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# Language Arts K B Unit 7: Help Can Be Anywhere

## Lesson 1: Help Can Be Anywhere: Genre

### Help Can Be Anywhere: Introduction

#### Learning Goals

In this unit, your student will be learning that help can be found in surprising places. 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 the difference between a telling, asking, and exclamatory sentence.
4. State an opinion about a book or topic by dictating.
5. Use key details to answer questions about a story, with prompting and support.
6. Identify high-frequency words.
7. Pronounce words with the /z/ sound.
8. Practice writing capital and lowercase *Zz* and *Qq*.
9. Dictate a topic sentence where a topic and opinion are stated.
10. Identify what a fairy tale is, with prompting and support.
11. Match high-frequency words.
12. Write different kinds of sentences, with support as necessary.
13. Pronounce words with /kw/ spelled *qu*.
14. Write sentences with a reason for an opinion when writing an opinion piece, with support as needed.
15. Identify what happens in the beginning, middle, and end of a fairy tale.
16. Arrange high-frequency words with letters.
17. Use capital letters and punctuation marks correctly in sentences.
18. Identify words with /z/ and /kw/ *qu*.
19. Retell a fairy tale using illustrations.
20. Speak with appropriate enunciation 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 “Help Can Be Anywhere” will be assessed with the following items:

* Help Can Be Anywhere: Genre Quick Check
* Help Can Be Anywhere: Genre Skills Check
* Help Can Be Anywhere: Comprehension Quick Check
* Help Can Be Anywhere: Comprehension Skills Check
* Help Can Be Anywhere: Speak/Listen Quick Check
* Help Can Be Anywhere: Speak/Listen Skills Check
* Help Can Be Anywhere: Fluency Quick Check
* Help Can Be Anywhere: Fluency Skills Check
* Help Can Be Anywhere: Portfolio
* Help Can Be Anywhere: Synthesize Quick Check
* Help Can Be Anywhere: Synthesize Skills Check

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

#### Spark

Set the Stage for Learning

Before your student begins to work on the day’s first English Language Arts lesson, divide a piece of paper into two columns, or use a whiteboard. In the left column, write the title of each lesson. As your student completes each lesson, have them add a letter, word, or small picture that represents what they learned to the right column. After all the lessons have been completed, have your student discuss the chart and choose their favorite lesson.

1. Read the introduction with your student. Point out that this week, they will be talking about finding help in surprising places.
2. Watch the video together. You may want to pause at the end of each frame to discuss the different places and ways that help is found. After viewing the video, discuss other places (surprising or not) where your student might find help.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask about a place where they found help.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if they have ever gotten help at the place described or a similar place, and if so, what kind of help they received.

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

#### Key Words

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

#### Decoding Routine

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

[Help Can Be Anywhere\_Genre Letters Qu](https://cite-media.pearson.com/legacy_paths/2ec7185f-e92a-4d5d-af13-163027fac518/Help%20Can%20Be%20Anywhere_Genre%20Letters%20Qu.pptx)

#### Explain

Learning Coach Tip

You will be sharing *The Frog Prince Saves Sleeping Beauty* 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 predict information about a story. | **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 fairy tale is, with prompting and support. | **Recount the Story**   * Teach a comprehension skill. * Develop understanding of a fairy tale. |
| Part 4 | Identify what happens in the beginning, middle, and end of a fairy tale. | **Recount the Story**   * Teach a comprehension skill. * Develop understanding of parts of a story. |
| Part 5 | Retell a fairy tale using illustrations. | **Retell the Story**   * Teach a comprehension skill. * Develop understanding of retelling a story using illustrations. |

Learn New Words

1. It is important for your student to understand the following words to understand what is happening in *The Frog Prince Saves Sleeping Beauty.*
2. Draw attention to the picture for the word *wand*. Ask your student to describe the object. Explain that a person holds a wand in their hand. Ask questions such as these: What do you think you do with a wand? Have you ever waved a wand before? Explain that in some stories about make-believe kings, queens, and princesses, some of the characters might use a magic wand. Ask questions such as these: What do you think happens when you wave a magic wand?
3. Continue with the picture for the word *palace*. Ask your student to talk about what they see. Explain that a palace is a large fancy home where kings and queens live. Ask questions such as these: Do you think palaces have many rooms or just a few? (many rooms)
4. Draw attention to the picture for the word *tank*. Ask your student if they have ever seen a tank. Then, explain that a tank is frequently filled with water. Ask them to look at the picture. Then, tell you what they think lives in the tank.

|  |  |
| --- | --- |
| **Word or Phrase** | **Meaning** |
| wand | a thin stick you hold in your hand |
| palace | where a king and queen live |
| tank | a large glass box that is filled with water |

Title, Author, and Illustrator

1. Review that stories have a first page or cover that gives the title, or name, of the book. Have your student point to the title on the cover of *The Frog Prince Saves Sleeping Beauty* and read it together.
2. Remind your student that the author of the book is the person who wrote the story. The words *Written by* come before the author’s name in this story. Have them point to the name *Charlotte Guillain* on the first page and read it together. Ask your student this question: What does the first letter of a person’s name begin with? (a capital letter)
3. Have your student point to the picture on the first page and review that the illustrator drew that picture. Then, have them point to the name *Dan Widdowson* on the cover and read it together. Explain that the author and the illustrator work together to tell a story.
4. Confirm your student’s understanding of the role of an author and an illustrator as they answer the two questions.

