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# Language Arts K B Unit 4: Say Goodbye to Fear!

## Lesson 1: Say Goodbye to Fear!: Genre

### Goodbye to Fear! Introduction

#### Learning Goals

In this unit, your student will be learning about overcoming fears as they grow up. There are 19 learning goals for this unit:

1. Use key details to make predictions, with prompting and support.
2. Identify the sounds that differ in similarly spelled words.
3. Repeat high-frequency words.
4. Add *-ed* to verbs to show that an action happened in the past.
5. Use key details to make predictions, with prompting and support.
6. Identify high-frequency words.
7. Add *-ing* to verbs to show that an action is happening now.
8. Pronounce words with the /w/ sound.
9. Use key details to identify a character’s problem, with prompting and support.
10. Match high-frequency words.
11. Use verbs correctly in sentences (when to add *-s* for subject verb agreement).
12. Practice writing uppercase and lowercase *Ww* and *Yy*.
13. Pronounce words with the /y/ sound.
14. Use key details to identify how the character solves the problem, with prompting and support.
15. Arrange high-frequency words with letters.
16. Build words with /w/ and /y/.
17. Retell how a character in a story solves a problem, with prompting and support.
18. Ask questions to clarify if something is not understood about a text read aloud or about information presented orally or through another medium.
19. Fluently read emergent readers with high-frequency words.

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 Say Goodbye to Fear! will be assessed with the following items:

* Say Goodbye to Fear!: Genre Quick Check
* Say Goodbye to Fear!: Genre Skills Check
* Say Goodbye to Fear!: Comprehension Quick Check
* Say Goodbye to Fear!: Comprehension Skills Check
* Say Goodbye to Fear!: Speak/Listen Quick Check
* Say Goodbye to Fear!: Speak/Listen Skills Check
* Say Goodbye to Fear!: Fluency Quick Check
* Say Goodbye to Fear!: Fluency Skills Check
* Say Goodbye to Fear!: Synthesize Quick Check
* Say Goodbye to Fear!: 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. Discuss and correct any items your student answers incorrectly before proceeding.

#### Spark

Set the Stage for Learning

Before your student begins to work on the first English Language Arts lesson, put small objects, such as marbles, crayons, or pebbles, into a bowl. After your student completes a lesson, have them take one object out of the bowl. When the last lesson is completed and the bowl is empty, have them celebrate with a favorite activity.

1. Read the introduction with your student. Point out that they will be talking about some fears and ways to get over them.
2. Watch the video together. You may want to pause throughout the video to discuss the fears mentioned and to discuss other common fears your student may have. After viewing the video, discuss ways in which your student can try to get over fears.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask about a fear they have and how they can try to overcome it.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if they have ever had the same fear that is described and if they know about other ways to get over it.

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

#### Key Words

* **author** – the person who writes the words
* **illustrator** – the person who draws the pictures
* **title** – the name of a book

#### 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.

[Say Goodbye to Fear!\_Genre Letter Ww](https://cite-media.pearson.com/legacy_paths/fab35bcd-8b52-49cb-830c-cbbbd349a56b/Say%20Goodbye%20to%20Fear%21_Genre%20Letter%20Ww.pptx)

#### Explain

Learning Coach Tip

You will be sharing *Shelby the Shy* 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 you display 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 | Use key details to identify a character's problem. | **Rereading a Part of the Story*** Teach a comprehension skill.
* Develop understanding of problem and solution.
 |
| Part 4 | Use key details to identify how the character solves the problem. | **Rereading a Part of the Story*** Teach a comprehension skill.
* Develop understanding of problem and solution.
 |
| Part 5 | Retell how a character in a story solves a problem. | **Rereading a Part of the Story*** Teach a comprehension skill.
* Develop understanding of problem and solution.
 |

Learn New Words

1. It is important for your student to know the following words and phrases to understand what is happening in *Shelby the Shy*.
2. Draw attention to the picture for the word *grocery store*. Ask your student to use details to tell where the girl and woman are. Explain that a grocery store is where you go to buy food and things for cooking and cleaning. Another name for a grocery store is a *supermarket*. Ask your student to think about a time they went to a grocery store. What did you buy?
3. Continue with the picture for the word *waiter*. Explain that the boy in the picture is pretending to be a waiter. Ask these questions: What is the boy doing? Where do you think the boy and girl are pretending to be? Explain that a waiter works in a restaurant. The waiter writes down what you want to eat and brings it to you. Allow for a few minutes of imaginative play as your student pretends to be a waiter, takes your order, and “serves” you your meal.
4. Ask your student to look at the picture for the word *annoying*. Have them use details to identify who is in the picture and to describe what each person is doing. Ask these questions: Why do you think the woman has her hands over her ears? Have you ever heard a very loud noise? How did that make you feel? Explain that something that is annoying makes you feel a little angry or unhappy. Ask your student these questions: Do you think a dog who barks loudly for a long time is annoying? Tell why you think the way you do. Talk about what they see in the picture.

|  |  |
| --- | --- |
| **Word or Phrase** | **Meaning** |
| grocery store | a store that sells food and other things used in the home |
| waiter | a person who serves food in a restaurant |
| annoying | something that makes you feel a little angry or unhappy |

Title, Author, and Illustrator

1. Review that every book has a cover that gives the title, or name, of the book. Have your student point to the title on the cover of *Shelby the Shy* and read it together.
2. Also, review that the author of the book is the name of the person who writes the words. The word *by* frequently comes before the person’s name. Have your student point to the name *Erin Beth Liles* on the cover and read it together. Ask your student this question: Does the first letter of a person’s name begin with a capital letter or a lowercase letter? (a capital letter)
3. Have your student point to the picture on the cover and review that an illustrator drew that picture. Have your student point to the name *Sara Palacios* on the cover and read it together. Explain that the author and the illustrator work together to tell a story.
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 *Shelby the Shy*. 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 the sentence frames to help your student speak in complete sentences and to explain why they think the way they do.

