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# Language Arts K B Unit 8: Small Helpers

## Lesson 1: Small Helpers: Genre

### Small Helpers: Introduction

#### Learning Goals

In this unit, your student will be learning about how small helpers can help. There are 21 learning goals for this unit:

1. Use key details to make predictions, with prompting and support.
2. Repeat high-frequency words.
3. Identify describing words in sentences.
4. Replace sounds with one-syllable words to make new words.
5. Use key details to answer questions about a story, with prompting and support.
6. Identify high-frequency words.
7. Use the suffixes *-er* and *-est* to show comparison.
8. Pronounce words with long *a*.
9. Trace circle strokes in writing.
10. Identify what a fable is, with prompting and support.
11. Match high-frequency words.
12. Expand sentences by adding describing words.
13. Identify words with long *a* (VC*e*; CVC*e*).
14. Explain how a character solves a problem in a fable, with support as needed.
15. Arrange high-frequency words with letters.
16. Build words with long *a*.
17. Practice writing uppercase and lowercase *Cc*, *Dd*, *Oo*.
18. Read a book of choice with support.
19. Retell a fable using key details, with prompting and support.
20. Speak at an appropriate rate in order to express thoughts, feelings, and ideas clearly.
21. 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 “Small Helpers” will be assessed with the following items:

* Small Helpers: Genre Quick Check
* Small Helpers: Genre Skills Check
* Small Helpers: Comprehension Quick Check
* Small Helpers: Comprehension Skills Check
* Small Helpers: Speak/Listen Quick Check
* Small Helpers: Speak/Listen Skills Check
* Small Helpers: Fluency Quick Check
* Small Helpers: Fluency Skills Check
* Small Helpers: Synthesize Quick Check
* Small Helpers: Synthesize Skills Check

At the end of each day there is a skills check assessment. Skills check assessments will allow you to observe your student completing a variety of skills and indicate whether they were able to demonstrate the skills successfully. This assessment does not count toward your student’s overall grade, but the results report your student’s progress to the teacher. Discuss and correct any items your student answers incorrectly before proceeding in the course.

#### Spark

Set the Stage for Learning

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

1. Read the introduction with your student. Point out that they will be talking about some ways small creatures help.
2. Watch the video together. You may want to pause throughout the video to discuss how the small creatures are helping. After viewing the video, discuss other small helpers your student knows about that help.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask about small helpers and how they help.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if they have ever seen this small helper at work.

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

#### Key Words

* **author** – the person who wrote the words
* **illustrator** – the person who drew the picture
* **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.

[Small Helpers\_Genre Long a. a-e](https://cite-media.pearson.com/legacy_paths/353c77bf-d1fa-4cb0-be4b-8ef2f338ab86/Small%20Helpers_Genre%20Long%20a.%20a-e.pptx)

#### Explain

Learning Coach Tip

You will be sharing *The Shark and the Clown Fish* 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*** Pre-teach 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 Read of the Story*** Check for overall understanding of the story.
 |
| Part 3 | Identify what a fable is, with prompting and support. | **Reread a Part of the Story*** Teach a comprehension skill.
* Develop understanding of a fable.
 |
| Part 4 | Explain how a character solves a problem in a fable, with support as needed. | **Reread a Part of the Story*** Teach a comprehension skill.
* Develop understanding of how to identify a character’s problem.
 |
| Part 5 | Retell a fable using key details, with prompting and support. | * Teach a comprehension skill.
* Develop understanding of retelling a story using key details.
 |

Learn New Words

1. It is important for your student to understand the following words to comprehend what is happening in *The Shark and the Clown Fish*.
2. Draw attention to the picture for the word *reef*. Ask your student if they have ever thought about what the bottom of the ocean looks like. Then, discuss what they see in the picture. Explain that a line of rocks is on the bottom of the ocean in some places. The rocks are called coral and can be hard and sharp. Ask: What do you think lives in a reef?
3. Continue with the picture for the word *clown fish*. Ask your student to use the picture to describe what a clown fish looks like. Explain that a clown fish that swims in the ocean is much smaller than most fish. Ask: Do you think a clown fish would fit in a fish tank that you have at home? Tell why or why not.
4. Draw attention to the picture for the word *shark*. Ask your student to use the picture to describe what a shark looks like. Explain that a shark is a large fish that has sharp teeth. Discuss how a shark and a clownfish are alike and how they are different. Ask: Do you think a shark would fit in a fish tank that you have at home? Tell why or why not.

|  |  |
| --- | --- |
| **Word or Phrase** | **Meaning** |
| reef | a line of sharp rocks that are on the bottom of the ocean |
| clown fish | a small fish colored orange and white |
| shark | a large fish with sharp teeth |

Title, Author, and Illustrator

1. Explain that some stories have one page and other stories have many pages. Ask: How many pages does this story have? Is it a short story or is it a long story? Then, have your student point to the title, *The Shark and the Clown Fish*, and read it together.
2. Review that the author of the book is the person who wrote the story and the illustrator is the person who drew the picture or pictures. Ask your student to try to locate the name of the author and illustrator. Support them as they answer the two questions that help them understand that we do not know who authored or illustrated *The Shark and the Clown Fish*.

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 picture or pictures that illustrate the story.
2. Discuss that a picture often shows who or what the story will be about. It might also show where the story takes place. Allow time for your student to look at the picture in *The Shark and the Clown Fish.* Then, support them as they answer the two questions about the characters and setting of the story.
3. Scaffold as your student uses details they noticed in the picture 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.

[The Shark and the Clown Fish](https://cite-media.pearson.com/legacy_paths/dade602e-9393-4379-988f-761cd699167f/The%20Shark%20and%20the%20Clown%20Fish.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at the picture in the story.
2. Support your student as they answer questions about the picture in *The Shark and the Clown Fish*. **IF** they have difficulty using details to answer a question,**THEN** model by thinking aloud about what you see. For example: I see that the shark is looking at something. It is a hook. I know that people who want to catch fish put food at the end of a hook. I think the shark is looking at the food on the hook. Ask: Do you think the fish is hungry? Tell why or why not.
3. Continue with the remaining questions about what the picture tells about the characters.

#### Practice

1. Review that the picture in *The Shark and the Clown Fish* gives a lot of information. Ask your student to think about what they noticed by looking at the illustration and tell what they think the story will be about. Explain that there isn’t a right or wrong answer to the question. **IF** they have difficulty making a prediction, **THEN** model a response such as: The clown fish is riding on the shark’s head. I wonder why he is doing that. Could it be because the clown fish wants a ride? I look at the expression on the clown fish’s face. The clown fish looks scared. That makes me think that the clown fish is afraid of the shark. I do not think they are friends. What do you think? What details did you use to tell why you feel the way you do?
2. **Daily Writing**: You may want to have your student respond to the following writing prompt: Could a clown fish help a shark? Tell why you feel the way you do. Encourage your student to write independently and to read their writing to you. Remember that they are 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 **me**.

#### 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*, *to*, *my*, and *go* 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 the following: Who is Dad hugging? Who is telling about what Dad is doing? Read the sentence below the picture. Explain that the word *me* stands for the girl who is being hugged by Dad. The girl is telling about what is happening. Add that when you talk or write about something that is happening to you, you might use the word *me*. Continue with the second picture and sentence.
2. Point to the word *me*, say the word, and have your student repeat. Explain that *me* is a word that your student will see many times in books they read. Add that the word is used when talking about yourself.

#### Check-In

1. Read aloud the sentence for the first picture. Ask questions such as the following: What is happening? Who is telling about what is happening? How do you know? 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 *me* is used when talking about yourself. Ask questions like these: Who is reading to the girl? Who is telling about what is happening? Who does the word *me* stand for? **IF** your student has difficulty determining what is happening in each picture, **THEN** point to the girl, the person telling about what is happening. Provide a think-aloud such as the following: I see a girl. Other children are standing behind the girl. The girl is telling about what is happening. She uses the word *me* to tell what is happening to her.

