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# Language Arts K B Unit 3: Now I Can Do It

## Lesson 1: Now I Can Do It: Genre

### Now I Can Do It: Introduction

#### Learning Goals

In this unit, your student will be learning about doing more things for themselves at different ages. 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 action verbs.
5. Use key details to answer questions about a story, with prompting and support.
6. Identify high-frequency words.
7. Identify linking verbs (*is, are*).
8. Pronounce words with the /j/ sound.
9. Describe characters in a literary text, with prompting and support.
10. Match high-frequency words.
11. Identify that a complete sentence has two parts.
12. Practice writing uppercase and lowercase *Kk* and *Jj*.
13. Pronounce words with the /k/ sound spelled *k*.
14. Describe a character’s actions, with prompting and support.
15. Arrange high-frequency words with letters.
16. Identify the /j/ and /k/ sounds in words.
17. Read a book of choice with support.
18. Draw conclusions about characters in a literary text, with prompting and support.
19. Describe familiar events, 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 “Now I Can Do It” will be assessed with the following items:

* Now I Can Do It: Genre Quick Check
* Now I Can Do It Genre Skills Check
* Now I Can Do It: Comprehension Quick Check
* Now I Can Do It: Comprehension Skills Check
* Now I Can Do It: Speak/Listen Quick Check
* Now I Can Do It: Speak/Listen Skills Check
* Now I Can Do It: Fluency Quick Check
* Now I Can Do It: Fluency Skills Check
* Now I Can Do It: Synthesize Quick Check
* Now I Can Do It: 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, divide a sheet of paper into two columns, or use a whiteboard. In the left column, write the title of each lesson. As your student completes each lesson, have them add a letter, word, or small picture that represents what they learned to the right column. After all the lessons have been completed, have your student discuss the chart and choose their favorite lesson.

1. Read the introduction with your student. Point out that in this lesson they will be talking about learning to do more for themselves as they grow.
2. Watch the video together. You may want to pause at the end of each frame to discuss what kind of learning is happening at different ages. After viewing the video, discuss other things to learn to do by themselves.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask what they learned to do and how they learned to do it.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if they have learned how to do the same thing that is described, and if so, how they learned.

### 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
* **illustrator** – the person who drew the pictures
* **title** – the name of a story

#### Decoding

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.

[Now I Can Do It\_Genre Letter Kk](https://cite-media.pearson.com/legacy_paths/03e9d963-352b-4ec1-9260-f0f28f31a6f7/Now%20I%20Can%20Do%20It_Genre%20Letter%20Kk.pptx)

#### Explain

Learning Coach Tip

You will be sharing *Anna Goes on Vacation* 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 | Describe characters in a literary text. | **Rereading a Part of the Story**• Teach a comprehension skill.• Develop understanding of a character in a story. |
| Part 4 | Describe a character’s actions. | **Rereading a Part of the Story**• Teach a comprehension skill.• Develop understanding of what a character does in a story. |
| Part 5 | Draw conclusions about characters in a literary text. | **Rereading a Part of the Story**• Teach a comprehension skill.• Use details to draw conclusions about characters in a story. |

Learn New Words

1. It is important for your student to know the words and phrases in the chart to understand what is happening in *Anna Goes on Vacation*.
2. Draw attention to the picture for the word *vacation*. Gauge your student’s familiarity with the word by asking questions such as these: Have you ever gone on vacation? Where did you go? What did you do? If your student has never been on vacation, then explain that sometimes people take a trip. They go to a place away from home. Ask questions about the picture, for example: What is one clue that the children will be staying away from home? Where do you think the children are going on vacation? What do you think they will be doing?
3. Continue with the picture for the word *bear hug*. Explain that sometimes two words work together to mean one thing. Point to the word *hug*. Ask if your student has ever given someone a hug. Have them describe what they did. Then, direct their attention to the picture, and ask them to explain what they think is the difference between a hug and a bear hug. Explain that you put your arms around someone tightly and stay that way longer when you give someone a bear hug. Ask guiding questions such as these: When might you hug someone? When might you give someone a bear hug?
4. Discuss the picture for the word *tucked*. Ask your student to identify what they see and the number of pockets the backpack has. Ask questions like these: What is inside the big pocket? What is inside the small pocket? Explain that when you put something inside something else, you *tuck* one thing inside the other. Use the word in a sentence that describes the picture, for example: The student tucked the scissors into the big pocket. Then, ask your student to name other things the student tucked into the pockets.

|  |  |
| --- | --- |
| **Word or Phrase** | **Meaning** |
| vacation | a trip that you take to a place away from home |
| bear hug | to put your arms around someone and hold them tightly |
| tucked | to put something inside something else |

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 first page of *Anna Goes on Vacation*, and read the title together.
2. Review that the author of a story is the person who wrote the words. The word by often comes before the person’s name. Have your student point to the author’s name, *Andrea Vlahakis*, on the cover. Read it together. Ask whether the first letter of a person’s name begins with a capital letter or a lowercase letter (a capital letter).
3. Have your student point to the picture on the cover. Review that an illustrator is the person who draws the pictures for a story. Have your student point to the illustrator’s name, *Blanche Sims*, on the cover. Read it together. Explain that the author and the illustrator work together to tell the 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 the idea 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 *Anna Goes on Vacation*. 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.

[Anna Goes on Vacation](https://cite-media.pearson.com/legacy_paths/63338213-8aec-4938-9c34-b939791a2816/Anna%20Goes%20on%20Vacation-1.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 picture on the cover of *Anna Goes on Vacation*. **IF** your student has difficulty using details to describe what they see in the picture, **THEN** provide a think-aloud about what you see, for example: I see a girl at the door. An older woman inside is waving to her. What else do you see in the picture?
3. Continue with the picture on page 6 and the picture on page 9.