[Shelby the Shy](https://cite-media.pearson.com/legacy_paths/b6f6e290-15bc-44e5-a492-89da59a6aaaf/Shelby%20the%20Shy-1.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at a picture at the beginning, in the middle, and at the end of the story.
2. With your student, look at the picture on the cover of *Shelby the Shy*. **IF** your student has difficulty using details to describe what they see in the picture, **THEN** think aloud about what you see. For example, on page 1, you could say this: *I see a girl at the grocery store with her mother. She looks like she is hiding. Her cheeks are red. What else do you see in the picture?*
3. Continue with a picture on page 3 and the picture on page 6.

#### Practice

1. Review that the pictures in *Shelby the Shy* give a lot of information. Now, it is time to think about what your student 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 this: *I think the book will be about a girl named Shelby who sometimes feels afraid.*
2. **Daily Writing:** You may want to have your student respond to the following writing prompt: Picture a picture in *Shelby the Shy*. Tell what you think is happening in the picture. Encourage your student to write independently and to read their writing to you.

### Objective: In this section, you will name the sounds that are different in words that are spelled in almost the same way.

#### Explain

Learning Coach Tip

Today’s lesson adds to your student’s growing understanding of how letters and sounds come together to make words. In this lesson, your student will identify the sounds that differ in words that are spelled almost the same. Discovering how slight differences in word spellings (and sounds) affect word meanings, helps prepare your student to decode, or recognize and read words, with skill and fluency.

1. Before beginning the lesson, remind your student that each letter in a word represents a sound. Explain that when they read, they blend letter sounds together to make words. Tell them that today they will look at words that are spelled almost the same. They will name the sound that tells them apart.
2. Review the key words *alike* and *different* with your student.
3. You will be working together with your student throughout this lesson, guiding and monitoring their progress. To begin, be sure they understand text for the words *hat* and *hut*. Show your student how to tap the letters in each word. Encourage your student to name the letters in each word with you. Next, ask them to join you in saying the sounds made by each letter as you blend them slowly into the word. Conclude the activity by having them repeat each word and then name the sounds that differ. **IF** your student is not able to identify the sounds, **THEN** repeat the earlier steps.
4. Work through the questions with your student. Be sure your student is looking closely at and reading each set of paired words in the questions (*cap, cat; top, mop*). Also, monitor your student’s ability to name the sound and the letters that are different in the two words.

#### Check-In

Have your student look at each pair of words. Help them read the words. Monitor your student as they name the letters that are different. Also, prompt them to tell you the sounds that the letters make. **IF** your student struggles, **THEN** say the letters (or sounds) along with your student and have them identify the different sounds and letters.

#### Practice

1. Read the directions together. Explain that each question shows two words that are spelled almost the same. Have your student say the words aloud. Assist if needed. Then, have your student tell you what sounds and letters are different in each pair of words.

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

#### 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, they, have*, and *went* 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: What are they doing? Do they look like they are enjoying what they are doing? Read the sentence below the picture. Continue with the second picture and sentence. Explain that when you talk about something you enjoy, you may use the word *like*. Review that some words appear in the middle of a sentence only. Have your student identify that the word *like* in each sentence begins with a lowercase letter.
2. Point to the word *like*, say the word, and have your student repeat. Explain that *like* is a word that they will see many times in books they read. The word is used when talking about something you enjoy.

#### Check-In

1. Read the sentence for the first picture aloud. Ask questions such as: What are they doing? Do they look like they are enjoying what they are doing? 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 *like* is used when talking about something you enjoy by asking questions such as: Do they look like they enjoy what they are doing? **IF** your student has difficulty making a judgment, **THEN** guide your student to look at the person’s expression or body language.

#### Practice

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

[Make Word Cards](https://cite-media.pearson.com/legacy_paths/0a084138-0290-4b54-95b1-de9b35763560/Make_a_Word_Card_like.pdf)

### Objective: In this section, you will add **-ed** to verbs to tell about actions in the past.

#### Key Words

* **past** – a time that has already happened
* **verb** – an action word

#### Explain

1. Use the definitions on the screen to review the meanings of the key words *verb* and *past*. Review that a verb can name an action. Explain to your student that actions can happen at different times, and they can use verbs to talk about when an action happens.
2. Look at the photo and say the verb *paint*. Point out that *paint* is an action verb and tells about something that is happening now. Look at the second photo and say the verb *painted*. Point out that *painted* is an action verb and tells about something that happened in the past. Read aloud the question and give your student time to respond. Emphasize that -*ed* at the end of a verb tells about an action that happened in the past.
3. **IF** your student needs additional help with verbs that tell about the past, **THEN** ask them to tell you some things they did yesterday. Have them complete this sentence frame with an action: Yesterday, I . You might prompt them with some examples such as these: *Yesterday I watched TV*. *Yesterday, I washed the dishes*. *Yesterday, I brushed my teeth*. Explain that a way to show that an action happened in the past is to add -*ed* to the verb. Also, point out that the word *yesterday* helps them know the action already happened.

#### Check-In

1. Read the directions with your student. Explain that they will look at the picture and listen to two verbs. They will choose the verb that tells what happened in the past. Remind them to look for an -*ed* at the end of a verb.
2. Say the first two verbs aloud. Ask your student to point to or say the verb that shows an action that happened in the past. **IF** your student has difficulty choosing the correct verb, **THEN** ask them to think about which action already happened and ends in -*ed*.
3. Continue with the remaining activities, supporting your student as necessary.

#### Practice

1. Read the directions and be sure your student understands that a thumbs-up means *yes* and a thumbs-down means *no*. Review that a verb tells about an action. Their job is to show if a verb tells about an action in the past.
2. Have your student look at the first photo. Say the verb aloud. Have your student give a thumbs-up or a thumbs-down. **IF** your student has difficulty answering, **THEN** ask: Does the verb end with -*ed*? Help your student determine that *walk* does not end in -*ed* and does not tell about an action in the past and have them give the thumbs-down.
3. Continue with the remaining items, supporting your student as necessary.