#### Practice

1. Print the [Make a Word Card](https://cite-media.pearson.com/legacy_paths/86213ea1-bb59-44cd-8b7e-41ac27cfb176/Make_a_Word_Card_me.pdf) worksheet for your student to use. If you do not have a printer, then draw the outlines of lowercase *m* and lowercase *e* on a blank, unlined sheet of paper. Point to *me* and read it aloud with your student. Have your student use a different color of crayon or marker to color each letter in *me*.
2. Have your student use safety scissors to cut out the word card. You may keep the word card 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.

### Objective: In this section, you will identify describing words in sentences.

#### Key Words

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

#### Explain

Quick Review

Remind your student that describing words tell more about a noun—a person, an animal, a place, or a thing. A describing word can tell about size, shape, color, or number. Describing words can also tell what something looks or sounds like or how it feels, tastes, or smells.

1. Use the definitions on the screen to review the meanings of the key words. Have your student look at the photos as you read the sentences aloud. Have your student say the nouns.
2. Then, have your student look at the next set of pictures. Read the sentences aloud. Ask them to say the describing words. Point out that the describing words tell more about the *truck*, *ball*, *banana*, and *puppies*. Have your student identify that the describing word *big* tells about a size, *round* tells about a shape, *yellow* tells about a color, and *four* tells how many.
3. Explain that describing words can also tell what something looks like or sounds like, or how it feels, tastes, or smells. Read aloud the activity and have your student answer. **IF** your student struggles, **THEN** talk about the noun *flowers* in the sentence and how they look.

#### Check-In

1. Read the directions with your student. Explain that they will listen to a sentence and say the describing word.
2. Read the first sentence aloud. Then, read aloud the question. Emphasize that your student is looking for a describing word that tells color. Remind your student that it is easier to find a describing word by identifying the noun first. Ask your student to identify the noun. **IF** your student struggles, **THEN** ask questions like this one: What is the sentence about? (the bird) Then, have your student say the describing word that tells what color the bird is (blue).
3. Continue with the remaining pictures and sentences, following the same procedure. Support your student as necessary.

#### Practice

1. Read the directions aloud.
2. Have your student listen to the first sentence and say the answer. **IF** your student answers incorrectly, **THEN** read the feedback notes to your student.
3. Follow the same procedure for the remaining items, providing support to your student as necessary.

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

#### Key Words

* **word family** – a group of words that have the same ending letters.

#### Explain

Learning Coach Tip

Remind your student that in earlier lessons, they practiced listening to sounds in words. They made new words by exchanging the beginning, middle, and ending sounds. In today’s lesson, your student will continue to practice replacing sounds and making new words by listening to and by looking at letters that change. These understandings will help your student successfully transition into reading and writing.

1. Read the introduction with your student. Explain that in today’s lesson they will practice changing the beginning letter and sound in a word to make a new word. Guide your student through the *hen/ten* example. Monitor their pronunciation as they read each word. You may wish to have them read the words again, listening carefully to the sound of the letters that are replaced: the sound of the letter *h* and the sound of the letter *t*.
2. Work with your student through the next words and questions. Ensure that they correctly identify that the sounds change from the sound of *t* to the sound of *p*, and that the letter *t* is replaced by the letter *p* in the words *ten/pen.*
3. Read the concluding part of this section of the lesson with your student. Point out that letters *en* and their corresponding sounds do not change in the example words. Explain that these words belong to the -*en* word family. Tell them they will see and hear other word families in this lesson.

#### Check-In

1. Monitor and guide your student through the activities. Have your student read each word. As needed, help them read the instructions for replacing the beginning letter. Monitor their success identifying the new word. **IF** your student struggles, **THEN** repeat the activity, stressing the sounds and letters that change and those that remain the same.
2. For the final activity, remind your student that words in a word family have the same ending letters and sounds. As needed, help them to recognize that the letters *an* look and sound the same in all of the words. Clarify that this helps them know all the words that belong to the -*an* word family.

#### Practice

1. Read the directions together with your student. Your student will identify the letters and sounds that are replaced to make new words.
2. In the final activity, have your student identify that the words belong to the word family.

## Lesson 2: Small Helpers: Comprehension

### Objective: In this section, you will use details to answer questions about 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 *The Shark and the Clown Fish*. Review that a story has three parts: a beginning, a middle, and an ending. Explain that details tell about the events in each part. Then, read the introduction together.
2. If you have the print version of *The Shark and the Clown Fish*, display it now. Then, watch the video together. Encourage your student to follow along as the student in the video uses details to answer questions about the beginning of the story. After viewing the video, support them as they answer the questions about the beginning of the story. **IF** they have difficulty answering a question, **THEN** reread the part of the story, either paragraph one or paragraph two, that includes details needed to answer the question.
3. Read aloud or have your student listen to a recording of *The Shark and the Clown Fish*.
4. After reading the story, ask your student to discuss the picture. Ask questions such as: *What is on the hook? Is that important to the story?*

[The Shark and the Clown Fish](https://cite-media.pearson.com/legacy_paths/9d6bbd44-715a-4cfe-a1c2-5197c907a550/Shark%20and%20Clown%20Fish-REV.pdf)

#### Check-In

1. Read the directions with your student and support them as they answer questions about what happens in the middle and the end of the story. Remind them that the picture and the words work together to tell what happens in the story. It is important to look for details in the picture and the words.
2. **IF** your student has difficulty drawing a conclusion to answer the last question, **THEN** model with a think aloud such as: I know that a joke is something that is funny. That tells me that the shark thinks it is funny that a small clown fish could ever help him. When I think about how the shark and the clown fish are different, I notice that the shark is so much larger than the clownfish. That tells me that the shark thinks what the clown fish is a joke because the clown fish is so small. What do you think? Are there details in the story that make you think differently?

#### Practice

1. Remind your student that they can use details to answer questions about what happens in a story. Then, read the directions together.
2. Provide support as they use details to explain how the clown fish helps the shark. Scaffold by reading the sentence frames together before your student responds. **IF** they have difficulty responding using details, **THEN** model with the sample response.
3. **Daily writing:** If time permits, have your student respond to the following prompt: Tell about a time you helped someone. Encourage your student to write independently and to share their work when they have finished.

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

#### Explain

Learning Coach Tip

Your student will have multiple opportunities to read the high-frequency word *me* during the week. If you notice that your student has difficulty reading the word, use the following 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 *me* word card they created. Point to the word *me*, 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 *me*. 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 *me* is used when you talk or write about yourself.
3. Have your student point to the word *me* in the first sentence. Say the word together. Then, have your student respond to the prompt by identifying the number of letters in *me*.
4. Have your student name the letters in *me*. Explain that some words are only used in the middle of a sentence and start with a lowercase letter.

#### Check-In

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

#### Practice

1. Read *Look at Me!* with your student. Talk about what happens in the story.
2. Have your student identify the number of times they see *me* in the story. Have them draw a happy face on a sticky note or a sheet of paper each time they find the word *me*. Point out that when the word *me* appears in the title of a book or story, the word begins with a capital letter.

[Look at Me!](https://cite-media.pearson.com/legacy_paths/783ee046-7af0-4946-a180-6f7b68d85a29/Look%20at%20Me%21.pdf)

### Objective: In this section, you will use words ending with **-er** and **-est** to show comparisons.

#### Key Words

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

#### Explain

Get Ready for Learning

Draw a large square on paper. Explain that you could use the word *large* to describe the square. Then, draw a larger square on paper. Ask your student to compare it to the first square. Have your student complete the following sentence frame to help them realize that the second square is larger than the first: This square is  than the first square. (larger) Finally, draw an even larger square, and ask your student to compare it to both the first and second squares. Help your student conclude that the third square is the *largest* of all three.