Use Details to Predict

1. Explain that before a person listens to or reads a story, it is important to think about what the story might be about. One way to do that is to look at the pictures in a book. Sometimes that is called a “Picture Walk.”
2. Discuss that pictures in a book give clues about the characters in a book and where the story takes place. Allow time for your student to look at the pictures in *The Frog Prince Save Sleeping Beauty*. Then, support them as they answer the questions about the characters and the setting of the story.
3. Scaffold as your student uses the details they noticed during the “Picture Walk” to predict what they think the story will be about. Use the sentence frames to help your student speak in complete sentences and to explain why they think the way they do.

[The Frog Prince Saves Sleeping Beauty](https://cite-media.pearson.com/legacy_paths/c3f2629e-7695-40eb-9553-4ec674efede5/The%20Frog%20Prince%20Saves%20Sleeping%20Beauty-REV.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at the pictures in the beginning, the middle, and the end of *The Frog Prince Saves Sleeping Beauty*.
2. With your student, look at the picture on page 6. **IF** they have difficulty using details to describe what they see in the picture, **THEN** think aloud about what you see. For example, There is a lot going on in this picture. The character who is the largest looks very angry. She is waving a wand. The other characters look very scared. Do you agree? How do you think the characters feel?
3. Continue with the additional questions. Scaffold by asking your student to think about how the characters feel at different points in the story.

#### Practice

1. Review that the pictures of *The Frog Prince Saves Sleeping Beauty* give a lot of information. Ask your student to think about what they noticed by looking at the illustrations. Have them predict how they think the story will end. 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 this: At the beginning of the story, the characters looked very upset. I think the character with the wand was doing something that was upsetting. Later in the story, I see a frog kissing a princess. At the end of the story, the characters seem happy. What do you think those details tell you about how the story will end?
2. **Daily Writing:** You may want to have your student respond to the following writing prompt: Write a story about what a character does with a magic wand. Encourage them to draw a picture and write independently. Then, have them 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 **go**.

#### 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*, and *my* 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 are the children doing? Where are they going? Read the sentence below the picture. Continue with the second picture and question. Explain that when you tell about moving to a specific place, you may use the word *go*. You may want to give a direction such as: Go to the door and open it. Ask: Where did you move to?
2. Point to the word *Go*, say the word, and have your student repeat. Continue with the word *go*. Explain that *go* is a word that they will see many times in books they read. The word is used when telling about moving to a specific place.

#### Check-In

1. Read the sentence for the first picture aloud. Ask questions such as: Where is the boy moving to? Continue with the second sentence. Ask: Where does the boy want to go? How will he get there?
2. Tell your student that you will point to a word and say it. Then, they should repeat the word. Confirm understanding that *Go* and *go* tell about moving to a specific place by asking questions such as: What is happening? Where does the child want to go? How did the child get there? **IF** your student understands the meaning of *go*, **THEN** give simple a simple direction such as: Go get your coat. Ask: What did you do? How did you move to get your coat?

#### Practice

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

[Make Word Cards](https://cite-media.pearson.com/legacy_paths/15666393-1581-4699-ad38-c3a36e11ef3a/Make_Word_Cards_Go.pdf)

### Objective: In this section, you will identify telling, asking, and exclamation sentences.

#### Key Words

* **asking sentence** – a sentence that asks a question
* **exclamation** – a sentence that shows a strong feeling
* **telling sentence** – a sentence that tells about something

#### Explain

1. Remind your student that there are different kinds of sentences. Point out that they can recognize the different kinds of sentences if they know what each sentence does.
2. Use the on-screen definitions to review the meanings of the key words with your student. Point out that a telling sentence tells something about a person, an animal, a place, or a thing. Ask your student to say aloud some sentences that tell something about themselves, such as *I like computers*, *I play piano*, and so on. Explain that these are telling sentences. They tell something about you.
3. Read aloud the telling sentence. Have your student point to the period at the end. Ask: What is the sentence telling about the bridge? (that it’s pretty)
4. Read aloud the asking sentence. Have your student point to the question mark at the end. Ask: What is the sentence asking? (where Jon is running) Have your student suggest a possible answer.
5. Read aloud the exclamation. Have your student point to the exclamation mark. Ask: What strong feeling does it show about the pizza? (how delicious it is)

#### Check-In

1. Read the directions with your student. Explain that they will listen to a sentence and choose what kind of sentence it is. They will tell whether the sentence is an asking, telling, or exclamation sentence. Point out the answer choices in the word box.
2. Read the first sentence aloud and have your student identify it. **IF** your student has difficulty identifying it as a telling sentence, **THEN** review the Explain slide and what each kind of sentence does. Guide your student to identify that it is a telling sentence because it tells something about the blanket—it is soft.
3. Continue with the remaining sentences, using the same process and supporting your student as necessary.