#### Practice

1. Review that the pictures in *Anna Goes on Vacation* give a lot of information. Ask your student what they noticed by looking at the illustrations, and have them say 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 girl named Anna who goes on vacation.
2. **Daily Writing:** You may want to have your student respond to the following writing prompt: Where would you like to go on vacation? What would you like to do on vacation? Encourage your student to write independently and to read their writing to you. 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 some words look and sound different.

#### Learning Coach Tip

In today’s lesson, you will help your student look for differences in words. Before beginning the lesson, remind your student that all words are made from the 26 letters (and their sounds) in the alphabet. Explain that the letters are arranged in many ways. Sometimes words can look alike. They may have only one or two letters that are different, such as the words *fit* and *fan* or *pit* and *sit*. In this lesson, your student will practice listening to and looking for differences in the beginning and end of words.

#### Explain

1. Tell your student that when they read, they should look carefully at the letters in the words. Explain that some words may look alike, but when you look at all the letters, you realize the words are different. They may have only one or two letters that are different at the beginning or end. It is important to listen to the sounds and look at the letters when the words are said aloud.
2. Read the introduction together. Look at the first two words. Help your student read the words. Have your student listen and look for any sounds and letters that are different. Then, answer the question to identify the beginning sounds and letters *t* and *p*.
3. Follow the same procedure for the next two words. Support your student as they read the words. Then, work together to answer the question to identify the different end sounds and letters *a-g* and *e-d* that are different in the words.
4. **IF** your student cannot identify the differences among the words, **THEN** point to the words and slowly name the letters one by one. Say the sounds the letters stand for one at a time.

#### Check-In

1. Read the directions to your student.
2. Support your student as they listen to and look closely at the words. Monitor their responses to ensure they have identified and told you what is different. (*cub/tub, pan/pig*)

#### Practice

1. Read the directions together. Help guide your student through the first question. Ensure that they have read the words correctly.
2. Support your student as they listen to and look closely at the additional words and letter sounds.

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

#### 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,* and *have* 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 these: Where is the child? What are they doing? Read the sentence below the picture. Continue with the second picture and sentence. Explain that when you tell about going to a place in the past, you use the word *went*. Ask: In the first sentence, does *went* come at the beginning or in the middle? What about in the second sentence? Explain that some words only come in the middle of a sentence. When that happens, the word always begins with a lowercase letter.
2. Point to the word *went*, say the word, and have your student repeat. Explain that *went* is a word that they will see many times in books they read. The word tells about going to a place in the past.

#### Check-In

1. Read the sentence for the first picture aloud. Ask questions such as these: Who is the child? What are they 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 understanding that *went* is used to talk about a place that has been visited or something that you have done by asking questions such as these: Where is the boy? What is he watching? What are they doing in the boat? **IF** your student has difficulty telling what is happening, **THEN** give them clues about what the children are doing.

#### Practice

1. Print the Practice worksheet. If you do not have a printer, then draw the outline of lowercase *w*, lowercase *e*, lowercase *n*, and lowercase *t* on a blank sheet of paper. Point to *went* and read it aloud with your student. Have your student use a different color crayon or marker to color each letter in *went*.
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. Or, you may choose to punch a hole in the top left corner and add the card to a small metal ring, such as a key ring.

[Make A Word Card](https://cite-media.pearson.com/legacy_paths/82e42a30-921b-4d67-bf67-3fc298be5292/355-Make_a_Word_Card_went.pdf)

### Objective: In this section, you will identify verbs that tell actions.

#### Key Words

* **verb** – an action word

#### Explain

Get Ready for Learning

Remind your student that *nouns* name people, animals, places, or things. Explain that today they will learn about *verbs*, or action words. Explain that action words tell what someone or something does.

Tell your student to listen carefully as you give a direction. Ask your student to carry out each action. Emphasize the action verb in each direction.

Directions:

* **Turn** around.
* **Hop** on one foot.
* **Clap** your hands.
1. Use the definition on the screen to review the meaning of the key word *verb*. Remind your student that some words tell about actions, or what people, animals, or things do. Action verbs help readers know what is happening. Demonstrate some actions, such as closing your eyes or tapping your toes. Say: I close my eyes. I tap my foot. Point out that *close* and *tap* are action verbs. They tell what you do.
2. Use the first group of photos to discuss what the children are doing. Point to the action verbs and read them aloud. Have your student repeat the words after you. Then, use the action verbs in simple sentences and have your student repeat them, such as *We run. I dance. I climb*.
3. Continue the activity with the next group of photos. Discuss what the animals in the pictures are doing, having your student repeat the action verb each time. Then, have your student help you create sentences using these action verbs and the pictures, such as: *The elephants eat. The kittens play. The bats sleep.*
4. Finally, discuss what the things in the third group of photos are doing, having your student repeat the action verb each time. It might be helpful to name the things for your student. Then, guide your student to use the action verbs in sentences, such as *Planes fly. The boats sail. The plants grow*.

#### Check-In

1. Read the directions aloud. Explain that they will use the picture as a clue to pick the correct action verb for the sentence. Remind them that the verb tells an action that someone or something does.
2. Read the first sentence. Say the two action verbs that are given as answer choices. **IF** your student has difficulty choosing, **THEN** point to clues in the picture and the sentence. Ask questions such as: What action would you do with a book? Would you sing a book? Or would you read a book?
3. Continue with the remaining items, following the same procedure. Support your student as necessary.

#### Practice

1. Read the directions aloud. Have your student listen to each word before identifying the action verb. **IF** your student has difficulty determining which word is the action verb, **THEN** put the answer choices into a sentence such as *The boys walk*. Ask: What do the boys do? (walk) Emphasize that the word that tells what someone or someone is doing is the action verb.
2. Continue with the remaining items, providing support to your student as needed.