## Lesson 2: Say Goodbye to Fear!: Comprehension

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

#### Key Words

* **characters** – people or animals in a story
* **details** – important information
* **events** – what happens in a story

#### Explain

1. Tell your student that today they are going to listen to *Shelby the Shy*. First, they will learn how to answer questions about the story to help them understand what happens in the story and why the most important character in the story acts and thinks the way she does.
2. If you have the print version of *Shelby the Shy*, display it now. Then, watch the video with your student. Encourage your student to follow along as the student in the video uses details given in the words and pictures to answer questions about the most important character, Shelby. You may want to pause the video to have your student brainstorm ideas about what being shy means. After viewing the video, have your student use details to answer the question about what they have learned about Shelby in the beginning of the story.
3. Next, read aloud or have your student listen to a recording of *Shelby the Shy*.
4. After reading the story, ask your student to pick one picture to talk about. Ask questions such as these: What is Shelby doing? Why do you think Shelby feels? Why do you think she feels that way?

[Shelby the Shy](https://cite-media.pearson.com/legacy_paths/b6f6e290-15bc-44e5-a492-89da59a6aaaf/Shelby%20the%20Shy-1.pdf)

#### Check-In

1. Read the directions with your student. Guide them through each question about a different picture from *Shelby the Shy*. Each question asks your student to use details in the pictures to help explain what Shelby is doing, thinking, and feeling.
2. **IF** your student does not respond in a complete sentence, **THEN** reread the sentence frames and encourage your student to use that language as they respond.
3. **IF** your student has difficulty identifying key details in the illustration, **THEN** ask a question such as this: What is Shelby doing in this picture?

#### Practice

1. Remind your student that they can ask questions to identify important details in a story. The details help them understand what the character is doing, what they are thinking, and how they are feeling.
2. Scaffold as your student uses those details to explain why Shelby feels like the butterflies in her tummy are beating their wings hard. **IF** your student has difficulty understanding the figurative language, **THEN** ask them to close their eyes and picture in their mind what it feels like when butterflies beat their wings hard. Then, scaffold by asking questions such as these: Has your tummy ever felt like butterflies were beating their wings hard? How did that feel? Why was your tummy feeling that way?
3. **Daily Writing:** If time permits, you may want to have your student write about a time they felt the same way Shelby feels. Ask your student these questions: When did your tummy feel like there were butterflies beating their wings hard inside it? Why made you feel that way? Keep in mind that your student is developing as a writer and will likely not be writing complete sentences. Have your student share what they have written.

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

#### Explain

Learning Coach Tip

Your student will have multiple opportunities to read the high-frequency word *like* 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, and 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 *like* word card they created. Point to the word *like*, say the word, and have your student repeat it.
2. Review that words have letters. Explain that today your student will look closely at the letters in the word *like*. Begin by having your student talk about what is happening in each picture. Read aloud the sentence that describes each picture. Review that the word *like* is used to talk about something you enjoy.
3. Have your student point to the word *like* in the first sentence. Say the word together. Then, have them respond to the prompt by identifying the number of letters in *like*.
4. Next, have your student name the letters in *like*. Explain that some words are found in the middle of a sentence and start with a lowercase letter.

#### Check-In

Read the directions aloud. Then, have your student complete the activity. **IF** your student has difficulty matching *like* correctly, **THEN** remind them that *like* begins with lowercase *l and Like begins with uppercase L*.

#### Practice

1. Read *What We Like* with your student. Discuss what the book is about.
2. Then, have your student identify the number of times they see the word *like* in the book. Have them draw a happy face on a sticky note or a sheet of paper each time they find the word *like*. **IF** your student does not identify the word *Like* in the book title, **THEN** remind them that important words in a title begin with a capital letter. Have your student find the word *Like* on the cover, identify the letters in the word, and explain why the word begins with a capital letter.

[What We Like](https://cite-media.pearson.com/legacy_paths/c12a8a71-637c-4340-9d6f-526b03adf4b5/What%20We%20Like.pdf)

### Objective: In this section, you will add **-ing** to verbs to tell about actions that happen now.

#### Key Words

* **verb** – an action word

#### Explain

1. Use the definition on the screen to review the meaning of the key word *verb*. Help your student understand that actions can take place at different times. Point out that they can use verbs to tell when an action happens.
2. Have your student look at the photo. Read the sentence aloud. Review that some actions happened in the past. Ask your student to give examples of sentences with verbs that show actions that already happened such as *I hopped on one foot. We liked the music. I bumped my head*. Point out that the verbs *hopped*, *liked*, and *bumped* end with *-ed* and that is a way to tell the action already happened.
3. Then, explain that some verbs tell actions that are happening right now. Tell your student that a way to show that an action is happening right now is to add *-ing* to the end of the verb. Have your student look at the pictures and read the sentences aloud. Point to the verb *walking*. Have your student notice that the word *is* comes before an *-ing* verb when they talk about one person or thing. The word *are* comes before an *-ing* verb when they talk about more than one.
4. Read the question and have your student answer. **IF**they struggle to answer, **THEN** ask them to look at the endings of the verbs. Support the understanding that *-ed* tells an action that happened in the past and *-ing* tells an action happening now.

#### Check-In

1. Print out the Sort Verbs that Tell About the Past and Right Now worksheet and have your student cut out the six cards. If you do not have a printer, then display the worksheet. Explain that each verb tells when the action happens, and that your student must decide if the action happened in the past or right now. Read each describing word and have your student repeat it.
2. Have your student select a card. Talk about the picture and read the verb together. Then, ask your student to place the card in the box where it belongs. If the worksheet is not printed, ask your student to point to the box where the card belongs. **IF** they have difficulty sorting the verbs into the box labeled *The Past* and the box labeled *Right Now*, **THEN** ask questions such as these: *How does the verb end? What does -ed tell about an action? What does*-ing*tell about an action?*
3. Continue with the remaining items, following the same procedure. Provide support to your student as needed. Ensure that they put the verb cards that end in *-ed* into *The Past*box and the verbs that end in *-ing* into the *Right Now*box.

