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# Language Arts K B Unit 5: On Our Own

## Lesson 1: On Our Own: Genre

### On Our Own: Introduction

#### Learning Goals

In this unit, your student will be learning about doing more things on their own. There are 19 learning goals for this unit:

1. Use key details to make predictions, with prompting and support.
2. Substitute sounds (phonemes) in one-syllable words to make new words.
3. Repeat high-frequency words.
4. Identify that a telling sentence begins with a capital letter and ends with a period.
5. Use key details to answer questions about a story, with prompting and support.
6. Identify that an asking sentence begins with a capital letter and ends with a question mark.
7. Identify high-frequency words.
8. Pronounce words with short *a* and short *e*.
9. Practice writing lowercase *a* and *e*.
10. Ask questions to make inferences in a story, with prompting and support.
11. Match high-frequency words.
12. Identify that an exclamation sentence begins with a capital letter and ends with an exclamation mark.
13. Identify words with short *a* and *e*.
14. Use clues to draw conclusions in a story, with prompting and support.
15. Arrange letters to build high-frequency words.
16. Build words with short *a* and *e*.
17. Read a book of choice with support.
18. Fluently read emergent readers with high-frequency words.
19. Blend words with short *a* and *e*.

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 On Our Own will be assessed with the following items:

* On Our Own: Genre Quick Check
* On Our Own: Genre Skills Check
* On Our Own: Comprehension Quick Check
* On Our Own: Comprehension Skills Check
* On Our Own: Speak/Listen Quick Check
* On Our Own: Speak/Listen Skills Check
* On Our Own: Fluency Quick Check
* On Our Own: Fluency Skills Check
* On Our Own: Synthesize Quick Check
* On Our Own: Synthesize Skills Check
* Learning and Growing: Online Practice
* Learning and Growing: Test

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, draw a wheel divided into segments on a sheet of paper or whiteboard. In each segment, write the lesson titles. After your student completes a lesson, have them color in the segment. When the last lesson is complete, congratulate your student.

1. Read the introduction with your student. Point out that they will be talking about doing things on their own.
2. Watch the video together. You may want to pause at the end of each frame to discuss the different ideas about doing things on their own. After viewing the video, discuss additional things they can do without help and how it feels to do those things.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask what they do on their own and how doing things on their own makes them feel.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if there are more things they would like to do without help.

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

#### Key Words

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

#### Decoding Routine

A decoding routine is a structured approach to teaching reading that helps students break down words into their individual sounds and then blend these sounds together to read the words accurately. This routine is essential for developing foundational reading skills. Select the link to complete this lesson’s decoding routine with your student. Detailed scripts and instructions for Learning Coaches are available in the notes section.

[On Our Own\_Genre Letter Aa](https://cite-media.pearson.com/legacy_paths/d98e5de9-b7f8-41ed-a4a6-418e9ec7d360/On%20Our%20Own_Genre%20Letter%20Aa.pptx)

#### Explain

**Learning Coach Tip**

You will be sharing *Sock It to You* with your student. Your student will not be expected to read the poem independently. You may share the poem by reading aloud the printed book, by reading aloud the poem you display on the screen, or by having your student listen to the audio recording of the poem.

|  |
| --- |
| **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 poem will be about.
 |
| Part 2 | Use key details to answer questions about a story. | **First Reading of the Poem*** Check for overall understanding of the poem.
 |
| Part 3 | Ask questions to make inferences in a story. | **Rereading the Poem*** Teach a comprehension skill.
* Develop understanding of making inferences.
 |
| Part 4 | Use clues to draw conclusions in a story. | **Rereading the Poem*** Teach a comprehension skill.
* Develop understanding of drawing conclusions.
 |

Learn New Words

1. It is important for your student to understand the following words and phrases to understand what is happening in *Sock It to You*.
2. Draw attention to the picture for the word *seams.* Explain that when you stitch two pieces of cloth together, you make a seam. Ask this question: How many seams do you see in the picture? If possible, display a sock. Have your student find where two pieces of cloth were sewn together, or a seam.
3. Continue with the picture for the word *scrunch.* Ask your student to describe what the person in the picture is doing. Explain that when you crush and twist something into a smaller shape, you scrunch it. If you previously displayed a sock, then ask your student to scrunch it. If a sock is not available, then have your student scrunch a piece of paper. Ask your student to describe what they did.
4. Draw attention to the picture for the word *ankle.* Ask your student to point to their foot and identify it. Repeat, having your student point to their leg. Then, ask your student to move their foot from side to side. Explain that their ankle helps them move their foot. Help your student identify their ankle.

|  |  |
| --- | --- |
| **Word or Phrase** | **Meaning** |
| seams | lines where two pieces of cloth have been stitched together |
| scrunch | to crush and twist something into a smaller shape |
| ankle | the joint between your foot and your leg |

Title, Author, and Illustrator

1. Review that every story has a cover or first page that gives the title, or name, of the book. Have your student point to the title on the first page of *Sock It to You* and read it together.
2. Also, review that the author of the story is the person who writes the words. The word *by* frequently comes before the person’s name. Have your student point to the name *Ann Mulloy Ashmore* on the first page of the book and read it together. Ask your student this question: What does the first letter of a person’s name begin with? (a capital letter)
3. Have your student point to the first picture in the story and review that the illustrator drew that picture. Then, have your student point to the name *Blanche Sims* on the top of the page 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.

[Sock It to You](https://cite-media.pearson.com/legacy_paths/ac5b6120-a473-43e9-a2a4-df160ea79fdd/Sock%20it%20to%20You-1.pdf)

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. Allow time for your student to look at the pictures in *Sock It to You.* Encourage them to share what they see in the pictures. Then, support them as they answer the questions about the pictures in the story.
3. Scaffold as your student uses the details they noticed during the picture walk to predict what they think the poem 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.

