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# Language Arts K B Unit 9: Ways We Help

## Lesson 2: Ways We Help: Genre

### Ways We Help: Introduction

#### Learning Goals

In this unit, your student will be learning about ways we help each other and ourselves. There are 20 learning goals for this unit:

1. Use details to answer questions about poems, with prompting and support.
2. Repeat high-frequency words.
3. Change the meaning of an action word by adding *re-.*
4. Identify rhyming words.
5. Identify what a poem is, with prompting and support.
6. Identify high-frequency words.
7. Pronounce words with short *a* and long *a*.
8. Practice writing uppercase and lowercase *Xx*.
9. Identify parts of a poem, including rhyming words.
10. Identify rhyme and rhythm in a poem.
11. Match high-frequency words.
12. Change the meaning of an action word by adding *un-.*
13. Identify words with short *a* and long *a*.
14. Use rhyming words to create structure when writing a draft of a poem.
15. Use details to answer questions about a poem.
16. Arrange high-frequency words with letters.
17. Pronounce words with /x/ (ks).
18. Write a poem with rhyming words, with prompting and support.
19. Read emergent readers with high-frequency words fluently.
20. Identify words with the /x/ (ks) sound.

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 “Ways We Help” will be assessed with the following items:

* Ways We Help: Genre Quick Check
* Ways We Help: Genre Skills Check
* Ways We Help: Comprehension Quick Check
* Ways We Help: Comprehension Skills Check
* Ways We Help: Speak/Listen Quick Check
* Ways We Help: Speak/Listen Skills Check
* Ways We Help: Fluency Quick Check
* Ways We Help: Fluency Skills Check
* Ways We Help: Synthesize Quick Check
* Ways We Help: Synthesize Skills Check
* Helping Hands: Online Practice
* Helping Hands: Test

At the end of each day there is a skills check assessment. Skills check assessments will allow you to observe your student completing a variety of skills and indicate whether they were able to demonstrate the skills successfully. This assessment does not count toward your student’s overall grade, but the results report your student’s progress 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, create a wheel divided into segments on a sheet of paper or whiteboard. In each segment, write the lesson titles. After your student completes a lesson, have them color in the segment. When the last lesson is complete, congratulate your student.

1. Read the introduction with your student. Point out that they will be talking about ways we help each other and ourselves.
2. Watch the video together. You may want to pause at the end of each frame to discuss the different ideas about ways we help each other and ourselves. After viewing the video, discuss additional things we can do to help others and ourselves.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask about someone they have helped and how they helped that person.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if they have ever given or received the type of help described. Discuss how it feels to help someone else. Discuss times when they’ve helped themself.

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

#### Key Words

* **illustrator** – the person who drew the pictures
* **poet** – the person who wrote the words
* **title** – the name of the poem

#### 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.

[Ways We Help\_Genre Short and long a](https://cite-media.pearson.com/legacy_paths/5a521ccb-0ec6-46f3-9790-8689bd985b9f/Ways%20We%20Help_Genre%20Short%20and%20long%20a.pptx)

#### Explain

Learning Coach Tip

You will be sharing three poems with your student: *When Barking Dogs Wake Me*,*Picking Blueberries*, and *Hide-and-Seek*. Your student will not be expected to read the texts independently. You may share the texts by reading aloud the printed poems, by reading aloud the texts you display on the screen, or by having your student listen to the audio recording of the texts.

|  |  |  |
| --- | --- | --- |
| **Reading Comprehension Instructional Focus** | | |
| **Lesson** | **Learning Goal** | **Focus** |
| Part 1 | Use details to answer questions about poems. | **Prereading Activities**  **•**Preteach important concept vocabulary.  **•**Identify the title, poet, and illustrator.  **•**Use details to predict what the poems will be about. |
| Part 2 | Identify what a poem is. | **First Read of the Texts**  **•** Check for overall understanding of what a poem is. |
| Part 3 | Identify rhyme and rhythm in a poem. | **Reread a Part of the Text**  **•**Teach a comprehension skill.  **•**Develop understanding of rhyme and rhythm in a poem. |
| Part 4 | Use details to answer questions about poems. | **Reread a Part of the Text**  **•**Teach a comprehension skill.  • Make connections in texts. |

Learn New Words

1. It is important for your student to understand the following words to understand what is happening in *Hide-and-Seek* and *When Barking Dogs Wake Me*.
2. Draw attention to the picture for the word *jog*. Begin by jogging in place. Ask your student to describe what you are doing. Explain that you are jogging. Talk about the difference between running and jogging. Ask: You are in a race. Are you running or jogging? When might you jog?
3. Continue with the picture for the word *sirens*. Ask your student to talk about what they see. Explain that the sirens in the picture are on the roof of a police car. Ask: When the siren is turned on, how does it sound? Why do you think it sounds that way? What do you do if you hear a siren?
4. Draw attention to the picture for the word *wail*. Ask: What is the baby doing? Explain that when you cry you usually make a quiet sound. Ask: Do you think the baby is making a loud or quiet sound? Why do you think the way you do? Explain that when you cry in a very loud way, you wail. Ask: Why do you think this baby is wailing?

|  |  |
| --- | --- |
| **Word or Phrase** | **Meaning** |
| jog | run at a slow, steady pace |
| sirens | things that make a very loud, warning noise |
| wail | to cry out with a loud, long sound |

Use Details to Predict

1. Begin by having your student talk about *When Barking Dogs Wake Me*. Explain that in this unit, your student will be reading poems, not a story or an information text. Explain that every poem has a title. However, the person who writes the words of a poem is called a poet, not an author.
2. Continue by having your student identify the title, poet, and illustrator of *When Barking Dogs Wake Me*. Then, have your student answer the question. Scaffold as your student uses details they noticed in the pictures to predict what they think the poem will be about. Use the sentence frames to encourage your student to speak in complete sentences and to explain why they think the way they do.
3. Follow the same procedure with *Hide-and-Seek* and *Picking Blueberries*.

[When Barking Dogs Wake Me](https://cite-media.pearson.com/legacy_paths/3b3ab473-0cac-44d9-b613-0d9673f207f3/When%20Barking%20Dogs%20Wake%20Me-REV.pdf)

[Hide-and-Seek](https://cite-media.pearson.com/legacy_paths/f45eb9bc-5fd2-40a4-b11b-a744a0ec1d2d/Hide%20And%20Seek-REV.pdf)

[Picking Blueberries](https://cite-media.pearson.com/legacy_paths/0e3faeaa-2a44-4a6e-be5c-57b9603c9e89/Picking%20Blueberries-REV.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at the pictures in the three poems.
2. Support your student as they answer the question about *When Barking Dogs Wake Me*. **IF** they have difficulty using details to identify that the same girl is in each picture, **THEN** ask your student to point to the first picture and ask: Who do you see? What is she doing? Continue with the remaining pictures. The ask: How is the last picture different from the other pictures?
3. Next, support your student as they answer the questions about *Hide-and-Seek*. **IF** your student has difficulty noticing that a different child is pictured in each illustration, **THEN** have your student compare the first to pictures. Ask: Who do you see in the first picture? Who do you see in the second picture? What is shown with each child? Continue with the remaining pictures in the poem.
4. Last, follow the same procedure with *Picking Blueberries*. Ask: What do you think the girl and the man are doing?

