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# Language Arts K B Unit 2: We Learn About the World

## Lesson 1: We Learn About the World: Genre

### We Learn About the World: Introduction

#### Learning Goals

In this unit, your student will be learning about how we learn about the world as we grow. There are 20 learning goals for this unit:

1. Use key details to make predictions, with prompting and support.
2. Identify similarities in written and spoken words (e.g., word endings, onset, and rime).
3. Repeat high-frequency words.
4. Identify nouns.
5. Use key details to answer questions about a story, with prompting and support.
6. Identify high-frequency words.
7. Form plural nouns by adding -*s* or -*es*.
8. Pronounce the /r/ sound at the beginning and end of words.
9. Answer questions about characters in a story, with prompting and support.
10. Match high-frequency words.
11. Identify common and proper nouns.
12. Pronounce the /v/ sound in words at the beginning of words.
13. Practice writing uppercase and lowercase *Rr* and *Vv*.
14. Answer questions about the settings in a story, with prompting and support.
15. Arrange high-frequency words with letters.
16. Identify the /r/ and /v/ sounds in words.
17. Read a book of choice with support.
18. Answer questions about major events in a story, with prompting and support.
19. Describe familiar things, providing additional detail with prompting and support.
20. Read emergent readers with high-frequency words fluently.

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

Your student’s learning within “We Learn About the World” will be assessed with the following items:

* We Learn About the World: Genre Quick Check
* We Learn About the World: Genre Skills Check
* We Learn About the World: Comprehension Quick Check
* We Learn About the World: Comprehension Skills Check
* We Learn About the World: Speak/Listen Quick Check
* We Learn About the World: Speak/Listen Skills Check
* We Learn About the World: Fluency Quick Check
* We Learn About the World: Fluency Skills Check
* We Learn About the World: Synthesize Quick Check
* We Learn About the World: Synthesize Skills Check

At the end of each day, 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

Set the Stage for Learning

Before your student begins to work on the day’s first English Language Arts lesson, create a treasure map. On paper, draw a winding dotted line from one corner to the opposite corner. Label these corners START and END. Along the dotted line, write the lesson titles. As your student completes each lesson, have them move a coin or other marker along the map. When they reach the end, have them open a treasure chest (such as a shoebox) with a small treasure inside (such as a “coupon” to play a game).

1. Read the introduction with your student. Point out that this week they will be talking about how they learn more about the world as they grow.
2. Watch the video together. You may want to pause the video at the end of each slide to discuss how to learn about the world and to allow your student to ask questions or make comments. After viewing the video, briefly discuss other ways of learning about the world.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask what they have learned about the world.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if they have ever wanted to learn about the same thing that is described.

### Objective: In this section, you will predict what a story will be about using details in the pictures.

#### Key Words

* **author** – the person who wrote the words
* **title** – the name of a story

#### 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.

[We Learn About the World\_Genre Letter Rr](https://cite-media.pearson.com/legacy_paths/a03c58b3-dafe-4f7e-be28-60f703a25ca8/We%20Learn%20About%20the%20World_Genre%20Letter%20Rr.pptx)

#### Explain

Learning Coach Tip

You will be sharing *Little Puppy and the Shadow* with your student. Your student will not be expected to read the story independently. You may share the story by reading aloud the printed book, by reading aloud the story as you display it on the screen, or by having your student listen to the audio recording of the story.

|  |
| --- |
| **Reading Comprehension Instructional Focus** |
| **Lesson** | **Learning Goal** | **Focus** |
| Part 1 | Use key details to preview and predict. | **Prereading Activities*** Preteach important concept vocabulary.
* Identify the title, author, and illustrator.
* Use details to predict what the story will be about.
 |
| Part 2 | Use key details to answer questions about a story. | **First Reading of the Story*** Check for overall understanding of the story.
 |
| Part 3 | Answer questions about characters in a story. | **Rereading a Part of the Story*** Teach a comprehension skill.
* Develop understanding of who is in a story.
 |
| Part 4 | Answer questions about the settings in a story. | **Rereading a Part of the Story*** Teach a comprehension skill.
* Develop understanding of where a story takes place.
 |
| Part 5 | Answer questions about major events in a story. | **Rereading a Part of the Story*** Teach a comprehension skill.
* Develop understanding of story structure.
 |

Learn New Words

1. It is important for your student to know the words in the chart to understand what is happening in *Little Puppy and the Shadow*.
2. Draw attention to the picture for the word *shadow*. Ask your student to explain what they already know about the meaning of the word. Then, ask them to point to the shadow in the picture. Explain that you need light to see a shadow. When you are outside, the light of the sun can make a shadow appear. Ask questions such as the following: What do you think makes the light in this picture? What do you think would happen if a cloud passed in front of the sun and there wasn’t as much light?
3. Continue with the picture for the word *growl*. Make a sound that imitates a growl a dog might make. Ask your student if they have ever heard a dog make that kind of sound. Explain that a dog might growl when it is angry or upset. Have your student make a noise that sounds like a growl.
4. Have students look at the picture for the word *puzzled*. Explain that some words have more than one meaning. Ask your student how they put a *puzzle* together (by joining the pieces). Explain that the word *puzzle* names a thing. Ask your student if they think the picture for puzzled shows a thing people put together (no). Then, explain that the word *puzzled* is an action word, not a naming word. When you are *puzzled*, you can’t figure out why something has happened. Provide an example such as the following: I have a bird feeder that hangs on a railing on my deck. I put birdseed in it so the birds have food to eat. Yesterday morning I looked out the window. The bird feeder was missing. I was *puzzled* about what happened to it. So, I went outside to look for it. Guess what? It was on the ground. I think a squirrel tried to get the birdseed and made the bird feeder fall to the ground. Ask your student to tell about a time they were puzzled, or wondered why something happened.

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| shadow | a dark shape made when someone or something blocks the light |
| growl | a long, deep, angry sound made by a dog or another animal |
| puzzled | not able to understand something |

Title, Author, and Illustrator

1. Review that every story has a title, or name. Have your student point to the title on the first page of *Little Puppy and the Shadow*, and read it together.
2. Also, review that the author is the person who writes the words. The word *by* frequently comes before the author’s name. Have your student point to the name *Valeri Gorbachev* on the cover, and read it together. Ask your student whether the first letter of a person’s name begins with a capital letter or a lowercase letter (a capital letter).
3. Explain that most stories have pictures. Remind your student that the person who draws the pictures is called the illustrator. Ask if *Little Puppy and the Shadow* gives the illustrator’s name (no). Explain that the illustrator is not always listed. In some cases, this is because the author and illustrator are the same person.
4. Confirm your student’s understanding of the role of an author and an illustrator as they answer the two questions.

Use Details to Predict

1. Explain that before you listen to or read a story, it is important to think about what the story might be about. One way to do that is to look at the pictures in a book. Sometimes that is called going on a picture walk.
2. Discuss that pictures in a book often show who or what the book will be about. They might also show where the story takes place. Allow time for your student to look at the pictures in *Little Puppy and the Shadow*. Then, support them as they answer the two questions about the characters and setting of the story.
3. Scaffold as your student uses the details they noticed during the picture walk to predict what they think the story will be about. Use sentence frames such as *I see* and *I think* to help your student speak in complete sentences and to explain why they think the way they do.