[Sort Verbs that Tell About the Past and Right Now](https://cite-media.pearson.com/legacy_paths/3b23a674-d502-4532-8f33-288995faec4a/Sort%20Verbs%20that%20Tell%20About%20the%20Past%20and%20Right%20Now.pdf)

[Sort Verbs that Tell About the Past and Right Now Answers](https://cite-media.pearson.com/legacy_paths/2748b630-6037-410f-8476-83d2a3cdf1d4/Sort%20Verbs%20that%20Tell%20About%20the%20Past%20and%20Right%20Now%20Answers.pdf)

#### Practice

1. Read the directions and be sure your student understands that a thumbs-up means *yes* and a thumbs-down means *no*. Review that a verb tells about an action. Their job is to show if a verb tells about an action happening now.
2. Read the sentence aloud. Then, say only the verb aloud. Have your student give a thumbs-up or a thumbs-down. **IF** they have difficulty answering, **THEN** ask: Does the verb end with *-ing*? Help them determine that the verb *working* ends in *-ing* so the action is happening now. Point out that the word *are* comes before *working* because the word *people* is more than one person. Have your student give the thumbs-up.
3. Continue with the remaining items, supporting your student as necessary.

### 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 *w* at the beginning of words. For example, the word *watch* has the sound for *w* 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. Remind your student that every word they hear has sounds. Tell them 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.
2. Point to the photo of a web. Then, say *web* slowly (*w-e-b*), clapping each time you hear a sound. Ask your student to tell how many sounds they hear. Say *web* again and have your student say the sound they hear at the beginning of the word.

Beginning Sound Routine

* Say: When you go out in the rain, you get wet.
* Say the word with me: *wet*.
* Now, listen to me say *wet* slowly: *w-e-t*.
* Listen as I say the word again. This time I will clap each time I hear a sound: *w-e-t*.
* Now, say the word slowly with me. Clap each time you hear a sound: *w-e-t*.
* You hear three sounds in the word *wet*: *w-e-t*.
* Now, I will say the word again. Listen for the beginning sound in *wet*: *w-e-t*.
* Say the beginning sound you hear in *wet*.

#### Check-In

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

#### Practice

1. Confirm that your student can name each picture: wed, wasp, wave. Explain that the two people in the first picture have just been married, or wed. The middle picture shows a wasp. The last picture is of an ocean wave. Then, guide your student through the steps of the routine for naming the beginning sound they hear in a word. **IF** they have difficulty clapping the number of the sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *w—e—d, w—a—s—p, w—a—ve*.
2. Confirm that your student can name each picture in the second set: wag, walk, wolf. Guide them through the steps of the routine for naming the beginning sound they hear in a word. **IF** they have difficulty clapping the number of sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *w—a —g, w—a—lk, w—o—l—f*.

## Lesson 3: Say Goodbye to Fear!: Speak/Listen

### Objective: In this section, you will identify a character’s problem in a story.

#### Key Words

* **characters** – people or animals in a story
* **details** – important information
* **problem** – something that goes wrong or is hard to do

#### 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.

[Say Goodbye to Fear!\_Speak Listen Letter Yy](https://cite-media.pearson.com/legacy_paths/2d428665-7d9a-4d8c-a62b-29eedf24ab4b/Say%20Goodbye%20to%20Fear%21_Speak%20Listen%20Letter%20Yy.pptx)

#### Explain

1. Review that details in a story give important information. Discuss that pictures and words in a story give important information about the characters and what happens in the story. Explain that sometimes details tell about a character’s problem, or something that goes wrong or is difficult to do.
2. Explain that today they will learn how to use details to understand what a problem is. Like a character, people have problems, too. Ask your student to think about something that happened to them recently that went wrong or was difficult to do. **IF** your student has difficulty recalling a problem, **THEN** provide a simple personal example, such as this: My morning was very difficult. My alarm didn’t go off, and I over slept. In fact, I slept an hour later than I should have. I jumped out of bed and began to think about how I was going to get myself ready and not be late. Ask your student these questions: What is my problem? What details help you know that?
3. Then, watch the video with your student. Pause periodically to identify the details in each scenario that help them understand the problem. After viewing the video, have your student answer the question. Review that the words and the pictures in a story work together to give important information or details about a problem. Then, have your student explain why details in a story are important.

#### Check-In

1. Have your student listen to *Shelby the Shy*. Explain that they should look closely at what is happening in the pictures as they listen.
2. Then, support your student as they respond to the questions about details in the story. **IF** they have difficulty identifying a detail that tells about something that is difficult for Shelby to do, or her problem, **THEN** revisit the part of the story the statement tells about. Reread that part before giving your student the opportunity to respond again.

[Shelby the Shy](https://cite-media.pearson.com/legacy_paths/b6f6e290-15bc-44e5-a492-89da59a6aaaf/Shelby%20the%20Shy-1.pdf)

#### Practice

1. Read the directions together and review the details your student identified in the Check-In. Also, review that a problem is something that goes wrong or is difficult to do.
2. Explain that they can use the details they identified to tell about Shelby’s problem. **IF** your student has difficulty responding, **THEN** scaffold using the sample response.
3. **Daily Writing:** Have your student write a response to a writing prompt by drawing a picture and writing about it: Tell about a problem you had. Encourage your student to read aloud what they wrote.

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

#### Explain

Get Ready for Learning

Have your student locate the word cards for *went* and *like*. Point to each word, say it, and 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 sentence. Review that *went* is used to talk about somewhere you have gone and *like* is used to tell about something you enjoy.
2. Use the prompts to have your student find the high-frequency word in each sentence and then compare the number of letters in *went* and *like*. Remind your student that words have letters, but the number of letters in a word can be the same or different. Also explain that some words have similar letters, and other words have completely different letters. You may want to ask questions such as: Do *went* and *like* have the same number of letters? Do *went* and *like* 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 and 3.

