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# Language Arts K B Unit 6: Help Can Be a Surprise

## Lesson 1: Help Can Be a Surprise: Genre

### Help Can Be a Surprise: Introduction

#### Learning Goals

In this unit, your student will be learning that help can be surprising when it comes from unexpected people. There are 22 learning goals for this unit:

1. Use key details to make predictions, with prompting and support.
2. Repeat high-frequency words.
3. Use question words *who*, *what*, *where* in asking sentences.
4. Explore a number of books about a topic to express opinions about them.
5. Use key details to answer questions about a story, with prompting and support.
6. Identify high-frequency words.
7. Pronounce words with short *i*, short *o*, short *u*.
8. Practice writing lowercase *i*, *o*, and *u*.
9. Express an opinion about a book to participate in shared writing projects.
10. Compare characters in stories, with prompting and support.
11. Match high-frequency words.
12. Use question words *when*, *why*, *how* in asking sentences.
13. Identify words with short *i*, short *o*, short *u*.
14. Ask questions about a book to understand others' opinions.
15. Contrast characters in stories, with prompting and support.
16. Practice writing capital *I*, *O*, and *U*.
17. Arrange high-frequency words with letters.
18. Build words with short *i*, short *o*, short *u*.
19. Identify an opinion in a text.
20. Contrast events in stories, with prompting and support.
21. Express thoughts, feelings, and ideas clearly when presenting information.
22. 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 “Help Can Be a Surprise” will be assessed with the following items:

* Help Can Be a Surprise: Genre Quick Check
* Help Can Be a Surprise: Genre Skills Check
* Help Can Be a Surprise: Comprehension Quick Check
* Help Can Be a Surprise: Comprehension Skills Check
* Help Can Be a Surprise: Speak/Listen Quick Check
* Help Can Be a Surprise: Speak/Listen Skills Check
* Help Can Be a Surprise: Fluency Quick Check
* Help Can Be a Surprise: Fluency Skills Check
* Help Can Be a Surprise: Synthesize Quick Check
* Help Can Be a Surprise: 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 can 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 works on the day’s first English Language Arts lesson, create a treasure map. On paper, draw a winding dotted line from one corner to the opposite corner. Label these corners START and END. Along the dotted line, write the lesson titles. As your student completes each lesson, have them move a coin or other marker along the map. When they reach the end, have them open a treasure chest (such as a shoebox) with a small treasure inside (such as a “coupon” to play a game).

1. Read the introduction with your student. Point out that they will talk about how help can be surprising, especially when it comes from someone they don’t expect.
2. Watch the video together. You may want to pause at the end of each slide to discuss why help is needed. After viewing the video, discuss why it is surprising that a baby can help someone feel happy again. Briefly discuss other ways that help can come from unexpected people.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask about a time when they received help from someone they didn’t expect.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if they have ever received help similar to the type that is described or if they have ever given that type of help to someone else.

### Objective: In this section, you will predict what a story will be about by 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.

[Help Can Be a Surprise\_Genre Short i.o.u](https://cite-media.pearson.com/legacy_paths/cf2da27a-b02e-4de8-af37-54669a70a24c/Help%20Can%20Be%20a%20Surprise_Genre%20Short%20i.o.u.pptx)

#### Explain

Learning Coach Tip

You will be sharing *A Meal Fit for a King* with your student. Your student will not be expected to read the story independently. You may share the story by reading aloud the printed book, by reading aloud the story you display on the screen, or by having your student listen to the audio recording of the story.

|  |
| --- |
| **Reading Comprehension Instructional Focus** |
| **Lesson** | **Learning Goal** | **Focus** |
| Part 1 | Use key details to preview and predict. | **Prereading Activities*** Preteach important concept vocabulary
* Identify the title, author, and illustrator
* Use details to predict what the story will be about.
 |
| Part 2 | Use key details to answer questions about a story. | **First Reading of the Story*** Check for overall understanding of the story.
 |
| Part 3 | Compare characters in stories, with prompting and support. | **Rereading a Part of the Story*** Teach a comprehension skill.
* Develop understanding of the characters in a book.
 |
| Part 4 | Contrast characters in stories, with prompting and support. | **Rereading a Part of the Story*** Teach a comprehension skill.
* Develop understanding of the characters in a book.
 |
| Part 5 | Contrast events in stories, with prompting and support. | * Teach a comprehension skill.
* Develop understanding of events in a book.
 |

Learn New Words

1. It is important for your student to understand the following words and phrases to understand what is happening in *A Meal Fit for a King*.
2. Draw attention to the picture for the word *meal*. Ask your student if they have ever heard that word before. Then explain that we usually eat three meals a day: breakfast, lunch, and dinner. Ask: *What was the last meal you ate? What did you eat?*
3. Draw attention to the picture for the word *gorilla*. Have your student use details in the picture to describe the animal. Explain that a gorilla is a very large monkey. Ask: *Do you think a gorilla is a grown-up animal or a baby or young animal? Why do you think the way you do?*
4. Continue with the picture for the word *chimp*. Ask your student to compare the chimp to the gorilla by asking questions such as: *How are the animals the same? How are they different?* Explain that a chimp is a baby or young gorilla.
5. Draw attention to the picture for the word *sloppy*. Scatter some papers and books on a table or desk. Say: I just made a mess. I am sloppy. Explain that sometimes when you do something like cook or play with toys, you are sloppy. Ask: *When was a time you were sloppy?*

|  |  |
| --- | --- |
| **Word or Phrase** | **Meaning** |
| meal | food you eat for breakfast, lunch, or dinner |
| gorilla | a very large monkey |
| chimp | a young gorilla |
| sloppy | someone who makes a mess |

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 cover of *A Meal Fit for a King* 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 *Marcie Aboff* on the first page of the book and read it together. Ask your student: *Why does the author’s first name and last name begin with a capital letter?* (the name of a person begins 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 *Liza Woodruff* 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 question.

[A Meal Fit for a King](https://cite-media.pearson.com/legacy_paths/ff0169ac-2fb9-4bcc-a640-a429dd3df0da/A%20Meal%20Fit%20for%20a%20King-REV.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. They might also show where the story takes place. Allow time for your student to look at the pictures in *A Meal Fit for a King.* Then, support them as they answer the two questions about the characters and setting of the story.
3. Scaffold as your student uses the details they noticed during the “Picture Walk” to predict what they think the story will be about. Use the sentence frames to help your student speak in complete sentences and to explain why they think the way they do.

[A Meal Fit for a King](https://cite-media.pearson.com/legacy_paths/ff0169ac-2fb9-4bcc-a640-a429dd3df0da/A%20Meal%20Fit%20for%20a%20King-REV.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at a picture on the cover and at the end of the story.
2. With your student, look at the first picture on the cover of *A Meal Fit for a King.* **IF** your student has difficulty using details to describe what they see in the picture, **THEN** think aloud about what you see. For example: I see two animals on the cover. One is a large gorilla. The other is a young gorilla. I wonder if the two gorillas live in the same family. What do you think? I’m looking at what the young gorilla is doing. I think he is cooking. The older gorilla doesn’t look happy. Take a look at the expression on her face.
3. Continue with the additional questions about the cover and the picture on page 11.

#### Practice

1. Review that the pictures in *A Meal Fit for a King* give a lot of information. Now it is time to think about what they noticed by looking at the illustrations and tell what they think the story will be about. Explain that there isn’t a right or wrong answer to the question. **IF** your student has difficulty making a prediction, **THEN** use the sample response as a scaffold.
2. **Daily Writing:** You may want to have your student respond to the following writing prompt: Tell about a time you helped to cook a meal. What did you cook? Who did you cook with? Encourage your student to draw and write independently and to read their writing to you. Remember that your student is developing as a writer and may not write in complete sentences or spell words correctly.

