** – use details to tell who or what something is like

#### Explain

1. Read the opening paragraph and look at the photograph together. Have your student explain how the boys in the story treat each other. Discuss why Alyzah might want a friendship like Mac and Cam have. (For example, moving is hard, and she might want someone to talk to and share things with at school.)
2. Read Alyzah's list of traits that describe good friends. Talk about why a friend might need to be friendly, kind, polite, and fair. Read what Alyzah says about her list.
3. Continue with the final paragraph. Point out that Alyzah does not just rush right in to play. She takes her time to look for children that have the traits she described. She introduces herself to them. Then she politely asks to join them.
4. **IF**your student could use some training in social skills, **THEN**act out the scene between Alyzah and the children on the playground, using these sentence starters.
   1. Hi, my name is \_\_\_\_\_.
   2. Is it okay if I join you while you \_\_\_\_\_?

#### Check-In

1. Read the activity directions together.
2. Review the steps shown. Remind your student that they must put those steps in the order Alyzah used them.
3. **IF**your student has difficulty, **THEN**return to the final paragraph in Explain. Remind your student that Alyzah started by making a list, so making a list will be step 1.

#### Practice

1. Read the directions with your student. Explain that different people look for different traits in friends. Alyzah will find the friends she wants by looking for people who are friendly, fair, kind, and polite. Your student may have other qualities in mind when it comes to making friends.
2. Give your student a copy of the word web and point out the heading in the center. Encourage them to brainstorm four words that could describe good friends. They may think of friends they already have or imagine making new friends.
3. Discuss the words your student wrote. Ask your student to explain why each word is important to them in describing a friend.
4. Have your student act out an example of each friendship word they find important. For instance, if your student chose *kind*, like Alyzah did, they may act out sharing a favorite toy or snack or comforting someone who is sad.
5. Extend the activity into role-play for a deeper exploration of the meaning of friendship. Encourage your student to share their thoughts and respond to yours.

### Objective: In this section, you will find root words and word parts that change their meanings.

#### Key Words

* **root word** – a word that has meaning and can stand alone

#### Explain

1. Review that a root word is a simple word. Explain that it does not contain any extra word parts, or letters added at the beginning or end. Tell your student that many root words are verbs, or action words. Use the word *look* as an example. Explain that word parts like *-s*, *-ing*, and *-ed* can be added to the end of a root word to make a new word. Have your student brainstorm and say verbs that are root words. **IF** your student has trouble thinking of verbs, **THEN** give them hints to model activities, like running in place or jumping, and having them give a root word to describe the activity.
2. Look at the chart with your student. Help them see that adding word parts to root words makes a new word with a slightly different meaning. Tell your student to add *-s* or *-ing* for actions that take place in the present, or now, and to add *-ed* for actions that took place in the past, or before.
3. Read with your student the example sentences that tell about the photo. Point out each verb, showing that it has a root word and an added word part. Encourage your student to say the root words aloud.
4. Then, work with your student to read the next sentence and answer the questions. Make sure they understand the concept of root words and word parts as endings so they are able to find them in sentences. **IF** your student has difficulty, **THEN** tell them that many verbs are or have root words. Remind your student that verbs are action words that show what a person, an animal, a place, or a thing is, has, or does. Have your student identify the verb in the sentence. Then, have them find the root word and the word part and explain the meaning.

#### Check-In

1. Read the directions with your student.
2. Read the first activity with your student to make sure they understand the interactive format. Help your student read each word choice. Then, have them select the word that contains both a root word and a word part. **IF** your student does not understand, **THEN** review that many root words are a part of a verb, and a verb is a word that shows action. **IF** your student still needs help, **THEN** read the hint. Reinforce that many verbs with root words also have word parts added to the end.
3. Have your student continue with Activity 2 and 3 on their own, as they are able. Provide support as needed.