#### Practice

1. Read the directions with your student. Review that they will be making a prediction by thinking about how the poems are alike. **IF** your student has difficulty identifying that each poem tells about children and different things they do, **THEN** use the sample response to provide a model.
2. **Daily Writing:** You may want to have your student respond to the following writing prompt: Which poem do you think you will enjoy reading the most? Tell why you feel the way you do. 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 repeat the high-frequency word **said**.

#### 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, go,* and *me* 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 she holding? What do you do with a telephone? Read the sentence below the picture. Continue with the second picture and sentence. Ask: What is the same about what the two children are doing? Support them to state that both children are speaking. Explain that when you tell about the words someone already spoke, you use the word *said.* Explain: The girl *says* hello. Yesterday, the girl *said* hello.
2. Point to the word *said*, say the word, and have your student repeat. Explain that *said* is a word that they will see many times in books they read. The word is used to tell about words someone has already spoken.

#### Check-In

1. Read the sentence for the first picture aloud. Ask questions such as: Who is talking? What is the girl’s reaction? What do you think the girl said? Continue with the second sentence.
2. Tell your student that you will point to a word and say it. Then, they should repeat the word. Confirm understanding that *said* is used when one is talking by asking questions such as: Who is speaking? Are they speaking now or did they speak in the past? **IF** your student has difficulty understanding that *said* tells about an action that already happened, **THEN** point to the words *last week.* Explain that the action already happened. When the action happens now, use *say* or *says.* When the action already happened, use said. Provide sentences such as: The girls say funny jokes. The girl says something that makes her friend laugh. Then, reread the sentence below the picture. Ask: Which words help you understand that the action happened already?

#### Practice

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

[Make a Word Card](https://cite-media.pearson.com/legacy_paths/8f0209e4-8354-42d6-aaba-bb87e6658b1c/Make_a_Word_Card_said.pdf)

### Objective: In this section, you will add **re-** to change the meaning of a verb.

#### Key Words

* **verb** – an action word
* **word part** – a letter or group of letters

#### Explain

Quick Review

Remind your student that verbs, or action words, tell what a person, animal, or thing does. Ask your student to give some examples of action words such as *jump*, *cook*, and *laugh*.

1. Use the definition on the screen to review the meaning of the key word *verb*. Point to the first picture and read aloud the action word *build*. Use the action word in a sentence, such as *People build houses.* Ask your student what it means to build something, or use the meaning in the text to define the word.
2. Use the definition on the screen to review the meaning of the key word *word* *part*. Explain that *re-* goes at the beginning of a word, and adding *re-* changes the meaning. Explain that *re-* means “again” and adding *re-* to *build* makes a new verb: *rebuild* means “build again.” Discuss the meaning of the new word, pointing out that people would rebuild a building if it was old or needed repair.
3. Ask your student to look at the photo and say the verb *read*. Then, ask them to add the word part *re-* to the verb to make a new word: *reread*. Read the question aloud and have your student answer. **IF** your student cannot tell the meaning of the new word, **THEN** remind them that *re-* means “again.” Have your student conclude the word *reread* means “read again.”

#### Check-In

1. Read the directions aloud. Explain they will listen to a verb that has the word part *re-* and match with the meaning of the new word. Remind your student that *re-* always comes at the beginning of a verb and changes the verb’s meaning. Remind them that *re-* means “again.”
2. Read aloud the first verb with *re-*. Have your student match with its meaning. **IF** your student answers correctly, **THEN** have them finish independently. **IF** your student answers incorrectly, **THEN** put the word in a sentence to provide context for the meaning. For example, *I can refill my glass* means *I can fill my glass again*.
3. Have your student complete the remaining items, and provide support as necessary.

#### Practice

1. Read the directions with your student. Explain they will tell the meaning of the new word made when *re-* is added to the verb. Point out the word box that shows the meaning of *re-*.
2. Work together with your student on the first activity. Have them point to the word part *re-* and the action word *do*, and say aloud the new word *redo*. Now have your student suggest the meaning of the new word. **IF** your student has difficulty suggesting the meaning of the new word, **THEN** discuss what *re-* means and how it changes the meaning of verbs. Help your student conclude that *redo* means “do again.”
3. Continue with the remaining items, supporting your student as needed.

### Objective: In this section, you will recognize rhyming words and say words that rhyme.

#### Key Words

* **rhyme** – have the same ending sounds

#### Explain

Learning Coach Tip

In today’s lesson, your student will identify and produce words that rhyme. Rhyming words sound alike. The words *chair, stare,* and *hair* rhyme because the ending sounds are the same. Your student will identify and produce words that rhyme by listening for the same word endings.

1. Before beginning this lesson, tell your student that today they will listen to words and identify which words rhyme. Review that rhymes are words that have the same ending sounds. Provide an example such as *wake* and *shake*.
2. Next, read the introduction with your student. Guide them through the example, *bread/sled.* Ensure that they hear that the end sounds are the same. Explain that these words rhyme.
3. Have your student name the next two pictures: *boat/coat*. Ask your student the questions to identify that the words rhyme. Then, have your student name the next picture: *robe*. Ask Question 3 to have your student identify that *robe* does not rhyme with *boat* and *coat* because the ending sounds are not the same.

#### Check-In

Read the directions with your student. Explain that they will name the two pictures in each activity. They will identify whether the words rhyme and why. **IF** your student struggles, **THEN** model saying the words, stressing the ending sounds.

#### Practice

1. Read the directions with your student. Explain that in Activities 1 and 2 there are four pictures. Have your student tell which words rhyme or do not rhyme. Make sure your student correctly names the pictures: *bag/tag, sock/lock; tail/pail/snail, tape.*
2. Encourage your student to explain how they were able to identify if the words rhymed. Ensure that they discuss the similarities in sound as well as in the pattern of letters.
3. For Activity 3, read the following sentence to your student and ask them to say which words rhyme: I am as *snug* as a *bug* in a *rug*. Ask your student if they can produce other words that rhyme with *snug, bug*, and *rug*, such as *chug, shrug, tug, mug*.
4. To reinforce rhymes, play rhyme games when you have time by saying a word and asking your student to produce rhymes for the word.

## Lesson 2: Ways We Help: Comprehension

### Objective: In this section, you will tell what a poem is.

#### Key Words

* **poem** – writing that has short lines that are grouped together
* **rhyme** – ends with the same sound
* **stanza** — a group of lines in a poem

#### Explain

1. **IF** you have a story and an information text available, **THEN** display it. Discuss how a story and an information text are the same and how they are different. Then, explain to your student that today they are going to learn about a different kind of writing. They are going to learn about a poem. Then, read the introduction together.
2. If you have the print versions of *When a Barking Dog Wakes Me*, *Hide-and-Seek*, and *Picking Blueberries*, display them now. Encourage your student to follow along as the student in the video answers questions to understand what a poem is. Watch the video together.
3. After viewing the video, review how a poem is different from a story or information text. Then, support your student as they answer questions about the characteristics of a poem.