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

#### Explain

Quick Review

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

1. Have your student talk about the first picture. Ask questions such as: What is the boy showing? What do you notice about his hands? Read the sentence below the picture. Continue with the second picture and sentence. Explain that when you tell about something that belongs to you, you may use the word *my*.
2. Point to the word *My*, say the word, then have your student repeat. Continue with the word *my*. Explain that *my* is a word that they will see many times in books they read. The word tells about something that belongs to you.

#### Practice

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

[Make Word Cards](https://cite-media.pearson.com/legacy_paths/acab8a27-2f12-4c77-9576-1497da02d0c0/Make_Word_Cards_My.pdf)

### Objective: In this section, you will begin questions with **who**, **what**, and **where**.

#### Key Words

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

#### Explain

Quick Review

Remind your student that people use asking sentences when they want to get an answer. Explain that an asking sentence begins with a capital letter and ends with a question mark.

1. Review the meaning of the key word *asking sentence* using the on-screen definition. Explain that many questions begin with *who*, *what*, or *where*. Ask your student to think of their own asking sentences that begin with *who*, *what*, and *where*, and then discuss their sentences. **IF** your student has trouble getting started, **THEN** give examples of asking sentences, such as the following: Who is in the picture? What are you writing with? Where are we?

Questions That Begin with *Who*

1. Have your student look at the photos as you read the questions and answers aloud. Have your student identify the question word *who* in each asking sentence. Then, read Question 1 aloud and give your student time to answer. **IF** your student has difficulty answering, **THEN** remind them that the answers to the questions are *a boy* and *a girl*, so a question that begins with *who* asks about a person.

Questions That Begin with *What*

1. Follow a similar process with the next set of photos. Read aloud the questions that begin with *what*, and discuss the answers (*sleeping*, *a kite*). Then, read Question 2 aloud and have your student answer. **IF** your student has difficulty answering, **THEN** remind them that the answers to the questions are *sleeping* and *a kite*, so a question that begins with *what* asks about an action or a thing.

Questions That Begin with *Where*

1. Look at the last set of photos, and read aloud the questions that begin with *where*. Discuss the answers, pointing out that *a forest* and *a beach* are places to go. Read Question 3 aloud and have your student answer. Emphasize that questions that begin with *where* ask about places.

#### Check-In

1. Read the directions with your student.
2. Read the directions aloud. Work together on the first activity. Be sure your student understands they will listen to you read an asking sentence and draw a line to the picture that answers the question. Read aloud the first asking sentence. Have your student draw a line to match it to the correct picture.
3. **IF** your student answers correctly, **THEN** have them complete the rest of the activity independently. **IF** your student needs more support, **THEN** return to the main lesson and review the question words *who*, *what*, and *where*. Emphasize that *who* asks about a person, *what* asks about an action or a thing, and *where* asks about a place. After that, continue with the remaining items, supporting your student as necessary.

#### Practice

1. Read the directions aloud. Explain that your student will listen to each asking sentence and identify the question word that best completes it. Read aloud the question words in the word box.
2. Work on the Question 1 together. Read aloud the asking sentence and have your student say the question word that completes it. Remind your student that *who* asks about a person, *what* asks about an action or a thing, and *where* asks about a place. **IF** your student struggles to identify the correct question word, **THEN** try reading the asking sentence three times, inserting a different question word each time. Ask guiding questions such as these: Which word makes sense? Are you asking about a person? Are you asking about a thing? Are you asking about a place? Help your student determine that *who* is the correct question word because it asks about a person going to Manuel’s party.
3. Continue with the remaining items, following the same process and providing support to your student as needed.

### Objective: In this section, you will tell about things you like and do not like.

#### Key Words

* **opinion** – what a person thinks or feels about something

#### Explain

A Note to the Learning Coach

Your student will begin to think like a writer as they explore how writers express their opinion on a variety of topics, identify a writer’s opinion in a text, and share their own opinion on a topic.

Here’s an overview of what your student will learn.

|  |  |
| --- | --- |
| Part 1 | Understand that writers can think about topics and state what they like and do not like about them. |
| Part 2 | Understand that writers use certain words and phrases to share their opinions. |
| Part 3 | Understand that writers can ask questions to better understand the opinions of others and why they are different from their own. |
| Part 4 | Understand that writers can identify how characters in a story feel about a topic. |
| Part 5 | Understand that writers can draw a picture to share their opinion about a topic. |

1. Begin the lesson by using the on-screen definition to review the key word *opinion.* Explain that an opinion tells how someone feels. It can tell what they like or what they do not like. Point out that two people can have the same opinion or different opinions about something. Help your student understand this concept by playing a quick opinion game. Give a topic (for example: “colors”) and an example (for example: “red”). Have your student give a thumbs-up or thumbs-down to show their opinion of the example as you do the same. Then, have your student suggest another example for both of you to share your opinion about. After a few rounds, discuss how many times your opinions matched and how many times they differed.
2. Read the text about Sue and Sam to your student. Point out that the children are talking about the kinds of pets they like. Ask this question: What is it called when you tell someone what kind of pet you like? (an opinion)
3. Read and discuss Sue’s and Sam’s opinions. Sam likes fish and Sue likes hamsters. Assist your student in answering the question. **IF** your student does not answer correctly, **THEN** review each opinion again. Discuss with your student, asking questions like these: Sue likes fish. What does Sam like? (hamsters) Is that the same as or different from fish? (different)
4. Ask if your student likes the same pet as Sue or Sam. If they do, have them give a thumbs-up and point to the pet they like. If they don’t, have them give a thumbs-down and tell a pet they do like. Point out that by doing this, they are giving an opinion just like Sue and Sam. Ask your student to explain why (because you give an opinion when you tell what you like).

Learning Coach Tip

As you complete the lessons in this unit and prepare your student for writing their own opinion text in the next unit, look for opportunities to talk about what you like and do not like with your student and to explain your feeling. For example, you could say, “I really like this orange. It takes so sweet, and it was very easy to peel.”

#### Check-In

1. Support your student as they discuss the three pictures. Make sure they know what each picture shows (bird, dog, kittens) and have some idea of what it is like to have each of these animals as a pet. Ask your student to tell what they think about each animal.
2. Guide your student to complete each item by identifying the pet they like and the one they do not like. **IF** your student does not dislike any of the pet examples, **THEN** suggest they identify which pet they like the most and which they like the least. Discuss why your student is still sharing an opinion by doing this (they are telling how they feel about the pets).

#### Practice

1. Read the direction and make sure your student understands what to do. As needed, have them practice giving a thumbs-up and thumbs-down, making sure they understand when to do each.
2. Go through each item in the first topic, fruit. Instruct your student to name the fruit in the picture and give a thumbs-up if they like it or a thumbs-down if they don’t.
3. Continue with the second topic. Identify the playground equipment and ask your student to express their opinion about each piece of equipment. Point out that it is OK to like all of the pictures. Remind your student there are no wrong answers.
4. As time allows, participate in the activity by giving a thumbs-up or thumbs-down to show your own opinion. Compare your opinion with your student’s and discuss whether or not you have the same opinion about a particular example or topic.