#### Practice

1. Read the instructions aloud. Explain that they will listen to a question and answer it. The question will ask them to identify either a telling, asking, or exclamation sentence.
2. Do the first activity together. Read aloud the first question. Make sure your student understands they are looking for the asking sentence. Then, read the sentences that are the answer choices. After your student answers, use the feedback notes to discuss the correct answer and the reasons the other choices are incorrect.
3. Have your student continue with the remaining questions independently. However, be ready to provide any support as needed.

### Objective: In this section, you will tell how you feel about a topic.

#### Key Words

* **opinion** – what a person thinks or feels about something
* **topic** – what a text is mostly about

#### Explain

A Note to the Learning Coach

Your student will learn how to write an opinion. Each day, your student will develop the parts of their opinion, and the process will conclude by sharing their published writing.

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

|  |  |
| --- | --- |
| Part 1 | **Prewrite:** With support, review a prompt and plan an opinion piece by stating an opinion about a topic. |
| Part 2 | **Draft:** Draw, tell, or write the topic sentence of an opinion piece. |
| Part 3 | **Draft:**Draw, tell, or write sentences that explain the opinion. |
| Part 4 | **Revise:** With support, add details to an opinion piece. |
| Part 5 | **Publish:**With support, publish and share an opinion piece. |

1. Review that writers can write many kinds of texts. For example, a writer can write an information text by telling facts about a topic. Model by suggesting a topic (for example: elephants) and saying a fact about it (for example: elephants have long trunks). Invite your student to suggest a fact as well. Then, explain that writers can also tell how they feel about a topic. Model giving an opinion about the same topic (for example: elephants are my favorite animal) and invite your student to do so. Tell your student that a writer can write a text that tells their opinion about a topic. Use the on-screen definitions to reinforce the meanings of *topic* and *opinion*.
2. Let your student know that they will soon write their own opinion about something they like doing or dislike doing. Introduce the rubric for writing an opinion, recognizing that your student will be unfamiliar with most of the information it contains. Explain that the rubric has information about what writers do to make sure their opinion has all the parts it needs.
3. Remind your student that careful writers plan their writing by thinking about what they will write about. Explain that the student-writer, Luke, is also writing an opinion about what he does or does not like doing. Your student may question why Luke considers things he doesn’t like doing. Point out that these are also opinions because they tell how Luke feels about a topic (he doesn’t like these activities).
4. Point out the two charts. Explain that the first chart shows three things Luke likes doing, while the second shows three things he dislikes doing. Review each item and discuss how Luke might determine whether this is a good topic to write an opinion about.
5. Read the topic Luke chose to your student and discuss his choice. As needed, spend some time differentiating between a topic (what the text is about) and an opinion (how the writer feels about it). Explain that Luke’s topic is playing hide-and-seek because that’s the activity he will write about. The fact that he likes playing hide-and-seek is Luke’s opinion because it is how he feels.
6. Guide your student to respond to the question to gauge their understanding of Luke’s opinion.

[Opinion Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/1139745b-d47f-4edc-b3fc-fcd903f09fe4/LA%20K%20Opinion%20Rubric.dotx)

Learning Coach Tip

As you use the rubric to track your student’s progress throughout this unit, keep in mind that kindergarten writing proficiency is developmental. Indicators traditionally used with more experienced writers (the use of complete sentences, appropriate grammar and spelling, and so on) may not apply to your student at this stage of their development and should not drive your assessment of their understanding of the writing process.

#### Check-In

Learning Coach Tip

You may want to begin a new writing folder for opinion writing, which your student will do over the next few lessons. Label the folder “Opinion.” Continue to add to the folder as your student draws, writes, and adds details to their text.

1. Tell your student that they are going to do the same thing Luke did by coming up with a list of three things they like doing and three things they dislike doing. Tell them they can choose any activity they like.
2. Help your student complete each activity by brainstorming activities they like and dislike. **IF** your student has difficulty coming up with ideas, **THEN** review Luke’s likes and dislikes on the Explain screen and see what ideas they spark. You may also want to ask questions to help your student focus, such as: What are you happiest doing? What are you good at? What is something you would rather not do?
3. Review your student’s ideas with them when they are finished. Provide any needed support.