[When Barking Dogs Wake Me](https://cite-media.pearson.com/legacy_paths/3b3ab473-0cac-44d9-b613-0d9673f207f3/When%20Barking%20Dogs%20Wake%20Me-REV.pdf)

[Hide And Seek](https://cite-media.pearson.com/legacy_paths/f45eb9bc-5fd2-40a4-b11b-a744a0ec1d2d/Hide%20And%20Seek-REV.pdf)

[Picking Blueberries](https://cite-media.pearson.com/legacy_paths/0e3faeaa-2a44-4a6e-be5c-57b9603c9e89/Picking%20Blueberries-REV.pdf)

What Are the Poems About?

Read aloud or have your student listen to each poem. Support your student as they answer questions about each poem. **IF** your student has difficulty recalling details from a poem to answer the questions, **THEN** revisit the part of the poem that includes the details. Scaffold with questions. For example, for *Hide-and-Seek*, you might ask these questions: What does the child try to play hide-and-seek with? What happens?

#### Check-In

1. Read the directions together. Confirm that your student understands when to give a thumb-up and when to give a thumbs-down. Then, support your student as the complete each activity.
2. **IF** your student has difficulty recalling elements of a poem, **THEN** display one of the three poems the students listened to. Ask questions about the poem such as: What can you tell me about how long each line is. Is the line shorter than what you see in a story? Or, is it longer? What else do you notice about the lines? Are some of the lines grouped together? Review that a group of lines in a poem is called a stanza.

#### Practice

1. Read the directions together. Support your student as they answer questions about the stanzas in each poem. After your student has responded, help them draw the conclusion that all poems do not have the same number of stanzas. Also, the number of lines in a stanza can vary from poem to poem.
2. **Daily Writing:** If time permits, you may want to have your student write a response to the following prompt: What is something that might wake you at night. What do you do? Finish this sentence: When \_\_\_\_\_ wake(s) me, I \_\_\_\_\_. Have your student read what they have written to you.

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

#### Explain

Learning Coach Tip

Your student will have multiple opportunities to read the high-frequency word *said* 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 *said* word cards they created. Point to the word *said*, 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 *said*. 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 *said* is used when someone is talking.
3. Have your student point to the word *said* in the first sentence. Say the word together. Then, have them respond to the prompt by identifying the number of letters in *said*.
4. Next, have your student name the letters in *said*. Explain that the word *said* begins with a lowercase letter.

#### Check-In

Read the directions aloud. Then, have your student complete the activity. **IF** your student has difficulty matching *said* correctly, **THEN** remind them that *said* has four letters.

#### Practice

1. Read *Who Said?* with your student. Talk about what happens in the story.
2. Then, have your student identify the number of times they see *said* in the story. Have them draw a happy face on a sticky note or a sheet of paper each time they find the word *said*. Review that the word *said* never appears at the beginning of a sentence, though when it is part of a title, the word begins with a capital letter.

[Who Said?](https://cite-media.pearson.com/legacy_paths/a65d6af5-2b03-428d-96b8-607793c28c94/Who%20Said.pdf)

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

#### Explain

The Sound for Short *a*

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

Middle Sound Identification

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

Learning Coach Tip

The vowel letters are *a, e, i, o, u.* Some words have only one vowel letter. When the vowel is in the middle of the word, it usually has a short sound. For example, these words have the short *a* sound: *cat, rag, mad.* Some words have a long vowel sound. A long vowel is pronounced the way the letter name is spoken. 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, lane, save*.

The Sound for Long *a*

1. Tell your student that now they will review the long *a* sound in the middle of a word. Model with an example.
2. Point to the photos of the gate, wave, and cage. Then, say *gate* slowly, emphasizing the middle sound. Have your student repeat the word with you. Use the same procedure for *wave* and *cage.* Then, ask your student to say the sound they hear in the middle of the words. Remind your student that the middle sound is the long *a* sound.

Middle Sound Identification

* Say the word *cane* with me: *cane*.
* Now listen to me say *cane* slowly: *c-a-ne*.
* Listen as I say the word again. *c-a-ne*.
* Now I will say the word again. Listen for the middle sound in *cane*: *c-a-ne.*
* Say the middle sound you hear in *cane.*
* This sound is the long *a* sound. Say the sound with me.

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **cap-mat** | **tale-pale** | **tap-tape** | **wag-bat** |
| **same-lake** | **man-mane** | **made-mad** | **rake-name** |

#### Check-In

1. If needed, help your student identify the pictures as a cake and a cat. Guide them to say the words *cake* and *cat* slowly as they listen for the middle sound. **IF** your student cannot identify the middle sound, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *c—a—ke, c—a—t*. Ask your student to say the middle sound in each word.
2. Then, say the word slowly a second time, and ask your student to tell which picture name has the short *a* sound in the middle.
3. Continue with the second item. Confirm that your student can identify the pictures as a *vase* and *fan* before guiding them through the directions.
4. Say the words *vase* and *fan* with your student, and discuss that the middle sounds are not the same. Have them name the picture with the long *a* sound in the middle. **IF** your student cannot identify the middle sound, **THEN** say each sound in the word more slowly with a longer pause between each sound: *v—a—se, f—a—n*. Ask your student to say the middle sound in each word.

#### Practice

1. Confirm that your student can name each picture: tape, hat. 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. Then, have your student name the picture of the bag. Say the word *bag* 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 *a* sound: *hat.* **IF** your student has difficulty matching the middle sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *t—a—pe, h—a—t.*
2. Confirm that your student can name each picture: map, rake. Then, have your student name the picture of the cape. Say the word *cape* slowly, emphasizing the middle sound, and have your student repeat. Have your student match the word with the same middle sound by naming the words with the long *a* sound: *rake*. **IF** your student has difficulty matching the middle sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *m—a—p, r—a—ke.*

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

#### Explain

1. Read the introduction and review the types of handwriting strokes illustrated. Point out the difference between the stroke that slants to the right and the stroke that slants to the left. You may want to model how to write each stroke on unlined paper.
2. Have your student revisit the rainbow letters they created for the letters *Mm, Ss, Tt, Pp, Aa, Nn, Cc, Oo, Dd, Bb, I i, Ff, Gg, Ee, Hh, Ll, Uu, Rr, Vv, Kk, Jj, Ww, Yy, Zz,* and *Qq*. Ask questions such as: Which letters have curved lines? Which letters have straight lines? Which letters have slanted lines? Explain that today they will learn how to write capital *X* and lowercase *x*.

How to Write Capital *X*

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

How to Write Lowercase *x*

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

#### Check-In

Learning Coach Tip

Your student will continue to make rainbow letters. Have available a crayon for the following colors: red, orange, yellow, green, blue, purple. Reinforce the colors of the rainbow as your student traces the capital and lowercase letters with each crayon.