[Little Puppy and the Shadow](https://cite-media.pearson.com/legacy_paths/17a8e3b9-1081-4f2c-9492-227c68242b59/Little%20Puppy%20and%20the%20Shadow_.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at pictures at the beginning, in the middle, and at the end of the story.
2. With your student, look at the first pictures on page 1 of *Little Puppy and the Shadow*. **IF** your student has difficulty noticing the shadow in each picture, **THEN** provide a think-aloud about what you see, for example: In the first picture I see the puppy looking at something. It is a dark shape. I also see the sun in the picture. I think the puppy is looking at a shadow. Do you see a dark shape in the other pictures on page 1?
3. Continue to talk about the pictures on pages 2 and 3. Have your student use details in the pictures to answer the questions.

#### Practice

1. Review that the pictures in *Little Puppy and the Shadow* give a lot of information. Tell your student that now, it is time to think about what they noticed by looking at the illustrations and tell what they think the story will be about. Explain that there isn’t a right or wrong answer to the question. **IF** your student has difficulty making a prediction, **THEN** model a response such as the following: I think the book will be about a puppy who plays with its shadow.
2. **Daily Writing:** You may want to have your student respond to the following writing prompt: Tell a story about a puppy you know or have read about. Tell about what puzzled the puppy. Encourage your student to write independently and to read their writing to you. As an alternative, have your student draw a picture first and then write a story about the picture. Remember that your student is developing as a writer and will likely not write in complete sentences or spell words correctly.

### Objective: In this section, you will identify how sounds and letters in some words are the same.

#### Learning Coach Tip

You will help your student learn to identify how some words can look and sound the same. Before beginning the lesson, remind your student that there are 26 letters in the alphabet. These 26 letters are used to make words. Explain that letters can be arranged in many ways, and some words have sounds and letters that are the same. Looking and listening carefully will help your student to say and read each word correctly. In this lesson, your student will practice looking and listening for similarities among written and spoken words.

#### Explain

1. Tell your student that when they read words, they should pay attention to the letters and sounds in each word. Explain that some words begin or end with the same letters and sounds when they are read aloud.
2. Read the introduction together. Read the first two words.
3. Have your student look and listen carefully to see and hear any letters and sounds that are the same. Then, answer the question with your student to identify that the beginning letter and sound of *b* are the same in both words.
4. Follow the same procedure for the next two words. Support your student as they answer the question to identify that the letters *og* and the ending sounds are the same in both words.
5. **IF** your student is unable to identify the similar sounds and letters, **THEN** repeat the words slowly and stress the sounds that are similar.

#### Check-In

1. Read the directions to your student.
2. For each question, have your student say the words.
3. Support your student as they listen to and look closely at the words. Monitor their responses to ensure they have identified which sounds and letters are the same.

#### Practice

1. Read the directions together. Guide your student through the first question. Ensure that they have read the words correctly.
2. Invite them to tell what is the same about any of the words. (For example, *pot* and *pig* both begin with *p*.)
3. Support your student as they listen to and look closely at the words in Questions 2 and 3.

### Objective: In this section, you will repeat the high-frequency word **have**.

#### Explain

Quick Review

Remind your student that they will see some words many times in the books they read. Have your student use the high-frequency word cards they created for *a*,*I*,*look, is, you, we, the*,*who, he, she, one, can, what, do, are,* and *they* to quickly read the words. **IF** your student has difficulty reading a word, **THEN** point to the word and say it clearly. Have your student repeat the word.

1. Have your student talk about the first picture. Ask questions such as: Who do you see in the picture? Who is the boy with? Read the sentence below the picture. Ask: What mark do you see at the end of the sentence? Does the sentence ask a question? Explain that *Have* is a word that can begin at the end of a sentence that asks a question. Continue with the second picture and sentence. Explain that when talking about something you own, you may use the word *have*.
2. Point to the word *Have*, say the word, and have your student repeat. Continue with the word *have*. Explain that *have* is a word that they will see many times in books they read. The word is used when talking about owning something or at the beginning of a sentence that asks a question.

#### Check-In

1. Read the question for the first picture aloud. Ask questions such as: Where is the girl? Is the sentence a telling sentence or an asking sentence? Continue with the second sentence.
2. Tell your student that you will point to a word and say it. Then, they should repeat the word. Confirm their understanding that *Have* and *have* are used at the beginning of some sentences that ask a question or when telling about owning something by asking questions such as: Does the word come at the beginning or in the middle of a sentence? What kind of sentence does the word appear in? **IF** your student has difficulty distinguishing between an asking sentence and a telling sentence, **THEN** ask questions such as: How do all sentences begin? How does an asking sentence end? If *have* appears at the beginning of a sentence, will the sentence ask a question? If *have* appears in the middle of a sentence will you learn about something someone has?

#### Practice

1. Print the Practice worksheet. If you do not have a printer, then outline capital *H,* lowercase *a,* lowercase *v,* and lowercase *e* on a blank sheet of paper. Point to *Have* and read it aloud with your student. Repeat with the word *have*. Ask your student to use a different color crayon or marker to color each letter in *Have* and *have*.
2. Have your student use safety scissors to cut each word card. You may keep the word cards in a resealable bag with other high-frequency word cards. Or, you may also choose to punch a hole in the top left corner and add the cards to a small metal ring, such as a key ring.

[Make Word Cards](https://cite-media.pearson.com/legacy_paths/dddb62e2-3689-4b90-9002-1d1d0850e117/Make_Word_Cards_Have.pdf)

### Objective: In this section, you will identify naming words, or nouns.

#### Key Words

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

#### Explain

Quick Review

Remind your student that you have talked about nouns. A noun is a naming word. To help your student recall what they have learned about nouns, point to objects in the room that your student can name using nouns.

1. Use the definition on the screen to review the meaning of the key word *noun*. Remind your student that a noun can name a person, animal, place, or thing. Look at the photographs together. Ask your student to say the noun under each picture. Then, ask them to identify what each noun names. Discuss other examples of nouns and what they name. **IF** your student has trouble getting started, **THEN** ask guiding questions such as the following: *Doctor* is a noun that names a person. A doctor helps others. What are some other nouns that name people who help others? Explain that these words are also nouns that name people. Repeat this process for the remaining categories of nouns, asking your student for other nouns that name animals, places, and things.
2. Have your student look at the photo of the elephant. Say the sentence aloud and have your student repeat after you. Have your student identify the noun (elephant) and what it names (an animal). **IF** your student has difficulty answering, **THEN** ask this question: Which word in the sentence names an animal?
3. Read the next sentence and the questions aloud. Have your student answer. Provide assistance as necessary.

#### Check-In

1. Read the directions and be sure your student understands that a thumbs-up means a word is a noun, and a thumbs-down means a word is not a noun. Review that a noun names a person, animal, place, or thing.
2. Say the first word with your student and have your student give a thumbs-up or thumbs-down. **IF** your student has difficulty indicating whether the word is a noun, **THEN** ask questions such as the following: Is *cat* a naming word? Which does it name—a person, animal, place, or thing? Help your student determine that *cat* names an animal, and have them give a thumbs-up.
3. Continue with the remaining words, supporting your student as necessary.

#### Practice

1. Read the directions aloud. Have your student listen as you read the first sentence. Explain that only one word in each sentence is a noun. Remind them to listen for a naming word for a person, animal, place, or thing.
2. Complete the first activity with your student. Demonstrate that *runs* and *fast* cannot be nouns because they are not naming words. Explain that *runs* is an action word, or verb, and *fast* is a describing word, or adverb.
3. **IF** your student has trouble finding the noun in the sentence, **THEN** go through the sentence word by word. Ask this question for each word: Does this word name a person, place, animal, or thing?
4. Continue with the remaining items, supporting your student as necessary.