## Lesson 2: Now I Can Do It: 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 *Anna Goes on Vacation*. First, they will learn how to answer questions about the story to help them understand what is happening in the story. The questions begin with the words *who*, *where*, and *what happens*.
2. Display *Anna Goes on Vacation*. Then, watch the video with your student. Explain that details in the beginning of the story tell who the story is about and where the story takes place. Encourage your student to follow along in the print version as the student in the video uses details to answer questions about the beginning of *Anna Goes on Vacation*. After viewing the video, support your student as they use details to answer questions about the beginning of the story. **IF** your student has difficulty because the answers to the questions are not shown in the picture, **THEN** read page 9 together.
3. Next, read aloud or have your student listen to a recording of *Anna Goes on Vacation*.
4. After reading the story, ask your student to choose one picture to talk about. Ask questions such as the following: Where is Anna? What is Anna doing? How do you think Anna feels at this point in the story?
* The last line of the video says "See, the words and the pictures in a story work together to give you more details." Explain to your student that the words tell the story, but pictures also give information.
* Imagine you are taking a vacation too. What pictures, signs, or labels would you see that give you some information?
* Suggest some ideas such as
	+ street signs (stop signs, street signs, address on houses, airports or hospital signs)
	+ restaurant or attraction billboards
	+ signs to enter, exit, open or closed on doors
	+ signs for elevators or stairs
* Discuss with your student that information comes from words, signs, and labels and ask your student to point out some of them in their home and community.

[Anna Goes on Vacation](https://cite-media.pearson.com/legacy_paths/63338213-8aec-4938-9c34-b939791a2816/Anna%20Goes%20on%20Vacation-1.pdf)

#### Check-In

1. Read the directions with your student. Guide your student through each question about a different picture from *Anna Goes on Vacation*. Each question asks them to use details in the pictures to help them understand what Anna is doing and why.
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 details in the illustration, **THEN** prompt them with a question, for example: Look closely. What is happening?

#### 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 draw a conclusion about why Anna packed a picture of her father. **IF** your student has difficulty, **THEN** ask questions to help them consider what they would do if they were Anna. Ask questions such as the following: Have you ever been away from your family? How did you feel? How do you think Anna feels when she is away from home?
3. **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 in complete sentences. Have your student read aloud to you what they have written.

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

#### Explain

Learning Coach Tip

Your student will have multiple opportunities to read the high-frequency word *went*. 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 *went* word card they created. Point to the word *went,* 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 *went*. Begin by having your student talk about what is happening in each picture. Read aloud the sentence that tells about each picture. Review that the word *went* is used when talking about a place you have been or something you have done.
3. Have your student point to the word *went* in the first sentence. Say the word together. Then, have them respond to the prompt by identifying the number of letters in *went*.
4. Next, have your student name the letters in *went*. Explain that some words begin with a lowercase letter.

#### Check-In

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

#### Practice

1. Read *We Went to the Farm* with your student. Talk about what happens in the story.
2. Then, have your student identify the number of times they see *went* in the story. Have them draw a happy face on a sticky note or a sheet of paper each time they find the word *went*. You may want to have your student point to the word *Went* on the cover. Ask: Does *Went* begin with a capital letter or a lowercase letter? Explain that *Went* is a word in the title of a book. Important words in a title begin with a capital letter. Ask your student to identify the other capital letters in the title.

[We Went to the Farm](https://cite-media.pearson.com/legacy_paths/5091afe8-b379-43f6-83bc-155ea32f6730/We%20Went%20to%20a%20Farm.pdf)

### Objective: In this section, you will identify how the verbs **is** and **are** help tell what people, animals, and things are like.

#### 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 action verbs tell what people, animals, and things do, such as *laugh, skip,* and *dance*.
2. Explain that verbs have different jobs to do. Point out there are two ways that a verb can tell more about a person, animal, or thing. An action verb can tell what they do. And a different kind of verb can tell what they are like. The verbs *is* and *are* help tell what someone or something is like.
3. Read the sentence. Then, point out the verb *is*. Explain that the word *is* has a job to do—it helps tell what the boy is like. The boy is cold.
4. Point to the next photo and read aloud the sentence. Have your student repeat the sentence after you. Explain that the word *are* is another verb that helps tell what a person, animal, or thing is like. Read the questions aloud and have your student answer. Help your student understand that the word *are* tells what the flowers are like. They are pink.

#### Check-In

1. Review that the verbs *is* and *are* help tell what people, animals, and things are like.
2. Tell your student they will listen to a sentence and find the verb that tells what a person, animal, or thing is like. Read the first sentence aloud. Have your student answer by naming the verb. **IF** your student has difficulty, **THEN** help them identify that *is* is the verb. Ask: What does the verb help tell? (what the girl is like) Ask: What is she like? (happy)
3. Continue with the remaining sentences and follow the same procedure, providing support to your student as needed.

#### Practice

1. Read the directions and be sure your student understands that a thumbs-up means *yes* and a thumbs-down means *no*.
2. Say the first sentence. Have your student give a thumbs-up or thumbs-down. **IF** your student has difficulty indicating whether the verb helps tell about a person, animal, or thing, **THEN** ask: Is the verb helping to tell what the baby is like? Help your student determine that *is* is the verb and helps tell what the baby is like—the baby is cute. Have them give the thumbs-up.
3. Continue with the remaining items, following the same procedure. Provide support to your student as needed

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

#### Explain

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.

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 *j* at the beginning of words. For example, the word*job* has the sound for*j* in the beginning. Your student will look at a picture for the word and talk about the sounds they hear.

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, *joke*.
2. Point to the photo of a *jet*. Then say jet slowly (*j-e-t*), clapping each time you hear a sound. Ask your student to tell how many sounds they hear. Say jet again and have your student say the sound they hear at the beginning of the word.

Beginning Sound Routine

* (Giggle.) I laugh when I hear a funny joke.
* Say the word with me: *joke.*
* Now, listen to me say *joke* slowly:*j-o-ke*.
* Listen as I say the word again. This time, I will clap each time I hear a sound:*j-o-ke*.
* Now, say the word slowly with me. Clap each time you hear a sound: *j-o-ke*.
* You hear three sounds in the word *joke*:*j-o-ke*.
* Now, I will say the word again. Listen for the beginning sound in *joke: j-o-ke*.
* Say the beginning sound you hear in *joke*.