1. Use the definitions on the screen to review the meanings of the key words. Remind your student that a describing word, or adjective, tells more about a noun. Explain that your student can use a describing word that ends in *-er* or *-est* to show the difference between two or more nouns. Explain that a describing word that ends in -*er* compares two people, animals, places, or things.
2. Have your student look at the photos and discuss using *-er*. Read the sentences aloud and point out the describing words *small* and *smaller*. **IF** your student struggles understanding why a word ends in -*er*, **THEN** point out that the second dog is being compared to the first dog. Explain that the -*er* ending in *smaller* means the second dog is not as big as the first dog.
3. Discuss using describing words that end in -*est* to compare. Read the sentence aloud and point to the -*est* in *smallest*. Explain that there are a total of three dogs being compared and that -*est* is used to compare three or more people, animals, places, or things.
4. Continue with the next photos. Read aloud the first pair of sentences and have your student say the describing words *fast* and *faster*. Read aloud the question and have your student answer. **IF** your student struggles, **THEN** point out the *-er* ending in *faster*. Remind them that describing words that end in *-er* compare two people, animals, places, or things. Continue with the next sentence and question. Provide support to your student as needed.

#### Check-In

1. Print the Sort Describing Words *-er*,*-est* worksheet, and have your student cut out the six cards. If you do not have a printer, display the worksheet on the screen. Remind your student that some describing words can compare and that some of these end in *-er*, while others end in *-est*. Read aloud the heading at the top of each box.
2. Have your student select a card. Read the describing word aloud. Tell your student to look at the letters at the end and place the card into the correct box. If the worksheet is not printed but displayed on the screen, ask your student to point to the box where the card belongs.
3. Continue with the remaining cards, following the same procedure.

[Sort Describing Words -er, -est](https://cite-media.pearson.com/legacy_paths/631a574b-a34e-42b0-99a4-604b973e9acf/Sort%20Describing%20Words%20-er%2C%20-est.pdf)

[Sort Describing Words -er, -est Answers](https://cite-media.pearson.com/legacy_paths/09b8f7ba-3cf5-45c8-89f6-db5807472223/Sort%20Describing%20Words%20-er%2C%20-est%20Answers.pdf)

#### Practice

1. Read the directions aloud. Explain that your student will listen to a sentence and choose a describing word that ends with -*er* or -*est*.
2. Read the first sentence to your student. Before they choose the describing word, ask how many things are being compared. Be sure your student understands that *-er* compares two things and *-est* compares three or more things.
3. Continue with the remaining items, supporting your student as necessary.

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

#### Explain

Beginning Sound

1. Review that every word is made up of letters and their sounds. Tell your student that their job in this lesson is to listen to sounds in words. First, they will tell how many sounds they hear. Then, they will tell what sound they hear at the beginning of a word. Model with an example word, *age*.
2. Point to the photo of an ape. Then, say *ape* slowly, clapping for each sound in the word. Have your student repeat the word with you, clapping the sounds. Ask your student to tell how many sounds they hear (two). Say *ape* again and have your student say the sound they hear at the beginning of the word.

Beginning Sound Routine

* My best friend and I are the same age. *Age*.
* Say the word *age* with me: *age*.
* Now, listen to me say *age* slowly:*a-ge*.
* Listen as I say the word again. This time, I will clap each time I hear a sound: *a-ge*.
* Now, say the word slowly with me. Clap each time you hear a sound: *a-ge.*
* You hear two sounds in the word *age*: *a-ge*.
* Now, I will say the word again. Listen for the beginning sound in *age: a-ge*.
* Say the beginning sound you hear in *age*.

Middle Sound

1. Now, tell your student that they will listen for the middle sound in a word. Model with an example word, *name*.
2. Point to the photo of a cake. Then, say *cake* slowly, clapping for each sound in the word. Have your student repeat the word with you, clapping the sounds. Ask your student to tell how many sounds they hear (three). Say *cake* again and have your student say the sound they hear in the middle of the word.

Middle Sound Routine

* I can spell my name. *Name*.
* Say the word *name* with me: *name*.
* Now, listen to me say *name* slowly: *n-a-me*.
* Listen as I say the word again. This time, I will clap each time I hear a sound: *n-a-me*.
* Now, say the word slowly with me. Clap each time you hear a sound: *n-a-me*.
* You hear three sounds in *name: n-a-me*.
* Now, I will say the word again. Listen for the middle sound in *name*:*n-a-me*.
* Say the middle sound you hear in *name*.

Learning Coach Tip

The vowel letters are *a, e, i, o,* and *u*. Many words have one vowel followed by a consonant and the letter *e*. When the vowel is followed by a consonant and *e*, the vowel usually has a long sound, and the *e* at the end of the word is silent. For example, these words have the long-*a* sound: *make, game, save.*

#### Check-In

1. If needed, help your student identify the picture as tape. Guide them to say the word *tape* and then say the word slowly as they clap for each sound they hear. **IF** your student cannot identify the middle sound, **THEN** say each sound in the word more slowly with a longer pause between sounds: *t—a—pe*. Ask your student to say the beginning sound. Then, say the word slowly a second time, and ask them to say the middle sound. Finally, say the word slowly a third time, and ask your student to identify the ending sound.
2. Continue with the second picture. Confirm that your student can identify the picture as a game before guiding them through the directions.
3. Say the words *tape* and *game* with your student, and discuss that *tape* and *game* have the same middle sound. Have them say the middle sound they hear in *tape* and *game*.

#### Practice

1. Confirm that your student can name each picture: *rake, cape, wave*. Then, guide your student through the steps of the Middle Sound Routine to name the sound they hear in the middle of each word.
2. Say the words *rake, cape,* and *wave* again. Ask your student to tell if they hear the same middle sound in each word. **IF** your student has difficulty clapping the number of the sounds in a word, **THEN** say each sound in the word more slowly with a longer pause between sounds: *r—a—ke, c—a—pe, w—a—ve.*

### Objective: In this section, you will practice tracing circle strokes.

#### Explain

1. Read the introduction and remind your student that they have learned how to write many letters with circle strokes. Point out the difference between a circle and a part circle as you model how to write these strokes on unlined paper. Explain that your student will use these strokes to write letters.
2. With your student, finger-write in the air lowercase *o* as you say *circle stroke*. Then, finger-write lowercase *c* as you say *part circle*. To be sure your student understands the difference between a circle and a part circle, explain that a circle is closed and the stroke ends in the same place where it began.
3. Have your student look at the first set of letters. Say the names of the letters. Have your student point to the letters that include a circle stroke (lowercase *b*, *o*, and *a*). Continue in the same way with the next set of letters. Have your student identify the letters that include a part circle (lowercase *c* and lowercase *e*).
4. **IF** your student has trouble identifying the kind of stroke, **THEN** review *circle* and *part circle* again. While reviewing the letters, have your student finger-write each letter in the air. Ask if the letter has a circle or a part circle.

#### Check-In

Learning Coach Tip

Your student will practice circle strokes in rainbow letters they have already learned. Have available crayons in the following colors: red, orange, yellow, green, blue, and purple. Reinforce the colors of the rainbow as your student traces the circle strokes with each crayon.