## Lesson 2: We Learn About the World: Comprehension

### Objective: In this section, you will use details to answer questions about a story.

#### Key Words

* **details** – information about someone or something

#### Explain

1. Tell your student that today they are going to listen to *Little Puppy and the Shadow*. First, they will learn how to answer questions about the story that will help them understand what is happening in the story. Explain that to answer questions, your student should think about the words in a story. They should also look at details in the pictures.
2. Display *Little Puppy and the Shadow*. Then, watch the video with your student. Explain that the beginning of the story tells who the story is about and what happened first.
3. Support your student as they answer the two questions about the beginning of the story. Review that a character is a person or animal in a story, and the setting is where the story takes place. Explain that when you listen to or read a story, it is important to notice details in the words and the pictures.
4. Read aloud or have your student listen to a recording of *Little Puppy and the Shadow*. Confirm that your student understands that the pronoun it on pages 8 and 9 refers to the shadow. **IF** your student has difficulty understanding what the pronoun it stands for in these sentences, **THEN** read each sentence twice, first substituting the word shadow and then reading the sentence with the pronoun.
5. After reading the story, ask your student to choose one picture to talk about. Ask questions such as the following: What is Little Puppy doing? Why do you think Little Puppy is doing that?

[Little Puppy and the Shadow](https://cite-media.pearson.com/legacy_paths/17a8e3b9-1081-4f2c-9492-227c68242b59/Little%20Puppy%20and%20the%20Shadow_.pdf)

#### Check-In

1. Read the directions with your student. Guide them through each question about a different picture from *Little Puppy and the Shadow*. Each question asks your student to use details in the pictures to help explain what Little Puppy is doing.
2. **IF** your student does not respond in a complete sentence, **THEN** reread the sentence frame and encourage your student to use the language as they respond. **IF** your student has difficulty identifying key details in the illustration, **THEN** provide prompts such as the following: Look closely. What is Little Puppy doing?

#### Practice

1. Remind your student that they can use details, or important information, to think about what is happening in the story. Scaffold as your student uses those details to draw a conclusion about why Little Puppy is puzzled. Encourage your student to use details from the story to explain why they think the way they do.
2. **Daily Writing:** If time permits, you may want to have your student write a response to the question. Keep in mind that your student is developing as a writer and will likely not be writing complete words or sentences. Have your student read aloud to you what they have written.

### Objective: In this section, you will identify the high-frequency word **have**.

#### Explain

Learning Coach Tip

Your student will have multiple opportunities to read the high-frequency word *have* during the week. If you observe your student having difficulty reading the word, follow this routine:

* Point to the high-frequency word, say the word, then have your student repeat it.
* Have your student identify the number of letters in the word.
* Have your student name the letters in the word.
* Point to the word again, say the word, and have your student repeat it.
1. Have your student take out the *Have* and *have* word cards they created. Point to the word *Have*, say the word, and have your student repeat it. Continue with *have*.
2. Review that words have letters. Explain that today your student will look closely at the letters in the word *have*. Begin by having your student talk about what is happening in each picture. Read aloud the sentence for each picture. Review that the word *have* is used at the beginning of a sentence that asks a question or to talk about something someone owns.
3. Have your student point to the word *Have* in the first sentence. Say the word together. Then, have them respond to the prompt by identifying the number of letters in *Have*. Continue with the word *have*.
4. Next, have your student name the letters in *Have* and *have*. Explain that some words begin with a capital letter and a lowercase letter. Even so, the word is the same.

#### Check-In

1. Read the directions aloud. Then, have your student complete the activity. **IF** your student has difficulty identifying *Have* correctly, **THEN** remind them that *Have* has four letters.
2. Continue with the second activity. **IF** your student has difficulty identifying *have* correctly, **THEN** remind them that *have* begins with *h*.

#### Practice

1. Read *I Have Paint* with your student. Talk about what happens in the story.
2. Then, have your student identify the number of times they see *have* in the story. Have them draw a happy face on a sticky note or a sheet of paper each time they find the word *have*.

[I Have Paint](https://cite-media.pearson.com/legacy_paths/38dfdd78-1c46-4964-95cf-042f6c1d366f/I%20Have%20Paint.pdf)

### Objective: In this section, you will form plural nouns.

#### Key Words

* **irregular plural nouns -**nouns that do not add -s or -es to show more than one.
* **noun** – a word that names a person, animal, place, or thing
* **plural** – more than one

#### Explain

1. Use the definitions on the screen to review the meaning of the key words *noun* and *plural*. Help your student recall that some nouns tell about more than one person, animal, place, or thing. These are called plural nouns.
2. Have your student look at the pictures and say the nouns. Ask: How many are in the first picture? (one) Ask: How many are in the second picture? (two) Then, talk about how the words *tiger* and *tigers* are different. Point out that the plural noun *tigers* ends with *-s*. Explain that most nouns that name one of something become plural nouns when an *-s* is added to the end. Say the word *tigers* and have your student repeat it after you. Say the word *tigers* again and have your student listen for the final sound.
3. Continue the activity with the second pair of photos. Have your student identify how many items are in each picture. Then, talk about how the words *glass* and *glasses* are different. Point out that the plural noun *glasses* ends with *-es*. Explain that some nouns become plural when an *-es* is added to the end. Have your student listen as you say aloud the plural noun *glasses*. Have your student repeat the word after you. Emphasize that some plurals have *-s* at the end. Some plurals have *-es* at the end.
4. Continue to the next slide. Guide your student to identify the plural nouns formed by adding *-s* or *-es* to the end. Have them say aloud the plural nouns.

**Irregular Plural Nouns**

1. Help your student recall that plural nouns add an *-s* or *-es* to show more than one person, place, or thing. Explain that some nouns do not follow the rule. These are irregular plural nouns.
2. Have your student look at the chart. Review the chart with your student. Have your student repeat the singular and then the plural form of the noun after you. Emphasize that each of these nouns does not add an *-s* or *-es*when there is more than one.
3. Continue the activity with the fill in the blank sentences. Have your student identify the correct plural form of mouse and child.
	1. mouse/mice
	2. child/children
4. Use other nouns from the chart in sentences with your student to help them practice hearing and saying irregular plural nouns.

#### Check-In

1. Print the Sort Plural Nouns *-s*,*-es* worksheet, and have your student cut out the six cards. If you do not have a printer, display the worksheet. Remind your student that a plural noun names more than one, and some plural nouns end in *-s*, but others end in *-es*. Read aloud the headings at the top of each empty box.
2. Have your student select a card. Look at the picture and read aloud the plural noun. Tell your student to look at the letter or letters that make the final sound and place the card in the correct box. If the worksheet is not printed, ask your student to point to the box where the card belongs.
3. Continue with the remaining cards, following the same procedure.

[Sort Plural Nouns -s, -es](https://cite-media.pearson.com/legacy_paths/63176f91-fcac-429a-a50d-1e73a4dd64ed/Sort%20Plural%20Nouns%20-s%2C%20-es.pdf)

[Sort Plural Nouns -s, -es Answers](https://cite-media.pearson.com/legacy_paths/0506a5b0-859f-46da-a9f1-03b0effcbc9c/Sort%20Plural%20Nouns%20-s%2C%20-es%20Answers.pdf)

#### Practice

1. Read the directions aloud. Reinforce that your student is choosing the plural form of the noun and the plural noun means more than one.
2. Say each word choice and have your student look carefully at the letters at the end of the word before choosing the answer. **IF** your student has trouble, **THEN** have them look again at the noun they are changing to a plural noun, noticing its last letter before the addition of *s* or *es*.