[Sock It to You](https://cite-media.pearson.com/legacy_paths/ac5b6120-a473-43e9-a2a4-df160ea79fdd/Sock%20it%20to%20You-1.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at the pictures in the story.
2. **IF** your student has difficulty using details to tell how they think the girl feels, **THEN** ask them to look at the expression on the girl’s face. What is the girl doing? When you smile, how do you feel?

#### Practice

1. Review that the pictures in *Sock It to You* give a lot of information. Now it is time to think about what your student noticed by looking at the illustrations and telling what they think the story will be about. Explain that there isn’t a right or wrong answer to the question.
2. **Daily Writing:** You may want to have your student respond to the following writing prompt: Choose one of the pictures in the poem. Write about what the cat is doing. Encourage your student to write independently and to read their writing to you.

### Objective: In this section, you will change sounds in words to make new words.

#### Explain

Learning Coach Tip

In today’s lesson, your student will participate in word play and active listening activities. By naming pictures, they will discover how beginning sounds can be exchanged or substituted to make new words. They also learn other nuances of the ways words work, including some of the simple sound patterns that reappear in words, called word families. These understandings build the foundation for your student’s successful transition into reading and writing activities.

1. Read the introduction to your student. Explain that they will practice changing a sound in a word to make a new word. Point out the pictures of the rat and the cat. Say the name of the first picture and have your student repeat and listen to the beginning sound. Ask your student to say the beginning sound of *r*. Then, have your student change the beginning sound of *r* to the sound of a hard *c* (pronounced *k*). Ask them to say the new word that names the next picture, *cat*. Review that your student changed one sound in a word to make a new word.
2. Continue to the next set of pictures. Have your student name the picture of the bed. Say the word *bed* and have your student repeat and listen to the end sound. Ask your student to change the end sound of *d* to the sound of *l*. Point to the next picture and have your student say the new word that names the picture, *bell*.
3. Follow the same procedure to name the picture of the fin. Have your student change the middle sound of short *i* to the sound of short a to make the new word *fan*.
4. **IF** your student struggles to substitute a sound to make a new word, **THEN** repeat and stress the sound while pointing to the picture.

#### Check-In

Read the directions to your student. Guide them through each activity to change one sound in the name of the first picture to make a new word that names the next picture.

* **Activity 1:** Say and listen to the word in the first picture: *rug.* Instruct them to change the sound of *r* to the sound of *b* Name the new word pictured: *bug*. Repeat the sounds they changed.
* **Activity 2:** Say and listen to the word in the first picture: *bag*. Instruct them to change the sound of *g* to the sound of *t.* Name the new word pictured: *bat.* Repeat the sounds they changed.
* **Activity 3:** Say and listen to the word in the first picture: *pen.* Instruct them to change the short sound of *e* to the short sound of *a.* Name the new word pictured: *pan*. Repeat the sounds they changed.

#### Practice

Read the directions together. Note that your student will name the first picture, then change one sound to make a new word that names the next picture. Ensure that your student has identified the pictures correctly. Guide your student through the activities if necessary.

* **Activity 1:** Your student will change the beginning sound of *h* in *hat* to the sound of *b* to make the new word *bat*. Have them tell you the sound they changed: *h* to *b*.
* **Activity 2:** Your student will change the end sound of *n* in *pin* to the sound of *g* to make the new word *pig*. Have them tell you the sound they changed: *p* to *g.*
* **Activity 3:** Your student will change the middle sound of short *u* in *cup* to the sound of short *a* in *cap* to make the new word *cap*. Have them tell you the sound they changed: *u* to *a*.

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

#### 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 to quickly read the following words: *a, I, look, is, you, we, the, who, he, she, one, can, what, do, are, they, have, went, like*. **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 are they? What are they doing? Read the sentence below the picture. Continue with the second picture and sentence. Explain that the word *to* is used to say where someone is going. Continue by having your student note that *to* appears in the middle of each sentence. Review that some words do not appear at the beginning of a sentence. Ask why *to* begins with a lowercase letter in each sentence (because it is not at the beginning of the sentence).
2. Point to the word *to*, say the word, and have your student repeat. Explain that *to* is a word that they will see many times in books they read. The word is used to show where someone is going.

#### Check-In

1. Read the sentence for the first picture aloud. Ask questions such as these: What are they? 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 that your student understands that *to* is used to show where someone is going. **IF** your student is confused because they think the word is a number, **THEN** explain that some words are spelled in more than one way. Write *two* and *to* on a sheet of paper. Point to *to*. Have your student repeat the word. Then, read the word *two*. Ask questions such as these: Do the words sound the same? Are the words spelled the same? Hold up *two* fingers. Walk *to* the door.