## Lesson 2: Help Can Be a Surprise: Comprehension

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

#### Key Words

* **details** – important information
* **events** – what happens in a story

#### Explain

1. Tell your student that today they are going to listen to *A Meal Fit for a King*. They will learn how to use key details to answer questions about events in the story. Review that events at the beginning of a story help them understand a character’s problem. Read the introduction together and review that a story has three parts: a beginning, a middle, and an ending. Review that details in the beginning of a story tell about a character’s problem. Details in the middle of the story tell how the character tries to solve the problem, and details at the end tell how the character solves the problem.
2. If you don't have the print version of *A Meal Fit for a King*, display it now. Then watch the video with your student. Encourage them to follow along as the student in the video uses details to answer questions and draw conclusions about events in the story. You may want to pause the video to give your student the opportunity to use details to draw a conclusion about why Gorilla sends Chimp to the store for a tablecloth.
3. Next, read aloud or have your student listen to a recording of *A Meal Fit for a King*.
4. After reading the story, ask your student to answer questions about what is going on in one of the pictures. Ask them a question, such as: *How do the details tell about what is happening?*

[A Meal Fit for a King](https://cite-media.pearson.com/legacy_paths/ff0169ac-2fb9-4bcc-a640-a429dd3df0da/A%20Meal%20Fit%20for%20a%20King-REV.pdf)

#### Check-In

1. Read the directions with your student and scaffold as your student answers questions about pictures in *A Meal Fit for a King*. Each question asks your student to use details to help them understand more about the characters and to think about why they do what they do.
2. **IF** your student has difficulty responding, **THEN** use the sentence frames and sample responses to scaffold how to use details to answer a question. For example, you might provide a think aloud, such as: On page 4 I see that Chimp has arrived home with a tablecloth. The words at the beginning of the story tell that Gorilla thinks Chimp will ruin her perfect meal if he helps. That tells me that Gorilla wanted to ask Chimp to go to the store so that she could cook without him. What do you think?

#### Practice

1. Remind your student that they can use details to answer questions about what they read. Review that details and what they know about them help them think about what events in a story and why they happen.
2. Read the directions with your student. Ask: *In what part of the story did Chimp get an idea? What was Chimp’s idea?* Then, explain that details at the end of the story will help them determine if Chimp’s idea was a good one. Scaffold as your student uses details and the sentence frames to form an opinion about Chimp’s idea. **IF** your student struggles, **THEN** ask them to think about how the characters feel at the end of the story.
3. **Daily Writing:** Have your student tell who their favorite character in the story is and why they feel the way they do. Encourage them to draw a picture and write sentences to give an opinion. You may want to provide sentence frames such as:
I think \_\_\_\_\_.
One reason \_\_\_\_\_.
Another reason \_\_\_\_\_.
Encourage your student to share their picture and writing with you.

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

#### Explain

Learning Coach Tip

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

* Point to the high-frequency word, say the word, then have your student repeat it.
* Have your student identify the number of letters in the word.
* Have your student name the letters in the word.
* Point to the word again, say the word, and have your student repeat it.
1. Have your student take out the *My* and *my* word cards they created. Point to the word *My*, say the word, then have your student repeat it. Continue with *my.*
2. Review that words have letters. Explain that today your student will look closely at the letters in the word *my*. 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 *my* tells about something that belongs to you.
3. Have your student point to the word *My* in the first sentence. Say the word together. Then, have them respond to the prompt by identifying the number of letters in *My*. Continue with the word *my*.
4. Next, have your student name the letters in *My* and *my*. Explain that some words begin with a capital letter and a lowercase letter. Even so, the word is the same.

#### Check-In

Read the directions aloud. Then, have your student complete the activity. **IF** your student has difficulty sorting *My* correctly, **THEN** remind them that *My* begins with an uppercase m.

**IF** your student has difficulty sorting *my* correctly, **THEN** remind them that *my* begins with a lowercase *m*.

#### Practice

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

[My Pig](https://cite-media.pearson.com/legacy_paths/b0299943-205e-41c4-9eaa-33e9b6a0d162/My%20Pig.pdf)

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

#### Explain

The Sound for Short *i*

1. Review that every word is made up of letters and their sounds. Tell your student that they will review the short *i* sound in the middle of a word. Model with an example word, *big*.
2. Point to the words of the pig, bib, and lid. Next, say *pig* slowly, emphasizing the middle sound. Have your student repeat the word with you. Use the same procedure for *bib* and *lid*. Then, ask your student to say the sound they hear in the middle of each word. Remind your student that the middle sound in these words is the short *i* sound.

Middle-Sound Identification

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

Learning Coach Tip

The vowel letters are *a*, *e*, *i*, *o*, and *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 *i*, *o*, and *u* sounds: *kid*, *not*, *run*.

The Sound for Short *o*

1. Tell your student that now they will review the short *o* sound in the middle of a word. Model with an example word, *hop*.
2. Point to the words of the dog, pot, and rod. Next, say *dog* slowly, emphasizing the middle sound. Have your student repeat the word with you. Use the same procedure for *pot* and *rod*. Then, ask your student to say the sound they hear in the middle of each word. Remind your student that the middle sound in these words is the short *o* sound.

Middle-Sound Identification

* Say the word *hop* with me: *hop*.
* Now, listen to me say *hop* slowly: *h-o-p*.
* Listen as I say the word again slowly: *h-o-p*.
* Now, I will say the word again. Listen for the middle sound in *hop*: *h-o-p*.
* Say the middle sound you hear in *hop*.
* This sound is the short *o* sound.

The Sound for Short *u*

1. Tell your student that now they will review the short *u* sound in the middle of a word. Model with an example word, *fun*.
2. Point to the words of the nut, rug, and tub. Next, say *nut* slowly, emphasizing the middle sound. Have your student repeat the word with you. Use the same procedure for *rug* and *tub*. Then, ask your student to say the sound they hear in the middle of each words. Remind your student that the middle sound in these words is the short *u* sound.

Middle-Sound Identification

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

Distinguish the Sounds for Short *i*, *o*, and *u*

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

|  |  |  |  |
| --- | --- | --- | --- |
| **tip, sit** | **lick, top** | **job, mom** | **fog, did** |
| **sun, hot** | **tug, hug** | **fit, bud** | **kid, win** |

#### Check-In

1. If needed, help your student read the words fox, bus, and six. Guide them to say the words *fox*, *bus*, and *six* slowly as they listen for the middle sound. **IF** your student cannot identify the middle sound of a word, **THEN** say each word more slowly, with a longer pause between sounds: *f—o—x*, *b—u—s*, *s—i—x*. Then, ask your student to say the middle sound in each word.
2. Say the word slowly a second time, and discuss the idea that the middle sounds are not the same. Ask your student to tell which word has the short *i* sound in the middle.
3. Continue with the same procedure for the next activities. Ask your student to tell which word has the short *o* sound in the middle and which word has the short *u* sound in the middle.

#### Practice

1. Confirm that your student can name each picture: *pin*, *log*, *mug*. Then, say each word slowly, emphasizing the middle sound, and have your student repeat the word with you. Ask your student to say the sound they hear in the middle of each word.
2. Have your student name the picture of the bun. Say the word *bun* slowly, emphasizing the middle sound, and have your student repeat. Have your student match the word with the same middle sound by naming the word with the short *u* sound (*mug*). **IF** your student has difficulty matching the middle sounds in the words, **THEN** say each word more slowly, with a longer pause between sounds: *p—i—n*, *l—o—g*, *m—u—g*.
3. Say the words *pin*, *log*, and *mug* again. Then, have your student name the picture of the wig. Say the word *wig* slowly, emphasizing the middle sound, and have your student repeat. Have your student match the word with the same middle sound by naming the word with the short *i* sound: *pin*.
4. Say the words *pin*, *log*, and *mug* one more time. Then, have your student name the picture of the mop. Say the word *mop* slowly, emphasizing the middle sound, and have your student repeat. Have your student match the word with the same middle sound by naming the word with the short *o* sound: *log*.