### Objective: In this section, you will say the sound you hear at the beginning of words.

#### Explain

Learning Coach Tip

In this lesson, your student will continue to learn about individual sounds they hear in words by focusing on the sound associated with the letter *r* at the beginning of words. For example, the word *red* has the sound for *r* in the beginning. Your student will look at a picture for the word and talk about the sounds they hear.

1. Use the picture of the train to review the word *beginning*. Point to the first train car and remind your student that *beginning* means “the part that comes first.”

Beginning Sound

1. Explain that every word you hear has sounds. Tell your student that in this lesson they will listen for the sounds in words. First, they will tell how many sounds they hear. Then, they will tell what sound they hear at the beginning of a word. Model with an example word, *red*. If possible, have a red crayon or another red item available.
2. Point to the photo of the rake. Then, say *rake* slowly (*r-a-ke*), clapping each time you hear a sound. Ask your student to tell how many sounds they hear. Say *rake* again and have your student say the sound they hear at the beginning of the word.
3. Point to the photo of the rake. Then, say rake slowly (r-a-ke), clapping each time you hear a sound. Ask your student to tell how many sounds they hear. Say rake again and have your student say the sound they hear at the beginning of the word.

Beginning Sound Routine

* (Point to the crayon.) This crayon is red.
* Say the word with me: *red*.
* Now, listen to me say *red* slowly: *r-e-d*.
* Listen as I say the word again. This time, I will clap each time I hear a sound: *r-e-d*.
* Now, say the word slowly with me. Clap each time you hear a sound: *r-e-d*.
* You hear three sounds in the word *red*: *r-e-d*.
* Now, I will say the word again. Listen for the beginning sound in *red*: *r-e-d*.
* Say the beginning sound you hear in *red*.

#### Check-In

If needed, help your student identify the picture as a rug. Guide them to say the word *rug* and then say the word slowly as they clap for each sound they hear. **IF** your student cannot identify the beginning sound as the sound of *r*, **THEN** say each sound in the word more slowly with a longer pause between sounds: *r—u—g*. Ask: What sound do you hear first?

#### Practice

1. Confirm that your student can name each picture in the first set: *rip*, *rag*, *red*. Then, guide your student through the steps of the routine for naming the beginning sound they hear in a word. **IF** your student has difficulty clapping the number of sounds in a word, **THEN** say each sound in the word more slowly with a longer pause between sounds: *r—i—p*, *r—a—g*, *r—e—d*.
2. Confirm that your student can name each picture in the second set: *rice*, *ring*, *rope*. Then, guide your student through the steps of the routine for naming the beginning sound they hear in a word. **IF** your student has difficulty clapping the number of sounds in a word, **THEN** say each sound in the word more slowly with a longer pause between sounds: *r—i—ce*, *r—i—ng*, *r—o—pe*.

## Lesson 3: We Learn About the World: Speak/Listen

### Objective: In this section, you will use details to answer questions about characters in the story.

#### Key Words

* **character** – a person or animal in a story
* **details** – information about someone or something

#### 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.

[We Learn About the World\_Speak Listen Letter Vv](https://cite-media.pearson.com/legacy_paths/87e4f2eb-0cd2-431a-b150-5129ccbebfff/We%20Learn%20About%20the%20World_Speak%20Listen%20Letter%20Vv.pptx)

#### Explain

1. Review with your student that a character is a person or animal in a story. Explain that before an author writes a story, they think about who or what the story will be about. They decide whether there will be one or more characters. If a story has more than one character, the author thinks about who the most important character in the story will be.
2. Watch the video with your student. Then, support your student as they answer the questions.
3. Turn to page 8 and read it together. Ask your student to point to the name of the character, Little Puppy, in the first sentence. Ask if your student sees the name Little Puppy in the second sentence (no). Explain that sometimes the author uses the word *she* to refer to Little Puppy. Ask what the word *she* reveals about Little Puppy (the dog is a girl).
4. Review that the author gives details about Little Puppy in the pictures and the words. Encourage your student to tell what they have learned about Little Puppy.

[Little Puppy and the Shadow](https://cite-media.pearson.com/legacy_paths/17a8e3b9-1081-4f2c-9492-227c68242b59/Little%20Puppy%20and%20the%20Shadow_.pdf)

#### Check-In

1. Have your student listen to *Little Puppy and the Shadow*. Explain that they should look closely at what Little Puppy is doing in the pictures as they listen.
2. Support your student as they respond to the questions. **IF** they have difficulty using details about Little Puppy to answer Question 5, **THEN** provide a think-aloud, for example: First, Little Puppy sniffs and paws at the shadow. Nothing happens. Then, Little Puppy barks at it. Still, nothing happens. Some characters would think that no matter what they do, the shadow won’t do anything. They would stop trying. But Little Puppy doesn’t. She keeps trying different things. That tells me that Little Puppy doesn’t give up. What do you think?

[Little Puppy and the Shadow](https://cite-media.pearson.com/legacy_paths/17a8e3b9-1081-4f2c-9492-227c68242b59/Little%20Puppy%20and%20the%20Shadow_.pdf)

#### Practice

1. Read the directions with your student. After they read *I Have Paint*, have them name the most important character in the story.
2. Read the directions aloud. Then, have your student complete the activity. Review that details in the pictures tell about the characters in the story. **IF** your student struggles to complete the activity, **THEN** ask them how they would feel if they were the girl in the story.
3. **Daily Writing:** Have your student dictate or write a response to the following writing prompt: Describe a character you would like to write a story about. Tell what the character looks like. Tell what the character likes to do. Encourage your student to read aloud what they wrote.

[I Have Paint](https://cite-media.pearson.com/legacy_paths/38dfdd78-1c46-4964-95cf-042f6c1d366f/I%20Have%20Paint.pdf)

### Objective: In this section, you will match high-frequency words **they** and **have**.

#### Explain

Get Ready for Learning

Have your student locate the word cards for *They*, *they*, *Have*, and *have*. Point to each word, say it, then have your student repeat the word. Then, have your student match the words that are the same.

1. Talk with your student about what is happening in the first picture. Then, read the sentence. Continue with the second picture and question. Review that *They* is used to talk about more than one person and *Have* is used at the beginning of a sentence that asks a question.
2. Use the prompts to have your student find the high-frequency word in the sentence and question and then compare the number of letters in *They* and *Have*. Remind your student that words have letters, but the number of letters can be the same or they can vary. Also explain that some words have similar letters, and other words have completely different letters. You may want to ask questions such as: Do *They* and *Have* have the same number of letters? Do *They* and *Have* have any letters that are the same?

#### Check-In

1. Review the directions with your student. Confirm that they understand that a thumbs-up means the words are the same and a thumbs-down means the words are different. Observe as your student completes the first activity. **IF** your student has difficulty, **THEN** have them count and name the letters in each word. Once your student answers correctly, read each word pair together.
2. Continue with items 2–4.

#### Practice

1. Read *I Have Paint* aloud with your student. As you read together, model how to use your finger to track the print on the page or screen. Pay attention to how well your student reads the high-frequency word *have*.
2. Then, have your student hunt for the words *They, they, Have,* and *have*. You may want to have the word cards for *They, they, Have,* and *have*available. Have your student sort the word cards into two piles: one pile for the word that is in *I Have Paint* and another pile for the words that are not in *I Have Paint*.