#### Practice

1. Print a copy of the Make a Word Card worksheet for your student to work on. If you do not have a printer, draw the outline of lowercase *t* and lowercase *o* on a blank sheet of paper. Point to *to* and read it aloud with your student. Have your student use a different color of crayon or marker to color each letter in *to*.
2. Have your student use safety scissors to cut the word card. You may keep the word cards in a resealable bag with other high-frequency word cards. Alternatively, 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/111fb1aa-ac9e-4966-8d66-f1afea9bf941/Make%20a%20Word%20Card_to.pdf)

### Objective: In this section, you will use verbs in sentences.

#### Key Words

* **sentence** – a group of words that tell a complete thought
* **verb** – an action word
* **noun** – a word that names a person, place, or thing

#### Explain

Use Verbs in Sentences

1. Use the definitions on the screen to review the meanings of the key words. Review that a sentence has two parts and one part uses a noun to tell who or what the sentence is about. The other part is the verb that tells what someone or something does.
2. Explain that some verbs end with -*s* but others do not. Have your student look at the picture. Read the sentence aloud. Make sure your student understands that the frog is what the sentence is about. Read the questions aloud and have your student answer. Reinforce that *frog* tells the sentence is about only one frog. Point out the verb *jumps* and that the verb ends with *-s*. **IF** your student needs more guidance, **THEN** provide further singular nouns and have your student finish the sentences with a verb that ends with -s, such as The kitten . (meows) The bird . (sings)
3. Tell your student that other verbs do not end with -*s*. Look at the next picture and read the sentence aloud. Have your student count how many frogs are in the photo. Read the questions aloud and have your student answer. Point out that the sentence is now about many frogs. Have your student point to the verb *jump* and point out the verb does not end with *-s*. **IF** your student struggles, **THEN** provide further plural nouns and have your student finish the sentences with a verb that does not end with -s, such as The kittens . (meow) The birds . (sing)
4. Read aloud the chart with your student and point out that a verb that ends with -*s* tells about one, and a verb that does not end with -*s* tells about more than one.

Use Nouns in Sentences

1. Use the definitions on the screen to review the meanings of the key words. Review that a sentence has two parts and one part uses a noun to tell who or what the sentence is about. The other part is the verb that tells what someone or something does.
2. Explain that some nouns end with -*s* but others do not. Have your student look at the picture. Read the sentence aloud. Make sure your student understands that the frog is what the sentence is about. Reinforce that the noun *frog* tells that the sentence is about only one frog. Point out the noun *frog* does not end with *-s*. **IF** your student needs more guidance, **THEN** provide further singular nouns and have your student finish the sentences with a noun that does not with *-s*, such as The  meows. (kitten) The  sings. (bird)
3. Tell your student that other nouns do end with -*s*. Look at the next picture and read the sentence aloud. Have your student count how many frogs are in the photo. Read the questions aloud and have your student answer. Point out that the sentence is now about many frogs. Have your student point to the noun *frogs* and point out the verb does ends with *-s*. **IF** your student struggles, **THEN** provide further plural nouns and have your student finish the sentences with a noun that ends with -s, such as The  dig. (dogs) The  roar. (lions)
4. Read aloud the chart with your student and point out that a noun that ends with -*s* tells about one, and a noun that does not end with -*s* tells about more than one.

#### Check-In

1. Read the directions with your student. Explain that they will listen to a sentence and choose between two verbs or two nouns. One verb or noun ends with *-s* and one does not.
2. Read the first sentence aloud. Then, read both verbs that are answer choices. Ask your student to pick the correct verb for the sentence. **IF** your student has difficulty choosing the correct verb, **THEN** help them find who or what the sentence is about. Explain that the sentence is about the turtle. Ask your student if the turtle tells about one turtle or more than one turtle. Review with your student that when there is only one, the verb ends with *-s*. Help them determine that the noun turtle tells about only one and the verb *swims* is correct.
3. Continue with the remaining sentences, supporting your student as necessary.

#### Practice

1. Read the directions aloud. Explain that the first column shows the part of a sentence that tells who or what the sentence is about. Tell them they will determine the verb that completes it. Remind them that if the sentence tells about only one, the verb should end with -*s*.
2. Work together on the first item with your student. Read aloud what the sentence is about and tell your student to decide if it tells about one or more than one. Then, have them match with the correct verb. **IF** your student has difficulty choosing the correct answer, **THEN** explain *dogs* tells about more than one so the verb should not end with *-s*.
3. Have your student continue with the remaining items, and provide support as necessary.
4. For Activity 3, make sure your student understands that they will write two sentences. One sentence uses the verb run. The other sentence uses the verb runs. Have your student choose nouns that go with the verb, such as: The cats run. The cat runs.

## Lesson 2: On Our Own: Comprehension

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

#### Key Words

* **character** – the people and animals in a poem
* **details** – important information
* **events** – what happens in a poem
* **setting** – where the events happen

#### Explain

1. Explain that sometimes an author tells a story in a different way. The author writes a poem instead of a story. If you have the print versions of *Anna Goes on Vacation* and *Sock It To Me,* then display them now. Discuss how the texts are the same and how they are different.
2. Then, watch the video together. Encourage your student to follow along as the student in the video compares and contrasts the two texts. You may want to pause the video after the discussion and ask questions such as these: How is a story and a poem the same? How is a story and a poem different?
3. Continue viewing the video with your student. Afterwards, support them as they use details in the pictures to tell what the poem is about.
4. Then, ask your student to pick one picture to talk about. Ask questions such as these: Who is in the picture? What is she doing? Have you ever done something similar?

[Sock It to You](https://cite-media.pearson.com/legacy_paths/ac5b6120-a473-43e9-a2a4-df160ea79fdd/Sock%20it%20to%20You-1.pdf)

#### Check-In

1. Read the directions with your student. Remind your student that the author gives details about the characters, setting, and events in a poem. The words and pictures work together to tell what happens.
2. **IF** your student needs help with academic vocabulary such as *characters* and *setting,* **THEN** use the pictures to review the meaning of the words. Ask questions such as these: Do you see a person in the pictures? Do you see an animal in the pictures? The people and animals in a poem are called characters.