#### Check-In

If needed, help your student identify the picture as jam. Guide them to say the word *jam* 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*j*, **THEN** say each sound in the word more slowly with a longer pause between sounds: *j—a—m*. Ask what sound your student heard first.

#### Practice

Beginning Sound

1. Confirm that your student can name each picture in the first set:*jug, jog, jeep*. Explain that the two people in the middle picture are going for a *jog*, which is a slow run. 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: *j—u—g, j—o—g, j—ee—p*.
2. Confirm that your student can name each picture in the second set:*jar, jump, jeans*. 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: *j—ar, j—u—m—p, j—ea—n—s*.

## Lesson 3: Now I Can Do It: Speak/Listen

### Objective: In this section, you will describe characters in the story.

#### Key Words

* **character** – a person or animal in a story
* **describe** – to use details to tell about someone or something
* **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.

[Now I Can Do It\_Speak Listen Letter Jj](https://cite-media.pearson.com/legacy_paths/7bdd71ff-db14-4c40-aa45-07b13b32e7db/Now%20I%20Can%20Do%20It_Speak%20Listen%20Letter%20Jj.pptx)

#### Explain

1. Display the print version of *Anna Goes on Vacation*, if available. Reread the title and review who the characters in the story are.
2. Explain that today your student will learn how to use details in a story to describe, or tell about, a character. Review that a story’s pictures and words work together to tell the story. It is important to look for details in the pictures and the words.
3. Watch the video with your student. If you have displayed the print version of *Anna Goes on Vacation*, encourage your student to follow along as the student in the video uses details to describe Anna. You may also want to create a word web like the one the adult and student in the video make to capture details about Anna. As your student rereads *Anna Goes on Vacation* during the Check-In, you can continue to add details to the word web.
4. Support your student as they answer the two questions. **IF** your student has difficulty using details to describe Anna to answer the second question, **THEN** you might want to provide a think-aloud, for example: The words say that Anna packed her favorite book. That detail tells me that Anna likes to read.

[Anna Goes on Vacation](https://cite-media.pearson.com/legacy_paths/63338213-8aec-4938-9c34-b939791a2816/Anna%20Goes%20on%20Vacation-1.pdf)

#### Check-In

1. Have your student listen to *Anna Goes on Vacation*. If you have begun a word web, you might add details such as these: “packs by herself” and “unpacks on her own.”
2. Read the directions together and confirm that your student understands when to give a thumbs-up and when to give a thumbs-down. Review that details in the story give a lot of information about Anna. Explain that your student should use the details as they consider whether a statement describes Anna. **IF** your student has difficulty determining whether a statement describes Anna, **THEN** redirect them to specific details in story. You may want to model with a think-aloud such as the following: The words tell me that Anna was four years old the first time she went on vacation, and now she is five years old. I know that someone who is five is young. This statement describes Anna, so I will give a thumbs-up.

[Anna Goes on Vacation](https://cite-media.pearson.com/legacy_paths/63338213-8aec-4938-9c34-b939791a2816/Anna%20Goes%20on%20Vacation-1.pdf)

#### Practice

1. Begin by having your student read *We Went to the Farm*. Remind them to pay attention to details in the pictures as well as the words when they read. Then, ask your student to identify the characters in the story.
2. Explain to your student that there are two parts to the Practice. The first activity asks them to identify details about the boy in the story. The second part asks them to use the details to describe the boy. Support your student as they complete both activities orally. **IF** your student has difficulty completing the second activity, **THEN** use the sample answer to model how to use details to describe a character. You might provide a think-aloud such as the following: Details in the pictures show that the boy is happy. Look—he is smiling in this picture. Details in the words give information about who the boy is with. He is with Grandpa. One way to use details to describe the boy is to say, “The boy likes spending time with Grandpa.”
3. **Daily Writing:** Have your student draw a picture and write a response to the following writing prompt: Describe yourself. What is the most important thing you want other people to know about you? Encourage your student to read aloud what they wrote.

[We Went to a Farm](https://cite-media.pearson.com/legacy_paths/5091afe8-b379-43f6-83bc-155ea32f6730/We%20Went%20to%20a%20Farm.pdf)

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

#### Explain

Get Ready for Learning

Have your student locate the word cards for *Have*, *have*, and *went*. 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 *have* is used when talking about something you own and *went* tells about something you have done.
2. Use the prompts to have your student find the high-frequency word in each sentence and then compare the number of letters in *have* and *went*. Remind your student that words have letters, but the number of letters in a word 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 these: Do *have* and *went* have the same number of letters? Do *have* and *went* 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 *We Went to the Farm* 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 *went*.
2. Then, have your student hunt for the words *Have, have, went, Went*. You may want to have the word cards for *Have, have,*and *went* available. Have your student sort the word cards into two piles: one pile for the word that is in *We Went to the Farm!* and another pile for the words that are not in *We Went to the Farm.* Review that *went* only appears in the middle of a sentence but can appear in the title of a book. Important words in a title begin with a capital letter.