[I Have Paint](https://cite-media.pearson.com/legacy_paths/38dfdd78-1c46-4964-95cf-042f6c1d366f/I%20Have%20Paint.pdf)

### Objective: In this section, you will identify common and proper nouns.

#### Key Words

* **noun** – a word that names a person, animal, place, or thing
* **common noun** – a noun that names any person, animal, place, or thing
* **proper noun** – a noun that names a special person, animal, place, or thing

#### Explain

Quick Review

Remind your student that you have talked about nouns, words that name a person, animal, place, or thing. With your student, say some nouns that name objects in the room.

1. Use the definitions on the screen to review the meaning of the key words *noun, common noun,* and *proper noun*. Explain that there are different kinds of nouns. Some nouns can name any person, animal, place, or thing. Have your student look at the pictures and say aloud the common nouns. Point out that *girl* is a common noun that names a person. A girl can be tall or short. She can be in kindergarten or first grade. It doesn’t matter—the common noun *girl* names any girl. Repeat with the other two nouns by discussing what they name and what qualities each noun might have. **IF** your student needs more help understanding common nouns, **THEN** give additional examples, such as *child, dog,* or *store*. Discuss how each can name any child, dog, or store.
2. Tell your student that another kind of noun is a proper noun. Explain that a proper noun names one particular person, animal, place, or thing. Point out that a proper noun always begins with a capital letter. Have your student look at the pictures and say aloud the proper nouns. Read the activity aloud and ask your student to point to the proper noun for *bird*. **IF** they have difficulty, **THEN** ask: What is the special name for this one bird?
3. Point out to your student that they already know one proper noun very well: their name. Have them say their name, and then say a common noun that names who they are (for example: girl, boy, child, brother, sister, etc.) Repeat with other familiar proper/common noun pairs; for example: the town or city in which they live, their pet’s name, the current day, the month in which they were born, and so on. Display the noun pairs your student names on a piece of paper. Point out that each proper noun they name begins with a capital letter.

#### Check-In

1. Print out the Sort Common and Proper Nouns worksheet, and have your student cut out the six cards. If you do not have a printer, then display the worksheet. Remind your student that a noun names a person, animal, place, or thing. Read aloud the heading at the top of each empty box and have your student repeat it. Review that a common noun describes any person, animal, place, or thing, and a proper noun describes one special person, animal, place, or thing.
2. Have your student select a card. Talk about the picture and read the word together. Ask your student to tell if the word is a common noun or a proper noun. **IF** your student has difficulty distinguishing between a common noun and a proper noun, **THEN** ask them if the word names any person, animal, place, or thing (a common noun) or if it names just one special person, animal, place, or thing (a proper noun). Then, ask your student to place the card in the correct box. If the worksheet is not printed, ask your student to point to the box where the card belongs.
3. Continue with the remaining cards, following the same procedure and supporting your student as necessary.

[Sort Common and Proper Nouns](https://cite-media.pearson.com/legacy_paths/4ba64f2d-c338-41e8-9c64-50e88493d6f1/Sort%20Common%20and%20Proper%20Nouns.pdf)

[Sort Common and Proper Nouns Answers](https://cite-media.pearson.com/legacy_paths/16a836db-8ced-40e8-aeba-7339d6f74bf8/Sort%20Common%20and%20Proper%20Nouns%20Answers.pdf)

#### Practice

1. Read the directions aloud. Have your student listen to each sentence. Then, say the noun aloud before asking your student to identify if it is a common noun or proper noun.
2. **IF** your student has difficulty, **THEN** ask: Does this name any person, animal, place, or thing? Or does it name one special person, animal, place, or thing?

### Objective: In this section, you will say the sound you hear at the beginning of words.

#### Explain

Learning Coach Tip

In this lesson, your student will continue to learn about individual sounds they hear in words by focusing on the sound associated with the letter *v* at the beginning of words. For example, the word *vase* has the sound of *v* in the beginning. Your student will look at a picture for a word and talk about the sounds they hear.

Use the picture of the train to review the word *beginning*. Point to the first train car and remind your student that *beginning* means “the part that comes first.”

Beginning Sound

1. Remind your student that every word they hear has sounds. Tell your student that in this lesson they will listen for the sounds in words. First, they will tell how many sounds they hear. Then, they will tell what sound they hear at the beginning of a word. Model with an example word, *vase*. If possible, have a vase available.
2. Point to the photo of a vest. Then, say vest slowly (v-e-s-t), clapping each time you hear a sound. Ask your student to tell how many sounds they hear. Say vest again and have your student say the sound they hear at the beginning of the word.

Beginning Sound Routine

* (Point to the vase.) This is a vase. A vase is a jar that holds flowers.
* Say the word with me: *vase*.
* Now, listen to me say *vase* slowly:*v-a-se*.
* Listen as I say the word again. This time, I will clap each time I hear a sound: *v-a-se*.
* Now, say the word slowly with me. Clap each time you hear a sound: *v-a-se*.
* You hear three sounds in the word *vase*:*v-a-se*.
* Now, I will say the word again. Listen for the beginning sound in *vase*: *v-a-se*.
* Say the beginning sound you hear in *vase*.

#### Check-In

If needed, help your student identify the picture as a vet and tell your student that a vet, or veterinarian, is a doctor for animals. Guide your student to say the word *vet* and then say the word slowly as they clap for each sound they hear. **IF** your student cannot identify the beginning sound as the sound of *v*, **THEN** say each sound in the word more slowly with a longer pause between sounds: *v—e—t*. Ask what sound your student heard first.

#### Practice

Confirm that your student can name each picture: *vine, vase, vote*. If needed, tell your student that a *vine* is a climbing plant. Explain that when people *vote* at a meeting, they are make a decision for or against something. Then, guide your student through the steps of the routine for naming the beginning sound they hear in a word. **IF** your student has difficulty clapping the number of sounds in a word, **THEN** say each sound in the word more slowly with a longer pause between sounds: *v—i—ne, v—a—se, v—o—te*.

### Objective: In this section, you will practice writing capital and lowercase **Rr** and **Vv**.

#### Explain

Get Ready for Learning

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

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

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

1. Read the introduction and review the types of handwriting strokes illustrated. Point out the difference between the stroke that is straight and goes from top to bottom, and the stroke that slants to the right. You may want to model how to write each stroke on unlined paper.
2. Have your student revisit the rainbow letters they created for the letters *Mm, Ss, Tt, Pp, Aa, Nn, Cc, Oo, Dd, Bb, Ii, Ff, Gg, Ee, Hh, Ll,* and *Uu*. Ask questions such as: Which letters have curved lines? Which letters have straight lines? Which letters have slanted lines? Explain that today they will be learning how to write capital and lowercase *Rr* and *Vv*.

How to Write Capital *R*

1. Use the step-by-step strokes to discuss how to write capital *R*. Then, model how to write capital *R* as you explain the sequence of line strokes: First, you make a straight line from top to bottom. Lift your pencil and go back to the starting point. From there, you make a curved line to the right. Then, make a slanted line to the right.
2. Have your student finger-write in the air capital *R* along with you as you name each line stroke.

How to Write Lowercase*r*

1. Use the step-by-step strokes to discuss how to write lowercase *r*. Then, model how to write lowercase *r* as you explain the sequence of line strokes: First, you make a straight line. Then, you retrace back up and make a curved line to the right.
2. Have your student finger-write in the air lowercase *r* along with you as you name each line stroke.

How to Write Capital *V*

1. Use the step-by-step strokes to discuss how to write capital *V*. Then, model how to write capital *V* as you explain the sequence of line strokes: First, you make a slanted line down to the right. Then, you make a slanted line up to the right.
2. Have your student finger-write in the air capital *V* along with you as you name each line stroke.