1. Print the [Rainbow Circle Strokes](https://cite-media.pearson.com/legacy_paths/6e0def65-9680-4641-a506-4cc5d34ac47b/Rainbow_Circle_Strokes.pdf) worksheet. If you do not have a printer, create letter cards by drawing the outline of lowercase *b* and *g* on an unlined sheet of paper. Have your student use safety scissors to cut apart the two letter cards.
2. Review that a rainbow is made up of many colors, and explain that your student will be using red, orange, yellow, green, blue, and purple crayons to make rainbow circle strokes in lowercase *b* and *g*.
3. Begin with the letter card for lowercase *b*. Work with your student to identify the circle stroke and where they should begin to trace it. Trace with your finger as you say *circle stroke*. Then, have your student do the same before tracing the circle stroke with each crayon. Observe as your student traces. **IF** you notice that your student is tracing the circle stroke in reverse, **THEN** model tracing in the correct direction with your finger. Have your student do the same before they continue.
4. Follow the same process with the circle stroke in lowercase *g.* After your student completes the activity, have them add the new rainbow circle strokes to their handwriting folder.

#### Practice

1. Have unlined paper available. Encourage your student to use the rainbow letters with circle strokes as a model as they practice writing *Q* and *p*.
2. **IF** you observe that your student is having difficulty writing a steady circle stroke, **THEN** draw some basic objects with circle strokes, such as a beachball or bicycle tire, on paper. Have your student practice tracing the objects before writing *Q* and *p*.

### Objective: In this section, you will plan a story.

#### Key Words

* **characters** – people or animals in a story
* **events** – what happens in a story
* **make-believe** – not able to happen in real life
* **setting** – where events happen

#### Explain

Connect to Literature

Revisit *The Shark and the Clown Fish*, the story your student is reading in this unit. Review who the story is about, where the story takes place, and what happens in the story. Encourage your student to use details in the illustration to talk about the characters, setting, and events. Talk about parts of the story that help your student know that the events are make-believe, not real. Explain that your student will begin to write a make-believe story of their own.

[The Shark and the Clown Fish](https://cite-media.pearson.com/legacy_paths/9d6bbd44-715a-4cfe-a1c2-5197c907a550/Shark%20and%20Clown%20Fish-REV.pdf)

1. Read the introduction together. Use the definitions provided to review the meanings of the key words *characters*, *setting*, and *events*. Alternatively, as your student is able, have them explain what each word names.
2. To help your student understand that all stories have characters, a setting, and events, give examples from a few of your student’s favorite stories. You may want to challenge your student to think of a story that does *not* include these elements. Point out that this is not possible: all stories contain all three elements. Discuss why it’s important for a story to contain all three elements.

Make a Plan

1. Introduce the student writer Oscar by explaining that he is going to write a story, just like your student will be doing shortly. Point out that Oscar’s story will not be about real events that happened to him or someone he knows; instead, Oscar will write about *make-believe* events. Use the definition provided to review the meaning of this key word. Then, discuss with your student what writers do to make it clear that they are writing about make-believe things that could never happen (for example, they might include talking animals, fairies granting wishes, or giants roaming around).
2. Ask your student if they remember what good writers do before they start writing (they plan). Explain that Oscar will plan his story by choosing the characters, setting, and events.
3. Review Oscar’s planning chart with your student. Discuss that he drew the characters and wrote their names, drew and wrote the setting, and finally, drew and wrote the three events that take place first, next, and last. Talk about how Oscar’s chart will help him when it is time for him to write his story. Help your student answer the questions about the characters and setting.

#### Check-In

1. Print out the [Sort Parts of a Story](https://cite-media.pearson.com/legacy_paths/5b819736-6cb7-4976-bcfc-ac1926ff16ff/Sort%20Parts%20of%20a%20Story.pdf) worksheet and have your student cut out the six cards. If you do not have a printer, display the worksheet on the screen. Explain that the words at the top of the worksheet are the parts of a story. Your student will need to decide which cards show characters, which show a setting, and which show events.
2. Have your student select a card. Talk about the picture and read the label together. Then, ask your student to place the card in the box where they think it belongs. If the worksheet is not printed, ask your student to point to the box where the card belongs. **IF** your student has difficulty identifying the part of a story for a card, **THEN** ask questions such as the following: Is this the name of a person or animal in the story? Is this the place where the story happens? Is this an event that happens in the story?
3. Continue with the remaining cards, supporting your student as necessary. When your student has finished, use the answer sheet to review the correct placement of each card.

[Sort Parts of a Story](https://cite-media.pearson.com/legacy_paths/5b819736-6cb7-4976-bcfc-ac1926ff16ff/Sort%20Parts%20of%20a%20Story.pdf)

[Sort Parts of a Story Answers](https://cite-media.pearson.com/legacy_paths/c7cc6a69-d666-43b3-99ad-edf48520e0f5/Sort%20Parts%20of%20a%20Story%20Answers.pdf)

#### Practice

Learning Coach Tip

In this lesson, your student will begin to write a story focused on make-believe events. As your student progresses, you may want to add their work to an existing narrative folder or begin a new folder devoted to fictional writing. Add to the folder as your student writes and adds to their story.

1. Support your student as they plan their own make-believe story. First, guide them in brainstorming and listing a few ideas. Remind them that their story will be about make-believe events, so they can focus on characters, settings, and events that could never exist in real life. **IF** your student struggles to brainstorm characters, **THEN** remind them of some of the characters they know from stories they have read. For the setting, suggest that they imagine what might happen if the characters lived long ago, in a magical kingdom, in space, and so on. Encourage your student to limit the number of characters and events in their story to keep planning and writing manageable. You may wish to have them choose two characters and three events.
2. Once your student has selected a story idea, have them follow the directions to draw pictures that show the characters, setting, and events. Create a chart similar to Oscar’s that your student can use to organize the parts of their story. Alternatively, have them create their drawings on separate sheets of paper. Help your student label each drawing so that it’s clear what the drawing represents.
3. As needed, pose guiding questions as your student works, for example:
	1. Where does the character go?
	2. What do they see there?
	3. What happens after the character arrives?
4. Review your student’s work with them when they have finished. Compliment them for their hard work and let them know you are looking forward to reading their story.

## Lesson 3: Small Helpers: Speak/Listen

### Objective: In this section, you will identify a fable.

#### Key Words

* **characters** – the people and animals in a story
* **events** – what happens in a story
* **fable** – a story that teaches a lesson
* **setting** – where the story takes place
* **story** – has characters, setting, and events

#### Explain

1. Review with your student the elements of a story. Scaffold as your student explains that a story has characters, a setting, and events. The events tell what happens at the beginning of a story. Sometimes a story tells about events that can happen in real life. Other times the story tells about make-believe events, or events that cannot happen in real life.
2. Explain that today they will learn about a special kind of story, a fable. Read the introduction together. Review the meaning of words such as *characters, setting,* and *events*. Then, watch the video with your student. Discuss how a fable and a story are the same and how they are different.
3. After viewing the video, support your student as they answer questions about a fable. **IF** your student has difficulty, **THEN** use the introduction to review how a fable and a story are the same and how they are different.

#### Check-In

1. Begin by rereading or having your student listen to *The Shark and the Clown Fish*. Explain that they should think about whether the story is a fable.
2. Review the characteristics of a fable together. Explain that a fable has animals that think, talk, and act like people. A fable also teaches a lesson.
3. Review the directions for the activity. Then, read each detail together and have your student tell if it is an example of an animal talking like a person, an animal thinking like a person, an animal acting like a person, or a lesson. **IF** your student has difficulty, **THEN** offer a think aloud such as this: The first detail is clown fish asks shark not to eat him. That is an example of an animal talking like a person. Ask: Can an animal in real life talk like a person?
4. After your student has sorted all of the details, ask: Is *The Shark and the Clown Fish*a fable?