#### Practice

1. Read the directions together. Explain that your student will find the word in each sentence that contains a root word and word part. Then, they will write the root word and word part in their notebook.
2. Read the first item together. Work with your student to find the word that has a root word. Encourage them to identify the root word on their own. Then, have them write the root word.
3. **IF** your student answers correctly, **THEN** have them continue independently. **IF** your student answers incorrectly, **THEN** review with them the chart at the beginning of the lesson. Remind them that *-s*, *-ing*, and *-ed* are word parts that are often added to root words that are verbs.
4. Review your student’s responses when they have completed the activity. Discuss how each word part they identified changes the meaning of the root word.

### Objective: In this section, you will blend sounds in words with the **r**-controlled vowels **air**, **are**, and **ear**.

#### Warm Up

Have your student blend sounds to say words with *r*-controlled vowels *air*, *are*, and *ear* 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **pair**  (2 sounds) | **swear**  (3 sounds) | **dairy**  (3 sounds) | **scare**  (3 sounds) |
| **blare**  (3 sounds) | **fair**  (2 sounds) | **bear**  (2 sounds) | **stare**  (3 sounds) |

#### Explain

Blend Words with *r*-controlled *air*

Explain that the letters *air* stand for one *r*-controlled vowel sound as in *fair*. Use letter tiles to form the word *fair.* Space the letters. Move the letter tiles together as you blend the sounds. Point out that the letters *a, i, r* together stand for the vowel sound.





Use the following routine.

* Say the word.
* Say the sound the first letter makes.
* Add the sound the letters *air* 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 one-syllable words from the Warm Up. Review that the letters *air*stand for the vowel sound in the word.

Blend Words with *r*-controlled Vowel *are*

Explain that the *r*-controlled vowel sound as in *air*can also be spelled with the letters *are*. Follow the same routine for blending the sounds in the word *dare*.





Blend Words with *r*-controlled Vowel *ear*

Explain that the *r*-controlled vowel sound in *fair* and *dare* can also be spelled with the letters *ear.* Follow the same routine for blending the sounds in the word *bear*.





#### Check-In

Have your student use letter tiles to spell each word. Use these sentences for the context of *bare*, *pair*, and *bear*.

1. **bare**— Her **bare** feet were cold, so she put on socks.
2. **pair**— They went to the store to buy a new **pair** of shoes.
3. **bear**— The baby slept with her stuffed teddy **bear**.

Check that your student puts the letters that make the *r*-controlled vowel sound close together. Review the blending routine.

1. Say the word.
2. Say the sound the first letter makes.
3. Say the sound of the second letter if it is a consonant.
4. Add the sound of the *r*-controlled vowel. Blend the vowel sound together with the sound of the first letter or letters.
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. Review that the letters *ch* in *chair* make one sound.

#### Practice

1. Listen as your student reads “First Day of School” aloud. **IF** your student struggles blending the sounds in words with the *r*-controlled vowels, **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 *began, better, guess, learn,* and *sure*.

[First Day of School](https://cite-media.pearson.com/legacy_paths/9cdf7296-a4e5-4c06-b07f-caee0aa0a7a5/First%20Day%20of%20School.pdf)

### Objective: In this section, you will use a computer to type and publish your opinion text.

#### Key Words

* **publish** – make a final copy and share with others

#### Get Ready for Learning

During this lesson, your student will need to type a final copy of their opinion text. If your student is not familiar with using a word processing program, you may want to provide a brief tutorial using the word processing program on your home computer. If for some reason your student is not able to use a computer, then consider alternatives; for example, you might have your student dictate their text to you as you type, or they might instead handwrite their final copy on a separate piece of paper.

#### Explain

Quick Review

Have your student take out their draft opinion text. Review how your student revised and edited their draft. You may want to have your student review the opinion text rubric to determine if there are any additional changes they want to make.