### Objective: In this section, you will practice writing lowercase **i**, **o**, and **u**.

#### Explain

1. Read the introduction and review the types of handwriting strokes illustrated. Point out the difference between strokes that curve to the left, to the right, or down. 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 *Aa*, *Bb*, *Cc*, *Dd*, *Ee*, *Ff*, *Gg*, *Hh*, *I i*, *Jj*, *Kk*, *Ll*, *Mm*, *Nn*, *Oo*, *Pp*, *Rr*, *Ss*, *Tt*, *Uu*, *Vv*, *Ww*, and *Yy*. Ask questions such as the following: Which letters have curved lines? Which letters have straight lines? Which letters have slanted lines? Explain that today, your student will practice writing lowercase *i*, *o*, and *u*.

How to Write Lowercase *i*

1. Use the step-by-step strokes to discuss how to write lowercase *i*. Then, model how to write lowercase *i* as you explain the sequence of line strokes: First, you make a straight line. Next, you lift your pencil. Then, you add a dot above the line.
2. Have your student finger-write lowercase *i* in the air along with you as you name each line stroke.

How to Write Lowercase *o*

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

How to Write Lowercase *u*

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

#### Check-In

1. Have your student look at the images of the lowercase letters. Read aloud each direction and have your student point to the letters. (letters with a straight line: *i, u*; letters with a slanted line: *none*; letters with a curved line: *o, u*)
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 *i*, *o*, and *u*. Then, have your student practice writing their name.
2. **IF** you observe that your student is not gripping the pencil correctly, **THEN** put the pencil down with the point toward your student’s hand, and have them pick it up with their thumb and index finger before flipping the pencil to begin to write.

### Objective: In this section, you will learn words that help you talk about your opinion.

#### Key Words

* **opinion** – what a person thinks or feels about something

#### Explain

1. Use the on-screen definition to review that an opinion tells what a person thinks or feels about something. Remind your student that when they say what they like or what they don’t like, they are telling their opinion.
2. Read the text about the children with your student. Explain that each child has a different feeling, or opinion, about what is the most fun activity to do after school ends for the day. Go through the chart and discuss what each child thinks is most fun. Have your student point to the picture of the child as you describe their opinion.
3. Remind your student that Tom feels that dancing is most fun thing to do. Ask them to imagine how Tom might let others know about this opinion. Ask this question: Would Tom give a thumbs-up or a thumbs-down to show that he like dancing best? (thumbs-up) Then, explain that while it is fun to give a thumbs-up your student is also a writer—and writers use words to tell their opinion.
4. Point out the box with sentence frames. Explain that these are words writers can use to tell others how they feel. Model using each phrase to state a simple opinion, and then ask your student to repeat by using the phrase to state their own opinion. Discuss how words like *feel, think,* and *believe* help people recognize that a writer is telling their opinion, or how they feel.
5. Assist your student with Activity 1. Work with them to use one of the phrases to tell how Tom feels. Remind them that they are speaking as Tom, not as themselves, so they will use the word *I* to say what Tom would say about how he feels.

#### Check-In

1. Read the directions with your student. Explain that they are going to continue to use the opinion words they learned to tell how the rest of the children feel about the most fun after-school activity.
2. Assist your student in continuing to say sentences to tell how each of the children in the chart feels. **IF** your student has difficulty, **THEN** review the response they created for Tom earlier in the lesson. Guide them to use the same opinion starter to state the opinion of one of the other children.

#### Practice

1. Remind your student that they have helped the four children in today’s lesson tell their opinions about what they think is most fun to do after school. Now, your student will tell their own opinion using one of the phrases they have learned.
2. Review the opinion starters in the box. Ask your student to name the four activities the children like and think about which they believe is most fun. Then, guide your student to choose one of the opinion starters and tell their opinion. Remind them that their opinion should tell which child they think has the most fun.
3. As time allows, encourage them to tell their opinion using each of the starters in the box.

## Lesson 3: Help Can Be a Surprise: Speak/Listen

### Objective: In this section, you will compare and contrast two different characters.

#### Key Words

* **characters** – people and animals in a story
* **compare** – tell how two things are alike
* **contrast** – tell how two things are different
* **details** – important 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.

[Help Can Be a Surprise\_Speak Listen Short i.o.u](https://cite-media.pearson.com/legacy_paths/51ece5db-02e1-4b20-b3a4-307be7215bc3/Help%20Can%20Be%20a%20Surprise_Speak%20Listen%20Short%20i.o.u.pptx)

#### Explain

1. Begin by having your student discuss what they know about characters in a story. You may want to chart student responses are they tell what they know about characters.
2. Explain that today they will learn how to use details in the pictures and words in a story to explain how characters are alike. When you tell how characters are alike, you compare them. When you tell how characters are different, you contrast them. Read the introduction with your student.
3. If you have the print version of *A Meal Fit for a King* with your student, then display it. Then, watch the video together. Encourage your student to follow along as the student in the video identifies details to compare and contrast Gorilla and Chimp, or tell how the two characters are alike and different.
4. After viewing the video, support your student as they answer the two questions about the characters in the story and how you can compare and contrast them.

Characters

* people or animals
* can be like people in real life
* can be make believe
* some characters are most important than other characters

[A Meal Fit for a King](https://cite-media.pearson.com/legacy_paths/ff0169ac-2fb9-4bcc-a640-a429dd3df0da/A%20Meal%20Fit%20for%20a%20King-REV.pdf)

#### Check-In

1. Read the directions with your student. Then, direct your student to page 2 of the story. Review that the words and pictures work together to give details about what happens and the characters in the story. Talk about what is happening in the picture. Ask: *What is Gorilla doing? What is Chimp doing?*
2. Scaffold as necessary as your student identifies details about how Gorilla and Chimp react to the news that the Great King Ape will be coming for dinner. Then, have your student use the details to explain how Gorilla and Chimp are alike and different. **IF** your student has difficulty comparing and contrasting the two characters, **THEN**, review the details they gathered to answer questions 2–5. Ask: *When someone claps their hands, how do they feel? When someone jumps up and down, how do they feel? What does that tell you about how Gorilla and Chimp are alike and different?*

[A Meal Fit for a King](https://cite-media.pearson.com/legacy_paths/ff0169ac-2fb9-4bcc-a640-a429dd3df0da/A%20Meal%20Fit%20for%20a%20King-REV.pdf)

#### Practice

1. Direct your student’s attention to the ending of *A Meal Fit For a King*. Turn to page 10 and reread it with your student. Clarifying the meaning of *hosts*, if necessary. Explain that when you invite someone to a party, you are the host. Ask: *Who are the hosts in this story?*
2. Support your student as they identify details to compare Gorilla and Chimp. **IF** your student has difficulty identifying details that tell how the characters are alike, **THEN** ask questions, such as: *What does The Great King Ape say about Gorilla and Chimp? We know that Gorilla is a wonderful cook. What does she say about how well Chimp cooks?*
3. Then, have your student use the details they identified to complete the sentence frames. Review the three ways Gorilla and Chimp are the same: they both are excited that the Great King Ape is coming for dinner; they both are great hosts; they both are wonderful cooks.
4. Review with your student how the dinner was prepared and what was served. Have your student use these details to discuss with you how Gorilla and Chimp are different in how and what they cooked: Gorilla was neat while Chimp was sloppy. Gorilla made the dinner while Chimp made the dessert.
5. **Daily Writing:** You may want to have your student respond to the following writing prompt. How are you and your best friend alike? How are you different? Draw a picture and write sentences. Encourage your student to write independently and to read their writing to you.