#### Practice

1. Read *What We Like* 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 *like*.
2. Then, have your student hunt for the words *went* and *like*. You may want to have the word cards for *went* and *like* available. Have your student sort the word cards into two piles: one pile for the word that is in *What We Like* and another pile for the word that is not in *What We Like*.

[What We Like](https://cite-media.pearson.com/legacy_paths/c12a8a71-637c-4340-9d6f-526b03adf4b5/What%20We%20Like.pdf)

### Objective: In this section, you will use verbs to tell when an action happens.

#### Key Words

* **verb** – an action word

#### Explain

1. Use the definition on the screen to review the meaning of the key word *verb*. Review that verbs tell when actions happen. Remind your student that verbs that tell about actions that happened in the past end in *-ed* and verbs that tell about actions happening now end in *-ing*.
2. Have your student look at the photos. Read the sentences aloud. Have them point to the sentence that tells what happened in the past and the sentence that tells what is happening now. Read the questions aloud and have your student explain why they pointed to each sentence. **IF** they have difficulty answering either question, **THEN** remind them of the rule that a verb ending in *-ed* tells what happened in the past and a verb ending in *-ing* tells what is happening now.

#### Check-In

1. Read the directions aloud. Work together on the first activity. Be sure your student understands that they will listen to a sentence and determine the answer that tells when the action happened. Read aloud the first sentence and ask your student to match it.
2. **IF** they answer correctly, **THEN** have them complete the remaining activities independently. **IF** they need more support, **THEN** return to the main lesson and review the endings of the verbs for actions happening now or actions that happened in the past.
3. Continue with the remaining activities, supporting your student as necessary.

#### Practice

1. Read the directions aloud with your student. Explain that they will add a verb to each sentence that tells what happened in the past or what is happening now. Explain that the text before the sentence tells them when the action takes place. Clarify that they have two answer choices, but only one is correct.
2. Complete the first sentence with your student. Explain that for the first activity they should choose the verb that tells what is happening now. Remind them that a verb that ends in *-ing* tells an action that is happening now. Read aloud the two answer choices and have your student answer. **IF** they choose the incorrect verb, **THEN** ask: What verb ends with *-ing*? Read aloud the sentence with the verb to check if it makes sense.
3. Continue with the remaining activities, providing support to your student as necessary.

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

#### Explain

1. Read the introduction and review the types of handwriting strokes illustrated. Point out the difference between the stroke that slants down to the right and the stroke that slants up 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, I i, Ff, Gg, Ee, Hh, Ll, Uu, Rr, Vv, Kk,* and *Jj*. 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 *Ww* and *Yy*.

How to Write Capital *W*

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

How to Write Lowercase *w*

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

How to Write Capital Y

1. Use the step-by-step strokes to discuss how to write capital *Y*. Then, model how to write capital *Y* as you explain the sequence of line strokes: First, you make a slanted line down to the right. Lift your pencil. Move to the right of where you started and make a slanted line down to the left. Continue past where the first stroke ended.
2. Have your student finger-write in the air capital *Y* along with you as you name each line stroke.

How to Write Lowercase y

1. Use the step-by-step strokes to discuss how to write lowercase *y*. Then, model how to write lowercase *y* as you explain the sequence of line strokes: First, you make a slanted line down to the right. Lift your pencil. Move to the right of where you started. Then, you make a slanted line down to the left, past where the first stroke ended.
2. Have your student finger-write in the air lowercase *y* 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 in 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 *W* and *w* worksheet](https://cite-media.pearson.com/legacy_paths/7ce2c2e4-b6e8-40c2-ad8b-afd65eced026/Rainbow_Letters_W_and_w.pdf) and the [Rainbow Letters *Y* and*y* worksheet](https://cite-media.pearson.com/legacy_paths/08a2f0fe-d971-4702-ac20-f304dd1f59f4/Rainbow_Letters_Y_and_y.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 drawing the outline of *W, w, Y,* and *y* 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 *Ww* and *Yy*.

Letters *W* and *w*

1. Begin with the letter card for *W*. 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 down, slanted line up, slanted line down, slanted line up*. 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 *w*, giving directions such as: *slanted line down, slanted line up, slanted line down, slanted line up*.

Letters *Y* and *y*

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, straight line*.
2. Continue with lowercase *y*, 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 *W, w, Y*, and *y*. Then, have students practice writing their name.
2. **IF** you observe that your student is picking up their pencil after making one of the slanted lines in *W* or *w*, **THEN** explain that for the letters *W* and *w*, you do not pick up your pencil. Instead, you make one slanted line immediately after another.

### 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 *y* at the beginning of words. For example, the word *yes* has the sound for *y* 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. Remind your student that every word you hear has sounds. Tell them 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.
2. Point to the photo of a yam. Explain that a yam is a vegetable that grows under the ground and people often confuse it with a sweet potato. Then, say *yam* slowly (*y-a-m*), clapping each time you hear a sound. Ask your student to tell how many sounds they hear. Say *yam* again and have your student say the sound they hear at the beginning of the word.

Beginning Sound Routine

* Say: If someone asks if I like music, I say, “yes.”
* Say the word with me: *yes*.
* Now, listen to me say *yes* slowly: *y-e-s*
* Listen as I say the word again. This time I will clap each time I hear a sound: *y-e-s*.
* Now, say the word slowly with me. Clap each time you hear a sound: *y-e-s*.
* You hear three sounds in the word *yes*: *y-e-s*.
* Now, I will say the word again. Listen for the beginning sound in *yes*: *y-e-s*.
* Say the beginning sound you hear in *yes*.