[We Went to the Farm](https://cite-media.pearson.com/legacy_paths/5091afe8-b379-43f6-83bc-155ea32f6730/We%20Went%20to%20a%20Farm.pdf)

### Objective: In this section, you will identify that a sentence is complete when it has two parts.

#### Key Words

* **sentence** – a group of words that tell a complete thought

#### Explain

1. Review the meaning of the key word *sentence* using the on-screen definition. Remind your student that every sentence is made up of words. The words work together to tell a thought that makes sense.
2. Tell your student that a complete sentence has two parts: One part tells *who* or *what* the sentence is about. Remind your student that *who* or *what* is a person, animal, or thing. Then, continue by explaining that the other part of a complete sentence tells the action that the person, animal, or thing does.
3. Explain that a sentence expresses a complete thought when it has two parts. If either part is missing, the sentence will not make sense. **IF** your student needs more support for this idea, **THEN** say a sentence part such as *The wind*. Explain that the words are not a complete thought because there are no words that tell what the wind does. Adding an action such as *blows* would make a complete sentence because it tells what the wind does and expresses a complete thought: *The wind blows*.
4. Point to the first picture. Read the sentence. Have your student repeat the sentence after you. Then, point out the words *The boy*. Explain that *The boy* is the *who* part of the sentence. It tells who the sentence is about. Then point out the word *rides*. Explain that *rides* is the action part of the sentence. It tells what the boy does. Have your student say the complete sentence again, and review one more time how many parts the sentence has (two) and what the two sentence parts are (*The boy* and *rides*).
5. Continue the activity with the second photo and sentence. Have your student repeat the sentence after you. Then, read aloud the questions and give your student time to answer. Provide support to your student as necessary, helping them name the *who* or *what* parts and determine why they make a complete sentence.

#### Check-In

1. Read the directions with your student. Explain they will listen to a complete sentence and name its two parts. Remind them about the two parts: a part that tells *who* or *what* and an action part.
2. Read the sentence aloud and guide your student as they name the part of the sentence that tells what the sentence is about and the words that tell what the truck does. **IF** your student has difficulty answering the questions, **THEN** ask: Which words name what the sentence is about? Then, continue by having your student identify the words that tell what the truck does.
3. Continue with the remaining items, providing support as necessary.

#### Practice

1. Read the directions aloud to your student. Explain that they will listen to a group of words and decide if they have two parts and make a complete sentence. They will say *yes* for a complete sentence or *no* for an incomplete sentence. Remind your student that they should be able to find the *who* or *what* part and the action part if they say *yes*.
2. Read aloud the first item and give your student time to respond. **IF** your student cannot decide if it is a complete sentence, **THEN** ask: Can you find words that tell *who* or *what* the sentence is about? Can you find words that tell what someone or something does? Explain if they cannot find answers for both, then it is not a complete sentence. Help your student understand that *sing loudly* is the action part, but there is no *who* or *what* part, so it is not a complete sentence. Discuss ways to add a *who* or *what* part to make it a complete sentence, such as *Birds sing loudly*. or *The girls sing loudly*.
3. Continue with the remaining items, following the same procedure. Provide support to your student as needed.

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

#### Explain

1. Read the introduction and review the types of handwriting strokes illustrated. Point out the difference between the stroke that slants to the right and the stroke that slants to the left. 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,* and *Vv*. Ask questions such as these: 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 *Kk* and *Jj*.

How to Write Capital *K*

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

How to Write Lowercase *k*

1. Use the step-by-step strokes to discuss how to write lowercase *k*. Then, model how to write lowercase *k* as you explain the sequence of line strokes: First, you make a straight line from top to bottom. Lift your pencil. Then, you make a slanted line to the left. Then, you make a slanted line to the right.
2. Have your student finger-write in the air lowercase *k* along with you as you name each line stroke.

How to Write Capital *J*

1. Use the step-by-step strokes to discuss how to write capital *J*. Then, model how to write capital *J* as you explain the sequence of line strokes: First, you make a straight line down and curve up to the left. Lift your pencil and go to the top. Then, you draw a straight line from left to right.
2. Have your student finger-write in the air capital *J* along with you as you name each line stroke.
3. Remind your student that capital *J* can be shown two ways. Point to an example of a text *J* and review that capital *J* is frequently shown this way in books. Then, point to the handwriting model of the capital *J* and review that this is how capital *J* looks when you write.

How to Write Lowercase *j*

1. Use the step-by-step strokes to discuss how to write lowercase *j*. Then, model how to write lowercase *j* as you explain the sequence of line strokes: First, you make a straight line down and curve up to the left. Lift your pencil. Then, you add a dot above the first line.
2. Have your student finger-write in the air lowercase *j* 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 *K* and *k* worksheet](https://cite-media.pearson.com/legacy_paths/58cc7940-f6f4-4e26-8de5-f7b63b22f5a1/Rainbow_Letters_K_and_k.pdf) and the [Rainbow Letters *J* and *j* worksheet](https://cite-media.pearson.com/legacy_paths/2a7ef9f8-b0f1-4c78-8f28-a29fce839310/Rainbow_Letters_J_and_j.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 *K*, *k*, *J*, and *j* 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 *Kk* and *Jj*.

Letters *K* and *k*

1. Begin with the letter card for *K*. 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 these: *straight line, slanted 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 *k*, giving directions such as these: *straight line, slanted line, slanted line.*

Letters *J* and *j*

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 instructions such as these: *straight line, curved line, straight line.*
2. Continue with lowercase *j*, giving directions such as these: *straight line, curved line, dot.* 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 *K, k, J,* and *j*. Then, have your student practice writing their name.
2. **IF** you observe that your student is making the curved line of *J* or*j* to the right instead of the left, **THEN** model how to finger-write *J* or *j*, tracing in the air very slowly and giving the direction: *curved line left*. Ask: What other letter that you have learned has a straight line then a curved line left? (the letter *g*)

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

#### 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 *k* at the beginning and end of words. For example, the word *key* has the sound of *k* at the beginning. The word *look* has the sound of *k* at the end. Your student will look at a picture for a word and talk about the sounds they hear.

#### Explain

1. Use the picture of the train to review the words *beginning* and *ending*. Point to the first train car and remind your student that *beginning* means “the part that comes first.” Then, point to the third train car and review that *ending* means “the part that comes last.”

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, *kit*. If possible, have a kit available, such as a sewing, craft, or first-aid kit.
2. Point to the photo of a kite. Then, say *kite* slowly (*k-i-te*), clapping each time you hear a sound. Ask your student to tell how many sounds they hear. Say *kite* again and have your student say the sound they hear at the beginning of the word.