#### Practice

1. Remind your student that they are going to write an opinion just like Luke.
2. Guide your student to complete Activity 1. First, review the ideas they came up with in the previous activity and guide them to choose one to write about. Remind them they can write about something they like or something they dislike. Then, guide your student to draw a picture of what they chose. Suggest that they draw themselves doing the activity and show how they feel as they do it.
3. Support your student as they complete Activity 2 and draw a face to show how they feel. Suggest that they draw the face below their picture.
4. Discuss your student’s work when they are finished and provide any needed feedback or support.

## Lesson 2: Help Can Be Anywhere: Comprehension

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

#### Key Words

* **characters** – the people and animals in a story
* **details** – important information
* **events** – what happens in a story

#### Explain

1. Tell your student that today they are going to listen to *The Frog Prince Saves Sleeping Beauty.* Discuss why finding key details in a story is important. Review that details help readers learn about the characters and the events in a story. Now, read the introduction together.
2. If you have the print version of *The Frog Prince Saves Sleeping Beauty,* you may display it now. Then, watch the video with your student. Encourage them to follow along as the student in the video finds details that tell about the characters and the events in the story.
3. After viewing the video, support your student as they answer questions about characters in the story. Encourage them to explain how the fairy godmothers are different from the wicked fairy.
4. Next, read aloud or have your student listen to the recording of *The Frog Prince Saves Sleeping Beauty.*
5. After your student listens to the story, have them pick one picture to talk about. Ask questions such as these: What are the characters doing? What details help you answer the question?

[The Frog Prince Saves Sleeping Beauty](https://cite-media.pearson.com/legacy_paths/c3f2629e-7695-40eb-9553-4ec674efede5/The%20Frog%20Prince%20Saves%20Sleeping%20Beauty-REV.pdf)

#### Check-In

1. Read the directions with your student and support them as they answer questions about the characters and events in the story. Each question asks them to use details in the pictures or words to help explain what happens.
2. **IF** your student has difficulty answering the questions, **THEN** use the sentence frames and sample responses to scaffold how to use details to answer questions. For example, you might provide a think aloud to scaffold answering question 4: I remember that the fairy godmothers changed the curse.
3. If the princess pricked her finger, she would fall asleep, not die. Details tell me that the princess was pinning a picture to the wall. What happened as she did that?

#### Practice

1. Remind your student that they can think about details in a story to understand story events. Then, read the directions together. Confirm that they understand what a happy ending is.
2. Provide support as your student uses details about events at the end of the story to determine whether the ending was happy. Scaffold by reading the sentence frames together before the student responds. **IF** they have difficulty recalling details, **THEN** revisit the ending of the story. Ask questions such as: What did frog do? What happened next? How did the characters feel at the end of the story?
3. **Daily writing:** If time permits, you may want to have your student write a response to the question. Encourage them 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 identify the high-frequency word **go**.

#### Explain

Learning Coach Tip

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

* Point to the high-frequency word, say the word, and have your student repeat it.
* Have your student identify the number of letters in the word.
* Have your student name the letters in the word.
* Point to the word again, say the word, and have your student repeat it.

1. Have your student take out the *Go* and *go* word cards they created. Point to the word *Go*, say the word, and have your student repeat it. Continue with *go*.
2. Review that words have letters. Explain that today your student will look closely at the letters in the word *go*. 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 *go* is used when talking about movement or action.
3. Have your student point to the word *Go* in the first sentence. Say the word together. Then, have them respond to the prompt by identifying the number of letters in *Go*. Continue with the word *go*.
4. Next, have your student name the letters in *Go* and *go*. Explain that some words begin with a capital letter and a lowercase letter. Even so, the word is the same.

#### Check-In

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

#### Practice

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

[Go! Go! Go!](https://cite-media.pearson.com/legacy_paths/a8734779-60d2-49c2-979a-35bb437a4100/Go%21%20Go%21%20Go%21.pdf)

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

#### Explain

Learning Coach Tip

In this lesson, your student will continue to learn about individual sounds they hear in words by focusing on the sound associated with the letter *z* at the beginning and end of words. For example, the word *zap* has the sound for *z* in the beginning. The word *quiz* has the sound of *z* at the end. Your student will look at a picture for the word and talk about the sounds they hear.

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

Beginning Sound

1. Remind your student that every word they hear has sounds. Tell them that in this lesson they will listen for the sounds in words. First, they will tell how many sounds they hear. Then, they will tell what sound they hear at the beginning of a word. Model with an example.
2. Point to the photo of a people at a zoo. Then, say *zoo* slowly (*z-oo*), clapping each time you hear a sound. Ask your student to tell how many sounds they hear. Say *zoo* gain and have your student say the sound they hear at the beginning of the word.
3. Now, tell your student that you will listen for the ending sound in a word, or the last sound they hear. Model with an example.
4. Point to the photo of a ball of fuzz. Explain that you might get a piece of fuzz from your sweater on your pants or skirt. Then, say *fuzz* slowly, clapping each time you hear a sound. Ask your student to tell how many sounds they hear. Say *fuzz* again and have your student say the sound they hear at the end of the word.