1. Print the [Rainbow Letters *X* and *x*](https://cite-media.pearson.com/legacy_paths/4a418f54-3fe4-4c43-8ac7-000962faaff6/Rainbow_Letters_X_and_x.pdf)worksheet. Have your student use a safety scissor to cut apart two letter cards. If you do not have a printer, create letter cards by outlining *X* and *x* on a piece of paper.
2. Review that a rainbow is made up of many colors, and explain that today your student will use red, orange, yellow, green, blue, and purple crayons to make a rainbow capital *X* and a rainbow lowercase *x*.
3. Begin with the letter card for *X*. Work with your student to identify where they should begin to trace each letter. Use the step-by-step directions in Explain as a guide. Trace with your finger as you give directions such as: *slanted line, slanted line.* Then, have your student do the same thing before tracing with each crayon. You may want to have your student continue to identify strokes. Observe as your student traces. **IF** you notice that your student is not tracing in the correct sequence, **THEN** model tracing with your finger again. Have your student do the same before they continue.
4. Continue with lowercase *x*, giving directions such as: *slanted line, slanted line.* When your student completes the activity, have them add the new rainbow letters to their handwriting folder.

#### Practice

1. Have available unlined paper. Encourage your student to use the rainbow letters as a model as they practice writing *X* and *x*. Then, have your student practice writing their name.
2. **IF** you observe that your student is crossing the slanted lines at a point that is too high or too low, **THEN** point out the lines should cross in the middle.

### Objective: In this section, you will tell about the parts of a poem.

#### Key Words

* **rhyming words** – words that end with the same sound
* **stanza** – a group of lines in a poem
* **title** – the name of a poem

#### Explain

Connect to Literature

As part of this unit, your student has been reading a selection of poems and learning to recognize various parts that poems contain. Let your student know that over the next few lessons, they will see how these parts work—not only from the perspective of a reader, but also from that of a writer. As needed, briefly review the unit poems with your student, making sure they recognize the poems’ poetic elements and have a basic understanding of the poems’ content.

[When Barking Dogs Wake Me](https://cite-media.pearson.com/legacy_paths/3b3ab473-0cac-44d9-b613-0d9673f207f3/When%20Barking%20Dogs%20Wake%20Me-REV.pdf)

[Hide-and-Seek](https://cite-media.pearson.com/legacy_paths/f45eb9bc-5fd2-40a4-b11b-a744a0ec1d2d/Hide%20And%20Seek-REV.pdf)

[Picking Blueberries](https://cite-media.pearson.com/legacy_paths/0e3faeaa-2a44-4a6e-be5c-57b9603c9e89/Picking%20Blueberries-REV.pdf)

1. Remind your student that there are different kinds of writing. Ask your student if they remember the kinds of writing that they have previously worked on. (a story, an information text, an opinion text) Tell them that today they will begin learning about a new kind of writing by thinking about how writers write poems.
2. Read the text about poems with your student, using the on-screen definitions to review the meanings of the key terms *title*, *rhyming words*, and *stanza*. As you define and discuss each term, ask your student to give a thumbs-up if it is something that is found in other types of writing and a thumbs-down if it is not. Then, discuss how poems and stories are similar and different using the characteristics in the chart.
3. Have your student look at the picture as you read the poem “My Cat” aloud. Explain that a girl named Kamila wrote the poem to tell about her cat. Discuss who/what the poem is about (Kamila and her cat) and what happens (Kamila feeds her cat). Then, reread the poem and have your student listen carefully to the sounds the words make. As they are able, have them point to the lines where they hear words that rhyme, or have the same ending sound. Discuss why a writer might want to include rhyming words in a poem. (Rhyming words are fun to read and say.) Have them answer the questions by identifying the rhyming words and where they appear in the lines.
4. Tell your student that writers who write poems have a special name. They are called poets. Explain that your student will read more poems written by other student poets before becoming a poet too. Ask them to tell what they will do to become a poet. (write a poem)

|  |  |  |
| --- | --- | --- |
| **Stories** | **Poems** | **Both** |
| * lines are longer * words don’t often rhyme | * lines are shorter * lines are in groups, or stanzas * words often rhyme | * have a title * can tell who * can tell where * can tell what happens |

#### Check-In

1. Read the directions together. Explain that you will read a poem written by another student poet, Milo. Then, you will say some sentences. Your student should give a thumbs-up if the sentence tells about Milo’s poem and a thumbs-down if it does not. Have your student give a thumbs-up or thumbs-down to confirm their understanding. Then, support your student as they complete each activity.
2. **IF** your student has difficulty recalling elements of a poem, **THEN** ask questions to help them review poetic elements: Where does the poet put the title? Are the words in a line next to each other? What do rhyming words sound like?
3. As your student completes each item, challenge them to explain why the sentence does or does not tell about a poem. Provide any needed support and feedback.

#### Practice

1. Support your student as they identify poetic elements in another student-written poem. Read the poem with your student and have them look at the picture. Discuss what the poem is about and what happens. Then, read the frames to your student and guide them to use the frames to talk about the poem. As needed, provide questions to guide your student’s focus:
   1. What kind of writing did Anna do?
   2. What is the title?
   3. How many lines does it have?
   4. Which words rhyme?
2. **IF** your student could use additional practice, **THEN** display one of the poems they are reading in their core reading lessons. Guide them to use the frames to talk about the elements that appear in that poem.
3. Remind your student that they are going to begin writing their own poem shortly, and discuss with them any other elements of poetry they found confusing.

## Lesson 3: Ways We Help: Speak/Listen

### Objective: In this section, you will identify rhyme and rhythm in a poem.

#### Key Words

* **rhyme** – end with the same sound
* **rhythm** – beats that repeat

#### Explain

1. Begin by explaining to your student that today they will learn more about poems. Review that a poet is the person who writes the words of a poem. Many poets want the poems they write to be fun to read. Read the introduction and “Twinkle, Twinkle Little Star” together.
2. Explain that there are two ways poets make poems fun to read. Poets include words that rhyme at the end of some lines. They also write the words in a way that adds rhythm or beats. Watch the video together. Encourage your student to follow along as the student in the video identifies the rhyme and rhythm in “Twinkle, Twinkle, Little Star.”
3. Then, support your student as they answer the two questions about the rhyme and rhythm in the nursery rhyme. Review that the words at the end of lines 1 and 2 rhyme and the words at the end of lines 3 and 4 rhyme. Explain that the poet has set up a pattern. First, the poet ended the first two lines with words that rhyme. Then, the poet did the same thing with lines 3 and 4. **IF** your student has difficulty identifying the number of beats and clapping out the rhythm, **THEN** use the sample answer to clap the number of beats in each line. Ask: Is the rhythm of line 1 the same as the rhythm of line 2?

#### Check-In

1. Read the first stanza of *When Barking Dogs Wake Me* together. Explain that they will answer questions about the rhyme and rhythm in the stanza.
2. Then support your student as they respond to the questions. **IF** your student struggles to answer questions 3, 4, and 5 to identify the rhythmic patterns in the stanza, **THEN** reread line 1 together and use the sample answer to clap the beats. Follow the same procedure with line 2. Ask: How is the rhythm of line 1 different from line 2? Do you think line 3 will have 3 beats and line 4 will have 4 beats?