[Opinion Text Rubric](https://cite-media.pearson.com/legacy_paths/6ac6ca2c-4dad-4f28-9e58-d20b8dcd07c9/LA%201%20Opinion%20Text%20Rubric.dotx)

1. Make sure your student has their draft opinion text available. Read the first paragraph with your student. Review the meaning of the key word *publish* and discuss why writers want their writing to be neat and easy to read. **IF** your student does not understand what is meant by a final copy, **THEN** explain that it is the copy that includes all the changes the writer wants to make. The goal is to be as error free as possible. A writer always wants to make it easy for a reader to understand their writing.
2. Continue to the section titled “Add a Picture” and read the text about Suki with your student. Have them examine Suki’s drawing and discuss how it might help Suki tell readers about her favorite part of the story and why she feels that way. After your student responds to the questions, discuss how they might add an image to their own opinion text. Provide time for your student to draw a picture of their favorite part of *Wullus*; reassure them that you will help them add the drawing to their text later.
3. Continue to the section titled “Write Your Final Copy.” If your student has not already done so, direct them to think of a name for their opinion text. As needed, provide support by reminding them that titles often tell the topic of a text. Since their text is about the favorite part of *Wullus*, they might use a title such as “My Favorite Part” or “Why I Liked .”
4. Discuss your student’s experience with typing on a computer by asking them to describe something they’ve created digitally. Then review the steps writers take to use a word processing program with your student and have them respond to the question. Explain that your student will type their opinion text later in the lesson.
5. Continue to the next section, “Share Your Opinion Text.” Discuss why sharing a text is an important step in the writing process and one that writers value. Watch the flipbook with your student and discuss the various ideas presented.
6. Read the question with your student. Help them brainstorm other ways they might share their work.

#### Check-In

1. Read the directions with your student and make sure they understand the interactive functionality. Explain that your student should choose the correct answer for each question.
2. Read the Activity 1 question with your student. Discuss the order in which writers complete the steps in typing a text, and then have your student respond. **IF** your student has difficulty, **THEN** review the steps in the Explain section.
3. Have your student complete Activity 2 on their own as able. Discuss their response.

#### Practice

1. Read the directions with your student. Review the numbered list, explaining that it is a list of what your student will do to publish their text.
2. Guide your student through the first four steps before directing them to type their opinion text. Provide support as needed. If your student has difficulty, suggest they take a break and come back later to complete the task.
3. After your student has finished, complete step 6 by reviewing the text with them to make sure they have typed it correctly. Help your student identify and fix any typing errors.
4. Help your student add their image to their file by converting their drawing to a digital format. As able, scan the image to create a .jpg, .png, .pdf, or other image file. If a scanner is not available, use your phone to take a picture of your student’s drawing, and then export it to the word processing file. Then discuss where your student might want to place their image in their text. They can choose to place it at the beginning or end, or as able, wrap the text around the image.
5. Help your student complete the process by saving the file. You may want to have your student save their file frequently.
6. Have your student check their opinion text against the rubric again. Suggest that they make any necessary changes.

## Lesson 4: Friends Find Ways to Agree: Write

### Objective: In this section, you will describe events in a story using key details and your own ideas.

#### Key Words

* **describe** – use details to tell who or what something is like
* **details** – important pieces of information
* **events** – things that happen in a story

#### Explain

A Note to the Learning Coach

The leveled reader, *Best Friends Always,* is part of the epistolary tradition—fiction that is written in the form of letters back and forth between characters. This may not be a familiar form for your student, who may not be familiar with letter-writing at all. If necessary, before you read the story, discuss when it might be important or useful for friends to write letters to each other. In the case here, it is because one of the letter-writers has moved far away. Talk about the process of letter-writing: Writing a letter, addressing an envelope, applying a stamp, mailing the letter to be picked up by a mail carrier and taken to a post office, where it is sorted and sent to the receiver’s post office and delivered by a different mail carrier.