[A Meal Fit for a King](https://cite-media.pearson.com/legacy_paths/ff0169ac-2fb9-4bcc-a640-a429dd3df0da/A%20Meal%20Fit%20for%20a%20King-REV.pdf)

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

#### Explain

Get Ready for Learning

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

1. Talk with your student about what is happening in the first picture. Then, read the sentence. Continue with the second picture and sentence. Review that *to* is used to talk about movement or direction and *My* tells about something that belongs to you.
2. Use the prompts to have your student find the high-frequency word in each sentence and then compare the number of letters in *to* and *My*. Remind your student that words have letters, but the number of letters in a word can be the same or vary. Also, explain that some words have similar letters, and other words have completely different letters. You may want to ask questions such as: Do *to* and *My* have the same number of letters? Do *to* and *My* 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 *My Cup* 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 *my*.
2. Then, have your student hunt for the words *to*, *My*, and *my*. You may want to have the word cards for *to*, *My*, and *my* available. Have your student sort the word cards into two piles: one pile for the words that are in *My Pig* and another pile for the word that is not in *My Pig*.

[My Pig](https://cite-media.pearson.com/legacy_paths/b0299943-205e-41c4-9eaa-33e9b6a0d162/My%20Pig.pdf)

### Objective: In this section, you will begin questions with **when**, **why**, and **how**.

#### Key Words

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

#### Explain

Quick Review

Remind your student that some questions begin with *who*, *what*, and *where*. Review that *who* asks about a person, *what* asks about an action or a thing, and *where* asks about a place.

1. Review the meaning of the key word *asking sentence* using the on-screen definition. Explain that some asking sentences begin with *when*, *why*, and *how*.

Questions That Begin with *When*

1. Have your student look at the photos as you read the questions and answers aloud. Have your student identify the word that begins each asking sentence (*When*). Then, read Question 1 aloud and give your student time to answer. **IF** your student has difficulty answering, **THEN** remind them that the answers to the questions are *8 o’clock* and *at noon*, so a question that begins with *when* asks about a time.

Questions That Begin with *Why*

1. Follow a similar process with the next set of photos. Read aloud the questions that begin with *why*, and discuss the answers (*to fly a kite, because it is raining*). Then, read Question 2 aloud and have your student answer. **IF** your student has difficulty answering, **THEN** remind them that the answers to the questions give the reasons why Trent is running and Kate has an umbrella. Prompt your student with other *why* questions, such as the following: Why are you smiling? Why are you wearing a sweater today? After they answer, tell them that they just gave you reasons.

Questions That Begin with *How*

1. Look at the last set of photos, and read aloud the questions that begin with *how*. Discuss the answers (*5 feet, 6 inches; It fell off the table.*). Point out that “5 feet, 6 inches” tells the way the water is. Explain that “It fell off the table” is the way something happened—in this case, the way the glass broke. Then, read Question 3 aloud and have your student answer. Reinforce that a question that begins with *how* asks about a way something is or a way something happens.

#### Check-In

1. Read the directions with your student. Explain that they will listen to an asking sentence and pay attention to the word that begins the sentence. They will tell whether each asking sentence is asking about a time, a reason, or a way something happens.
2. Read aloud the choices in the word box and explain to your student that they will choose one of these for each activity. Read the first asking sentence aloud and point out the question word *Why*. Then, have your student tell what the question word asks about. **IF** your student has difficulty choosing the correct answer, **THEN** help your student answer the question, for example: Ana is tired because she doesn’t feel well. Then, ask your student if *why* asks about a time, a reason, or a way something happens. Help your student determine that *why* asks about a reason, such as “because she doesn’t feel well.”
3. Continue with the remaining activities, following the same process and supporting your student as necessary.

#### Practice

1. Read the directions aloud. Explain that each sentence needs to begin with a question word. Point out that your student will choose one of two question words provided.
2. Read the first asking sentence aloud. Have your student choose the question word that should begin the sentence. **IF** your student has difficulty, **THEN** read the sentence aloud twice, once with each question word. Guide your student to understand that *how* is correct because the asking sentence asks about a way something happens—the way the boat floats.
3. When your student has identified the correct question word for the first asking sentence, continue with the remaining two. Follow the same process and provide support to your student as necessary.

### Objective: In this section, you will name words with short **i**, short **o**, and short **u**.

#### Warm Up

Begin by having your student isolate the vowel sound they hear in words with short *i*, short *o*, and short *u*. Use the following routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **lip** | **jog** | **hut** | **box** |
| **cut** | **sick** | **top** | **run** |

#### Explain

1. Review that every word has letters and sounds. Tell your student that they will review the sounds for short *i*, short *o*, and short *u*. Say the sounds and have your student repeat.
2. Have your student identify the word *rip*. Guide your student as they identify the middle letter in *rip*. Say the word *rip* slowly, asking your student to repeat. Then, ask your student to identify the middle sound they hear in *rip*. Remind your student that the letter *i* stands for the middle sound in *rip*, which is the short *i* sound.
3. Continue by having your student identify the word *box*. Guide your student as they identify the middle letter in *box*. Say the word *box* slowly, asking your student to repeat. Then, ask your student to identify the middle sound they hear in *box*. Review that the letter *o* stands for the middle sound in *box*, the short *o* sound.
4. Have your student identify the word *cup*. Guide your student as they identify the middle letter in *cup*. Say the word *cup* slowly, asking your student to repeat. Then, ask your student to identify the middle sound they hear in *cup*. Remind your student that the letter *u* stands for the middle sound in *cup*, the short *u* sound.

#### Check-In

1. Have your student identify the words *zip* and *bug*. Say each word slowly, emphasizing the middle sound in each word, and have your student repeat. Read Question 1 aloud and have your student identify the word with the short *u* sound. **IF** your student has difficulty identifying the word with the short *u* sound, **THEN** have your student identify the middle letters in *zip* and *bug*. Remind your student that the letter *u* stands for the short *u* sound in *bug*. Say the word slowly, emphasizing the short *u* vowel sound, and have your student repeat.
2. Continue by having your student identify the words *sit* and *top*. Read Question 2 aloud and have your student identify the word with the short *i* sound. **IF** your student has difficulty identifying the words, **THEN** explain that *i* stands for the short *i* sound heard in *sit* and that *o* stands for the short *o* sound heard in *top*. Say each word slowly and have your student repeat.
3. Follow the same procedure for the last set of words *hop* and *sun*.

#### Practice

1. Print the worksheet for words with short *i*, short *o*, and short *u*. If you do not have a printer, then display the worksheet on the screen. Have your student write the words on a sheet of paper.
2. Complete the first activity together. First, say the word *sun* together. Ask your student to identify the vowel sound in the word. Then, have your student write the letter to complete the word. **IF** your student has difficulty pronouncing the sound the vowel stands for, **THEN** say the word slowly together. Remind your student to listen for the middle sound. Then, have your student name the letter that stands for the sound.
3. Continue with the remaining words: *kid*, *top*, and *jug*.

[Words with Short i, Short o, and Short u](https://cite-media.pearson.com/legacy_paths/696988c0-f128-44a4-a929-e55fc17f3c48/Words%20with%20Short%20i%2C%20Short%20o%2C%20and%20Short%20u.pdf)

### Objective: In this section, you will ask questions to help you understand other people’s opinions.

#### Explain

1. Review that when you give an opinion, you tell how you think or feel about something. Remind your student that people often have different opinions. Provide an example by sharing an opinion that differs from your student (for example: a favorite food). Make the point that opinions are never “right” or “wrong” because they tell how a person feels.
2. Point out that while it’s easy to figure out your own opinion, it can be hard to understand someone else’s, especially when it is different from your own. Tell your student that today, they are going to learn how they can ask questions to better understand another person’s opinion.
3. Watch the video with your student, pausing to explain any concepts or language your student does not understand. When you have finished, discuss which seasons each child in the video liked best. Point out that Logan asked questions for two reasons: to find out Nova’s opinion and to understand why she felt that way. Discuss how Nova’s answers to Logan’s question helped Logan better understand her opinion.
4. Reiterate that asking questions helps you understand someone’s opinion. Read the sample questions with your student, modeling how you might use each one to find out a person’s opinion about a particular topic. **IF** your student needs more support, **THEN** role-play another conversation between Logan and Nova, with you taking Logan’s role and your student taking Nova’s. Pose the questions to your student, focusing on another topic, and encourage them to answer as Nova. Then, talk about what the questions help you learn about Nova’s opinion.
5. Have your student respond to the question. Assess their understanding and reteach any of the concepts as needed.