#### Practice

1. Read the directions for the first activity together. Review that poets write poems that may include rhyming words at the end of lines. The rhyming words they are looking for are at the end of the lines. Continue with the second activity. **IF** your student has difficulty matching lines that have the same number of beats, **THEN**, read the poem a line at a time, clapping out the beats together.
2. **Daily Writing:** Invite your student to write about what they see in the night sky. Encourage your student to share their writing with you after they finish.

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

#### Explain

Get Ready for Learning

Have your student locate the word cards for *me* and *said*. 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 the word *me* is used when talking about yourself and *said* is used when someone is talking.
2. Use the prompts to have your student find the high-frequency word in each sentence and then compare the number of letters in *me* and *said*. Remind your student that words have letters, but the number of letters in a word varies. Also, explain that some words have similar letters, and other words have completely different letters. You may want to ask questions such as: Do *me* and *said* have the same number of letters? Do *me* and *said* have any letters that are the same?

#### Check-In

1. Review the directions with your student. Confirm that they understand that a thumbs-up means the words are the same and a thumbs-down means the words are different. Observe as your student completes the first activity. **IF** your student has difficulty, **THEN** have them count and name the letters in each word. Once your student answers correctly, read each word pair together.
2. Continue with items 2 and 3.

#### Practice

1. Read *Who Said?* 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 *said*.
2. Then, have your student hunt for the words *me*, *said*, *Me*, and *Said*. You may want to have the word cards for *me* and *said* available. Have your student sort the word cards into two piles: one pile for the word that is in *Who Said?* and another pile for the word that is not in *Who Said?*

[Who Said?](https://cite-media.pearson.com/legacy_paths/a65d6af5-2b03-428d-96b8-607793c28c94/Who%20Said.pdf)

### Objective: In this section, you will add **un-** to change the meaning of a verb.

### Key Words

* **word part** – a letter or group of letters

#### Explain

Quick Review

Remind your student that they learned about the word part *re-* that comes before some verbs, and adding *re-* changes the meaning of the verb. Tell them today they will learn about another word part that changes the meaning of a verb.

1. Use the definition on the screen to review the meaning of the key word. Explain to your student that they can add *un-* to the beginning of some verbs, or action words, and that *un-* means *not*. When they add *un-* to a verb, it changes the meaning to an action that has been undone.
2. Have your student look at the picture and say aloud the verb *lock*. Discuss the meaning of the verb *lock* (close and fasten). Now point to the second picture and explain that *un-* is added to the verb *lock* to make a new word: *unlock*. Read aloud the question and have your student answer. **IF** your student struggles, **THEN** remind them that *un-* changes the meaning of a verb, so *unlock* means *not locked*.

#### Check-In

1. Read the directions aloud. Explain that they will look at a picture and verb and match to the verb with *un-*. Remind your student that *un-* means *not*, so the verb with *un-* has a changed meaning.
2. Have your student look at the picture and say the verb *wrap* aloud. Have your student match to the correct verb with *un-* that shows the opposite meaning. **IF** your student needs help, **THEN** say: If I wrap a present, I cover it. If I unwrap a present, I open it. Point out how the meaning changed by adding *un-*.
3. Continue with the remaining cards, following the same procedure. Provide support to your student, as necessary.

#### Practice

1. Read the directions aloud. Explain to your student that they will choose the right verb for a sentence. Point out that one verb has *un-*added to the beginning and the other does not begin with *un-*. Remind them that adding *un-* changes the meaning of the verb.
2. Work with your student and do the first activity together. Have your student listen to the sentence. Then, read aloud the two answer choices. **IF** your student correctly identifies the verb, **THEN** have them complete the remaining items independently. **IF** your student answers incorrectly, **THEN** explain that if they *pack* a suitcase, they are putting things into it; if they *unpack* a suitcase, they are taking things out of it, so *unpack* means *not packed*.
3. Have your student complete the remaining items, and provide support as necessary.

### Objective: In this section, you will name words with the short-**a** and long-**a** vowel sounds.

#### Warm Up

Begin by having your student blend the beginning sound (onset) with the rest of a word (rime). Use the following routine:

* Tell your student you are going to say a word in a slow way. Stretch out the first sound, the sound of *r*, and pause before saying the next segment, *ake*. (*r-ake*)
* Have your student listen to the word and put the sounds together to figure out the word. For example, if you put *r* and *ake* together, the word is *rake*.
* Repeat the steps, using the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **b-ag**  bag | **p-age**  page | **c-ab**  cab | **t-ape**  tape |

Next, have your student segment the beginning sound (onset) from the rest of a word (rime). Use the following routine:

* Say a word and have your student repeat it. (*mad*)
* Now, ask your student to say the word without the beginning sound. For example, have them say *mad* without the sound for *m*. (*ad*)
* Repeat the steps, using the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **mask**  (without the beginning sound of *m*)  ask | **tape**  (without the beginning sound of *t*)  ape | **van**  (without the beginning sound of *v*)  an | **gate**  (without the beginning sound of *g*)  ate |

#### Explain

1. Review that every word has letters and sounds. Remind your student that some letters have more than one sound. Review that the letter *a* is a vowel and has more than one sound. Tell your student that today they will review the short sound and long sound of the letter *a*.
2. Have your student identify the word *cap*. Guide your student as they identify the middle letter in *cap*. Say the word *cap* slowly, asking your student to repeat the word. Next, ask your student to identify the middle sound they hear in *cap*. Have your student say *cap*, clapping the sounds. Ask your student to tell how many sounds they hear. (3 sounds) Then, have your student name the letters in *cap* and tell how many letters are in the word. (*c*, *a*, *p*; 3 letters) Name each letter and have your student say the sound. Help your student conclude that each letter makes a sound. Review that the letter *a* stands for the middle sound in *cap*, also known as the short-*a* sound.
3. Have your student identify the word *cape*. Guide your student as they identify the second letter in *cape*. Say the word *cape* slowly and ask your student to repeat the word. Next, ask your student to identify the middle sound they hear in *cape*. Review with your student that when a vowel sounds like its name, it is a long sound. Then, have your student say *cape*, clapping the sounds. Ask your student to tell how many sounds they hear. (3 sounds) Then, have your student name the letters in *cape* and tell how many letters are in the word. (*c*, *a*, *p*, *e*; 4 letters) Name each letter and have your student say the sound. Ask your student which letter does not make a sound. Remind your student that the letter *e* is silent; it does not make a sound. Review 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. Have your student look closely at the words *cap* and *cape*. Ask your student to identify the letter that is added to *cap* to make the word *cape*. Help your student conclude that when the letter *e* is added to a short-*a* word, the short-*a* sound becomes a long-*a* sound.

#### Check-In

1. Have your student identify the words *can* and *cane*. Say each word slowly, emphasizing the middle sound in each word, and have your student repeat after you. Read aloud the first question and have your student identify the word with the short-*a* sound. **IF** your student has difficulty following the directions, **THEN** clarify that the middle letter of a word comes after the first letter. Have your student name the letters in *can*. Explain that *a* is the middle letter.
2. Continue by reading aloud the second question. Have your student identify the word with the long-*a* sound. **IF** your student has difficulty identifying the word, **THEN** explain that the long-*a* sound is also the sound of the letter’s name, *a*. Say the word slowly and have your student repeat after you.
3. Have your student look closely at the words *can* and *cane*. Ask your student to name the letter that is added to *can* to make the word *cane*. Have your student tell what happens to the vowel sound when this letter is added to *can*.