How to Write Lowercase *v*

1. Use the step-by-step strokes to discuss how to write lowercase *v*. Then, model how to write lowercase *v* as you explain the sequence of line strokes: First, you make a slanted line down to the right. Then, you make a slanted line up to the right.
2. Have your student finger-write in the air lowercase *v* along with you as you name each line stroke.

#### Check-In

Learning Coach Tip

Your student will continue to make rainbow letters. Have available a crayon for the following colors: red, orange, yellow, green, blue, purple. Reinforce the colors of the rainbow as your student traces the capital and lowercase letters with each crayon.

1. Print the [Rainbow Letters *R* and *r* worksheet](https://cite-media.pearson.com/legacy_paths/77c9dfa2-9862-47f8-9cb3-a1e9ed7866e2/Rainbow_Letters_R_and_r.pdf) and the [Rainbow Letters *V* and *v* worksheet](https://cite-media.pearson.com/legacy_paths/f1eb7236-d1da-49b8-b321-7aae179ddef4/Rainbow_Letters_V_and_v.pdf). Have your student use a safety scissor to cut apart four letter cards. If you do not have a printer, create letter cards by outlining *R, r, V,* and *v* on a piece of paper.
2. Review that a rainbow is made up of many colors, and explain that today your student will be using red, orange, yellow, green, blue, and purple crayons to make a rainbow capital and lowercase *Rr* and *Vv.*

Letters *R* and *r*

1. Begin with the letter card for *R*. Work with your student to identify where they should begin to trace each letter. Use the step-by-step directions in Explain as a guide. Trace with your finger as you give directions such as *straight line, curved line, slanted line*. Then, have your student do the same thing before tracing with each crayon. You may want to have your student continue to identify strokes. Observe as your student traces. **IF** you notice that your student is not tracing in the correct sequence, **THEN** model tracing with your finger again. Have your student do the same before they continue.
2. Continue with lowercase *r*, giving directions such as *straight line, curved line.*

Letters *V* and *v*

1. Work with your student to identify where they should begin to trace each letter. Use the step-by-step directions in Explain as a guide. Trace with your finger as you give directions such as *slanted line, slanted line.*
2. Continue with lowercase *v*, giving directions such as *slanted line, slanted line.* When your student completes the activity, have them add the new rainbow letters to their handwriting folder.

#### Practice

1. Have available unlined paper. Encourage your student to use the rainbow letters as a model as they practice writing *R, r, V,* and *v*. Then, have your student practice writing their name.
2. **IF** you observe that your student is making a curved line at the bottom of *V* or *v*, **THEN** model how to finger-write *V* or *v*, tracing in the air very slowly and giving the direction: *slanted line, slanted line*. Point out that *U* and *u* are made with a curved line, but *V* and *v* are made with two slanted lines that meet at the bottom.

## Lesson 4: We Learn About the World: Fluency

### Objective: In this section, you will use details to answer questions about the settings of a story.

#### Key Words

* **details** – information about someone or something
* **setting** – where a story takes place

#### Explain

1. Begin by reviewing that the people or animals in a story are the characters, and that every story has characters. Remind your student that details in the pictures and words give readers information about each character. Discuss what the details might reveal, such as what the characters look like or what they enjoy doing. Review that one way to identify details about the characters in a story is to ask and answer questions.
2. Continue by reviewing that every story also has a setting, or where a story takes place. Have your student imagine they are writing a story about something they did yesterday. Ask what the setting of your story would be. Then, explain that details in the pictures and words in a story give information about the setting. Point out that it is important to understand the details about the setting because they may help readers understand why a character in the story acts or thinks the way they do.
3. Watch the video together. If you have a copy of *Kim and Carrots*, you may want to display it. Encourage your student to follow along as the student in the video answers questions to explain how details in the pictures help the student understand how the setting changes. Point out that the changes in the setting also help the student understand how Kim feels.
4. After viewing the video, support your student as they answer the questions. **IF** your student has difficulty answering the question about how the setting changes, **THEN** watch the video again, pausing when the student explains how the setting changes. Then, discuss why it is important to pay attention to details in pictures that show the setting. (The details may help you understand why a character acts or thinks the way they do.) Ask questions such as the following: How do you think Kim feels at the end of the story when she sees the rainbow?

[Kim and Carrots](https://cite-media.pearson.com/legacy_paths/e86c9d5a-1afa-4a42-96e8-c34e5a0ffff3/Kim%20and%20Carrots%20%28rain%29.pdf)

#### Check-In

1. Read the directions with your student, and then read *Little Puppy and the Shadow* together. Briefly discuss why it is important to identify details about the setting shown in the pictures in a story.
2. Then, support your student as they answer the questions about the setting in the story. **IF** your student has difficulty using details to explain how the setting changes, **THEN** scaffold as your student compares the pictures on pages 1 and 2. In particular, help your student identify the sun in the picture on page 1 as an important detail. Ask your student to point to the sun. Then, ask your student to point to the shadow on the ground. Review that a shadow is made when something blocks the light.
3. **IF** your student has difficulty using details to draw a conclusion about how the changes in the setting make Little Puppy feel, **THEN** reread page 3. Ask guiding questions such as the following: What does Little Puppy see at the beginning and in the middle of the story? What doesn’t Little Puppy see at the end of the story? Why do you think that is? How do you think Little Puppy feels at the end of the story? Why?

[Little Puppy and the Shadow](https://cite-media.pearson.com/legacy_paths/17a8e3b9-1081-4f2c-9492-227c68242b59/Little%20Puppy%20and%20the%20Shadow_.pdf)

#### Practice

1. Have available crayons and a piece of paper. Then, read the directions together. Confirm that your student’s pictures should include details that show how the story’s setting changes. Encourage your student to talk about the pictures they drew. **IF** your student has difficulty speaking in complete sentences, **THEN** suggest sentence frames such as the following: *At the beginning of the story, . Little Puppy. At the end of the story, . Little Puppy .*
2. **Daily Writing:** Have your student respond to the following writing prompt by drawing and writing: Think of a story you would like to write. Then, tell about the setting of the story. Use details. Encourage your student to read aloud to you what they wrote.

### Objective: In this section, you will read high-frequency words and sentences with high-frequency words.

#### Show What You Know

1. Look at the picture with your student. Ask your student to read the sentence below the picture. Assist your student as needed.
2. Read the words in the word box together. If you wish, ask your student to tell how the first two words are different. (One starts with a capital letter, and the other starts with a lowercase letter.) Explain that the same thing is true of the other pair of words. Remind your student that these are words that readers know by sight.
3. As your student looks at each picture, read the captions. Let your student repeat the sentence after you read it. Then, have your student respond to the questions by locating the word and its accompanying picture and by reading the word aloud.
4. Assess how successful your student was in completing the activities by considering the following:
	1. **Less Successful**– My student was unable to locate words without assistance and had trouble reading the words.
	2. **Moderately Successful**– My student confused capital and lowercase letters when locating words but could read the words.
	3. **Very Successful**– My student easily located and read each word in the captions.

#### 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 each caption one by one in Show What You Know, asking your student to locate and say the words *They*, *have*, *they*, and *she*. Then, complete the Try This Activity together, having your student read only the boldfaced words while you read the other words.
* **Moderately Successful** – Return to the word box in Show What You Know and have your student read each word. Then, complete the Try This activity together, having your student read the boldfaced words and then read the sentences aloud.
* **Very Successful** – Complete the Try This activity, having your student read the sentences aloud.
1. Read the directions for Activity 1. Have your student look at the picture and tell what they see. (kittens in a box)
2. Have your student read the sight words in the bulleted sentence or the sentence itself, depending on their level of expertise. Encourage your student to read the words without hesitation. Remind them that they can lift their voice as they read a question.
3. Repeat the steps for Activity 2.
4. Have your student assess their work by answering the questions in Talk About It. Have them decide whether they were just reading words individually or whether they were able to read whole sentences.