Learning Coach Tip

Continue to reinforce with your student that what they are learning will help them write about their own opinion when they are asked to do so later. They have already seen how a writer shares a particular opinion with readers; today’s lesson begins to explore the idea of reasons, or explanations for why they feel or think the way they do.

#### Check-In

1. Help your student understand that to complete the activity, they will have to choose a picture and then complete sentences to ask about an opinion someone might have. Review the images and make sure your student understands what they show (a sandwich, the entrance to a zoo). Then, guide your student to choose the picture they want to focus on.
2. Read the first item and question frame to your student. Have them complete the frame with a word or phrase they might use to ask about the picture they chose. Discuss how they could pose the question to someone to find out their opinion about the topic. Talk about how someone might answer the question.
3. Continue with the other two items, providing support as needed. **IF** your student has difficulty, **THEN** review the lesson instruction on the three sentence frames, discussing how each helps uncover information about a person’s opinion.
4. As time allows, invite your student to repeat the activity using the image they did not choose initially.

#### Practice

1. Review that your student will ask you questions about your opinion on pets. If you or your student prefers, you may choose another topic that you feel strongly about.
2. Guide your student to ask you the indicated question to find out your opinion about the topic you have chosen. Then, have them ask questions to find out why you have that opinion. Provide feedback after each exchange.

## Lesson 4: Help Can Be a Surprise: Fluency

### Objective: In this section, you will contrast characters in a story.

#### Key Words

* **characters** – people and animals in a story
* **contrast** – tell how two things are different
* **details** – important information

#### Explain

1. Begin by reviewing how your student compared characters. Then, explain that today they will learn about how to contrast characters, or use details to tell how they are different. Remind your student that the pictures and words in a story work together to give information about the characters in a story. Read the introduction together.
2. If you have the print version of *A Meal Fit for a King*, then display it now. Have your student identify the characters in the story and tell briefly what the story is about.
3. Before watching the video together, you may want to replicate the chart that is used in the video. Then, watch the video with your student. Periodically pause and add details to the chart that tell how Gorilla and Chimp are different.
4. After viewing the video, support your student as they contrast Gorilla and Chimp and tell what you do when you contrast two characters.

[A Meal Fit for a King](https://cite-media.pearson.com/legacy_paths/ff0169ac-2fb9-4bcc-a640-a429dd3df0da/A%20Meal%20Fit%20for%20a%20King-REV.pdf)

#### Check-In

1. Have your student listen to *A Meal Fit for a King*. Explain that they should listen and look closely at the pictures to identify details that tell how Gorilla and Chimp are different.
2. Read the directions with your student. Review that they should find two ways that Gorilla and Chimp are different and draw a picture for each contrast. **IF** your student has difficulty identifying details that contrast Gorilla and Chimp, **THEN** revisit pages in the story and ask questions, such as: *Are Gorilla and Chimp the same size? Are they the same age? Are Gorilla and Chimp both messy? Do they both stay home?*
3. Tell your student to put their pictures in a safe place because they will be using them to complete the Practice activity.

[A Meal Fit for a King](https://cite-media.pearson.com/legacy_paths/ff0169ac-2fb9-4bcc-a640-a429dd3df0da/A%20Meal%20Fit%20for%20a%20King-REV.pdf)

#### Practice

1. Remind your student that details in a story help them understand how characters are different. The details help you think about why the characters in a story act or think the way they do.
2. Read the directions together and introduce the sentence frames. Support your student as they talk about their pictures and use the frames to contrast Gorilla and Chimp. **IF** your student has difficulty completing the first sentence in each group, **THEN** explain that they should think about how Gorilla and Chimp are different. You might want to ask questions, such as: *Do the details tell about Gorilla’s and Chimp’s size? Do they tell about their age? Do they tell about where they go?*
3. **Daily Writing:** You may want to have your student respond to the following writing prompt below. Look around your room. Find two things that are different. Name the things. Tell how they are different. Draw a picture and write sentences. Encourage your student to share their writing with you.

### Objective: In this section, you will practice writing capital **I**, **O**, and **U**.

#### Explain

1. Read the introduction and review the types of handwriting strokes illustrated. Point out the difference between strokes that curve to the left, to the right, or down. 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 *Aa*, *Bb*, *Cc*, *Dd*, *Ee*, *Ff*, *Gg*, *Hh*, *I i*, *Jj*, *Kk*, *Ll*, *Mm*, *Nn*, *Oo*, *Pp*, *Rr*, *Ss*, *Tt*, *Uu*, *Vv*, *Ww*, and *Yy*. Ask questions such as the following: Which letters have curved lines? Which letters have straight lines? Which letters have slanted lines? Explain that today, your student will practice writing capital *I*, *O*, and *U*.

How to Write Capital *I*

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

How to Write Capital *O*

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

How to Write Capital *U*

1. Use the step-by-step strokes to discuss how to write capital *U*. Then, model how to write capital *U* as you explain the line stroke: You move straight down and draw a curved line to the right and back up to the top.
2. Have your student finger-write capital *U* in the air along with you as you name the line stroke.

#### Check-In

1. Have your student look at the images of the capital letters. Read aloud each set of directions and have your student point to the letters. (Letter *I* has a straight line, none of the letters has a slanted line, and letters *O* and *U* have a curved line.)
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. Have 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 *I*, *O*, and *U*. Then, have your student practice writing their name.
2. **IF** you observe that your student is pressing too hard when writing, **THEN** you may want to demonstrate writing too hard, too light, and just right. Writing with too much pressure can cause your student’s hand to tire more quickly.

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

#### Explain

1. Have available the following letter tiles: *t, o, m,* and *y*.
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 *to*, arrange their letter tiles to spell *to*, and then read the word. Continue with the word *my*.

#### 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 that the letters spell.
2. Continue with items 2–4.

#### Practice

1. Have available the following letter tiles: *t, o, l, k, i, e, w, n, m,* and *y*.
2. Help your student identify the letter tiles for *my*, name each letter, and arrange the letter tiles to spell *my*. 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 build words with short **i**, short **o**, and short **u**.

#### Warm Up

Have your student identify the vowel sound in words with short *i*, short *o*, and short *u* using the following routine:

* Say each sound in a word slowly and have your student listen for the sound in the middle of the word. (*d—i—g*)
* Have your student say the word sound by sound. (*d—i—g*)
* Have your student name the vowel sound heard in the middle of the word. (short *i*)

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **s—i—t**(short *i*) | **r—u—b**(short *u*) | **l—o—g**(short *o*) | **t—i—p**(short *i*) |
| **g—u—m**(short *u*) | **h—o—t**(short *o*) | **w—i—n**(short *i*) | **b—u—d**(short *u*) |

#### Explain

1. Gather the following letter tiles: *d, g, i, o, p,* and *u*.
2. Use the letter tiles to model with your student how to build words with short *i*.
	1. Build the word *pig* with the letter cards *p*, *i*, and *g*.
	2. Name the letters.
	3. Blend the sounds to say the word and have your student say the word.
	4. Then, use the word in a sentence: *The pig has a curly tail.*
3. Then, show your student how a new word can be formed by changing the letter *p* to *d* at the beginning of the word.
	1. Name the letters.
	2. Blend the sounds to say the word and have your student repeat.
	3. Then, use the word in a sentence: *The dog will dig in the dirt.*
4. Tell your student that they can also form new words by changing the middle letter. Use the word *dig*. Show your student how a new word can be formed by changing the middle letter *i* to *o*.
	1. Name the letters in *dog*. Then ask your student to identify the middle sound in *dog*. (short *o*)
	2. Blend the sounds to say the word and have your student repeat.
	3. Then, use the word in a sentence: *I take my dog on a walk.*
5. Continue by changing the middle letter *o* to *u* to form the word *dug*. Use the routine to have your student name the letters and middle sound in *dug*. Then, blend the sounds to say the word and talk about its meaning.