[The Shark and the Clown Fish](https://cite-media.pearson.com/legacy_paths/9d6bbd44-715a-4cfe-a1c2-5197c907a550/Shark%20and%20Clown%20Fish-REV.pdf)

#### Practice

1. Read the directions aloud. Then, have your student complete the activity. Confirm that your student understands that they are to select a button for the details that tell about a fable, tell about a story, or tell about both. You may want to complete the first row together.
2. **Daily Writing:** Have your student respond to the following writing prompt: Draw a picture. Tell about the lesson, never give up! Write sentences for your picture. Encourage your student to write independently and to read their writing to you. Remember that your student is developing as a writer and will likely not write in complete sentences or spell words correctly.

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

#### Explain

Get Ready for Learning

Have your student locate the word cards for *Go*, *go*, and *me*. 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 the word *go* tells about moving to a particular place, while the word *me* is used when talking or writing about yourself.
2. Use the prompts to have your student find the high-frequency word in each sentence and then compare the number of letters in *go* and *me*. Remind your student that words have letters and that two words can have the same or a different number of letters. Also, explain that some words have letters that are the same, while other words have completely different letters. You may want to ask questions such as these: Do *go* and *me* have the same number of letters? Do *go* and *me* 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 Activities 2 and 3.

#### Practice

1. Read *Look at Me!* 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 *me*.
2. Have your student hunt for the words *Go*, *go*, and *me*. You may want to have the word cards for *Go*, *go*, and *me* available so your student can sort them into two piles: one for the words that are in *Look at Me!* and another for the words that are not in *Look at Me!* However, you will need to make another word card for *Me* (found in the title).

[Look at Me!](https://cite-media.pearson.com/legacy_paths/783ee046-7af0-4946-a180-6f7b68d85a29/Look%20at%20Me%21.pdf)

### Objective: In this section, you will add describing words to sentences.

#### Key Words

* **adjective** – a word that describes a person, animal, place, or thing

#### Explain

Quick Review

Remind your student that you have talked about sentences. A sentence is a group of words that tells a complete thought. It includes a noun and a verb. Explain that today they will learn about adding describing words to sentences.

1. Use the definition on the screen to review the meaning of the key word. Help your student recall that a describing word tells more about a noun. Explain they can make a sentence more interesting by adding a describing word.
2. Read the first sentence aloud, pointing out the noun *kitten*. Then, read the sentence with an added describing word that tells more about the kitten. Have your student point to the describing word. **IF** your student needs help determining a describing word, **THEN** ask: What does this word tell about the noun *kittens*? (it tells about the kittens’ size) Help your student think of other describing words for the kittens, such as *hungry*, *little*, *soft*, *three*, or *white*. Point out that adding a describing word makes the sentence more interesting.
3. Continue the activity with the group of photos. Read aloud each sentence. Have your student say aloud each describing word that was added to a sentence. Point out that the describing words tell more about the nouns and help to make the sentences more interesting. Read aloud the questions and have your student respond. Provide support as necessary.

#### Check-In

1. Print the Add Describing Words to Sentences worksheet, and have your student cut out the six cards. If you do not have a printer, display the worksheet. Remind your student that a describing word tells more about a noun.
2. Read the first sentence in the box to your student. Help your student identify *flag* as the noun. Help them understand the describing word should tell more about it.
3. Have your student select a card. Talk about the picture and read the word together. Ask your student if the describing word tells something about the flag. **IF** your student has difficulty determining what the word tells about, **THEN** remind them that a describing word can tell about size, shape, color, how many, or the way something feels.
4. Have your student try adding the describing word to the sentence to see if it makes sense. **IF** the describing word does not make sense in the sentence, **THEN** have your student select another card and follow the same procedure. Help your student determine that the describing word *red* tells about color and is the only describing word that makes sense in the sentence *The red flag waves*. Have your student put the card into the correct box. If the worksheet is not printed, ask your student to point to the box where the card belongs.
5. Continue with the remaining cards, following the same procedure.

[Add Describing Words to Sentences](https://cite-media.pearson.com/legacy_paths/3e2b1088-d90d-49ea-bfcd-0ca751395b6c/Add%20Describing%20Words%20to%20Sentences.pdf)

[Add Describing Words to Sentences Answers](https://cite-media.pearson.com/legacy_paths/4b3bcb40-e593-4a82-aac2-8e384a10de8b/Add%20Describing%20Words%20to%20Sentences%20Answers.pdf)

#### Practice

1. Read the directions aloud. Explain to your student that they will add a describing word to a sentence. They will listen to a direction that will help them choose the correct describing word from the word box.
2. Work together on the first activity. Read the sentence aloud and emphasize that your student is looking for the describing word that tells how the bed feels. **IF** your student has difficulty choosing a word, **THEN** try reading the sentence aloud with different describing words from the word box as you ask: Does this describing word tell how the bed feels?
3. Continue with the remaining items, following the same procedure. Provide support to your student as necessary.

### Objective: In this section, you will name words with the long-**a** sound.

#### Warm Up

Remind your student that some words have a long*-a* sound in the middle of the word, as in *cake*. Say the word *cake*, emphasizing the long*-a* sound. Have your student repeat the word *cake*. Then, have your student say the long*-a* sound. Continue by having your student identify words with the long*-a* sound. Use the following routine:

* Tell your student to listen as you say a pair of words.
* Say each sound in each word slowly.
* Have your student repeat the pair of words.
* Have your student tell which word has the long*-a* sound.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **cap – cape**(*cape*) | **mad – made**(*made*) | **take – tack**(*take*) | **Jan – Jane**(*Jane*) |
| **rack – rake**(*rake*) | **mane – man**(*mane*) | **tap – tape**(*tape*) | **cane – can**(*cane*) |

#### Explain

The Sound of Long *a*

1. Review that every word has letters and sounds. Remind your student that there are two kinds of letters: consonants and vowels. Have your student name the vowels (*a, e, i, o, u*). Remind your student that they have learned one sound for *a*, the short*-a* sound. Tell your student that now they will learn about another sound the letter *a* stands for, or makes.
2. Have your student identify the word *ape*. Guide your student as they identify the first letter in *ape*. Say the word *ape* slowly and ask your student to repeat the word. Then, ask your student to identify the beginning sound they hear in *ape*. Explain to your student that when the vowel sounds like its name,*a*, it is called a long sound. Then, have your student say *ape*, clapping the sounds. Ask your student to tell how many sounds they hear (two). Then, have your student name the letters in*ape* and tell how many letters are in the word (three). Name each letter and have your student say the sound. Ask your student which letter does not make a sound. Help your student conclude that the letter *e* is silent—it does not make a sound. Explain that when the vowel *a* is followed by a consonant and the letter*e* at the end of a word, the vowel sound can be a long*-a* sound.
3. Continue by having your student identify the word *cake*. Guide your student as they identify the second letter in *cake*. Say the word *cake* slowly and ask your student to repeat the word. Then, ask your student to identify the middle sound they hear in *cake*. Remind your student that when the vowel sounds like its name, *a*, it is a long sound. Then, have your student say *cake*, clapping the sounds. Ask your student to tell how many sounds they hear (three). Then, have your student name the letters in *cake* and tell how many letters are in the word (four). Name each letter and have your student say the sound. Ask your student which letter does not make a sound. Reinforce that *e* is silent at the end of the word. Review that when the vowel *a* is followed by a consonant and the letter *e* at the end of a word, the vowel sound can be a long-*a* sound.
4. Have your student look closely at the words *ape* and *cake*. Ask them to identify the letter *a* in both words. Point out the pattern of the vowel *a*, a consonant, and the letter *e* in both words. Review that the vowel sound is long *a* in both words because the vowel is followed by a consonant and the letter *e*. Reinforce that the *e* at the end of the word is silent.