#### Check-In

1. Help your student identify the words *tap* and *tape*. Guide your student through the questions to name the word with a short-*a* sound and the word with a long-*a* sound. Have your student identify that the letter *e* was added to *tap* to make a word with a long-*a* sound, *tape*.

#### Practice

1. Print the Practice worksheet. If you do not have a printer, display the worksheet on the screen and have your student write the words on a sheet of paper.
2. Have your student cut out the word cards at the bottom of the page. Explain that the two boxes are labeled *Short* and *Long*. Then, complete the first activity together. Have your student name the word for the first card. Next, read the word together. Ask your student to identify whether the word has a short-*a* sound or a long-*a* sound. Then, have your student glue the picture in the correct box. **IF** your student has difficulty pronouncing the vowel sound, **THEN** say the word slowly together. Remind your student to listen for the middle sound in the word. Then, have your student tell whether the middle sound is short or long.
3. Continue with the remaining words.

[Words with Short a and Long a](https://cite-media.pearson.com/legacy_paths/42fa5051-e91c-4b50-8dda-ce3dfbd42d62/Words%20with%20Short%20a%20and%20Long%20a.pdf)

[Words with Short a and Long a Answers](https://cite-media.pearson.com/legacy_paths/b8053f04-e470-4389-98c4-f815dec84231/Words%20with%20Short%20a%20and%20Long%20a%20Answers.pdf)

### Objective: In this section, you will pick rhyming words to use in a poem.

#### Key Words

* **rhyming words** – words that end with the same sound

#### Explain

Connect to Literature

Today, your student will begin to plan and write a poem modeled after *Picking Blueberries*, the poem they are reading as part of their core reading instruction. As needed, access and review the poem with your student before today’s lesson. Tell them that their poem will also focus on picking something for a specific reason and that it will include words that describe the item being picked.

[Picking Blueberries](https://cite-media.pearson.com/legacy_paths/0e3faeaa-2a44-4a6e-be5c-57b9603c9e89/Picking%20Blueberries-REV.pdf)

1. With your student, review what they have already learned about how poems are similar to and different from stories. Ask your student if they remember what a writer who writes poems is called. (a poet) Then, discuss with your student why a writer might want to write a poem. Point out that the words in a poem are fun to hear and can also be fun to write. Ask your student to tell why this might be so.
2. Read the text about Quinn with your student, using the on-screen definition to review the meaning of the key term *rhyming words*. Tell your student that, like them, Quinn also read the poem *Picking Blueberries*. Now, she will write her own poem to tell about something she picks and what she does with it.
3. Ask your student to remind you what careful writers do before they begin writing. (They plan.) Then, read through the steps Quinn takes to plan the focus of her poem. Explain that first, Quinn decides what thing her poem will describe. Have your student look at the picture and identify what Quinn will write about. (apples) Next, review Quinn’s list of describing words, making sure your student understands that these words describe what Quinn will write about. Reread the first two lines of *Picking Blueberries*, noting that each line has two words that tell what blueberries are like. Quinn will use some of the words in her list to tell what apples are like.
4. Tell your student that, like in *Picking Blueberries*, the second and third lines of Quinn’s poem will end with words that rhyme. Go over Quinn’s actions as she picks a describing word from her list and brainstorms words that rhyme with it. Ask these questions: What word did Quinn pick from her describing-word list? (*red*) How do you know? (All the words in her Words That Rhyme list rhyme with *red*.) Make it clear that Quinn could have chosen to find rhyming words for one of the other words on her list. Talk about why she might have chosen *red*. (It is easier to think of words that rhyme with it.)
5. Read Quinn’s last step with your student and review the frame Quinn uses to think about her poem. Make sure your student understands that Quinn will use words from her list of describing words to fill the blanks in lines 1 and 2. In line 3, Quinn will add words that tell what she does. She will end the line with a word that rhymes with *red*. Make sure your student understands that this word will come from Quinn’s Words That Rhyme list.

#### Check-In

1. Tell your student that before they begin to plan their own poem, they are going to practice choosing some rhyming words for another poem. Have your student look at the picture as you read aloud the frame for “Going on a Picnic.” Then, point out the blanks on the screen. Explain that your student will fill in the blanks with words they choose from the word box. Make sure they understand that the missing words must rhyme.
2. Guide your student to complete the activity by determining pairs of rhyming words that will work in the poem. **IF** your student needs assistance, **THEN** read each word in the word list aloud to your student. Have them listen to the words and pair those with the same ending sound. Then, work with your student to determine which word in each pair tells an action related to a picnic and which names something that they might say is *tasty*.

#### Practice

Learning Coach Tip

As your student begins to sketch out their poem, create a new folder devoted to poetry writing. Add your student’s planning and drafting work to the folder.

1. Tell your student that it is now time to begin planning their own poem. Like Quinn, they will model their poem on *Picking Blueberries* by thinking of something they might pick, listing words that describe it, and thinking of words that rhyme with one of the describing words.
2. Guide your student to complete the first activity by choosing a fruit, vegetable, or other item that can be picked. Have them draw a picture to show what they will write about.
3. Provide support in completing the second activity by helping your student write or dictate a list of words that describe the item. **IF** they struggle coming up with ideas, **THEN** have them review their drawing for details that tell more about the item.
4. To complete the third item, have your student pick one describing word from their list. As needed, help them choose a word with a variety of words that rhyme with it. Then, guide them to write or dictate a list of words that rhyme with the describing word they chose. Encourage them to say their ideas out loud as they work so that they can listen for the rhyme.
5. **IF** your student needs additional brainstorming support, **THEN** review some ideas with them, such as the following:

|  |  |  |
| --- | --- | --- |
| **Things to Pick** | **Describing Words** | **Rhyming Words** |
| corn | yellow  white  crisp  sweet  crunchy | sweet  treat  eat  meet/meat  seat |
| pumpkins | orange  round  smooth  big  heavy | big  wig  fig  twig  pig |
| sunflowers | pretty  big  yellow  tall  shady | tall  ball  call  wall  fall |
| peppers | green  red  smooth  hot  crunchy | green  clean  bean  mean  seen |

Learning Coach Tip

As they compile a list of rhyming words, your student may suggest pairs of words that rhyme but have spelling differences that your student is not aware of (for example, *red* and *bread*). Given that your student’s spelling skills are still developing, your expectations should focus only on the presence of rhyme in each word pair. Be prepared for a variety of invented spellings (for example, *red* and *bred*).

## Lesson 4: Ways We Help: Fluency

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

#### Key Words

* **details** – important information

#### Explain

1. Explain that one way a story and a poem are alike is that they both have details that give important information. Ask: Where do you look to find details that help you understand a poem? Review why it is important to look for details in the pictures and the words. Read the introduction together.
2. If you have the print version of *Picking Blueberries*, then 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. You may want to pause the video periodically to have your student answer a question posed in the video before the student in the video does.
3. After viewing the video, support your student as they use details to answer questions about *Picking Blueberries*. Then, have your student tell you what the poem is mostly about.