Beginning Sound Routine

* Say: If it’s chilly, I might zip up my jacket.
* Say the word *zip* with me: *zip.*
* Now, listen to me say *zip* slowly: *z-i-p.*
* Listen as I say the word again. This time I will clap each time I hear a sound: *z-i-p.*
* Now, say the word slowly with me. Clap each time you hear a sound: *z-i-p.*
* You hear three sounds in the word *zip*: *z-i-p*.
* Now, I will say the word again. Listen for the beginning sound in *zone*: *z-i-p.*
* Say the beginning sound you hear in *zip*.

Ending Sound Routine

* Say: A bee can buzz.
* Say the word *buzz* with me: *buzz*.
* Now, listen to me say *buzz* slowly: *b-u-zz*.
* Listen as I say the word again. This time I will clap each time I hear a sound: *b-u-zz*.
* Now, say the word slowly with me. Clap each time you hear a sound: *b-u-zz*.
* You hear three sounds in *buzz*: *b-u-zz.*
* Now, I will say the word again. Listen for the ending sound in *buzz*: *b-u-zz.*
* Say the ending sound you hear in *buzz.*

#### Check-In

1. If needed, help your student identify that the person in the picture is zipping a jacket. Guide them to say the word *zip,* then say the word slowly as they clap for each sound they hear. **IF** they cannot identify the beginning sound as the sound of *z,* **THEN** say each sound in the word more slowly with a longer pause in between each sound: *z—i—p.* Ask: What sound do you hear first?
2. Help your student identify the picture as a drink that has a fizz, or bubbles. Guide them to say the word *fizz,* then say the word slowly as they clap for each sound they hear. **IF** they cannot identify the ending sound as the sound of *z*, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *f—i--zz*. Ask: What sound do you hear last?

#### Practice

Beginning Sound

Confirm that your student can name each picture: zebra, zero, zoom. Explain that a car can zoom past very fast. Demonstrate the motion and have your student do the same. Then, guide them through the steps of the routine for naming the beginning sound they hear in a word. **IF** they have difficulty clapping the number of the sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *z—e—r—o, z—e—b—r—a, z—oo—m*.

Ending Sound

Confirm that your student can name each picture: buzz, sneeze, quiz. Explain that the bee in the first picture can buzz around a flower. The boy in the last picture is taking a quiz, or a short test. Then, guide your student through the steps of the routine for naming the ending sound they hear in a word: *b—u—zz, s—n—ee—ze, qu—i—z.*

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

#### Explain

1. Read the introduction and review the types of handwriting strokes illustrated. Point out the difference between the stroke that is straight and goes from left to right, and the stroke that slants down 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 *Aa*, *Bb*, *Cc*, *Dd*, *Ee*, *Ff*, *Gg*, *Hh*, *I i*, *Jj*, *Kk*, *Ll*, *Mm*, *Nn*, *Oo*, *Pp*, *Rr*, *Ss*, *Tt*, *Uu*, *Vv*, *Ww*, and *Yy*. Ask questions such as the following: Which letters have curved lines? Which letters have straight lines? Which letters have slanted lines? Explain that today, your student will be learning how to write capital and lowercase *Zz* and *Qq*.

How to Write Capital *Z*

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

How to Write Lowercase *z*

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

How to Write Capital *Q*

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

How to Write Lowercase *q*

1. Use the step-by-step strokes to discuss how to write lowercase *q*. Then, model how to write lowercase *q* as you explain the sequence of line strokes: First, you make a curved line to the left and continue the curve back up. Next, you go straight up a little. Then, you make a straight line down and curve up to the right.
2. Have your student finger-write lowercase *q* in the air along with you as you name each line stroke.

#### Check-In

Learning Coach Tip

Your student will continue to make rainbow letters. Provide crayons in 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 a copy of the worksheets for rainbow letters *Z* and *z* and rainbow letters *Q* and *q* for your student to work on. Have your student use safety scissors to cut out the letter cards. If you do not have a printer, create letter cards by drawing the outline of *Z*, *z*, *Q*, and *q* on a blank sheet of unlined paper.
2. Review that a rainbow is made up of many colors, and explain that today your student will be using red, orange, yellow, green, blue, and purple crayons to make a rainbow capital and lowercase *Zz* and *Qq*.

Letters *Z* and *z*

1. Begin with the letter card for *Z*. Work with your student to identify where they should begin to trace each letter. As a guide, use the step-by-step directions provided in Explain. Trace with your finger as you give directions such as the following: Straight line, slanted line, straight line. Then, have your student do the same thing before tracing with each crayon. You may want to have your student continue to identify strokes. Observe as your student traces. **IF** you notice that your student is not tracing in the correct sequence, **THEN** model tracing with your finger again. Have your student do the same before they continue.
2. Continue with lowercase *z*, giving directions such as the following: Straight line, slanted line, straight line.