Read Words with Long *a*

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

* Say the letter names. Point out the vowel-consonant-*e* pattern in the word.
* Say the sound the first letter makes.
* Add the sound the second letter makes and blend the sounds together.
* Add the sound for the next letter and blend.
* Then, add the letter *e*. Remind your student that *e* is silent.
* Say the word.

Continue by forming the words *lake* and *name* and having your student blend the sounds to read the words.

#### Check-In

1. Have your student identify the word *tape*. Read aloud the first question and have your student identify the second letter in *tape*. **IF** your student has difficulty identifying the second letter, **THEN** clarify that the second letter of a word comes after the first letter. Have your student name the letters in *tape*. Explain that *a* is the second letter.
2. Encourage your student to say each sound in *tape* slowly, before saying the sound of long *a*. **IF** your student has difficulty saying the sound *a* makes, **THEN** explain that *a* stands for the middle sound heard in *tape*. Say the word slowly again, asking your student to repeat. Then, have your student say the middle sound in *tape*. Explain that *a* stands for the middle sound. Remind your student that the letter *e* at the end of the word is silent.
3. Have your student clap the sounds in the word *tape* (three) and count the letters (four). Then, have your student tell which letter does not make a sound.**IF** your student has difficulty identifying the silent letter,**THEN** use letter tiles to build the word and help your student count the letters as you say the sounds. Help them conclude that*e* is silent. Point out that when the vowel *a* is followed by a consonant and ends with the letter *e*, the vowel sound can be a long *a* sound.
4. Continue by having your student identify the word *game*. Support your student as they name the second letter in *game* and say the sound of the letter*a*. Help them conclude that that when the vowel *a* is followed by a consonant and the letter*e* at the end of a word, the vowel sound can be a long*-a* sound.

#### Practice

1. Print the worksheet for words with long *a*. If you do not have a printer, then display the worksheet on the screen. Have your student write the words on a piece of paper.
2. Complete the first activity together. First, say the first word together: *ape*. Ask your student to identify the vowel sound in the word and tell whether the vowel sound comes at the beginning of the word or in the middle. Then, have your student write the letter*a* to complete the word. Point out the pattern of the vowel *a*, a consonant, and *e*. **IF** your student has difficulty pronouncing the sound the vowel stands for, **THEN** say the word slowly together. Remind your student that the beginning sound is the first sound in a word and the middle sound comes after the beginning sound. Then, have your student name the pattern (vowel-consonant-*e*) that stands for the vowel sound.
3. Continue with the remaining words: *gate, race*, and *cane*.

[Words with Long a](https://cite-media.pearson.com/legacy_paths/8b88d7d3-687c-46fd-bbba-c593be291462/Words%20with%20Long%20a.pdf)

### Objective: In this section, you will write a story.

#### Explain

1. Review that all stories have a beginning, a middle, and an end. Reinforce that the beginning of a story identifies the characters and where the story takes place. The middle tells most of the events that happen to the characters. The ending tells what happens last.
2. View the video with your student, pausing as needed to discuss a particular part of the story it tells. Discuss that often, the ending of a story makes it clear how the characters feel about what has happened to them and what they might do in the future. You might want to suggest the phrase “they lived happily ever after” and discuss why it normally appears at the end of a story.
3. Ask your student to tell what they remember about the story Oscar planned in the last lesson. Review the characters, setting, and events with your student. Then, read Oscar’s sentences aloud. Guide your student to answer the questions about the beginning, middle, and ending of Oscar’s story. Talk about how Hans and Rabbit feel about what happens to them and how readers can tell.
4. Before concluding this part of the lesson, read Oscar’s sentences with your student an additional time. Ask them what they notice about the letter that begins each sentence (it is a capital letter) and the way each sentence ends (with an end mark). Ask your student to give a thumbs up if this shows that Oscar is a careful writer.

#### Check-In

1. Remind your student that they have already planned the story they will write. Make sure they have their planning work available, including all drawings they have done.
2. Ask your student to review their story’s characters and setting. Then, have them describe what happens at the beginning, middle, and ending of their story. **IF** your student has difficulty discussing the story events in order, **THEN** guide them with questions, such as these: “What is the first thing that happens?” As needed, provide frames to help them answer, like this: First, . Then, . After that, . At the end, .

#### Practice

Learning Coach Tip

Keep in mind that writing a story is an enormous mental task for a young child. If your student seems tired or restless, give them a little time off. This will help avoid discouragement or loss of interest. After a short break, your student should be ready to go again.

1. Tell your student that it is now time to write their story. If they choose, they can write each part of their story below the drawing that illustrates it, or they can write the entire story on separate paper.
2. Provide time for your student to write independently. Remind them to begin writing at the green line/left side of the paper.
3. Check in on them as they complete each part of their story—beginning, middle, and end. Provide support and assistance as they require it. For example, you may want to have your student refer to a drawing and explain to you what it shows, and then work with them to form a sentence with the details they provided.
4. Guide your student to read aloud their story after they finish writing. Provide any needed support and feedback.

## Lesson 4: Small Helpers: Fluency

### Objective: In this section, you will tell how a character in a fable solves a problem.

#### Key Words

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

#### Explain

1. Begin by explaining to your student that today they will learn how to use details in a story, or fable, to tell about a character’s problem and how the character solves the problem. Review that a problem is something that goes wrong or is hard to do. Also, review that when you solve a problem you find a way to fix it.
2. Have your student reread *My Pig*. Before reading, encourage your student to think about the character’s problem and how the character solves the problem. After reading, discuss the details in the chart that give information about the problem in the story.
3. Watch the video together. Encourage your student to tell how they solved a problem they had. Then, support your student to answer the questions about where in a story to look for details about a character’s problem and how a character solves the problem.

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

#### Check-In

1. Review that *The Shark and the Clown Fish* is a special kind of story. It is a fable. Read the directions together and support your student as they listen to the fable.
2. Explain that both characters in *The Shark and the Clown Fish* have a problem. First, they will use details to answer questions about clown fish’s problem. Then, they will use details to answer questions about shark’s problem. Support your student as they answer the questions. **IF** your student has difficulty responding, **THEN** reread the part of the story that includes details about the character’s problem or how the character solves the problem.

[The Shark and the Clown Fish](https://cite-media.pearson.com/legacy_paths/9d6bbd44-715a-4cfe-a1c2-5197c907a550/Shark%20and%20Clown%20Fish-REV.pdf)

#### Practice

1. Read the directions together. Explain to your student that they will use the details they identified as they answered questions in Check-In to tell about a character’s problem and how the character solves the problem.
2. Support your student as they use the sentence frames to explain a character’s problem and how the character solved the problem. **IF** your student has difficulty, **THEN** share the sample answer before they try again.
3. **Daily Writing:** You may want to have your student respond to the following writing prompt. Write about a problem you had. Tell how you solved it. Encourage your student to 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 name the problem in a fable.

#### Show What You Know

1. Read the introductory sentences and remind your student that you have been reading animal stories that teach a lesson.
2. Have your student look at the picture and tell what is happening. (A lion has grabbed a mouse.) Have them explain the mouse’s problem. Remind your student that fables often show how a character solves a problem.

Listen for the Problem

1. Read the directions to your student. Then, read the following text aloud.
2. Have your student identify the lion’s problem and tell how the mouse helped solve it.
3. Assess how successful your student was in completing the activities by considering the following:
	1. **Less Successful** – My student was unable to identify the problem or its solution.
	2. **Moderately Successful** – My student identified the problem and its solution with prompting or assistance.
	3. **Very Successful** – My student identified the problem and its solution without prompting or assistance.

**The Lion and the Mouse**

A mouse tickled a sleeping lion.

The lion grabbed the mouse.

“Do not eat me!” said the mouse.