#### Check-In

Identify the animal in the picture as a yak. Explain that a yak is like an ox with shaggy hair, short legs, and long horns. Guide your student to say the word *yak*, then say the word slowly as they clap for each sound they hear. **IF** they cannot identify the beginning sound as the sound of *y*, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *y—a—k*. Ask: What sound do you hear first?

#### Practice

Confirm that your student can name each picture: yarn, yell, yard. Explain that the picture of the boy shows that he is yelling and the last picture is a yard. Then, guide your student through the steps of the routine for naming the beginning sound they hear in a word. **IF** they have difficulty clapping the number of sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *y—ar—n, y—e—ll, y—ar—d*.

## Lesson 4: Say Goodbye to Fear!: Fluency

### Objective: In this section, you will use details to identify how a character solves a problem.

#### Key Words

* **details** – important information
* **problem** – something that goes wrong or is hard to do
* **solves** – to find a way to fix a problem

#### Explain

1. Read the introduction together. Review that a story has three parts: a beginning, a middle, and an ending. Also, review that details tell about characters and story events. Explain that when you look for details that help you understand a character’s problem and how the character fixes or solves the problem, it helps to keep the three parts of the story in mind.
2. Continue by discussing that details in the beginning of a story tell about the character’s problem. You look for details that tell how the character tries to fix or solve the problem in the middle of the story. Then, you look for details that tell how the problem was solved in the end of the story.
3. Watch the video together. You may want to pause to encourage your student to brainstorm other ways to solve the problem or to suggest an additional solution. After viewing the video, support your student as they answer the two questions. Review that details in the middle and end of a story help you understand how a character solves a problem.

#### Check-In

1. Help your student reread *Shelby the Shy*. Explain that they should look carefully at the pictures and listen carefully to the words to identify details that show how Shelby solved her problem. Remind them to look for details in the middle and the end of the story.
2. Then, support your student as they respond to the questions about how Shelby solved her problem. **IF** they have difficulty identifying a detail, **THEN** revisit the part of the story the question asks about. Reread that part before giving your student the opportunity to respond again.
3. Review that sometimes a character in a story solves a problem on their own. Other times, another character or characters helps them solve the problem. Ask your student these questions: What did Shelby do to solve her problem? How did her brother help?

[Shelby the Shy](https://cite-media.pearson.com/legacy_paths/b6f6e290-15bc-44e5-a492-89da59a6aaaf/Shelby%20the%20Shy-1.pdf)

#### Practice

1. Review the directions for completing the chart activity. Review that a problem is something that is wrong or difficult to do. When someone solves a problem, they find a way to fix what is wrong.
2. **Daily Writing:** Have your student respond to the following writing prompt: How do you think Shelby feels about what her brother did? Draw a picture and then write about it. Encourage your student to share their writing with you.

### Objective: In this section, you will add endings to verbs to show when actions happen.

#### Show What You Know

1. Read the opening sentences. Remind your student that a verb tells about an action. Help them name some simple verbs. (Examples might be *jump, shout,* and *play*.)
2. Look at the first picture with your student. Read the sentence and have them tell what is happening now. (The girl is folding laundry.)
3. Look at the second picture. Read the sentence and point out that the action happened in the past. The action is over.
4. Continue with the sentences that describe verb endings. Remind your student to look for these endings as they read. The endings can tell them when things happen in a text.
5. Read the directions. Then, read each sentence and have your student tell when it happened by saying *now* or *in the past*.
6. Assess how successful your student was in completing the activities by considering the following:
	1. **Less Successful –**My student was unable to identify the verb tenses.
	2. **Moderately Successful –**My student identified two out of three of the verb tenses.
	3. **Very Successful –**My student easily identified all three verb tenses.

#### Try This

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

* **Less Successful** – Give your student these verb pairs (*showed, are showing; fished, is fishing; are camping, camped*) and have them identify each verb as happening now or in the past. Then, complete the Try This Activity together.
* **Moderately Successful** – Have your student practice adding endings to simple, regular verbs that you say. For example, say *show* and have them say *showing, showed*. Say *fish* and have them say *fishing, fished*. Then, complete the Try This activity together.
* **Very Successful** – Complete the Try This activity. Have your student explain how they knew when each action happened.
1. Read the directions and have your student repeat what they are supposed to do.
2. Read each sentence aloud and have your student tell which verb ending belongs on the verb. Repeat the sentence and have your student repeat it, adding the correct verb ending to the verb.
3. Use the questions in Talk About It to help your student assess their work. If you wish, return to the sentences to point out the time clue words that indicate when the action happened. (*yesterday, Today, Now, Before*)

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

#### Explain

1. Have available the following letter tiles: *w, e, n, t, l, i,* and *k*.
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 *went*, arrange their letter tiles to spell *went*, and then read the word. Continue with the word *like*.

#### 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: *w, e, n, t, h, a, v, y, l, i,* and *k*.
2. Help your student identify the letter tiles for *like*, name each letter, and arrange the letter tiles to spell *like*. 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 **w** and the sound for the letter **y**.

#### Warm Up

Begin by having your student identify the number of sounds they hear in words that begin with consonant *w* and that begin with the consonant *y*. 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **yes**(y-e-s; 3 sounds) | **will**(w-i-ll; 3 sounds) | **yet**(y-e-t; 3 sounds) | **won**(w-o-n; 3 sounds) |
| **week**(w-ee-k; 3 sounds) | **year**(y-ear; 2 sounds) | **wide**(w-i-de; 3 sounds) | **yell**(y-e-ll; 3 sounds) |

#### Explain

As a review, write your student’s name on a sheet of paper and remind your student that their name is a word. Have your student point to the beginning of their name and then point to the end of their name. 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 *w* and the sound of the letter *y*.

The Sound of *w*

Have your student identify the word *web*. Guide your student as they identify the first letter in *web*. Say the word *web* slowly *(w-e-b)*, asking your student to repeat. Then, ask your student to identify the beginning sound they hear in *web*. Explain that the letter *w* stands for the beginning sound.