Beginning Sound Routine

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

Ending Sound

1. Now, tell your student that you will listen for the ending sound, or the last sound they hear. Model with an example word, *dark*.
2. Point to the photo of a book. Then, say *book* slowly (*b-oo-k*), clapping each time you hear a sound. Ask your student to tell how many sounds they hear. Say *book* again and have your student say the sound they hear at the end of the word.

Ending Sound Routine

* When it is nighttime, it is dark.
* Say the word with me: *dark*.
* Now, listen to me say *dark* slowly: *d-ar-k*.
* Listen as I say the word again. This time, I will clap each time I hear a sound: *dark*.
* Now, say the word slowly with me. Clap each time you hear a sound: *d-ar-k*.
* You hear three sounds in *dark*: *d-ar-k*.
* Now, I will say the word again. Listen for the ending sound in *dark*: *d-ar-k*.
* Say the ending sound you hear in *dark*.

#### Check-In

1. If needed, help your student identify the picture as a key that will open a lock. Guide them to say the word *key* 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 *k*, **THEN** say each sound in the word more slowly with a longer pause between sounds: *k—ey*. Ask what sound your student heard first.
2. Help your student identify the picture as a fishhook. Guide them to say the word *hook* and then say the word slowly as they clap for each sound they hear. **IF** your student cannot identify the ending sound as the sound of *k*, **THEN** say each sound in the word more slowly with a longer pause between sounds: *h—oo—k*. Ask what sound your student heard last.

#### Practice

Beginning Sound

Confirm that your student can name each picture: *king*, *kit*, *kiss*. 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: *k—i—ng*, *k—i—t*, *k—i—ss*.

Ending Sound

Confirm that your student can name each picture: *rake*, *fork*, *bike*. Then, guide your student through the steps of the routine for naming the ending 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—a—ke*, *f—or—k*, *b—i—ke*.

## Lesson 4: Now I Can Do It: Fluency

### Objective: In this section, you will describe what a character does.

#### Key Words

* **character** – a person or animal in a story
* **describe** – to use details to tell about someone or something
* **details** – information about someone or something

#### Explain

1. Review that details in a story help readers describe, or tell about, a character. Explain that today, your student will learn how to use details about what a character does to learn more about the character. Display a print version of *Anna Goes on Vacation*, if available.
2. Watch the video with your student. Encourage your student to follow along as the student in the video identifies details about what Anna does at the beginning of the story and uses those details to draw conclusions about Anna. Explain that the details help the student learn more about why Anna acts and thinks the way she does.
3. Discuss that sometimes the author of a story tells events out of order. Point to the words *Back then* on page 9. Explain that these words give a clue that the event happened earlier. Reread the last two paragraphs on page 9. Ask your student to identify which happened first: Anna going on vacation by herself, or Anna going on vacation with her father.
4. After viewing the video, support your student as they answer the questions. **IF** your student has difficulty responding, **THEN** revisit the story and help your student identify details to answer the question.

[Anna Goes on Vacation](https://cite-media.pearson.com/legacy_paths/63338213-8aec-4938-9c34-b939791a2816/Anna%20Goes%20on%20Vacation-1.pdf)

#### Check-In

1. Have your student listen to *Anna Goes on Vacation*. Explain that they should look carefully at the pictures and listen carefully to the words to identify details that tell what Anna does.
2. Support your student as they answer the questions. **IF** they have difficulty drawing a conclusion to answer the last question, **THEN** scaffold to help your student connect details in the story with their own experiences. You may want to provide a think-aloud such as the following: Details in the story tell me that it is important to Anna to bring the photo of her father. First, she goes back up the stairs to get the picture. After she gets to her grandmother’s house, Anna puts the picture of her father on the table by her bed. Then, ask guiding questions to help your student draw a conclusion, for example: Do you think she might miss her father? How might the picture of her father help Anna?

[Anna Goes on Vacation](https://cite-media.pearson.com/legacy_paths/63338213-8aec-4938-9c34-b939791a2816/Anna%20Goes%20on%20Vacation-1.pdf)

#### Practice

1. Begin by having your student reread *We Went to a Farm*. Remind them to pay attention to details in the pictures and the words that tell about what the characters do.
2. Explain to your student that there are two parts to the Practice. The first activity asks them to identify details about what the boy in the story does. The second part asks them to use the details to describe the boy. Support your students as they complete both activities orally. **IF** your student has difficulty completing the second activity, **THEN** use the sample answer to model how to use details to describe a character. You might provide a think aloud such as the following: I think details in the pictures will help me answer the question. On page 5, the farmer is showing the boy the eggs in the nest. She reminds me of how someone looks when they show me something new. So, I think this is the first time the boy has been to a farm. How wonderful that he was able to visit with his grandfather.
3. **Daily Writing:** Have your student respond to the following writing prompt by dictating or writing: Choose a picture in the book. Tell what the characters are doing. Use details from the picture. Have your student share what they wrote.

[We Went to a Farm](https://cite-media.pearson.com/legacy_paths/5091afe8-b379-43f6-83bc-155ea32f6730/We%20Went%20to%20a%20Farm.pdf)

### Objective: In this section, you will find details that describe characters in a story.

#### Show What You Know

1. Read the introductory sentences and remind your student that words that describe give details that tell about someone or something. Ask your student to tell what a *character* is. (a person or animal in a story)
2. Look at the picture together and have your student describe what they see. Then, read the sentences that follow the picture. Ask your student to tell what Alma is doing (dancing) and how Alma feels (happy). Then, explain that those details tell you that Alma likes the rain.
3. Read the directions to your student. Then, read this text aloud.
4. Have your student respond to the questions by telling what Alma does in the story and how Alma feels in the story.
5. Assess how successful your student was in completing the activities by considering the following:
	1. **Less Successful –**My student had trouble recalling and identifying details that told how the character acts and feels.
	2. **Moderately Successful –**My student understood details that told how the character acts but had trouble extrapolating from those details to tell how she feels.
	3. **Very Successful –**My student clearly understood details that told how the character acts and feels.