### Objective: In this section, you will use letters to build the words **they** and **have**.

#### Explain

1. Have available the following letter tiles: *t, y, h, a, v,* and *e*.
2. Review that words have letters and that the letters need to be in a certain order to spell a word. Have your student name the letters that spell *they*, arrange their letter tiles to spell *they*, and then read the word. Continue with the word *have*.

#### Check-In

1. Work with your student to complete the first item. **IF** your student has difficulty naming the letters, **THEN** say each letter and have your student repeat the letter name. Have your student read the word the letters spell.
2. Continue with items 2–4.

#### Practice

1. Have available the following letter tiles: *a, r, e, d, o, y, h, t,* and *v*.
2. Help your student identify the letter tiles for *have*, name each letter, and arrange the letter tiles to spell *have*. Then, have your student read the word. **IF** your student has difficulty reading the word, **THEN** read it together.
3. Continue with items 2–4.

### Objective: In this section, you will name the sound for the letter **r** and the sound for the letter **v**.

#### Explain

Warm Up

Begin by having your student identify the number of sounds they hear in words that begin with the consonant *r* or the consonant *v*. 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **ran**(*r-a-n*; 3 sounds) | **rip**(*r-i-p*; 3 sounds) | **rag**(*r-a-g*; 3 sounds) | **rub**(*r-u-b*; 3 sounds) |
| **van**(*v-a-n*; 3 sounds) | **vine**(*v-i-ne*; 3 sounds) | **vase**(*v-a-se*; 3 sounds) | **vest**(*v-e-s-t*; 4 sounds) |

As a review, have your student write their name on a piece of paper. Remind your student that their name is a word. Then, have your student count the letters in their name. Reinforce that every word has letters. Tell your student that today they will learn about the sound of the letter *r* and the sound of the letter *v*.

The Sound of *r*

Have your student name the picture of a rake and identify the word *rake*. Guide your student as they identify the first letter in *rake*. Say the word *rake* slowly (*r-a-ke*), asking your student to repeat. Then, ask your student to identify the beginning sound they hear in *rake*. Explain that the letter*r* stands for the beginning sound.

Read Words with*r*

Tell your student that they can now put letters together to read words with the letter *r*. Point to the word *run* and say it aloud. Then, use letter tiles to form the word. First, space out the letters and have your student say the name of each letter. Then, move the letter tiles together as you and your student blend the sounds. Use the following routine:

1. Say the letter names.
2. Say the sound the first letter makes.
3. Add the sound the second letter makes and blend the sounds together.
4. Add the sound for the last letter and blend.
5. Say the word.

**IF** your student has difficulty blending the sounds to say the word, **THEN** repeat the routine with words that begin with the letter *r* from the Warm Up.

The Sound of *v*

Have your student name the picture of a vest and identify the word *vest*. Guide students as they identify the first letter in *vest*. Say the word *vest* slowly (*v-e-s-t*), asking your student to repeat. Then, ask your student to identify the beginning sound they hear in *vest*. Explain that the letter *v* stands for the beginning sound.

Read Words with *v*

Tell your student that they can now put letters together to read words with the letter *v*. Point to the word *van* and say it aloud. Then, use letter tiles to form the word. First, space the letters and have your student say the name of each letter. Then, move the letter tiles together as you and your student blend the sounds. Use the following routine:

* Say the letter names.
* Say the sound the first letter makes.
* Add the sound the second letter makes and blend the sounds together.
* Add the sound for the last letter and blend.
* Say the word.

**IF** your student has difficulty blending the sounds to say the word, **THEN** repeat the routine with the words *vet* and *Val.*

#### Check-In

1. Have your student identify the word *rug*. Read aloud the first question and have your student identify the first letter in*rug*. **IF** your student has difficulty identifying the first letter, **THEN** clarify that the first letter of a word is at the beginning of the word. Help your student name the letters in *rug*. Tell them that *r* is the first letter.
2. Encourage your student to say each sound in *rug* slowly (*r-u-g*) before saying the sound *r* makes. **IF** your student has difficulty saying the sound *r* makes, **THEN** explain that *r* stands for the beginning sound in *rug*. Say the word slowly again, asking your student to repeat. Then, have your student say the beginning sound in *rug*. Explain that *r* stands for the beginning sound.
3. Follow the same procedure in the second part of the Check-In. Have your student identify the word *vet*. Read aloud Question 3 and have your student identify the first letter in *vet*. **IF** your student has difficulty identifying the first letter, **THEN** clarify that the first letter of a word is at the beginning of the word. Help your student name the letters in *vet*. Tell them that *v* is the first letter.
4. Encourage your student to say each sound in*vet* slowly (*v-e-t*) before saying the sound *v* makes. **IF** your student has difficulty saying the sound *v* makes, **THEN** explain that *v* stands for the beginning sound in *vet*. Say the word slowly again and ask your student to repeat. Then, have your student say the beginning sound in *vet*. Explain that *v* stands for the beginning sound.

#### Practice

1. Print the worksheets for words with *r* and words with *v*. If you do not have a printer, then display the worksheets on the screen. Have your student write the words on a piece of lined paper.
2. On the worksheet for words with *r*, complete the first activity together. Start by reading the word together. Ask your student to say whether the letter *r* comes at the beginning or at the end of the word. Then, have your student tell what sound *r* makes before tracing the letter *r* to complete the word. **IF** your student has difficulty pronouncing the beginning sound, **THEN** say the word slowly together. Remind your student that the beginning sound is the first sound in a word.
3. Continue with the remaining words.
4. On the worksheet for words with *v*, follow the same procedure. Complete the first activity together. Start by reading the word together. Ask your student to say whether the letter *v* comes at the beginning or end of the word. Then, have your student tell what sound *v* makes before tracing the letter *v* to complete the word. Continue with the remaining words.
5. Print a copy of the decodable story “The Red Van.” If you do not have a printer, display the story on the screen. Listen as your student reads “The Red Van” aloud. **IF** your student struggles to blend the sounds in the words that begin with *r* or *v*, **THEN** use the letter tiles to help them blend the sounds of the letters. Also, check for the correct pronunciation of the high-frequency word *they*.
6. Then, have your student follow the directions to hunt for the high-frequency word *they* and words that begin with the letter *r* or the letter *v*.

[Words with r](https://cite-media.pearson.com/legacy_paths/8638df74-6a92-47ee-91ce-49bcbfc89893/Words%20with%20r.pdf)

[Words with v](https://cite-media.pearson.com/legacy_paths/d948497a-a44e-4c65-a057-6ce3fc65c974/Words%20with%20v.pdf)

[The Red Van](https://cite-media.pearson.com/legacy_paths/33b96966-0b6b-4d33-8537-c3ea119b8743/The%20Red%20Van.pdf)

[The Red Van Answers](https://cite-media.pearson.com/legacy_paths/7c76b935-3897-4aea-a919-5afd988cdbb4/The%20Red%20Van%20Answers.pdf)

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

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/c6ed692b-5dbb-4d8b-a9bd-4174dc97d4f6/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.