#### Practice

1. Remind your student that you can use key details, or important information, to decide what the poem is about.
2. Support your student as they use those details to tell why they think the author wrote the poem. **IF** they have difficulty, **THEN** model thinking aloud like this: Each picture in the poem shows a girl doing something to put on a sock. Since there are four pictures, I think the author wrote the poem to show step-by-step how to put on a sock. What do you think?
3. **Daily Writing:** If time permits, you may want to have your student draw and write about something they know how to do on their own. Keep in mind that your student is developing as a writer and will likely not be writing sentences. Then, encourage your student read what they have written to you.

### Objective: In this section, you will tell how to begin and end a telling sentence.

#### Key Words

* **telling sentence** – a sentence that tells about something

#### Explain

Quick Review

Determine whether your student needs to review the difference between capital and lowercase letters.

1. Use the definition on the screen to review the meaning of the key word *telling sentence*. Explain that a telling sentence tells about someone or something. Point to the picture and read the sentence aloud. Then, read the first question. Ensure your student understands the sentence is about the boy. Read aloud the second question and have your student answer. Explain this is a telling sentence because it tells something about the boy: *The boy runs.*
2. Read aloud the next sentence. Have your student point to the first word in the sentence they just read. Ask them to identify whether the word begins with a capital or lowercase letter. Then, explain that the first letter in the first word of a sentence always begins with a capital letter. Use the picture and sentence to reinforce the concept by directing your student to identify whether the arrow points to a capital or lowercase letter.
3. Read the last sentence aloud. Draw your student’s attention to the period at the end of *The baby sleeps.* Explain that marks are used to show where a sentence ends. Explain that a period comes at the end of every telling sentence. When they see the period, they know that the sentence tells something.

Learning Coach Tip

For more practice, find telling sentences in magazines, books, or newspapers. Help your student look for initial capital letters and final periods.

#### Check-In

1. Read the directions aloud to your student. Explain that they will listen to a telling sentence. They will tell what is missing and say if the telling sentence needs a capital letter or a period.
2. Work together on the first item. Read the first sentence aloud. Have your student look carefully at the sentence and ask them what is missing from the sentence. **IF** your student is uncertain about what is missing, **THEN** point to the first letter in the first word and ask this question: Is this a capital letter? Then, point to the end of the sentence and ask this question: Does the sentence end with a period? Ensure that your student realizes the telling sentence is missing the period at the end.
3. Have your student continue with the remaining items. Repeat this procedure and provide support to your student as necessary.

#### Practice

1. Read the directions aloud. Explain that they will choose the telling sentence that is written correctly. Let them know that only one sentence is correct because it begins with a capital letter and ends with a period.
2. Read aloud a sentence and have your student answer. **IF** your student chooses incorrectly, **THEN** have them look closely at the sentence again, looking for a capital letter and a period.
3. Continue with the remaining items, providing support to your student as necessary.

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

#### Explain

Learning Coach Tip

Your student will have multiple opportunities to read the high-frequency word *to* 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 *to* word card they created. Point to the word *to*, 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 *to*. 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 *to* is used to talk about movement or direction.
3. Have your student point to the word *to* in the first sentence. Say the word together. Then, have them respond to the prompt by identifying the number of letters in *to*.
4. Have your student name the letters in *to*. Explain that some words are used in the middle of a sentence and start with a lowercase letter.

#### Check-In

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

#### Practice

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

[Time to Eat, Ned!](https://cite-media.pearson.com/legacy_paths/8556565e-be3d-4b2e-8c02-c6584b74d4ed/Time%20to%20Eat%2C%20Ned.pdf)

### Objective: In this section, you will say the sound of short **a** and short **e** in the middle of words.

#### Explain

The Sound for Short *a*

1. Review that every word is made up of letters and their sounds. Tell your student that they will review the short *a* sound in the middle of a word. Model with an example, like the word *cat*.
2. Point to the words of the cap, pan, and bat. Then, say *cap* slowly, emphasizing the middle sound. Have your student repeat the word with you. Use the same procedure for *pan* and *bat*. Then, ask your student to say the sound they hear in the middle of the words. Remind them that the middle sound is the short a sound.

Middle Sound Identification

* Say the word *man* with me: *man*.
* Now, listen to me say *man* slowly: *m-a-n*.
* Listen as I say the word again. *m-a-n*.
* Now, I will say the word again. Listen for the middle sound in *man*: *m-a-n*.
* Say the middle sound you hear in *man*.
* This sound is the short *a* sound.

Learning Coach Tip

The vowel letters are *a, e, i, o, u.* Many words have only one vowel letter. When the vowel is in the middle of the word, it usually has a short sound. For example, these words have the short *a* sound: *cat, rag, mad.*

The Sound for Short *e*

1. Tell your student that now they will review the short *e* sound in the middle of a word. Model with an example.
2. Point to the words of the pen, web, and the color red. Then, say *pen* slowly, emphasizing the middle sound. Have your student repeat the word with you. Use the same procedure for *web* and *red*. Then, ask your student to say the sound they hear in the middle of the words. Remind them that the middle sound is the short e sound.

Middle Sound Identification

* Say the word *get* with me: *get*.
* Now, listen to me say *get* slowly: *g-e-t*.
* Listen as I say the word again. *g-e-t*.
* Now, I will say the word again. Listen for the middle sound in *get*: *g-e-t.*
* Say the middle sound you hear in *get.*
* This sound is the short *e* sound.