Letters *Q* and *q*

1. Work with your student to identify where they should begin to trace each letter. As a guide, use the step-by-step directions provided in Explain. Trace with your finger as you give directions such as the following: Curved line, curved line, slanted line.
2. Continue with lowercase *q*, giving directions such as the following: Curved line, straight line, curved 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 *Z*, *z*, *Q*, and *q*. Then, have your student practice writing their name.
2. **IF** you observe that your student is making a curved line to the left at the bottom of *q* instead of a curved line to the right, **THEN** model how to finger-write *q*, tracing in the air very slowly, emphasizing the final curved line, and giving the following direction: Curved line, straight line, curved line. Point out that lowercase *g*, which your student learned previously, has a curve to the left, while lowercase *q* has a curve to the right.

### Objective: In this section, you will write a sentence that tells your opinion about a topic.

#### Key Words

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

#### Explain

1. Use the on-screen definition to review that opinion writing tells what a writer thinks or feels about something. Remind your student that when they say what they like or what they don’t like, they are telling their opinion. Point out that the first sentence of an opinion is where a writer tells what they are writing about and how they feel about that topic.
2. Review with your student that Luke is writing an opinion about the same topic your student is working on. Ask your student if they remember Luke’s opinion (he likes to play hide and seek). Then, remind your student that writers can use special words to tell others how they feel about a topic. Point out that these words often include the word *I* because the writer is writing about their feelings. Review a few examples, including:
   1. I like \_\_\_\_\_.
   2. I think \_\_\_\_\_.
   3. I feel \_\_\_\_\_.
   4. I believe \_\_\_\_\_.
3. Read Luke’s beginning sentence with your student and have them repeat the sentence with you. Discuss how Luke first tells how he feels, “I like,” and then tells the topic he is writing about, “to play hide and seek.” Ask: What does Luke like? (to play hide and seek). Discuss other ways that Luke could write this idea (for example: Hide and see is what I like to play).
4. Support your student as they answer the questions. Reiterate the two important jobs that Luke’s sentence does: It tells the topic, or what Luke’s opinion is about, and it tells Luke’s opinion, or how he feels about the topic.

#### Check-In

1. Direct your student to look at the picture of Anna and identify what she is doing (playing with blocks). Then, read the first sentence of Anna’s opinion. Discuss what the sentence tells about what Anna’s text is about and what she thinks of the topic.
2. Guide your student to answer the first question. **IF** they need support, **THEN** guide them to look at the picture. Ask: What is Anna playing with?
3. Continue with the second question. **IF** your student has difficulty determining how Anna feels, **THEN** reread her sentence together and have your student find the words that tell how she feels (“I like”).

#### Practice

Learning Coach Tip

As your student begins work on a new writing form, review any previous work you have saved in their writing folder. Doing so will allow you to assess your student’s progress and whether they are keeping pace with the expectations of an emergent writer. Depending on how far along they are, you might expect them to have transitioned from writing random marks on the paper to marks resembling letters, and even to using letters to represent sounds. Continue to provide support and encouragement throughout the writing process.

1. Make sure your student has the picture they drew in a previous lesson available. Tell them it will help them write the first sentence of their opinion.
2. Complete the first activity with your student by using Anna’s sentence to review the components of the first sentence of an opinion.
3. Then, complete the second activity by allowing time for your student to write independently. When they have finished, invite them to read what they have written to you. **IF** your student is not ready to write on their own, **THEN** have them dictate sentences for you to record below their drawing.
4. Review the first row of the opinion portfolio rubric with your student. Go over each Topic Sentence element and guide your student to talk about how they have included it in their writing.

[Opinion Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/1139745b-d47f-4edc-b3fc-fcd903f09fe4/LA%20K%20Opinion%20Rubric.dotx)

## Lesson 3: Help Can Be Anywhere: Speak/Listen

### Objective: In this section, you will identify what a fairy tale is.

#### Key Words

* **characters** – the people and animals in a story
* **events** – what happens in a story
* **fairy tale** – a story that is about make-believe events and has a happy ending
* **make believe** – something that cannot happen in real life
* **problem** – something that goes wrong or is hard to do
* **setting** – where the story takes place

#### Decoding Routine

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

[Help Can Be Anywhere\_Speak Listen Letter Zz](https://cite-media.pearson.com/legacy_paths/e9a45a5a-7451-48f0-bd05-c769d19670e8/Help%20Can%20Be%20Anywhere_Speak%20Listen%20Letter%20Zz.pptx)

#### Explain

1. Review with your student the elements of a story. Scaffold as students explain 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 fairy tale. Read the introduction together. Review the meaning of words such as *characters, setting, events, problem,* and *make-believe.* Then, watch the video with your student. Discuss how a fairy tale 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 fairy tale. **IF** your student has difficulty, **THEN** use the introduction to review how a fairy tale and a story are the same and how they are different.