1. Read the first two paragraphs with your student. Review the meaning of each boldfaced term. Remind your student that most stories are told in time order from beginning to end.
2. Read “Playing Catch” with your student and ask your student to answer the questions. Point out the time-order words in the story that help a reader know what happened first, next, and last (at first, then, now). Explain that some stories use words like these to signal what happened when.
3. Watch the video together. Point out that the student discusses what happens in order but then selects one particular event as important to the meaning of the story.
4. Look at the first page of *Fifty-Fifty Friends* with your student. Help your student answer the questions about the scene.

[Fifty-Fifty Friends](https://cite-media.pearson.com/legacy_paths/a4e0b76c-9320-46b1-a441-bf56af8f90a9/Fifty-Fifty%20Friends.pdf)

#### Check-In

Read *Best Friends Always*with your student. Talk briefly about the way the girls' friendship changes over time.

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.

[Best Friends Always (A)](https://cite-media.pearson.com/legacy_paths/c967acc6-098c-4abb-888b-d66d1c893db2/Best%20Friends%20Always%28A%29.pdf)

[Best Friends Always](https://cite-media.pearson.com/legacy_paths/0839eaf0-17ed-4afe-9003-5da868260851/Best%20Friends%20Always.pdf)

[Best Friends Always (B)](https://cite-media.pearson.com/legacy_paths/36bff195-e10e-49ae-8643-f88e5df19859/Best%20Friends%20Always%28B%29.pdf)

1. Allow your student to refer to the text as they answer the questions. **IF**your student struggles to complete a sentence, **THEN**reshape the statement into a question:
   1. Where did Kayla move? (to a new house)
   2. What did Kayla dislike? (her new room)
   3. Whom did Kayla meet? (a girl next door)
   4. What did the two girls do together? (played)
   5. What did Kayla decide about Cordelia? (She was her new best friend.)
   6. What did Kayla tell Evie she wanted to be? (first best friends)

Practice

1. Read the directions with your student. Then, allow them to tell you about one event in their own words and explain its importance to the story.
2. Extend the activity by asking whether the event happened in the beginning, middle, or end of the story.

### Objective: In this section, you will recognize the difference between spending and saving, and wants and needs.

#### Explain

1. Read the opening paragraphs and look at the photograph with your student. Ask your student whether they ever get money for losing a tooth. Explain that it is a tradition in some families.
2. Discuss the difference between wanting something and needing something. Define *need* as requiring something in order to live. For example, people need food to eat, water to drink, and clothes to wear.
3. Discuss safe places to keep money. Explain that a bank is a business that holds on to your money for you. Some people save their money in a business called a bank.
4. Show your student the picture of Demario with his piggy bank and discuss his choice to save the dollar. Point out that Demario will lose more teeth and collect more money. If he saves it, he can spend some later if he wants or needs something important.

#### Check-In

1. Read the directions with your student. Then, read each question with your student and encourage them to use the text to find the answer.
2. **IF** your student has trouble locating the answers, **THEN** direct them to the first and second pages of *Fifty-Fifty Friends* and read them together.

[Fifty-Fifty Friends](https://cite-media.pearson.com/legacy_paths/a4e0b76c-9320-46b1-a441-bf56af8f90a9/Fifty-Fifty%20Friends.pdf)

#### Practice

1. Read the directions with your student. Then, direct your student to the top three paragraphs on the second page of the story (from “‘Ice cream?’ he hollered” to “‘I need huckleberry ice cream!’”)
2. Have your student read the passage with expression. Then, point to the words *hollered* and *yelped* and discuss how each boy's voice might sound. Finally, have your student read the passage aloud again.
3. Have your student use their new understanding of *want* and *need* to answer the questions. Point out that Mac and Cam say that they need some things that they really do not need. Realizing that they don't really “need” them helps the boys decide to share the money they found and ultimately to use it together to make a wish.

### Objective: In this section, you will write the numbers **1**, **2**, **3**, **4**, and **5**.

#### Explain

Quick Review

Before reading the lesson with your student, remind your student that they have already learned how to write the number words for numbers 1, 2, 3, 4, and 5 and today they will learn to write the numerals. Explain to your student that it’s very important to be able to write numbers clearly because sloppy or unclear numbers can lead to wrong answers on math problems.