Read Words with *w*

Tell your student that they can now put letters together to read words with the letter *w*. Point to the word and say it aloud. Then, use letter tiles to form the word *win*. 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.

Continue by forming the words *wag* and *wet* and having your student blend the sounds to read the words.

The Sound of *y*

Have your student identify the word *yam*. Guide your student as they identify the first letter in *yam*. Say the word *yam* slowly *(y-a-m)*, asking your student to repeat. Then, ask your student to identify the beginning sound they hear in *yam.* Explain that the letter *y* stands for the beginning sound.

Read Words with *y*

Tell your student that they can now put letters together to read words with the letter *y*. Point to the word and say it aloud. Then, use letter tiles to form the word *yes*. 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.

Continue by forming the words *yet* and *you* and having your student blend the sounds to read the words.

#### Check-In

1. Have your student identify the word *wig.* Read aloud the first question and have your student identify the first letter in *wig.* **IF** your student has difficulty following the direction, **THEN** clarify that the first letter of a word is at the beginning of the word. Help your student name the letters in *wig*. Tell them that *w* is the first letter.
2. Encourage your student to say each sound in *wig* slowly (*w-i-g*), before saying the sound *w* makes. **IF** your student has difficulty following the direction, **THEN** explain that *w* stands for the beginning sound in *wig*. Say the word slowly again, asking your student to repeat. Then, have your student say the beginning sound in *wig.* Explain that *w* stands for the beginning sound.
3. Follow the same procedure in the second part of the Check-In. Have your student identify the word *yak*. Read aloud Question 3 and have your student identify the first letter in *yak.* **IF** your student has difficulty following the direction, **THEN** clarify that the first letter of a word is at the beginning of the word. Help your student name the letters in *yak*. Tell them that *y* is the first letter.
4. Encourage your student to say each sound in *yak* slowly (*y-a-k*), before saying the sound *y* makes. **IF** your student has difficulty following the direction, **THEN** explain that *y* stands for the beginning sound in *yak*. Say the word slowly again, asking your student to repeat. Then, have your student say the beginning sound in *yak*. Explain that *y* stands for the beginning sound.

#### Practice

1. Print the Practice worksheets. If you do not have a printer, then display the worksheets on screen. Have your student write the words on a sheet of paper.
2. On the worksheet for the letter *w*, complete the first activity together. First, have your student name the word. Then, read the word together. Then, have your student tell what sound *w* makes before tracing the letter *w* 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 the letter *y,* follow the same procedure by completing the first activity together. Have your student name the word. Then, read the word together. Then, have your student tell what sound *y* makes before tracing the letter *y* to complete the word. Continue with the remaining words.
5. Print a copy of the decodable story, “What I Like.” If you do not have a printer then display the text on screen. Listen as your student reads “What I Like” aloud. **IF** your student struggles blending the sounds in the words with *w* or with *y*, **THEN** use the letter tiles to blend the sounds of the letters. Also, check for the correct pronunciation of the high-frequency word *like.*
6. Then, have your student follow the directions to hunt for the high-frequency word *like* and words with the letter *w* and the letter *y*.

[Words with w](https://cite-media.pearson.com/legacy_paths/c6acb183-8b83-4cb2-afc4-8262fe317f16/Words%20with%20w.pdf)

[Words with y](https://cite-media.pearson.com/legacy_paths/ae2bea95-de50-426f-932b-47c7284c6355/Words%20with%20y.pdf)

[What I Like](https://cite-media.pearson.com/legacy_paths/d685e36d-0aae-4dbe-a45f-015173f485a0/What%20I%20Like.pdf)

[What I Like Answers](https://cite-media.pearson.com/legacy_paths/29993356-8531-40aa-b9df-714a7c11786b/What%20I%20Like%20Answers.pdf)

## Lesson 5: Say Goodbye to Fear!: Synthesize

### Objective: In this section, you will retell how a character solves a problem.

#### Key Words

* **events** – what happens in a story
* **problem** – something that goes wrong or is hard to do
* **solves** – to find a way to fix a problem

#### Explain

1. Review that one way to check that you understand what happens in a story is to retell events in the story. You can also use details to retell what a character does to solve a problem. Ask your student this question: In what part of a story should you look to find details about how a character solves a problem? Then, review that when you retell you should only tell about the most important events and that you should use your own words.
2. Watch the video with your student. If you have the print version of *Sad,* you might want to display. Encourage your student to follow along as the student in the video retells how Carlos solves a problem. Discuss that the student uses their own words to tell about important details. Also, review that when you retell, you tell about events in a story in the order they happened. You can use words like *first, next, then,* and *last* when you retell.
3. After viewing the video, you may want to have your student retell how Carlos solves his problem, or how Carlos helps Ben solve a problem. Then, support your student as they answer the question. **IF** your student has difficulty explaining what you do when you retell, **THEN** review that events in a story happen in order. When you retell, you use your own words to tell what happens.

[Sad](https://cite-media.pearson.com/legacy_paths/ff54a07b-c22b-437a-a99e-9f4d9f8630a4/Sad.pdf)

#### Check-In

1. Begin by having your student explain what Shelby’s problem is. Have your student identify that they learned about Shelby’s problem in the beginning of the story.
2. Then, read the directions together. Confirm that your student understands that they are to put the events that tell how Shelby solved her problem in the order they happened. Ask this question: In which part of the story do you find details about how Shelby solves her problem? You may want to reread the ending of *Shelby the Shy* together.
3. Continue by supporting your student as they tell about the events at the end of the story in order. **IF** your student has difficulty putting the events in order, **THEN** remind them that pictures and words give details. Have your student identify details in the pictures on pages 11 and 12. Scaffold by asking questions such as these: What is Ben doing on page 11? How do you think Shelby feels on page 11? How do you think she feels on page 12? Why do you think Shelby feels differently on page 12 than on page 11?