## Lesson 5: We Learn About the World: Synthesize

### Objective: In this section, you will use details to answer questions about events in a story.

#### Key Words

* **details** – information about someone or something
* **events** – things that happen

#### Explain

1. Display the print version of *Jing’s Family*, if available. Read the title together and talk about the picture. Ask who the story will be about. Remind your student that the people or animals in a story are the characters. Explain that when you read, you can answer questions about details that tell about a character. The details help you understand why a character acts and thinks the way they do.
2. Explain that today your student will learn how to use details to answer questions about the events in a story, or what happens in the story. The details will help them understand what happens and why characters in a story act and feel the way they do.
3. Watch the video with your student. If you have displayed the print version of *Jing’s Family*, encourage your student to follow along as the student in the video uses details to answer questions about story events and draw conclusions about how the character acts and feels. You may want to pause the video to have your student respond to some of the questions posed.
4. After viewing the video, support your student as they answer the questions. If time permits, have your student review the meaning of the following words: *character*, *setting*, and *event*.

[Jing’s Family](https://cite-media.pearson.com/legacy_paths/dc605e5c-7af7-4298-9981-44afa905beee/Jing%E2%80%99s%20Family.pdf)

#### Check-In

1. Help your student reread *Little Puppy and the Shadow*. Explain that they should look carefully at the pictures and listen carefully to the words to identify details that tell about events in the story.
2. Support your student as they use details to answer questions about the events in the story. **IF** your student has difficulty answering the first question, **THEN** reread the first sentence on page 8. Explain that words in the sentence give a clue about when the events happened (“One day”).
3. **IF** your student has difficulty drawing a conclusion to answer Question 4, **THEN** talk about a time they tried to cover up something with dirt or sand. Ask why they tried to cover something up. You might want to provide a think-aloud such as the following: Details in one picture show Little Puppy trying to cover the shadow with sand. Little Puppy has tried to get shadow to do something. Now, I think Little Puppy is wondering what to do next. Why do you think Little Puppy might cover the shadow with sand?

[Little Puppy and the Shadow](https://cite-media.pearson.com/legacy_paths/17a8e3b9-1081-4f2c-9492-227c68242b59/Little%20Puppy%20and%20the%20Shadow_.pdf)

#### Practice

1. Read the directions together, and have your student reread *I Have Paint*.
2. Ask your student to look closely at the pictures in the story to understand the events in the story. Before answering the questions, you might want to have your student use the pictures to tell what happens first, next, and last. **IF** your student has difficulty drawing a conclusion about how the girl feels about the spilled paint, **THEN** remind them that the author of a story may not directly tell all the details necessary to understand the story. Explain that sometimes, readers have to identify an important detail and then ask themselves questions such as these: Has this ever happened to me? How did I feel?
3. **Daily Writing:** Have your student add a new page to the end of the story by drawing what happens next and writing a sentence that tells about it. Ask your student to read aloud what they wrote.

[I Have Paint](https://cite-media.pearson.com/legacy_paths/38dfdd78-1c46-4964-95cf-042f6c1d366f/I%20Have%20Paint.pdf)

### Objective: In this section, you will tell about things you know.

#### Explain

1. Begin by having your student brainstorm a list of things. Have them focus on favorite objects, activities, or possessions. Have them name pets, toys, clothes, food, or games. You may wish to write down their ideas. Choose one thing and talk briefly about what it is like. You may ask your student these guiding questions:
	1. What do you call it?
	2. What does it look like?
	3. What does it feel like?
	4. What sound does it make?
	5. How do you use it?
	6. Why do you like it?
2. Explain that when you tell about a thing, you give details to help others understand what it is like and how it is used. The information helps others picture the thing in their minds. **IF** your student needs support, **THEN** describe a favorite sweater or food for your student. Be sure to use lots of describing words to tell what it looks, feels, sounds, smells, and tastes like.
3. Watch the video together. Discuss how the child in the video introduces and describes several things in her room. For example:
	1. She tells what the things are.
	2. She uses describing words, like *big*.
	3. She tells how she uses the things.
4. Guide your student to choose and describe something they like of theirs from where they live or from their brainstorming list. Guide them to use the sentence starters to tell about it. **IF** your student needs support, **THEN** replay the video. Pause the video after the girl talks about her toy box. Ask your student: What details does the girl tell about the toy box? How does she help you know what the toy box is like? How does she help you know how she uses the toy box? Encourage your student to use the girl’s words and their own observations from looking at the picture.
5. Encourage your student to elaborate on their ideas. Ask them such guiding questions as: Can you say more about ? What else can you tell me about ? What do you like about it?

#### Check-In

1. With your student, talk about what thing the picture shows. Point out that the picture shows a toy car. Talk about details in the picture that can help your student get to know the toy.
2. Read the first question to your student and have them respond by using details in the picture to tell what the toy is like. Point to the picture, as needed.
3. Continue posing each question, guiding your student to respond with a description that answers the question. **IF** your student has difficulty responding, **THEN** provide an appropriate response frame (The toy is ; I can .)

#### Practice

1. Begin by having your student draw a picture of a thing—an object, animal, or possession they know well and use regularly. **IF** your student has difficulty choosing a thing, **THEN** refer to their brainstorming list from the beginning of the lesson and have your student choose a thing that you have not yet discussed.
2. Encourage your student to tell you what the thing is. Then, listen as they tell what the thing is like. If necessary, pose questions and provide sentence frames to focus their thinking. Ask specifically about what the thing looks, feels, sounds, smells, or tastes like, as well as how they use it and how they might use it in other ways.
3. End the lesson by making sure your student has nothing else to add to their description. Then, encourage them to evaluate their ideas. Ask: Do you think you did a good job describing the thing in your drawing? Give an example of a good description your student gave you, and tell how it helped you understand the thing they described.

### Objective: In this section, you will read the word **have** in a book.

#### Explain

1. Have your student talk about what is happening in each picture. Then, read each question together.
2. Explain that the words *Have you seen the doctor?* make a question and that every question has words. Have your student look at the first word in the question. You may want to ask questions such as these: What is the first word in the question? Does *Have* begin with a capital letter or a lowercase letter? Explain that the first letter in the first word in a question always begins with a capital letter.
3. Then, read the fifth word in the question together. Draw attention to the question mark at the end of the question. Explain that marks are used to show where a question ends. The mark at the end of *Have you seen the doctor?* is called a question mark.

#### Check-In

1. Listen as your student reads *I Have Paint* aloud.
2. Monitor how your student reads the high-frequency word *Have*. **IF** you notice they have difficulty reading *have*, **THEN** have them use letter tiles to spell the word. Read the word together.
3. Discuss with your student what happens in the story. Provide student frames to encourage using complete sentences: *First, the girl . Then, the dog .*

[I Have Paint](https://cite-media.pearson.com/legacy_paths/38dfdd78-1c46-4964-95cf-042f6c1d366f/I%20Have%20Paint.pdf)

#### Practice

1. Print the practice worksheet. If you do not have a printer, provide a sheet of paper for your student.
2. Tell your student they will add a page to the book *I Have Paint*. Have them think about how the girl will react to what the dog did. Then, have your student dictate or write a sentence for their picture. Have them read the sentence.

[Draw and Write](https://cite-media.pearson.com/legacy_paths/055f3d40-e63a-4b42-b9b0-fc407760d258/GO_Draw_and_Write_1.pdf)

### 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.

Encourage your student to say something out loud about each topic 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 reflect on their learning. Ask them to identify what was easy for them to learn and explain why. Continue by having them discuss what was difficult to learn. Finally, have them name the favorite thing they learned.