[Picking Blueberries](https://cite-media.pearson.com/legacy_paths/0e3faeaa-2a44-4a6e-be5c-57b9603c9e89/Picking%20Blueberries-REV.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will use details to answer questions about *When Barking Dogs Wake Me* and *Hide-and-Seek*.
2. Support your student as they answer questions about each poem. **IF** your student struggles with any of the questions, **THEN** reread the part of the poem that includes the details the question is asking about. Encourage your student to tell you what each poem is mostly about.

[When Barking Dogs Wake Me](https://cite-media.pearson.com/legacy_paths/3b3ab473-0cac-44d9-b613-0d9673f207f3/When%20Barking%20Dogs%20Wake%20Me-REV.pdf)

[Hide and Seek](https://cite-media.pearson.com/legacy_paths/f45eb9bc-5fd2-40a4-b11b-a744a0ec1d2d/Hide%20And%20Seek-REV.pdf)

#### Practice

1. Have your student review how a story and a poem are alike. Ask: Why is it important to find details in the pictures and words? Then, have your student read *Who Said?*
2. Read the directions together. Confirm that your student understands how to give a thumbs-up and a thumbs-down to respond. After completing the activity, encourage your student to use details to tell you what *Who Said?* is mostly about.
3. **Daily Writing:** Ask your student to write a few sentences in response to the following prompt: Write a thank you letter from the girl to her dad. Encourage your student to use words that would help a reader see, feel, taste, and smell the food.

[Who Said?](https://cite-media.pearson.com/legacy_paths/a65d6af5-2b03-428d-96b8-607793c28c94/Who%20Said.pdf)

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

#### Explain

1. Have available the following letter tiles: *m, e, s, a, i,* and *d*.
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 *me*, arrange their letter tiles to spell *me*, and then read the word. Continue with the word *said*.

#### 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: *m, e, y, g, o, s, a, i,* and *d*.
2. Help your student identify the letter tiles for *said*, name each letter, and arrange the letter tiles to spell *said*. 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 say the sounds you hear at the ends of words.

#### Explain

Learning Coach Tip

Your student will focus on the sound associated with the letter *x* at the end of words. The sound for the letter *x* is a combination of the sound of the letter *k* and the sound of the letter *s*. The two sounds are linked together to create one sound. For example, the words *box* and *fix* have the sound for *x* at the end. Your student will look at a picture for a word and talk about the sounds they hear.

1. Use the picture of the train to review the word *ending*. Point to the third train car and explain that *ending* means “the part that comes last.”

Ending Sound

1. Remind your student that every word they hear has sounds. Tell your student that their job in this lesson is to listen to the sounds in words. First, they will tell how many sounds they hear. Then, they will tell what sound they hear at the end of a word. Model with an example. If possible, have six objects available, such as six pencils or crayons.
2. Point to the photo of an ax. Explain that an ax can be used to chop wood. Then, say *ax* slowly *(a-x*), clapping each time you hear a sound. Ask your student to tell how many sounds they hear. Say *ax* again and have your student say the sound they hear at the end of the word.
3. Point to the photo of a box. Then, say *box* slowly (*b-o-x*), clapping each time you hear a sound. Ask your student to tell how many sounds they hear. Say *box* again and have your student say the sound they hear at the end of the word.

Ending Sound Routine

* (Point to the pencils.) I have six pencils.
* Say the word *six* with me: *six*.
* Now listen to me say *six* slowly: *s-i-x*.
* Listen as I say the word again. This time I will clap each time I hear a sound: *s-i-x*.
* Now, say the word slowly with me. Clap each time you hear a sound: *s-i-x*.
* You hear three sounds in the word *six: s-i-x*.
* Now, I will say the word again. Listen for the ending sound in *six: s-i-x*.
* Say the ending sound you hear in *six*.

#### Check-In

1. If needed, help your student name the word *mix* to identify the picture. Guide them to say the word *mix*, and then say the word slowly as they clap for each sound they hear. **IF** your student cannot identify the ending sound as the sound of *x*, **THEN** say each sound in the word more slowly and with a longer pause in between each sound: *m—i—x*. Ask this question: What sound do you hear last?
2. Help your student identify the picture of an ox. Guide them to say the word *ox*, and then say the word slowly as they clap for each sound they hear. **IF** your student cannot identify the ending sound as the sound of *x*, **THEN** say each sound in the word more slowly and with a longer pause in between each sound: *o—x*. Ask this question: What sound do you hear last?

#### Practice

Confirm that your student can name each picture: wax, six, fox. Then, guide your student through the steps of the routine for naming the ending sound they hear in a word. **IF** your student has difficulty clapping the number of the sounds in the words, **THEN** say each sound in the word more slowly and with a longer pause in between each sound:*w—a—x, s—i—x, f—o—x*.

### Objective: In this section, you will use rhyming words to write a poem.

#### Explain

1. Review that your student is writing a poem modeled after *Picking Blueberries*, another poem they have read in this unit. Go over what your student has done to plan their poem:
   1. They have chosen what they will write about.
   2. They have brainstormed a list of words to describe the item.
   3. They have come up with rhyming words for one of the describe words they brainstormed.
2. Read Quinn’s completed poem together. Point out that Quinn begins her poem with a title that tells what it will be about and that both words in the title begin with a capital letter. Then, talk about what happens in the poem. Help your student see that Quinn has used the describing words she listed in the previous lesson (*round, crisp, green, red*) to help readers imagine what the apple looks and tastes like.
3. Remind your student that Quinn’s poem has rhyming words. Ask: Where do rhyming words go in a poem? (at the ends of lines) Reread the poem aloud slowly, tracking the print on the screen, and have your student point to the rhyming words *red* and *Ted*. Ask them to tell how they know these are rhyming words (they have the same sound at the end). Then, guide your student to respond to the question to gauge their understanding of the position of rhyming words in the poem.
4. Read the poem aloud one more time. Talk about the qualities of the poem that make it sound different from listening to a story or an information text. Discuss what Quinn did to make the poem enjoyable to readers.

#### Check-In

1. Tell your student that before they write their own poem about picking something, they will practice writing a similar poem about picking corn. Make sure they understand that they will use the words in the box to fill in the blanks in the poem below the word box.
2. Work with your student to complete the frame. Have them first complete the title by finding the word that names what is being picked. Then, have them complete lines 1 and 2 by locating describing words and fitting them into the lines. Finally, have them complete line 3 with a word that tells what someone will do with the corn. Remind them that the word at the end of line 2 must rhyme with the word at the end of line 3.
3. **IF** your student has difficulty distinguishing elements in the frame, **THEN** copy the frame onto separate paper and label each part:  
   Title: **Picking \_\_\_\_\_**  
   Line 1: \_\_\_\_\_ and \_\_\_\_\_.  
   Line 2: \_\_\_\_\_ and \_\_\_\_\_.  
   Line 3: I pick corn to cook and \_\_\_\_\_.
4. As needed, draw a circle or box around the blanks that must contain rhyming words.
5. Read and discuss the completed poem when your student has finished. Note that while the words *sweet* and *eat* must appear at the ends of lines 2 and 3, your student has some flexibility in where to place the other words. One way they might complete the poem is:  
   **Picking Corn**  
   Yellow and white,  
   Crisp and sweet.  
   I pick corn to cook and eat.