#### Check-In

1. Gather the following letter tiles: *b, i, n, o, p, t,* and *u*.
2. Have your student build the word *bin* with the letter tiles *b, i,* and *n*. Read the word with your student and use the word in a sentence: *I put the toys in the bin.* Then, read each set of directions to your student. Observe your student build the words with the short *i*, short *o*, and short *u* vowel sounds. Have your student say each word they build and together talk about its meaning. **IF** your student has 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: *h, i, o, t,* and *u*.
2. Have your student build the word *hit* with the letter tiles *h, i,* and *t*. Read the word with your student and use the word in a sentence: *I hit the ball with a bat.* Then, read each set of directions aloud as your student builds the words independently. Have your student say each new word aloud and together talk about its meaning. **IF** your student has difficulty building and saying the words on their own, **THEN** help your student position the letter tiles in each word one at a time. Then model blending the sounds of the letters to say the word and have your student repeat.
3. Print a copy of the decodable story, *My Dog*. If you do not have a printer then display the text on screen.
4. Listen as your student reads *My Dog* aloud. **IF** your student struggles blending the sounds in words with short *i*, short *o*, and short *u*, **THEN** use the letter tiles to blend the sounds the letters make.
5. Also, check for the correct pronunciation of the high-frequency word *my*.
6. Encourage your student to pay close attention to the pictures as they reread the story.
7. Check for overall comprehension of the text. Ask questions such as these: What kind of dogs are in the story? What do the dogs do?
8. Then, have your student follow the directions to hunt for the high-frequency word *my* and words with short *i*, short *o*, and short *u*.

Learning Coach Tip

In this Practice activity, your student will read the decodable reader *My Dog*. The decodable reader will support your student’s understanding of the sound–letter relationship of the short *i*, short *o*, and short *u* vowel sounds, and the high-frequency word *my*.

[My Dog](https://cite-media.pearson.com/legacy_paths/5737299c-809e-4ea2-94b3-dfa931e7aefb/My%20Dog.pdf)

[My Dog Answers](https://cite-media.pearson.com/legacy_paths/9a0e4c6d-19a4-4874-9952-b76eb4e0c8a4/My%20Dog%20Answers.pdf)

### Objective: In this section, you will look for an opinion in a story.

#### Explain

1. Review with your student that they have learned that an opinion tells how a person thinks or feels about something.
2. Circle back to the idea that writers often include opinions in their writing. For example, the writer of a story might have a character tell what they think or feel about something. Discuss how knowing how a character thinks or feels about something can help readers better understand the character.
3. Remind your student that there are special words they can use to tell their opinion; for example:*I think…, I like… and My favorite is….* Explain that writers can use these words to tell what a character likes or does not like. Careful readers can look for those words and think about the opinion that the character is sharing.
4. Read or play the passage about getting a pet and support your student as they listen to the story. Point out that the children have different opinions on what kind of pet the family should get and discuss the words the writer uses to make that clear. Remind your student that people often have different ideas or feelings about a subject. They are how a person thinks or feels about something.
5. Assist your student in answering the questions about the children’s opinions. Guide them to recognize the language each child uses to tell how they feel about each type of pet.

#### Check-In

1. Review with your student what they will do to complete the activity. They will listen to a story and then show a thumbs-up or thumbs-down to answer questions. Have them indicate which signal means *yes* and which means *no* to show their understanding.
2. Read or play the story for your student, and then guide them to answer the first two questions and identify which child likes the name Bubbles. **IF** your student has difficulty, **THEN** reread the story and discuss what you learn about each child’s favorite name. Remind them to listen for words that tell readers they are learning about an opinion.
3. Continue with the second set of questions, providing support as needed.

#### Practice

1. Read or play the story for your student. Guide them to listen for words that help the characters tell their opinions.
2. Read the first question and guide your student to respond by identifying what Inez thinks is best to do at the park. Have them explain how they know.
3. Guide them to answer the second question. Provide support and feedback as needed.

## Lesson 5: Help Can Be a Surprise: Synthesize

### Objective: In this section, you will contrast different events in a story.

#### Key Words

* **contrast** – tell how two things are different
* **details** – important information
* **events** – what happens in a story

#### Explain

1. Use the introduction to review that a story has three parts: a beginning, a middle, and an end. Events in each part of the story tell what happens. Details tell how the events in each part are different. Review with your student that pictures and words in a story give detail that tell about each event. You can use the details to contrast the events, or tell how the events are different.
2. If you have the print version of *A Meal Fit For a King*, show it to your student. Now, watch the video with them. Encourage them to follow along as the student in the video contrasts events in the story.
3. After viewing the video, support your student as they answer questions about events and how to use details to understand how events in a story are different. Review that understanding how events in a story are different helps them understand what they are reading.

[A Meal Fit for a King](https://cite-media.pearson.com/legacy_paths/ff0169ac-2fb9-4bcc-a640-a429dd3df0da/A%20Meal%20Fit%20for%20a%20King-REV.pdf)

#### Check-In

1. Read the directions together. Review that a story has three parts and details can help them understand how events in each part are different. Then, have your student listen to or read *A Meal Fit For a King*.
2. Support your student as they answer questions to contrast events in the beginning, the middle, and in the end of the story. **IF** they have difficulty using details to answer questions about events, **THEN** reread specific pages in the book together.
3. **IF** your student has difficulty explaining how the events are different in question 6, **THEN** draw attention to the sentence frames. Using the sample response to model how to use details to contrast the events in each part of the story.

[A Meal Fit for a King](https://cite-media.pearson.com/legacy_paths/ff0169ac-2fb9-4bcc-a640-a429dd3df0da/A%20Meal%20Fit%20for%20a%20King-REV.pdf)

#### Practice

1. Remind your student that contrasting events in stories can help us understand how the events in each part of a story are different. Then, reread *My Pig* together.
2. Confirm that they understand the directions. Read the headings in the chart. Remind them that details about a character’s problem are given in the beginning of the story, details about what the character does to solve the problem are given in the middle of the story, and details that tell how the character solves the problem are given in the end. Consider having your student use details in each picture from *My Pig* to tell what is happening in each picture before they sort them.
3. **Daily Writing:** You may want to have your student respond to the following writing prompt. Write a story about a time you lost something. What did you lose? What did you do to find it? How did you find it? Draw three pictures and then write sentences. Encourage your student to share their writing when they are finished.