Discriminate the Sound for Short *a* and Short *e*

1. Tell your student that you are going to say a pair of words. As you say the words, have them listen to the middle sound in the words. If the words have the same middle sound, have them hold a thumb up. If the middle sounds are different, have them hold a thumb down. Use these word pairs.

|  |  |  |  |
| --- | --- | --- | --- |
| **map-can** | **pet-pan** | **jet-web** | **wag-ten** |
| **ham-hat** | **bag-men** | **net-bed** | **tag-pen** |

#### Check-In

1. Guide your student to say the words *mat* and *ten* slowly as they listen for the middle sound. **IF** they cannot identify the middle sound, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *m—a—t, t—e—n*. Ask them to say the middle sound in each word.
2. Now, say the word slowly a second time, and ask them to tell which word has the short *a* sound in the middle.
3. Continue with the second item. Confirm that your student can identify the word *jet* before guiding them through the directions.
4. Say the words *jet* and *cat* with your student and discuss that the middle sounds are not the same. Have them name the word with the short *e* sound in the middle.

#### Practice

1. Confirm that your student can name each picture: hen, hat, can, net. Then, say each word slowly, emphasizing the middle sound, and have them repeat the word with you. Ask them to say the sound they hear in the middle of the words. Then, have them name the picture of the bag. Say the word *bag* slowly, emphasizing the middle sound, and have them repeat. Have them match the words with the same middle sound by naming the words with short *a*: *hat*, *can*.
2. Say the words *hen, hat, can,* and *net* again. Then, have your student name the picture of the bed. Say the word *bed* slowly, emphasizing the middle sound, and have your student repeat. Have them match the words with the same middle sound by naming the words with short *e*: *hen*, *net*. **IF** they have difficulty matching the middle sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *h—e—n, h—a—t, c—a—n, n—e—t*.

### Objective: In this section, you will practice writing lowercase **a** and **e.**

#### Explain

1. Read the introduction and review the types of handwriting strokes illustrated. Point out the difference between the stroke that is straight and goes from top to bottom, and the stroke that is straight and goes from left to 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, Jj, Ww,* and *Yy*. 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 practicing how to write lowercase *a* and *e*.

How to Write Lowercase *a*

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

How to Write Lowercase *e*

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

#### Check-In

1. Have your student look at the images of lowercase *a* and *e*. Read aloud each direction and have your student point to the letters. (letters with a straight line: *a, e;* letters with a slanted line: *none;* letters with a curved line: *a, e)*
2. **IF** your student has trouble identifying the kinds of lines in the letters, **THEN** use the images of the letters to review the line strokes, having your student trace with their finger as they identify each line.

#### Practice

1. Have available unlined paper. Ask your student to use the rainbow letters in their handwriting folder as models as they practice writing *a* and *e*. Then, have your student practice writing their name.
2. **IF** you observe that your student is having difficulty holding a pencil, **THEN** you may want to provide a shorter one. A shorter pencil will help your student grip with their thumb and index finger.

## Lesson 3: On Our Own: Speak/Listen

### Objective: In this section, you will ask questions about details to add missing information and make an inference.

#### Key Words

* **details** – information about someone or something
* **inference** – use details to get more information

#### 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.

[On Our Own\_Speak Listen Letter Ee](https://cite-media.pearson.com/legacy_paths/73b48814-1011-4e30-b09f-85991831b91f/On%20Our%20Own_Speak%20Listen%20Letter%20Ee.pptx)

#### Explain

Think About Details

1. Review with your student that details in a story give important information. The details tell about the characters, the setting, and the events in a story. Explain that today, your student will learn why it is important to ask questions about details. The answers can help you add to the information the author has given. Review that when your student does that, they make an inference.
2. Read the introduction together. Then, watch the video with your student. Explain that there are times an author may not give all the information that the reader needs in order to understand what is happening in a story or poem. When that happens, you can ask questions about details in the pictures and words. Then, you can add more information about what is happening. Adding information helps you better understand the story or poem. These steps are how your student makes an inference.
3. After viewing the video, support your student as they answer the question about where to find details in a story or poem.

Add Information

Scaffold as your student finds details in a picture, thinks about the details, and then makes an inference about what the girl will add to the bag. **IF** your student has difficulty inferring, **THEN** model with a think-aloud such as the following: I see that the girl has put a shovel, a book, and a hat into a bag. I also see that she is rolling a beach towel. You can bring a shovel, a book, and a hat to the beach. You can bring a towel to the beach, too. I think that the girl will add the towel to the bag.

#### Check-In

1. Review that it is important to notice and think about details in a story or poem. Explain that when you think about the details, you can add information that helps you understand what is happening in the story or poem.
2. Support your student as they listen to or reread *Sock It to You*.
3. Support your student as they identify details, think about them, and then add information about what is happening. **IF** your student has difficulty making an inference to answer Question 3, **THEN** scaffold by asking a question such as the following: Does it look like the girl is having difficulty putting on her socks?

[Sock It to You](https://cite-media.pearson.com/legacy_paths/ac5b6120-a473-43e9-a2a4-df160ea79fdd/Sock%20it%20to%20You-1.pdf)

#### Practice

1. Have your student read *Time to Eat, Ned!*
2. Support your student as they find details, think about those details, and add information to make an inference. **IF** your student has difficulty, **THEN** model with a think-aloud such as the following: I see a dog bowl on the floor. The bowl is empty. The dog is looking at the girl in a way that makes me think that he is hungry. The dog wants the girl to put food in the bowl.
3. **Daily Writing:** Encourage your student to draw a picture and write about how the dog in *Time to Eat, Ned!* will feel after he has eaten. Have your student read aloud what they have written.