Read the introduction and review the images of the numbers 1 through 5. Encourage your student to point out straight and curved lines.

How to Write Number 1

1. Watch the video with your student to learn how to form number 1. Have your student follow along to write number 1 in the air. Draw attention to the strokes used to form the letter—explain that number 1 is formed by writing a straight line from top to bottom.
2. Read the steps together about how to form number 1.
3. Repeat this process for the numbers 2, 3, 4, and 5.

[Write Numbers 1, 2, 3, 4, and 5](https://cite-media.pearson.com/legacy_paths/ee64af8b-6ca4-45f5-b0f2-0fc44ce1ceae/Numbers%201%2C%202%2C%203%2C%204%2C%20and%205.pdf)

**Remember**

1. Here is how to write number **1**.
   1. Start at the top line.
   2. Draw a line straight down to the bottom line.

**Remember**

1. Here is how to write number **2**.
   1. Start just below the top line.
   2. Draw a curve to the right before slanting left and down to the bottom line.
   3. Draw a curve to the right along the bottom line.

**Remember**

1. Here is how to write number **3**.
   1. Start just below the top line.
   2. Curve up and around to the right, stopping at the middle line.
   3. From there, curve the line around and down again to the right to touch the bottom line before curving back up and to the left to end just above the bottom line.

**Remember**

1. Here is how to write number **4**.
   1. Start at the top line and draw straight down to the middle line.
   2. Draw a line to the right, along the middle line.
   3. Lift and go to the top line, to the right of the first line.
   4. Draw a line straight down to the bottom line.

**Remember**

1. Here is how to write number **5**.
   1. Start at the top line.
   2. Draw a line straight down to the middle line.
   3. Draw a curve to the right and down, touching the middle line.
   4. Continue the curve, touching the bottom line, and end the curve just above the bottom line.
   5. Lift your pencil and go back to the starting point on the top line.
   6. Draw a straight line to the right, along the top line.

#### Check-In

Learning Coach Tip

It’s important for your student to learn how to assess their own handwriting. If they learn to analyze their practice letters and numbers by comparing them to the tracing examples, then they will be better equipped to correct their mistakes.

1. Print the [Numbers 1-5](https://cite-media.pearson.com/legacy_paths/ee64af8b-6ca4-45f5-b0f2-0fc44ce1ceae/Numbers%201%2C%202%2C%203%2C%204%2C%20and%205.pdf) handwriting worksheet. Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper for your student and write any models that will need to be traced.
2. Discuss the number models that are on the worksheet. Review the steps to forming each number as your student follows the arrows on the number form.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming the number 5, **THEN** remind your student that the line across the top is the last step in forming the number 5.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) 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.
2. **IF** your student has difficulty writing any of the numbers, **THEN** go back and watch the videos again.

### Objective: In this section, you will build words with the **r**-controlled vowels **air**, **are**, and **ear**.

#### Warm Up

Begin by having your student identify the number of sounds in a word with *r*-controlled vowels *air*, *are*, and *ear*. Have your student blend the sounds. Use the following routine.

* Say the word. Explain the meaning of any unfamiliar word.
* Have your student repeat the word.
* Ask your student to identify the vowel sound in the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| mare | chair | swear | stare |

#### Explain

Gather the following letter tiles: *a, b, c, d, e, f, h, i, l, p, r, s, w.* Use the letter tiles to model with your student how to build words with *r*-controlled vowels *are*, *air*, and *ear*. If necessary, remind your student that *air*, *are*, and *ear* stand for one vowel sound in a word as in *hair*, *dare*, and *bear*.