[My Pig](https://cite-media.pearson.com/legacy_paths/b0299943-205e-41c4-9eaa-33e9b6a0d162/My%20Pig.pdf)

### Objective: In this section, you will clearly say what you mean.

#### Explain

1. Begin the lesson with a brief visualization activity. Tell your student that you want to share something you saw or did. Have them close their eyes and use their imaginations. First, share your thought in a way that is not clear; then, express it clearly; for example:
	1. Not clear: “I saw this thing today. It was a bird. Really cool.”
	2. Clear: “Today, I saw a robin hop across the grass to catch a worm. It was fun to watch the way it moved!”
2. Talk with your student about why the second way you expressed your idea was easier for them to imagine. Point out that your meaning was clearer because of the words you used.
3. Tell your student that it is important to tell about their ideas, thoughts, and feelings clearly when presenting information. If they don’t say what they mean clearly, other people will not understand them and feel confused.
4. Watch the video together. Pause the video after each buzzer or bell to discuss how the child expressed their ideas. If necessary, clarify that a buzzer sound means the child was not clear, and the bell sound means they were clear. Consider asking questions such as:
	1. Did the child clearly say what they mean?
	2. How did you know the child was or was not clear?
5. Discuss the children who clearly say what they mean. Point out the things they do; for example:
	1. They use exact words (e.g., I want a *banana*, I’m so *mad*, I can build a *castle*.).
	2. Sometimes they tell why (e.g., Bananas are so fun to peel.).
6. Point out what happens when the child’s meaning is not clear. The narrator is confused, they ask questions, and they say “Sorry! Let’s try that again.”
7. After watching the video, guide your student to use the frames to clearly tell you they are hungry. Remind your child that people who clearly say what they mean use exact words to tell how they feel or what they want, and may also explain why. Provide support and feedback on their response. If time allows, provide your student with additional scenarios (for example: you have an idea for something fun to do, you want to talk about something you did, you learned something interesting about a particular subject). Guide them to say what they know, think, or feel clearly.

#### Check-In

1. With your student, talk about what is happening in the picture. Point out that the potted plant has been knocked over. The plant and the dirt have spilled out. Tell your student that they will hear two ways that someone might tell about what happened. If the explanation is clear, they will show a thumbs up (for “yes”). If it’s not, they will show a thumbs down (for “no”).
2. Read the first example and question to your student and have them respond. **IF** they have difficulty, **THEN** replay the video and focus on what Joey says first when his dog Buster chews up his stuff. Talk about why his meaning is not clear.
3. Then, pose the second example and question and have your student respond. **IF** they have difficulty, **THEN** revisit the part of the video when Joey tries a second time to express his ideas about Buster chewing up his stuff. Talk about why his meaning is clearer this time because he uses exact words to tell what happened and how he feels.
4. Discuss with your student why the words “It looks like the dog knocked the plant over!” explain what happened more clearly than “Uh, oh!” Point out that “It looks like the dog knocked the plant over!” tells exactly what happened.

#### Practice

1. Remind your student that they have already listened to the story titled *A Meal Fit for a King*. Read or play the story for your student.
2. Encourage your student to tell you the character they liked best and why. Remind them that including details about what the character says and does will help them make their ideas clear.
3. Listen as your student expresses their thoughts, feelings, or ideas when presenting the information. Show understanding by nodding and giving a thumbs-up when they share clearly. **IF** your student struggles to express their meaning clearly, **THEN** pose questions and provide sentence frames to focus their thinking, for example:
	1. The character I like best is \_\_\_\_\_.
	2. I like this character best because \_\_\_\_\_.
	3. One thing the character says/does is \_\_\_\_\_.
4. You may also ask clarifying questions, such as:
	1. Can you be clearer?
	2. Do you mean…?
	3. How can you say this idea more clearly?
5. End the lesson by discussing how your student knew their meaning was clear. Review that they can tell they have expressed their clearly when the other person understands them.

[A Meal Fit for a King](https://cite-media.pearson.com/legacy_paths/ff0169ac-2fb9-4bcc-a640-a429dd3df0da/A%20Meal%20Fit%20for%20a%20King-REV.pdf)

### Objective: In this section, you will read the word **my** 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 *My hands are dirty.* 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 *My* 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 *My hands are dirty.* is called a period.

#### Check-In

1. Listen as your student reads *My Pig* aloud.
2. Monitor how your student reads the high-frequency word *my*. **IF** you notice they have difficulty reading *my*, **THEN** have them use letter tiles to spell the word. Read the word together.
3. Discuss the part of the story that surprises your student. Provide student frames to encourage using complete sentences: *I was surprised when . I thought .*

[My Pig](https://cite-media.pearson.com/legacy_paths/b0299943-205e-41c4-9eaa-33e9b6a0d162/My%20Pig.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 *My Cup*. Have them think about what the girl will do with her stuffed pig and draw a picture. 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 draw a picture that shows your opinion about something.

#### Show What You Know

1. Tell your student that they are quickly becoming opinion experts! Point out all they have learned about opinions:
	1. An opinion tells how a person thinks or feels about something.
	2. Words like *I like*…, *I think…*, *My* *favorite…* can help people tell their opinion to others.
	3. People can have different opinions about the same topic.
	4. Asking questions can help you understand another person’s opinion and why they feel that way.
2. Remind your students that writers often write about opinions. They have already learned to identify a character’s opinion in a story. Explain that writers also like to tell their own opinions about a topic. Discuss why a writer might want to share their opinion with others.
3. Read the text about Antonio with your student. Discuss why drawing a picture is a good way for Antonio to show that kittens are his favorite baby animal.
4. Ask your student to examine Antonio’s drawing. Point out that Antonio included himself in the drawing as well as the kitten, and ask your student why they think he did this (to more clearly show how he feels). Talk about other details that help Antonio show why kittens are his favorite baby animal.
5. Guide your student to respond to the questions. Discuss why the questions ask them to tell not only the opinion Antonio has, but why he has it.

Assess how successful your student was in answering the questions by considering the following:

* **Less Successful** – My student struggled to identify Antonio’s opinion and to use details in the picture to explain why he feels this way.
* **Moderately Successful** – My student was able to use the picture and information in the lesson to identify Antonio’s opinion, but struggled to understand why he might feel that way.
* **Very Successful** – My student can identify Antonio’s opinion and use details in the picture to explain why he feels that way.

#### Try This

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

* **Less Successful** – Review how a picture can tell an opinion by showing what someone likes or dislikes and including details that indicate why the person feels that way. Work with your student to identify the baby animal and details that help explain their opinion. Then, guide them to include these details in their drawing.
* **Moderately Successful** – Observe as your student chooses the baby animal they like best. If you notice that they are struggling to choose one animal over another, then provide support by asking which animal they would like to see or to pet. Provide any needed support in helping them convey through their drawing why they like that animal best.
* **Very Successful** – Have your student complete the Try This activity as independently as possible.
1. Review the three baby animals shown on the screen with your student and support them as they choose their favorite. **IF** they do not like any of the options provided, **THEN** allow them to choose another favorite baby animal. Have them explain their choice so that you can understand the reasoning behind their opinion. **IF** they have difficulty doing so, **THEN** discuss the physical features of the animal. Ask leading questions, such as, “Which animal might feel the softest?” “Which animal might be the funniest to watch?”
2. Observe as they draw their chosen animal and adds details to their drawing. Reiterate that in order for you to understand their choice, it is important to see what they like about the animal. Remind them that Antonio added himself to his drawing and that that they can choose to do the same.
3. When they have finished, encourage them to explain how their drawing helps them tell their opinion as well as why they feel that way. Provide any needed feedback and praise your student for their thoughtful work.

### Review

Read the information on the page out loud to your student. Point to the bulleted list and explain that it will remind your student of what they have learned.

Encourage your student to say something out loud about each topic on the list. If your student has forgotten about any of the topics, help them remember what they have learned.

### Reflect

Guide your student to reflect on their learning. Ask them to identify what was easy for them to learn and explain why. Continue by having them discuss what was difficult to learn. Finally, have them name the favorite thing they learned.