[Shelby the Shy](https://cite-media.pearson.com/legacy_paths/b6f6e290-15bc-44e5-a492-89da59a6aaaf/Shelby%20the%20Shy-1.pdf)

#### Practice

1. Read the directions with your student. Confirm that your student understands that they are not to retell the events in the entire story. Instead, they are to retell the events that tell how Shelby solves the problem. Ask your student this question: In which part of the story should you look for details about how Shelby solves her problem?
2. Draw attention to the sentence frames and read the time order words with your student. Encourage them to use the sentence frames as they retell how Shelby solves her problem. **IF** your student has difficulty, **THEN** scaffold using the sample response.

[Shelby the Shy](https://cite-media.pearson.com/legacy_paths/b6f6e290-15bc-44e5-a492-89da59a6aaaf/Shelby%20the%20Shy-1.pdf)

**Daily Writing:** Encourage your student to select a favorite story and draw a picture and write sentences to retell how the character solves a problem. Encourage your student to share their writing.

### Objective: In this section, you will ask questions about what you hear.

#### Explain

A Note About This Lesson

This lesson focuses on listening to and asking questions about information read aloud or presented orally. Advertisements and public service announcements (PSAs) fall into this category, and both can be challenging for your student to interpret. Play a sample advertisement or read one aloud to your student. Encourage your student to listen and ask questions about what they don’t understand. Be prepared to discuss the content and their questions.

You may wish to review the six question words that begin many questions: *who*, what, *where*, *when*, *why*, and *how*. Review with your student what each question asks about:

* *who* asks about a person
* *what* asks about a thing
* *where* asks about a place
* *when* asks about a time
* *why* asks about a reason or why something happens
* *how* asks about the way something is done
1. Begin the lesson by playing or reading aloud your chosen advertisement or PSA. After reading it out loud, ask your student if they have any questions. If they hesitate, model by asking your own question or questions; for example, “I didn’t understand something. Why is this (product or announcement) important? What did it say I should do?”
2. Discuss the idea of asking questions about what you hear. Explain that asking questions helps a listener understand the information they hear. Explain why asking questions is helpful; for example, it can help you get more information. Give an example of one of your student’s questions about the text you read or listened to. Point out what information the question helped your student understand.
3. Work with your student to make a list of the places they can hear information. They may suggest the radio, TV, and the internet. They can hear books read aloud with you or at the library. Remind your student that it is important to ask questions when they don’t understand what they hear.
4. Watch the video together. Guide your student to listen for each child’s question in the video. You may wish to pause the video to focus on a particular question. Discuss where the child heard the information, what information the child asking for, and what the question helped them understand.
5. Encourage your student to ask a question about the video by completing one or more of the question starters. **IF** your student has difficulty, **THEN** replay the video and pause it after one child asks a question. Repeat the question aloud, emphasizing the question word *what*, *how*, or *why*. Then, ask your student, “What is something you did not understand?” You may also encourage your student to ask questions using the words *who*, *where*, and *when*.

|  |  |  |  |
| --- | --- | --- | --- |
| **What They Hear** | **Question** | **Asks About** | **Helps Them Understand** |
| a story | “What is porridge, anyway?” | a thing | Porridge is hot cereal. |
| coach | “How far do we run?” | the way to do something | They need to run to the post and back. |
| TV commercial | “Why do they call the sneakers Wildcats?” | the reason people do something | The sneakers might make them jump and run quickly like a wildcat. |

#### Check-In

1. Tell your student that you are going to read a text that shares information about what you can do if you are afraid of the dark. Your student will think about questions that they can ask to better understand the ideas. Read the following text to your student:
2. Work with your student to complete the activities. Read the stem and questions for Activity 1. Guide your student to choose the question that asks about a thing. **IF** your student needs support, **THEN** remind them that the word *what* helps them ask about a thing in a text they heard.
3. Read the stem and questions for Activity 2. Guide your student to choose the question that asks about a way to do something. **IF** your student needs support, **THEN** remind them that the word *how* helps them ask about the way something is done in a text they heard.
4. Continue with the remaining questions, providing support as needed.

**No More Fear of the Dark**

Are you afraid of the dark? Many people are.

They think scary things hide in the dark.

Here are things to help.

You can sleep with a nightlight.

You can listen to music as you sleep.

You can use your hands to make shadows on the wall.

These things can make the dark seem less scary.

#### Practice

1. Tell your student that you are going to read “No More Fear of the Dark” again as they listen. Then, your student will ask their own questions about it.
2. Read aloud the information text again. Allow your student to stop to clarify a detail with you, noting as they do that they are being careful listeners and good questioners.
3. Guide your student to use the question words *what*, *how*, and *why* to ask specific questions about details in the story. **IF** your student has difficulty asking a question using these question words, **THEN** encourage them to ask questions using *who*, *when*, and *where* instead. In addition, provide some examples, such as:
	1. Who is afraid of the dark?
	2. What does a nightlight do?
	3. Where can you put a nightlight?
	4. When can you listen to music?
	5. Why are people scared of the dark?
	6. How can people not be scared of the dark?
	7. Why did the author write this text?

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

#### Explain

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

#### Check-In

1. Listen as your student reads *What We Like* aloud.
2. Monitor how your student reads the high-frequency word *like*. **IF** you notice they have difficulty reading*like*, **THEN** have them use letter tiles to spell the word. Read the word together.
3. Discuss which of the activities described in the book your student likes to participate in. Provide sentence frames to encourage your student to use complete sentences: *Like , I like to .*

[What We Like](https://cite-media.pearson.com/legacy_paths/c12a8a71-637c-4340-9d6f-526b03adf4b5/What%20We%20Like.pdf)

#### Practice

1. Print a copy of the Draw and Write worksheet for your student to work on. If you do not have a printer, provide a blank sheet of paper for your student.
2. Tell your student that they will add a page to the book *What We Like*. Have them answer the question posed on the last page of the book. 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 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 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.