#### Check-In

1. Gather the following letter tiles: *a, c, e, f, h, i, p, s, r.*
2. Read each set of directions to your student. Observe your student build the words with *air* and *are*. Have your student identify the *r*-controlled vowel sound in each word. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Then have your student use the letter tiles to build spelling words.
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, have them review the words from this unit and high-frequency words from previous weeks.

### Objective: In this section, you will present the opinion text you have published.

#### Key Words

* **present**– tell about a text as people listen
* **publish**– make a final copy and share with others

#### Show What You Know

Learning Coach Tip

Check to be sure your student has a copy of the opinion text rubric handy. In this lesson, your student will present their opinion text and then publish it.

[Opinion Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/6ac6ca2c-4dad-4f28-9e58-d20b8dcd07c9/LA%201%20Opinion%20Text%20Rubric.dotx)

1. Use the introduction to discuss with your student the idea of presenting their opinion text. Discuss the meaning of the Key Word *present*. Explain to your student that when writers present their writing, they read it out loud to an audience. They may also tell their audience something about their writing or answer questions that members of the audience might have. Talk about why an audience is an important part of presenting your writing.
2. Discuss the importance of practicing by asking your student to name something they were good at the first time they tried. They will likely not be able to think of many examples; point out that that is because people usually become good at something by doing it over and over. Guide your student to think of a skill or activity they have improved by practicing.
3. If you have access to a printer, consider helping your student print out a copy of their opinion text to use for practicing and presenting their writing. Double space the text, if possible. If you do not have access to a printer, have your student practice their presentation by reading it onscreen or, if they have handwritten their draft, on the page.
4. Read the list of presentation tips with your student. Suggest that they practice reading aloud several times, focusing on a different tip each time. Provide time for your student to practice prior to giving their presentation. **IF**your student has difficulty preparing, **THEN**have them work on fewer skills. Perhaps have them read slowly and speak clearly.
5. Continue to the next screen and read the bulleted list of other things writers do to present their work. Discuss how hearing their favorite part of *Wullus* read aloud might help an audience better appreciate their opinion. Then, talk about what they might learn by finding out how their audience feels about *Wullus*. If you and your student agree that they should read their favorite part of *Wullus*during their presentation, then provide practice time so that they can read it through several times.
6. Read the list of physical actions to work on with your student. Explain that how you stand and move when you present can make a difference to how your audience listens.
7. Read the questions with your student. Have your student share their answers with you orally.

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.

[Wullus (A)](https://cite-media.pearson.com/legacy_paths/d009a20a-4e3e-478e-9d5f-be1f43b4ec6a/Wullus%28A%29.pdf)

[Wullus](https://cite-media.pearson.com/legacy_paths/cbc2a3fa-9544-448a-ae85-0393231915a5/Wullus.pdf)

[Wullus (B)](https://cite-media.pearson.com/legacy_paths/2aa8e0d2-83ac-4c26-bdc0-9b19507e3039/Wullus%28B%29.pdf)

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

* **Less Successful** — My student has experienced difficulty while practicing and is not confident about how to present an opinion text.
* **Moderately Successful** — My student understands how to present an opinion text by reading it aloud and sharing pictures and the book, but would benefit from additional practice.
* **Very Successful** — My student understands how to present an opinion text by reading aloud and sharing pictures and the book and is comfortable presenting their opinion text.

#### 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 activity.

* **Less Successful** — Review the lessons. Return to some of the activities in the unit and within this lesson to reteach the concepts that your student did not master. Review the steps for preparing to present an opinion text. Guide your student step by step through each part of their presentation.
* **Moderately Successful** — Observe as your student prepares to present their opinion text. Encourage your student to read their opinion text several times and practice different skills.
* **Very Successful —** Have your student complete the Try This activity as independently as possible.