“I will help you later.”

The lion laughed, but it let the mouse go.

The next day, the lion was caught in a net.

The mouse saw the trapped lion.

The mouse chewed through the net and set the lion free.

#### Try This

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

* **Less Successful** – Define *problem* as “something that goes wrong or is hard to do” and *solve* as “to find a way to fix a problem.” Read “The Crow and the Pitcher” twice before asking your student to respond to the questions in Try This.
* **Moderately Successful** – Have your student tell how the mouse solves its own problem in “The Lion and the Mouse.” (The mouse talks the lion into letting it go.) Then, complete the Try This activity together.
* **Very Successful** – Complete the Try This activity. Discuss whether the crow’s solution was a good one.
1. Read the directions. Then, have your student look at the illustration as you read the following text aloud.
2. Ask your student the questions and have them respond.
3. Have your student assess their work by answering the questions in Talk About It. Point out that in “The Crow and the Pitcher,” the main character solves its own problem without help.

The Crow and the Pitcher

The thirsty crow found a pitcher.

There was water in the pitcher.

The crow could not reach the water.

The crow took some small stones.

It put stones into the pitcher one by one.

Little by little, the water rose up.

Soon, the crow could drink.

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

#### Explain

1. Have available the following letter tiles: *g, o, m,* and *e*.
2. Review that words have letters and that the letters need to be in a certain order to spell a word. Have your student name the letters that spell *go*, arrange their letter tiles to spell *go*, and then read the word. Continue with the word *me*.

#### 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:*g, o, y, t, m,* and *e.*
2. Help your student identify the letter tiles for *me,* name each letter, and arrange the letter tiles to spell *me*. 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 the long **a** vowel sound.

#### Warm Up

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

* Say the word. (*make*)
* Have your student say the word sound by sound. (*m—a—ke*)
* Direct your student to change the beginning or ending sound of the word, such as changing the sound of *m* to the sound of *r*. Ask this question: What’s the new word?
* Have your student say the word. (*r—a—ke*)

Use the following words:

|  |  |  |
| --- | --- | --- |
| **name**(change sound of *n* to sound of *g*; game) | **face**(change sound of *f* to sound of *l*; lace) | **bake**(change sound of *b*to sound of *t*; take) |
| **lake**(change the ending sound of *k* to sound of *t*; late) | **cape**(change ending sound of *p* to sound of *v*; cave) | **made**(change ending sound of *d* to sound of *k*; make) |

#### Explain

1. Gather the following letter tiles: *a, e, k, l, p, s, t*. Remind your student that there are two kinds of letters: consonants and vowels. Have your student identify the vowel and then group the consonants together.
2. Use the letter tiles to model with your student how to build words with the long *a* sound:
	1. Build the word *sale* with the letter tiles *s, a, l,* and *e*.
	2. Name the letters. Point out the pattern of a vowel-consonant-*e*.
	3. Blend the sounds to say the word, and have your student say the word. Remind your student that the *e* at the end of the word is silent.
	4. Then, use the word in a sentence: *The books in the store were all on sale.*
3. Then, show your student how a new word can be formed by changing the letter *s* to *t* at the beginning:
	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: *I like to listen to a good fairy tale.*
4. Continue using the building and blending routine with the remaining words, modeling how to change the ending sound.

#### Check-In

1. Gather the following letter tiles: *a, d, e, k, l, m, s, v, w*.
2. Have your student build the word *save* with the letter tiles *s, a, v,* and *e*. Read the word with your student and use the word in a sentence: *I save coins in a jar*. Then, read each set of directions to your student. Observe your student build the words with the long *a* vowel sound. 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: *a, b, d, e, g, s, t, v*.
2. Have your student build the word *base* with the letter tiles *b, a, s,* and *e*. Read the word with your student and use the word in a sentence: *The player hit the ball and ran to first base.* 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. Remind your student that the *e* at the end of each word is silent.
3. Continue by printing a copy of the decodable story, *The* *Cake*. If you do not have a printer, display the text on screen.
4. Listen as your student reads *The Cake* aloud. **IF** your student struggles blending the sounds in words with long *a*, **THEN** use the letter tiles to blend the sounds the letters make.
5. Also, check for the correct pronunciation of the high-frequency word *me*.
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: Who is in the story? What does Dave do? What happens next? How does the story end?
8. Then, have your student follow the directions to hunt for the high-frequency word *me* and words with long *a*.

Learning Coach Tip

In this Practice activity, your student will read the decodable reader *The Cake*. The decodable reader will support your student’s understanding of the sound-letter relationship of the long *a* vowel sound and the high-frequency word *me*.

[The Cake](https://cite-media.pearson.com/legacy_paths/fb61ea70-c558-47f1-a73f-41697d9935c3/The%20Cake.pdf)

[The Cake Answers](https://cite-media.pearson.com/legacy_paths/9ddcac5c-88b3-4321-8014-d1f8781d9805/The%20Cake%20Answers.pdf)

### Objective: In this section, you will practice writing **Cc, Dd,** and **Oo.**

#### Explain

1. Read the introduction and review the types of handwriting strokes illustrated. Point out the difference between the stroke that curves to the left and the stroke that curves to the right. You may want to model how to write each stroke on unlined paper.
2. Have your student revisit the rainbow letters they created for letters so far. 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 capital and lowercase *Cc,* *Dd,* and *Oo*.

How to Write Capital *C*

1. Use the step-by-step strokes to discuss how to write capital *C*. Then, model how to write capital *C* as you explain the line stroke: Make a curved line to the left, continue down, and continue the curve slightly up to the right.
2. Have your student finger write in the air capital *C* along with you, as you name the line stroke.

How to Write Lowercase *c*

1. Use the step-by-step strokes to discuss how to write lowercase *c*. Then, model how to write lowercase *c* as you explain the line stroke: Make a curved line to the left, continue down, and continue the curve slightly up to the right.
2. Have your student finger-write in the air lowercase *c* along with you as you name the line stroke.

How to Write Capital *D*

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

How to Write Lowercase *d*

1. Use the step-by-step strokes to discuss how to write lowercase *d*. Then, model how to write lowercase *d* as you explain the sequence of line strokes: First, you make a curved line to the left. You keep going straight up to the top, and then you make a straight line down to the bottom.
2. Have your student finger write in the air lowercase *d* along with you as you name each line stroke.

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. Then, you keep going with a curved line to the right.
2. Have your student finger-write in the air capital *O* 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. Then, you keep going with a curved line to the right.
2. Have your student finger-write in the air lowercase *o* along with you as you name each line stroke.

#### Check-In

1. Have your student look at the images of the capital and lowercase letters. Read aloud each direction and have your student point to the letters. (capital letters with curved lines are *C, D, O;* lowercase letters with curved lines are *c, d, o;* capital letter with straight line is *D;* lowercase letter with straight line is *d*)
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 *Cc, Dd,* and *Oo*. 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.

### 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.

### Objective: In this section, you will add details to your story.

#### Key Words

* **detail** – information about someone or something

#### Explain

1. Define the key word *detail* using the definition provided. Review that details are tiny bits of information that writers add to their stories. Writers add details to help readers more easily imagine what happens. Details can also help make parts of a story clearer to readers. Discuss how details make a story more interesting and enjoyable to read or listen to.
2. Talk about the questions that Oscar asks to think more about his story. Discuss how adding a detail to answer some of the questions gives readers more information and helps them better understand what happens.
3. Explain that one way writers can add details is by using describing words. Review that in *The Shark and the Clown Fish,* the author uses the describing word *little* to tell about the fish and the word *giant* to tell about the shark. Discuss how the details help the author show the difference between the sizes of the two characters.
4. Tell your student that they will see how Oscar added a detail to answer one of his questions and help describe something in his story. Assist your student in reading the sentence, pointing out that the detail Oscar added appears in bold print. Discuss how adding the word *giant* helps readers understand that the leaf is big enough to carry both characters across the river. Talk about how the word helps readers picture the size of the leaf in their head and how that makes the sentence more interesting.
5. Assist your student in answering the questions about the detail Oscar added.