**Alma and Mama**

1. Alma did not want to go shopping.
2. She frowned.
3. She stamped her foot.
4. Mama said, “Come on, Alma.
5. You can help me a lot.”

#### 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** – Return to the illustration of Alma in Show What You Know. Ask your student to tell how they know that Alma likes the rain. (She dances and is happy in the rain.) Then, help your student respond to the questions in Try This.
* **Moderately Successful** – Discuss the illustration of Alma and Bella before having your student respond to the questions in the Try This activity.
* **Very Successful** – Have your student respond to the questions in the Try This activity. Discuss how the illustration matches the details in the text.
1. Read the directions. Have your student think about the characters as you read this text.
2. Ask your student the questions and have them respond using details from the text and photo.
3. Have your student assess their work by answering the questions in Talk About It. Point out that sometimes what a character does shows how that character feels.

**Odell Can Ride**

1. Odell has a new bike.
2. He learned how to ride.
3. Now Odell can ride by himself!
4. Odell is proud.
5. Odell has a big smile.

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

#### Explain

1. Have available the following letter tiles: *h, a, v, w, n, t* 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 the word *have*, arrange their letter tiles to spell *have*, and then read the word. Continue with the word *went*.

#### 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: *h, a, v, w, n, t, y, r*, and *e*.
2. Help your student identify the letter tiles for the word *went*, name each letter, and arrange their letter tiles to spell *went*. 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 **j** and the sound for the letter **k**.

#### Explain

Warm Up

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

|  |  |  |  |
| --- | --- | --- | --- |
| **jar**(*j-ar*; 2 sounds) | **keep**(*k-ee-p*; 3 sounds) | **job**(*j-o-b*; 3 sounds) | **park**(*p-ar-k*; 3 sounds) |
| **t-oo-k**(*t-oo-k*; 3 sounds) | **juice**(*j-ui-ce*; 3 sounds) | **kid**(*k-i-d*; 3 sounds) | **jump**(*j-u-m-p*; 4 sounds) |

As a review, help your student write their name on a piece of paper. Remind your student that their name is a word that has a beginning and an ending. Ask your student to point to the letter at the beginning of their name and the letter at the end. 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 *j* and the sound of the letter *k*.

The Sound of *j*

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

Read Words with *j*

Tell your student that they can now put letters together to read words with the letter *j*. Point to the word *job* 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:

* 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 *jet* and *jog* and having your student blend the sounds to read the words.

The Sound of *k*

1. Have your student identify the word *kite*. Guide your student as they identify the first letter in *kite*. Say the word *kite* slowly (*k-i-te*), asking your student to repeat. Then, ask your student to identify the beginning sound they hear in *kite*. Explain that the letter *k* stands for the beginning sound.
2. Continue by having your student identify the word *book*. Guide your student as they identify the last letter in *book*. Say the word *book* slowly *(b-oo-k)*, asking your student to repeat. Then ask your student to identify the ending sound they hear in *book*. Explain that the letter *k* stands for the ending sound.
3. Have your student look closely at the words *kite* and *book*. Ask them to identify the letter that appears in both words. Explain that the letter *k* has the same sound when it comes at the beginning of a word and when it comes at the end.

Read Words with *k*

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

* 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 word *kid* and having your student blend the sounds to read the word.

#### Check-In

1. Have your student identify the word *jam*. Read aloud the first question and have your student identify the first letter in *jam*. **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 *jam*. Tell them that *j* is the first letter.
2. Encourage your student to say each sound in *jam* slowly (*j-a-m*) before saying the sound *j* makes. **IF** your student has difficulty saying the sound *j* makes, **THEN** explain that *j* stands for the beginning sound in *jam*. Say the word again slowly, and ask your student to repeat. Then, have your student say the beginning sound in *jam*. Explain that *j* stands for the beginning sound.
3. Follow the same procedure in the second part of the Check-In. Have your student identify the word *key*. Read aloud Question 3 and have your student identify the first letter in *key*. **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 *key*. Tell them that *k* is the first letter.
4. Encourage your student to say each sound in *key* slowly (*k-ey*) before saying the sound *k* makes. **IF** your student has difficulty saying the sound *k* makes, **THEN** explain that *k* stands for the beginning sound in *key*. Say the word again slowly, and ask your student to repeat. Then, have your student say the beginning sound in *key*. Explain that *k* stands for the beginning sound.
5. Have your student identify the word *hook*. Support your student as they name the last letter in *hook* and say the sound the letter *k* makes.

#### Practice

1. Print the worksheets for words with *j* and words with *k*. If you do not have a printer, then display the worksheets on the screen. Have your student write the words on a piece of paper.
2. On the worksheet for words with *j*, complete the first activity together. First, read the word together. Ask your student to say whether the letter *j* comes at the beginning of the word or at the end. Then, have your student tell what sound *j* makes before they trace the letter *j* 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 words with *k*, follow the same procedure by completing the first activity together. Read the word together. Ask your student to say whether the letter *k* comes at the beginning of the word or at the end. Then, have your student tell what sound *k* makes before they trace the letter *k* to complete the word. Continue with the remaining words.
5. Print a copy of the decodable story “The Tub.” If you do not have a printer, then display the story on the screen. Listen as your student reads “The Tub” aloud. **IF** your student struggles to blend the sounds in the words with *j* or with *k*, **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 *went*.
6. Then, have your student follow the directions to hunt for the high-frequency word *went* and words with the letter *j* or the letter *k*.