[Time to Eat, Ned!](https://cite-media.pearson.com/legacy_paths/8556565e-be3d-4b2e-8c02-c6584b74d4ed/Time%20to%20Eat%2C%20Ned.pdf)

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

#### Explain

Get Ready for Learning

Have your student locate the word cards for *like* and *to*. 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 *like* tells about something you enjoy, and that *to* tells movement or direction.
2. Use the prompts to have your student find the high-frequency word in each sentence and then compare the number of letters in *like* and *to*. Remind your student that words have letters, but the number of letters in a word varies. Also explain that some words have similar letters, and other words have completely different letters. You may want to ask questions such as: Do *like* and *to* have the same number of letters? Do *like* and *to* 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 *Time to Eat, Ned!* 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 *to*.
2. Then, have your student hunt for the words *like* and *to*. You may want to have the word cards for *like* and *to* available. Have your student sort the word cards into two piles: one pile for the word that is in *Time to Eat, Ned!* and another pile for the word that is not in*Time to Eat, Ned!*

[Time to Eat, Ned!](https://cite-media.pearson.com/legacy_paths/8556565e-be3d-4b2e-8c02-c6584b74d4ed/Time%20to%20Eat%2C%20Ned.pdf)

### Objective: In this section, you will tell how to begin and end an asking sentence.

#### Key Words

* **asking sentence** – a sentence that asks a question

Asking Sentences

#### Explain

1. Use the onscreen definition to review the meaning of an asking sentence. Have your student look at the photo and read the sentence aloud. Read aloud the question and ask your student to answer. Reinforce this is an asking sentence because it asks why the boy is sad.
2. Have your student look at the picture and read the sentence aloud. Ask your student to point to the first letter of the first word, and draw their attention to the arrow. Remind them that all sentences begin with a capital letter. Then, ask your student to identify the capital letter *W* in the asking sentence.
3. Emphasize that every asking sentence ends with a question mark. Read aloud the last asking sentence and have your student point to the question mark. Draw their attention to the arrow to emphasize the question mark.

#### Check-In

1. Read the directions and be sure your student understands that a thumbs-up means *yes* and a thumbs-down means *no*. Review that an asking sentence begins with a capital letter and ends with a question mark.
2. Do the first activity together with your student. Read aloud the asking sentence. Ask your student these questions: Do you see a capital letter to begin the sentence? Do you see a question mark at the end? Have your student give a thumbs-up or thumbs-down. **IF** your student recognizes the capital letter and question mark are present, **THEN** have them continue independently.
3. Have your student complete the remaining items, providing support as necessary.

#### Practice

1. Read the directions aloud. Explain that your student will look at two asking sentences and identify the one that is correct because it begins with a capital letter and ends with a question mark.
2. Read aloud the two asking sentences in the first activity. Have your student choose the correct asking sentence. **IF** your student chooses incorrectly, **THEN** point out what is missing from the incorrect sentence.
3. Work with your student to complete each item, and provide support as necessary.

### Objective: In this section, you will name words with short **a** and short **e**.

#### Warm Up

Begin by having your student isolate the vowel sound they hear in words with the short *a* and short *e*. Use the following routine.

* Say the word.
* Have your student repeat the word.
* Say the word again slowly, sound by sound. Have them repeat after you.
* Say the word again and tell them to listen for the sound in the middle of the word. Have them name the vowel sound heard in the middle of the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **tap** | **ran** | **men** | **bed** |
| **mess** | **cab** | **sat** | **wet** |

#### Explain

1. Review that every word has letters and sounds. Tell your student that today they will review the sounds for short *a* and short *e*. Say the sounds and have them repeat.
2. Have your student identify the word *van*. Guide them as they identify the middle letter in *van*. Say the word *van* slowly, asking them to repeat. Then, ask them to identify the middle sound they hear in *van*. Remind them that the letter *a* stands for the middle sound in *van,* the short *a* sound.
3. Continue by having your student identify the word *pet.* Guide them as they identify the middle letter in *pet.* Say the word *pet* slowly, asking them to repeat. Then, ask them to identify the middle sound they hear in *pet.* Remind them that the letter *e* stands for the middle sound in *pet*, the short *e* sound.

#### Check-In

1. Have your student identify the words *vet* and *fan.* Say each word slowly, emphasizing the middle sound in each word, and have them repeat. Read aloud the first question and have them identify the word with the short *a* sound. **IF** they have difficulty identifying the word, **THEN** have your them identify the middle letters in *vet* and *fan*. Remind them that the letter *a* stands for the short *a* sound in *fan*. Say the word slowly, emphasizing the short *a* vowel sound, and have them repeat.
2. Continue by reading aloud the second question. Have your student identify the word with the short *e* sound. **IF** they have difficulty identifying the word, **THEN** explain that *e* stands for the short *e* sound heard in *vet*. Say the word slowly and have your them repeat.

#### Practice

1. Print the Practice worksheet. If you do not have a printer, then display the worksheet on screen. Have your student write the words on a piece of paper.
2. Complete the first activity together. Then, read the word *bed* together. Ask them to identify the vowel sound in the word. Then, have them write the letter to complete the word. **IF** they have difficulty pronouncing the sound the vowel stands for, **THEN** say the word slowly together. Remind them to listen for the middle sound. Then, have them name the letter that stands for the sound.
3. Continue with the remaining words: *hat*, *ham*, and *jet*.
4. Next, have your student tell which words have the short *a* sound and which words have the short *e* sound.

[Words with Short a and Short e](https://cite-media.pearson.com/legacy_paths/cec76aaf-4252-4b14-8958-0f6d5ef18f4d/Words%20with%20Short%20a%20and%20Short%20e.pdf)

## Lesson 4: On Our Own: Fluency

### Objective: In this section, you will think about what you know about details to draw a conclusion.

#### Key Words

* **details** – information about someone or something
* **draw conclusions** – use details together with what you know about the details

#### Explain

Find Details

1. Have your student discuss what they know about details in a story or poem. Then, review that sometimes an author may not give all the information that readers need in order to understand what is happening. When that happens, you can think about what you know about the details. You can use the details and what you know about the details to add to the information the author has given. You may want to explain that when you do that, you draw a conclusion.
2. Read the introduction together. Then, watch the video with your student. After viewing the video, discuss the details that the student identified. Also, discuss what the student knew about those details. Explain that the details, together with what the student knew about the details, helped the student add information and draw a conclusion. Then, support your student as they answer the question.