#### Check-In

1. Begin by rereading or having your student listen to *The Frog Prince Saves Sleeping Beauty.* Explain that they should think about whether the story is a fairy tale.
2. Review the characteristics of a fairy tale together. Explain that a fairy tale always has events that are make-believe, the most important character always has a problem, and the ending is always happy.
3. Review the directions for the activity. Then, read each detail together and have your student tell if it is an example of something that is make-believe, tells about a character’s problem, or tells about a happy ending. **IF** your student has difficulty, **THEN** offer a think aloud such as this: The first detail is about fairy godmothers. The fairy godmothers in this story have magic wands that make toys appear. I know that cannot happen in real life because a fairy godmother is a make-believe character. Now, help your student remember the problem and solution and the ending.
4. After your student has sorted all of the details, ask them a question such as this: Is this story a fairy tale? Why or why not?

[The Frog Prince Saves Sleeping Beauty](https://cite-media.pearson.com/legacy_paths/c3f2629e-7695-40eb-9553-4ec674efede5/The%20Frog%20Prince%20Saves%20Sleeping%20Beauty-REV.pdf)

#### Practice

1. Have your student listen as you read a story or listen to the recording of the story. Explain that they should listen for details that are make-believe, tell about a character’s ending, or tell about a happy ending. They will have to tell if the story is a fairy tale.
2. After your student listens to the story, support them as they answer the questions about the story. **IF** they have difficulty answering a question, **THEN** revisit the part of the story with details that will help them answer the question. After they answer the questions, have them explain why the story is a fairy tale.
3. **Daily Writing:** Have your student dictate or write a response to a writing prompt: If you had a magic wand, what would you use it for? 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 match high-frequency words **my** and **go**.

#### Explain

Get Ready for Learning

Have your student locate the word cards for *My*, *my*, *Go*, and *go*. 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 *my* tells about something you have and *go* tells about moving to a specific place
2. Use the prompts to have your student find the high-frequency word in each sentence and then compare the number of letters in *My* and *go*. Remind your student that words have letters, but the number of letters in a word can be the same or vary. Also, explain that some words have similar letters, and other words have completely different letters. You may want to ask questions such as these: Do *My* and *go* have the same number of letters? Do *My* and *go* have any letters that are the same?

#### Check-In

1. Review the directions with your student. Confirm that they understand that a thumbs-up means the words are the same and a thumbs-down means the words are different. Observe as your student completes the first activity. **IF** your student has difficulty, **THEN** have them count and name the letters in each word. Once your student answers correctly, read each word pair together.
2. Continue with items 2–4.

#### Practice

1. Read *Go! Go! Go!* 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 *Go*.
2. Then, have your student hunt for the words *My, my, Go,* and *go*. You may want to have the word cards for *My, my, Go,* and *go* available. Have your student sort the word cards into two piles: one pile for the words that are in *Go! Go! Go!* and another pile for the words that are not in *Go! Go! Go!*

[Go! Go! Go!](https://cite-media.pearson.com/legacy_paths/a8734779-60d2-49c2-979a-35bb437a4100/Go%21%20Go%21%20Go%21.pdf)

### Objective: In this section, you will write different kinds of sentences.

#### Key Words

* **asking sentence** – a sentence that asks a question
* **exclamation** – a sentence that shows a strong feeling
* **telling sentence** – a sentence that tells about something

#### Explain

1. Use the definition on the screen to review the meaning of the key words. Have your student look at the first picture. Read the sentence aloud. Ask: How do you know this is a telling sentence? (It is telling something about the foxes.) Have your student point to the period at the end of the telling sentence.
2. Continue with the second photo. Read the asking sentence aloud. Ask: What is the sentence asking about Lucia? (what she is writing) Have your student point to the question mark at the end of the asking sentence.
3. Finally, read aloud the exclamation. Ask your student what strong feeling the sentence shows (how cute the kitten is). Have your student point to the exclamation mark at the end of the exclamation.
4. Read aloud the question and have your student answer. Remind your student about the meaning of a telling sentence. **IF** your student struggles, **THEN** ask them to find another word that would describe the kitten.

#### Check-In

1. Read aloud the directions. Explain that the activity tells them the kind of sentence they will write. Explain that they will have two answer choices to finish the sentence, but only one is correct.
2. Work together on the first activity. Point out that the first sentence should be a telling sentence. Have your student look at the photo of the rabbit. Then, read aloud the start of the sentence and have your student look at the two ways to end the sentence. **IF** your student chooses correctly, **THEN** have them continue independently. **IF** your student chooses the ending with a question mark, **THEN** remind them that a telling sentence tells about something and ends with a period.
3. Have your student continue, following the same procedure, and provide support as needed.