[The Shark and the Clown Fish](https://cite-media.pearson.com/legacy_paths/9d6bbd44-715a-4cfe-a1c2-5197c907a550/Shark%20and%20Clown%20Fish-REV.pdf)

#### Check-In

1. Tell your student that they are going to reread their story and think about how they can add details to make their writing better. They will ask questions to determine the best details to add.
2. Follow the routine below to conduct a writing conference. Begin by having your student read the beginning of their story. Assist your student in asking questions and identifying words they can add to describe their characters, setting, or events. Remind them of how the author of *The Shark and the Clown Fish* used describing words. Instead of saying “the clown fish,” the writer added the word *little*. **IF** your student has difficulty identifying where to add a detail, **THEN** have them revisit the pictures they drew. Have them identify details in the pictures that they can use as a springboard to adding details to their writing.

Writer Conference Routine

* Have your student read their story.
* Compliment something your student has done well.
* Ask prompting questions about adding details.

#### Practice

1. Have your student follow the directions to add one or two details to their writing. Explain that they can add details to their pictures or to their writing. As needed, have them review the questions they posed earlier to help them finalize the details they want to add.
2. Help your student understand how to make revisions to their writing. Discourage your student from erasing what they have written. Instead, suggest they write a word or words in the space above the person, place, or thing they are giving more information about.
3. Read your student’s final draft together when they have finished. Talk about the ending of their story and how it helps readers know what happens to the characters. Help your student reflect on the experience of writing a make-believe story by asking them to tell what they liked and disliked about it.
4. Praise your student by letting them know that they accomplished a lot in just a few days. Allow them to suggest a writing form they would like to work on next.

## Lesson 5: Small Helpers: Synthesize

### Objective: In this section, you will retell a fable using key details.

#### Key Words

* **retell** – to tell events in order

#### Explain

1. Review that every story or fable is about characters and that the events in a fable tell what the characters do. Also, review that that the events in a fable happen in order. The pictures, or illustrations, can help you understand what happens in the beginning, the middle, and the ending of the story. Explain to your student that today they will learn how to use key details in a story or fable to tell about the important events in a story.
2. Watch the video together. Review that a good way to check that you understand what happens in a story or fable is to use pictures to retell the important events. Explain that every detail in a story is not important. Review that when you retell a story or a fable you use your own words to tell what happens.
3. Support your student in answering questions about what happens first and last in *A Meal Fit for a King*, the book that was featured in the video. Read aloud each set of events, have your student find the corresponding pictures in *A Meal Fit for a King* and then 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)

#### Check-In

1. Read the directions with your student. Support them as they use key details in *The Shark and the Clown Fish* to retell the story.
2. **IF** your student has difficulty identifying important details to retell the fable, **THEN** draw attention to the sentence frame. Redirect your student to details in the fable that help them answer the question about an important event in the fable.

[The Shark and the Clown Fish](https://cite-media.pearson.com/legacy_paths/9d6bbd44-715a-4cfe-a1c2-5197c907a550/Shark%20and%20Clown%20Fish-REV.pdf)

#### Practice

1. Read the directions with your student and support them as they use specific illustrations on pages in *Look at Me!* to retell the most important thing that is happening in each part of the story.
2. **IF** your student has difficulty using key details to retell the story, **THEN** write each sentence provided as a sample answer on a strip of paper. Read the sentences together and then have your student match it to an illustration in the book. Then, have your student retell in their own words what is happening in the beginning, the middle, and the ending of the story.
3. **Daily Writing:** You may want to have your student respond to the following writing prompt. Tell about something you do with a friend. Encourage your student to 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.

[Look at Me!](https://cite-media.pearson.com/legacy_paths/783ee046-7af0-4946-a180-6f7b68d85a29/Look%20at%20Me%21.pdf)

### Objective: In this section, you will speak at a speed that is not too fast or too slow.

#### Explain

1. Begin by telling your student about an idea you have regarding something they do during the day. Tell your student to listen as you tell them about the idea in three different ways. First, speak very quickly, running the words together. Then, speak very slowly with lots of pauses. Finally, speak at a good rate or speed. Ask your student which version was the easiest to understand. Discuss why.
2. Remind your student that *speed* tells how fast or how slowly something moves or happens. Explain that it is important to speak at a speed that is easy to follow. Tell your student that this speed is not too fast and not too slow. Speaking at an appropriate speed helps others understand your ideas.
3. Watch the video together. Pause the video after Anya and Rory speak. You may want to ask questions such as:
	1. Can you understand the child?
	2. Does the child speak too fast or too slowly?
	3. How can they say the words, so you understand them?
4. Point out that Anya speaks so fast that she can barely say the words, and Rory speaks slowly because he pauses and says “uh” and “um.”
5. Discuss with your student why Anya talks too fast, and Rory talks too slowly. Point out that Anya is excited about seeing the truck, so she talks too fast. Explain that one way Anya can slow down, is to take a deep breath before speaking. Rory, on the other hand, seems unsure or shy, so he talks too slowly. One way Rory can speed up is to think about what he wants to say before he speaks.
6. After watching and discussing the video, read the question and have your student respond. **IF** your student has difficulty, **THEN** replay the video, focusing on how Anya’s and Rory’s ideas are easier to understand when they speak at an appropriate speed.
7. Be sure to provide feedback to your student about the speed at which they say their answer. As needed, prompt them to speak more slowly or more quickly.

#### Check-In

1. Talk about what might be happening in the picture. Then, have your student choose an idea about what they think the picture shows.
2. Remind them of the game you played earlier and let them know that it is now their turn to talk at different speeds. Have your student tell you their idea in three ways: at a fast speed, at a slow speed, and at a speed that is easy to follow.
3. Read the first question to your student and have them respond. **IF** your student has difficulty, **THEN** replay the video in the Explain section, focusing on when Anya speaks too fast. Ask: Can you understand Anya when she talks so fast? Did you sound the same way?
4. Then, pose the second question and have your student respond. **IF** your student has difficulty, **THEN** revisit the video, focusing on when Rory speaks too slowly.
5. Read the final question. **IF** your student has difficulty, **THEN** replay the end of the video, focusing on how speaking at an appropriate speed helps others understand our ideas.
6. Be sure to point out and give praise to your student when they speak at a good speed, neither too fast nor too slow.

#### Practice

1. Begin by having your student think of an idea for how they could help someone at home. **IF** your student has difficulty thinking of a specific idea, **THEN** suggest a time they were helpful to you or others; for example, a time when they put away their toys or got dressed without being asked. Ask: How could you help someone else in this way?
2. Listen as your student tells you about their experience. Remind them to speak at a speed that is not too fast or too slow.
3. As needed, provide feedback, such as “Slow down, please. I can’t understand you.” or “Please speak faster.” Nod and give a thumbs up to show your understanding. Tell your student they did a good job of communicating their ideas.

### Objective: In this section, you will read the word **me** 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 *Dad hugs me.* 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 *Dad* 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 *Dad hugs me.* is called a period.

#### Check-In

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

[Look at Me!](https://cite-media.pearson.com/legacy_paths/783ee046-7af0-4946-a180-6f7b68d85a29/Look%20at%20Me%21.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 *Look at Me!* Have them think of something else the children and the story will do and draw a picture. Then, have your student write a sentence for their picture. Have them read the sentence.

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

### Review

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

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

### Reflect

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