What Do You Know About Details?

Scaffold as your student finds details, thinks about what they know about the details, and then draws a conclusion about where the girl will go. **IF** they have difficulty drawing a conclusion, **THEN** model with a think-aloud such as the following: I see that the girl is wearing a swimsuit. I wear a swimsuit when I go to the beach with my family. I think that the girl will go to the beach, too.

#### Check-In

1. Review that it is important to think about what you know about important details in a story or poem. You can use what you know to add information that helps you understand what is happening.
2. Support your student as they listen to or read *Sock It to You*.
3. Support your student as they identify details, think about what they know about the details, and draw a conclusion. **IF** your student has difficulty, **THEN** scaffold by asking questions such as the following: Does the girl’s mother help her put on her socks? Do you think the girl was always able to put on her socks? When did you learn how to put on your socks? How did it feel to be able to put them on by yourself?

[Sock It to You](https://cite-media.pearson.com/legacy_paths/ac5b6120-a473-43e9-a2a4-df160ea79fdd/Sock%20it%20to%20You-1.pdf)

#### Practice

1. Have your student reread *Time to Eat, Ned!*
2. Read the directions aloud. **IF** your student struggles to draw a conclusion, **THEN** talk about the details in the picture.
3. **Daily Writing:** Have your student draw a picture and write a sentence to respond to the following prompt: Would you like to have Ned as a pet? Tell why or why not. Remember that your student is developing as a writer and may not write in complete sentences or spell words correctly.

[Time to Eat, Ned!](https://cite-media.pearson.com/legacy_paths/8556565e-be3d-4b2e-8c02-c6584b74d4ed/Time%20to%20Eat%2C%20Ned.pdf)

### Objective: In this section, you will read words with short **a** and short **e**.

#### Show What You Know

1. Read the initial sentence and have your student say the word (*cat*). Explain that *cat* has the short *a* sound. Continue with the second word, having your student say the word and explaining that *pen* has the short *e* sound.
2. For Activity 1, have your student look at each word and read the word shown. For Activity 2, tell them to recall the words and say aloud whether each word in the box should have short *a* or short *e*.
3. Assess how successful your student was in completing the activities by considering the following:
	1. **Less Successful –**My student was unable to read the words or to tell which vowel they contained.
	2. **Moderately Successful –**My student could read the words but got one or two vowels wrong in Activity 2.
	3. **Very Successful –**My student easily read the words and identified which vowel each one contained.

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

#### Explain

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

#### Check-In

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

#### Practice

1. Have available the following letter tiles: *a, l, k, v, w, e, n, t, h,* and *o*.
2. Help your student identify the letter tiles for *to*, name each letter, and arrange the letter tiles to spell *to*. 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 blend sounds to read words with short **a** and short **e**.

#### Warm Up

Have your student blend the beginning sound with the middle and ending sounds to say words with short *a* and short *e*. Tell them that you are going to put word parts together to say a word. Provide a model for your student. Say the two word parts, pausing between the initial sound and the rest of the word such as: *m-ap*. Then, blend the sounds together to say the word: *map*. Continue using the following routine:

* Say the beginning sound of the word, pause, and then say the middle and ending sounds together.
* Have your student blend the sounds to say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **m-at**(mat) | **p-en**(pen) | **n-ap**(nap) | **b-eg**(beg) |
| **r-ed**(red) | **s-ad**(sad) | **p-at**(pat) | **d-en**(den) |

#### Explain

Words with Short *a*

1. Have available letter tiles for some of the consonant sounds and two of the short vowel sounds your student has learned: *b, c, d, j, m, t, w,* and *a, e*. Remind your student that there are two kinds of letters: consonants and vowels. Group the letter titles for *b, c, d, j, m, t,* and *w* together and identify the letters as consonants. Then, point to the letter titles *a* and *e*. Remind them that *a* and *e* are vowels.
2. Point to the word *jam*. Help your student identify the consonants *j, m,* and the vowel *a*. Explain that when the vowel *a* comes in the middle of a word with a consonant before and after it, the *a* has the short sound as in *jam*.
3. Use letter titles to form the word *jam*. First, space the letters. Then, move the letter titles together as you and your student blend the sounds. Use the following routine:
	1. Say the letter names.
	2. Say the sound the first letter makes.
	3. Add the sound the second letter makes and blend the sounds together.
	4. Add the sound for the last letter and blend.
	5. Say the word.
4. Now, have your student use letter tiles to blend the sounds for the words *cat* and *mad*. **IF** they have difficulty blending the sounds to say the words, **THEN** review the sound of each letter with them and have them say each sound. Review that the vowel *a* in the middle has the short *a* sound. Then, work with your student to blend the sounds.

Words with Short *e*

1. Continue by blending the sounds in words with the short *e* sound. Point to the word *web*. Help your student identify the consonants *w, b* and the vowel *e*. Explain that when the vowel *e* comes in the middle of a word with a consonant before and after it, the *e* has the short sound as in *web*.
2. Use letter titles to form the word *web*. First, space the letters. Then, use the blending routine to blend the sounds in the word. Move the letter titles together as you and your student blend the sounds.
3. Now, have your student use letter tiles to blend the sounds for the words *bed* and *met*. **IF** they have difficulty blending the sounds to say the words, **THEN** review the sound of each letter with them and have them say each sound. Review that the vowel *e* in the middle has the short *e* sound. Then, work with them to blend the sounds.