#### Practice

1. Have your student take out the planning work they previously completed, including their picture and their lists of describing words and words that rhyme. Tell your student that they are going to use the frame on the screen to write their own “picking” poem.
2. Support your student as they complete the frame and write their poem:
   1. Have them complete the title with the name of the item that is picked in their poem. Remind them that important words in a title start with a capital letter.
   2. Have them complete lines 1 and 2 with words they’ve chosen to describe the item. Remind them that the last word in line 2 will rhyme with the last word in rhyme 3.
   3. Guide them to complete line 3 with words that tell why the item is picked.
   4. Encourage them to refer to Quinn’s completed poem as needed.
3. When your student has completed their poem, read it out loud together, making sure to listen for a rhyme in lines 2 and 3. Ask your student to explain the word placement they chose and tell how their poem helps readers “see” the item they are describing.
4. Tell your student they are going to turn their poem into a song they will perform. Explain that songs are very much like poems. Singing the words to the poem can help your student hear the word rhymes. Tell the student they can sing the words to their poem to the tune of a song they already know. Tell the student they can also make up their own music if they wish. Help your student sing the words of their poem to the music they chose. Sing the poem along with your student.
5. Discuss with your student different ways they might share their poem with others. Then, help your student reflect on the experience of writing a poem by asking them to tell what they liked and disliked about it. Praise your student by letting them know that they accomplished a lot in just a few days. Allow them to suggest another writing form they would like to try.

## Lesson 5: Ways We Help: Synthesize

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

Read Words

#### Explain

1. Have your student talk about what is happening in each picture. Then, read each sentence together.
2. Explain that the words *He said it loudly this morning.* 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 *He* 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 *He said it loudly this morning.* is called a period.

#### 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 two pages to the middle of *Who Said?* while following the same pattern established in the text. Have them think of another question and answer using the word *said*. Then, have your student draw two pictures and write a sentence for each picture. Encourage your student to share their writing when they have finished.

[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 name words with the sound for the letter **x**.

#### Warm Up

Begin by having your student blend the beginning sound (onset) with the rest of a word (rime). Use the following routine:

* Tell your student you are going to say a word in a slow way. Stretch out the first sound, the sound of *m*, and pause before saying the next segment, *ix*. (*m-ix*)
* Have your student listen to the word parts and put the sounds together to figure out the word. For example, if you put *m* and *ix* together, the word is *mix*.
* Repeat the steps, using the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **s-ix**  (six) | **b-ox**  (box) | **f-ix**  (fix) | **w-ax**  (wax) |

#### Explain

1. As a review, help your student write their name on a sheet of paper. Remind your student that their name is a word that has a beginning and an ending. Ask your student to point to the beginning and the end of their name. Then, have your student count the letters in their name. Reinforce that every word has letters. Tell your student that today they will learn about the sound of the letter *x* at the end of words.

The Sound of *x*

1. Have your student identify the word *ax*. Guide your student as they identify the last letter in *ax*. Say the word *ax* slowly, asking your student to repeat after you. Then, ask your student to identify the ending sound they hear in *ax*. Explain that the letter *x* stands for the ending sound.
2. Have your student identify the word *box*. Guide your student as they identify the last letter in *box*. Say the word *box* slowly, asking your student to repeat after you. Then, ask your student to identify the ending sound they hear in *box*. Reinforce that the letter *x* stands for the ending sound.

Read Words with *x*

1. Tell your student that they can now put letters together to read words with the letter *x*. Point to the word *fix* and say it aloud. Next, use letter tiles to form the word *fix*. Space the letters and have your student say the name of each letter. Then, move the letter tiles together as you and your student blend the sounds. Use the following routine:
   1. Say the letter names.
   2. Say the sound the first letter makes.
   3. Add the sound the second letter makes and blend the sounds together.
   4. Add the sound for the last letter and blend.
   5. Say the word.
2. Continue by forming the words *fox* and *mix* and having your student blend the sounds to read the words.

#### Check-In

1. Have your student identify the word *mix*. Read aloud the first question and have your student identify the last letter in *mix*. **IF** your student has difficulty following the direction, **THEN** clarify that the last letter of a word is at the end of the word. Help your student name the letters in *mix*. Tell them that *x* is the last letter.
2. Encourage your student to say each sound in *mix* slowly (*m-i-x*), before saying the sound *x* makes. **IF** your student has difficulty following the directions, **THEN** explain that *x* stands for the ending sound in *mix*. Say the word slowly again, asking your student to repeat after you. Then, have your student say the ending sound in *mix*. Explain that *x* stands for the ending sound.
3. Continue by having your student identify the word *ox*. Support your student as they name the last letter in *ox* and the sound the letter *x* makes.

#### Practice

1. Print the Practice worksheet. If you do not have a printer, display the worksheet on the screen and have your student write the words on a sheet of paper.
2. Complete the first activity together. Read the word together. Have your student tell what sound *x* makes before tracing the letter *x* to complete the word. **IF** your student has difficulty pronouncing the ending sound, **THEN** say the word slowly together. Remind your student that an ending sound is the last sound in a word.
3. Continue with the remaining words.
4. Continue by printing a copy of the decodable reader “The Vase.” If you do not have a printer, then display the text on the screen.
5. Listen as your student reads “The Vase” aloud. **IF** your student struggles to blend the sounds in words with *x* and words with the short*-a* or long-*a* vowel sound, **THEN** use letter tiles to blend the sounds the letters make.
6. Also, check for the correct pronunciation of the high-frequency word *said*.
7. Encourage your student to pay close attention to the pictures as they reread the story.
8. Check for overall comprehension of the text. Ask questions such as these: Who is in the story? How does the story begin? What happens next? How does the story end?
9. Then, have your student follow the directions to hunt for the high-frequency word *said*, words with *x*, and words with the short*-a* and long*-a* vowel sounds.

[Words with x](https://cite-media.pearson.com/legacy_paths/053fbc7b-bbd6-4897-8bf0-8c86d98f6064/Words%20with%20x.pdf)

Learning Coach Tip

In this Practice activity, your student will read the decodable reader “The Vase.” The decodable reader will support your student’s understanding of the sound-letter relationship of the letter *x*, the short*-a* and long*-a* vowel sounds, and the high-frequency word *said*.

[The Vase](https://cite-media.pearson.com/legacy_paths/618344e1-ee9a-4fb1-a35a-9bcecd607395/The%20Vase.pdf)

[The Vase Answers](https://cite-media.pearson.com/legacy_paths/fca5ebea-686f-416b-84c8-578c461891d4/The%20Vase%20Answers.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.

### Study Tips

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

## Lesson 6: Helping Hands Unit Test

There is no LC Guide for this lesson.