[Words with j](https://cite-media.pearson.com/legacy_paths/efd53121-d974-4cff-8eba-5158466aac50/Words%20with%20j.pdf)

[Words with k](https://cite-media.pearson.com/legacy_paths/35e0be15-6d51-4160-8be8-ee537e4f0efc/Words%20with%20k.pdf)

[The Tub](https://cite-media.pearson.com/legacy_paths/93efb4c0-5d25-40e1-8970-bb4e37347824/The%20Tub.pdf)

[The Tub\_Answers](https://cite-media.pearson.com/legacy_paths/97937b06-60b1-49c2-bb52-354ec528fe8c/The%20Tub_Answers.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: Now I Can Do It: Synthesize

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

#### Key Words

* **characters** – people or animals in a story
* **details** – information about someone or something

#### Explain

1. Review that an author uses pictures and words to tell a story. Ask questions such as these: What are details? Why is it important to look for details in the pictures and words?
2. Review that one way to find important details in a story is to ask and answer questions. Explain that you can ask questions about information in the story. You can also ask questions about what you know about the details. When you do that, you can learn more about characters in the story.
3. Explain that today, your student will learn how to use details and what they know about the details to learn more about characters. Explain that this is how readers draw conclusions. Watch the video with your student. You may want to pause the video and give your student the opportunity to draw each conclusion before the student in the video does.
4. After viewing the video, support your student as they answer the questions. **IF** your student has difficulty explaining why you should think about what you know about details in a story, **THEN** revisit a scenario in the video. Explain that sometimes an author doesn’t directly tell all the information. Thinking about what you know about the details the author does provide can help you learn more about a character.

#### Check-In

1. Have your student listen to *Anna Goes on Vacation*. Explain that they should think about what they know about details in the story.
2. Support your student as they answer questions that lead to drawing a conclusion about Anna. **IF** your student has difficulty drawing a conclusion to answer the last question, **THEN** provide a think-aloud such as the following: Details in the story give a lot of information about what Anna does. I know that she visited her grandmother when she was four years old. Now, a year later, Anna is visiting her grandmother again. My mother lives an hour away. I visit her every Saturday because I like to spend time with her. It makes her happy to see me. I think that Anna likes to spend time with her grandmother, too. What do you think?

[Anna Goes on Vacation](https://cite-media.pearson.com/legacy_paths/63338213-8aec-4938-9c34-b939791a2816/Anna%20Goes%20on%20Vacation-1.pdf)

#### Practice

1. Explain that they will listen to a sentence as you read it aloud, and then answer these questions: What do the details tell you? Why do you think they hug? You may want to complete the first activity together. **IF** your student is successful, **THEN** give your student the opportunity to complete items 2 and 3 independently.
2. **IF** your student has difficulty answering the first question, **THEN** scaffold by asking questions, for example: What do Amy and Sasha do? When do you give someone a hug? Guide your student to use the details and what they know about the details to answer the question.
3. **Daily Writing:** Encourage your student to draw a picture and write sentences to respond to the following writing prompt: Who do you like to spend time with? What do you like to do? Have your student share their writing when they are finished.

### Objective: In this section, you will tell about events you have seen or been to.

#### Key Words

* **events** – things that happen

#### Explain

1. Begin by having your student recall something that happened to them recently. Have them name a special event, such as a relative’s visit, a play date, a trip to the library or playground, a snowy day, or a birthday party. You may wish to write down their ideas. Choose one event and talk briefly about what it was like. You may ask your student these guiding questions:
	1. Where did you go?
	2. What was it like?
	3. What did you do?
	4. What did you see?
	5. What did you like?
2. Use the on-screen definition to review the meaning of the key word *events*. Explain that when you tell about something that happened to you, you identify the event. Then, you give information that helps others understand what happened or what the event was like.
3. Watch the video together. Discuss each event in the video and how the narrator or the child gives information to describe it; for example:
	1. They use describing words like *exciting*, *fun*, or *special*.
	2. They tell about things they saw or did.
	3. They tell what they liked.
	4. Sometimes, they tell ideas they learned from the event.
4. Revisit your student’s brainstorming list. Choose another event from the list. Ask your student to describe the event. Guide them to use the sentence starters to tell about the event. **IF** your student needs support, **THEN** replay the video. Pause the video after Jane tells about the birthday party. Ask your student: Where did Jane go? What information does Jane give about the birthday party? How does Jane help you understand what the party was like? Repeat as needed by replaying and pausing the video after Andre, Lia, and Raj tell about Julianne’s birthday party.

#### Check-In

1. Talk about what the picture shows. Point out that Nina is not actually in the picture; instead, the picture shows exactly what she saw during the event. Discuss other details in the picture that tell what is happening.
2. Read the first question to your student and have them respond by using details in the picture to identify the event that Nina and her family attended. 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, **THEN** provide an appropriate response frame.

#### Practice

1. Begin by having your student draw a picture of a favorite event that happened to them. **IF** your student has difficulty choosing an event, **THEN** refer to their brainstorming list from the beginning of the lesson and have your student choose the event they enjoyed the most.
2. Encourage your student to tell you what the event is. Then, listen as they tell what this event was like. If necessary, pose the questions and provide sentence frames to focus their thinking. If you know about the event your student is trying to describe, you can ask questions that are more specific in order to help your student reflect on the event and what they saw and learned.
3. End the lesson by asking your student if the lesson helped them tell about events. Remind your student that they can use what they learned to tell others about events that have happened to them.

### Objective: In this section, you will read the word **went** 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 *We went to the park*. 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: What is the first word in the sentence? Does *We* begin with a capital letter or a lowercase letter? Explain that the first word in a sentence always begins with a capital letter.
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 *We went to the park*. is called a period.

#### Check-In

1. Listen as your student reads *We Went to the Farm* aloud.
2. Monitor how your student reads the high-frequency word *went*. **IF** you notice they have difficulty reading *went*, **THEN** have them use letter tiles to spell the word. Read the word together.
3. Discuss your student’s favorite part of the story. Provide student frames to encourage using complete sentences: The best part of *We Went to the Farm* is . I like that part because .

[We Went to the Farm](https://cite-media.pearson.com/legacy_paths/5091afe8-b379-43f6-83bc-155ea32f6730/We%20Went%20to%20a%20Farm.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 *We Went to the Farm.!* Have them think about what the people in the story will do next. Then, have your student draw a picture showing their idea. Have your student dictate or write a sentence describing 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, **THEN** 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.