#### Check-In

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

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

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

#### Practice

1. Print a copy of the decodable story, *What Can They Do?* If you do not have a printer then display the text on screen.
2. Listen as your student reads *What Can They Do?* aloud. **IF** they struggle blending the sounds in words with short a and short e, **THEN** use the letter tiles to blend the sounds the letters make.
3. Also, check for the correct pronunciation of the high-frequency word *to*.
4. Encourage your student to pay close attention to the pictures as they reread the story.
5. Check for overall comprehension of the text. Ask questions such as: Who is in the story? How does the story begin? What happens next? How does the story end?
6. Have your student follow the directions to hunt for the high-frequency word *to* and words with short *a* and short *e*.

Learning Coach Tip

In the Practice activity, your student will read the decodable reader *What Can They Do?* The decodable reader will support your student’s understanding of the sound-letter relationship of the short *a* vowel sound, the short *e* vowel sound, and the high-frequency word *to*.

[What Can They Do?](https://cite-media.pearson.com/legacy_paths/20bd8aad-32ae-4952-abbc-c09c78b73fb7/What%20Can%20They%20Do.pdf)

[What Can They Do? Answers](https://cite-media.pearson.com/legacy_paths/34ee1d85-8a72-4c87-8c02-c2d07ee95e55/What%20Can%20They%20Do%20Answers.pdf)

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

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/c6ed692b-5dbb-4d8b-a9bd-4174dc97d4f6/Suggested%20Reading%20Lists%20K%E2%80%932.pdf)

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

Simultaneous Oral Reading

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

Repeated Readings

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

Partner Reading

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

#### Try This

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

## Lesson 5: On Our Own: Synthesize

### Objective: In this section, you will read the word **to** 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 library*. 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 the following: What is the first word in the sentence? Does *We* begin with 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.
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 library*. is called a period.

#### Check-In

1. Listen as your student reads *Time to Eat, Ned!* aloud.
2. Monitor how your student reads the high-frequency word *to*. **IF** you notice that your student has difficulty reading *to*, **THEN** have them use letter tiles to spell the word. Read the word together.
3. Discuss with your student what the girl in the story does. Provide sentence frames to encourage your student to use complete sentences: *First, the girl . Next,. Then, .*

[Time to Eat, Ned!](https://cite-media.pearson.com/legacy_paths/8556565e-be3d-4b2e-8c02-c6584b74d4ed/Time%20to%20Eat%2C%20Ned.pdf)

#### Practice

1. Print a copy of the Draw and Write worksheet for your student to use. 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 *Time to Eat, Ned!* Have them think of something the girl and Ned will do next. 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)

### Objective: In this section, you will build words with short **a** and short **e**.

#### Warm Up

Begin by having your student change one sound in a word to make a new word with short *a* and short *e*. Use the following routine:

* Say the word. (*can*)
* Have your student say the word sound by sound. (*c—a—n*)
* Direct your student to change the beginning or ending sound of the word. Say: Now, say a word that starts with the sound of *m*. (*man*).
* Have your student say the word sound by sound. (*m—a—n*)

Use the following words:

|  |  |  |
| --- | --- | --- |
| **bed**(beginning sound of *r*; red) | **tap**(beginning sound of *n*; nap) | **had**(beginning sound of *m*; mad) |
| **cat**(ending sound of *n*; can) | **web**(ending sound of *t*; wet) | **pan**(ending sound of *d*; pad) |

#### Explain

1. Gather the following letter tiles: *a, b, e, g, p, t, s*.
2. Use the letter tiles to model with your student how to build words with short *a*.
	1. Build the word *bat* with the letter cards *b, a*, and *t*.
	2. Name the letters.
	3. Blend the sounds to say the word and have them say the word.
	4. Then, use the word in a sentence: *She has a bat and a ball*.
3. Now, show your student how a new word can be formed by changing the letter *t* to *g* at the end of the word.
	1. Name the letters.
	2. Blend the sounds to say the word and have them repeat.
	3. Then, use the word in a sentence: *He put his sandwich in a bag*.
4. Tell your student that they can also form a new word by changing letter *a* to *e* in the middle of the word. Use letter tiles to build the word *beg*.
	1. Name the letters. Then, ask them to identify the middle sound in *beg*. (short *e*)
	2. Blend the sounds to say the word and have them repeat.
	3. Then, use the word in a sentence: *The dogs beg for food at the table*.
5. Repeat the procedure of building words using this set of words: *pat, sat, set*.

#### Check-In

1. Gather the following letter tiles: *a, b, e, n, p, t*.
2. Have your student build the word *pan* with the letter tiles *p, a,* and *n*. Read the word with them and use the word in a sentence: *I cook the food in a pan*. Then, read each set of directions to them. Observe as they build the words with the short *a* and short *e* vowel sounds. Have them say each word they build and then discuss its meaning. **IF** they have difficulty blending the sounds when saying the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

1. Gather the following letter tiles: *a, b, d, e, p, t*.
2. Have your student build the word *pat* with the letter tiles *p, a,* and *t*. Read the word with them and use the word in a sentence: *I pat the kitten on its back*. Next, read each set of directions aloud as they build the words independently. Have them say each new word aloud and together talk about its meaning. **IF** they have difficulty building and saying the words on their own, **THEN** help them position the letter tiles in each word one at a time. Model blending the sounds of the letters to say the word and have your student repeat.

### 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.

### Study Tips

Read each study tip to your student. Give them time to review. Tell them they will take an online practice. It will help them get ready for the unit test.

## Lesson 6: Learning and Growing Unit Test

There is no Learning Coach Guide for this lesson.