1. Read the directions for the first activity with your student. Find a comfortable place where your student can present their opinion text and picture, making sure a computer is available if your student is unable to print out their text. **IF**your student is nervous about reading aloud, **THEN**build their confidence by explaining that they are telling you about their opinion. Now is the time for them to share their opinion with you.
2. When your student is finished, complete the second activity by discussing your student’s presentation with them. Point out all the strong points and discuss one or two areas they can improve the next time they have to present something.
3. Have your student access the final draft of their opinion text. Review the opinion text rubric with your student and compare it to your student’s opinion text. Encourage your student to make any final changes that are needed.
4. Then, work with your student to submit the opinion text for grading. As needed, help them convert their text to a digital format by saving it as a PDF or by using a phone or digital camera to take a picture of the text. Then, guide your student in submitting their opinion text to their Drop Box. Any additional image files should be converted to digital format and submitted with the text.

Friends Find Ways to Agree Apply

## Lesson 5: Friends Find Ways to Agree: Synthesize

### Objective: In this section, you will build words with **r**-controlled vowels **air**, **are**, and **ear** while blending sounds.

#### Warm Up

Have your student say single-syllable words with *r*-controlled vowels *air*, *are*, and *ear* by blending the sounds for the letters. Use the following routine.

* Tell your student to listen as you say a word. Define any word that may be unfamiliar to your student.
* Say each sound in the word slowly.
* Have your student mark each sound with a tap.
* Have your student blend the sounds together to say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **stare**  (3 sounds) | **blare**  (3 sounds) | **hair**  (2 sounds) | **scare**  (3 sounds) |
| **swear**  (3 sounds) | **flair**  (3 sounds) | **bear**  (2 sounds) | **fair**  (2 sounds) |

#### Explain

Quick Review

Review that the *r*-controlled vowels *air*, *are*, and *ear* stand for the vowel sound heard in *bare*, *chair*, and *wear*. 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 *r*-controlled vowel *air*, *fair*, *hair*, *stair*, and *chair*, correctly. Then have your student answer each question about the words.
2. Explain that one way to build words is to keep the ending letters the same and change the letter or letters at the beginning of the word. Read the words with your student and discuss that each word ends with the letters *a*, *r*, *e*. Discuss that the consonant or consonants at the beginning of each word is different. Remind your student that the letters *a*, *r*, and *e* together stand for the *r*-controlled vowel sound. Then have your student say each word. **IF** your student does not blend the sounds correctly, **THEN** have your student use letter tiles to spell each word. Position the letter tiles close together to remind your student to say the sounds of the letters together.

#### Check-In

1. Gather the following letter tiles: *a*, *b*, *e*, *h*, *m*, *r*, *s*.
2. Read each of the directions with your student. Observe your student build the words with *r*-controlled vowel *are*. Have your student identify the vowels in each new word formed. Remind your student that each word they build ends with the letters *a*, *r*, and *e*. The only letter that changes as your student builds a new word is the beginning consonant or consonants. If necessary, explain that a mare is an adult female horse. **IF** your student is not blending the sounds of the letters together when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Remind your student to say the sounds of the letters together to read the words.
2. **Weekly Spelling Test:** Use the following sentences to test the week’s spelling words:
3. Have your student continue to practice reading the week’s high-frequency words. If your student has written each high-frequency word on an index card, have them review the words from this unit and high-frequency words from previous weeks.

|  |  |  |
| --- | --- | --- |
| **• pear** | This **pear** is very ripe. | **pear** |
| **• care** | I will take **care** of our garden today. | **care** |
| **• stair** | The **stair**has five steps. | **stair** |
| **• share** | There are books for us to **share**. | **share** |
| **• hair** | The barber will wash and cut his **hair**. | **hair** |
| **• wear** | I will **wear** a coat today. | **wear** |

### 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 summarize the skills learned in this unit. It may be helpful to revisit each learning goal.

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

Guide your student to write a reflection using the sentence starters provided on the slide. If your student has trouble identifying an area of difficulty or an area where more practice is needed, refer back to earlier practice activities and scored assignments.

### Study Tips

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

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

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

## Lesson 6: Friendship Unit Test

There is no LC Guide for this lesson.