#### Practice

1. Read the directions aloud. Explain to your student that they will finish a sentence about a picture. The directions will tell them what kind of sentence they are finishing. Point out that they have two answer choices, but only one choice is correct.
2. Work together on the first activity. Be sure your student understands that they are finishing an asking sentence and have them look at the photo. Read aloud the start of the sentence. Point out the question mark at the end of the sentence. Have your student answer. **IF** your student struggles, **THEN** help them conclude that *Why is the boy scared?* makes sense because it is asking for a reason to explain his fear.
3. Have your student complete the remaining items. **IF** your student needs more guidance, **THEN** try reading the sentence twice, once with each answer choice. Provide support to your student as necessary.

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

#### Explain

Learning Coach Tip

In this lesson, your student will continue to learn about individual sounds they hear in words by focusing on the sound associated with the letter *q* at the beginning of words. The letter *q* is usually paired with the letter *u* at the beginning of words. The word *quit* has the sound spelled *qu* in the beginning. Your student will look at a picture for the word and talk about the sounds they hear.

1. Use the picture of the train to review the word *beginning*. Point to the first train car and remind your student that *beginning* means the part that comes first.

Beginning Sound

1. Remind your student that every word they hear has sounds. Tell your student that in this lesson they will listen for the sounds in words. First, they will tell how many sounds they hear. Then, they will tell what sound they hear at the beginning of a word. Model with an example.
2. Point to the photo of a queen. Then, say *queen* slowly (*qu-ee-n*), clapping each time you hear a sound. Ask your student to tell how many sounds they hear. Say *queen* again and have your student say the sound they hear at the beginning of the word.

Beginning Sound Routine

* Say: The runner is quick.
* Say the word *quick* with me: *quick.*
* Now listen to me say *quick* slowly: *qu-i-ck*
* Listen as I say the word again. This time I will clap each time I hear a sound: *qu-i-ck.*
* Now say the word slowly with me. Clap each time you hear a sound: *qu-i-ck.*
* You hear three sounds in the word *quick*: *qu-i-ck*.
* Now I will say the word again. Listen for the beginning sound in *quick*: *qu-i-ck.*
* Say the beginning sound you hear in *quick*.

#### Check-In

If needed, help your student identify the picture of a quilt. Explain that a quilt is a kind of blanket made of pieces of cloth stitched together. Guide them to say the word *quilt,* then say the word slowly as they clap for each sound they hear. **IF** your student cannot identify the beginning sound as the sound of *qu,* **THEN** say each sound in the word more slowly with a longer pause in between each sound: *qu—i—l—t.* Ask: What sound do you hear first?

#### Practice

Beginning Sound

Confirm that your student can name each picture: quail, quack, quiet. Explain that a quail is a small bird. Add that the duck quacks, and the girl is putting her finger to her lips to signal to be quiet, or not make a sound. Then, guide your student through the steps of the routine for naming the beginning sound they hear in a word. **IF** your student has difficulty clapping the number of the sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *qu—a—i—l, qu—a—ck, qu—i—e—t*.

### Objective: In this section, you will write sentences that explain your opinion.

#### Key Words

* **reason** – a detail that tells why someone has an opinion

#### Explain

1. Review the work your student has done on their opinion writing so far: they have chosen what they do or do not like to do, and they have written a sentence that tells this opinion.
2. Remind them that when a writer writes an opinion, they don’t just tell what their opinion is—they tell why they feel that way. Explain that to do this, writers tell reasons. Use the on-screen definition to explain the meaning of the key word *reason*. Discuss how knowing why a writer feels a certain way helps readers understand the writer’s opinion.
3. As time allows, do a short activity to reinforce the connection between opinion and reasons. Ask your student to name their favorite item in a particular category (for example, “What is your favorite pet? or “What is your favorite fruit?”). Once your student responds, ask, “Why?” Have your student provide two reasons for their choice. **IF** your student has difficulty, **THEN** model by offering an opinion and reasons first.
4. Review that Luke’s opinion is that he likes to play hide and seek. Ask your student if they can guess what Luke will tell next (reasons, or why he feels that way). Read the sentences that Luke added and discuss how each helps to explain why he likes to play hide and seek.
5. Assist your student in answering the question.

#### Check-In

1. Locate the beginning of your student’s opinion. Have your student read their first sentence aloud or tell you their opinion about what they like or do not like to do. Then, discuss your student’s reasons for their opinion by asking, “Why?” **IF** your student has difficulty expressing their thoughts, **THEN** help them focus with guided questions, for example: Why do you feel good when you do this? Why does doing this make you mad? What is the best/worst part of this activity?
2. Provide support as your student develops two clear reasons for their opinion. Support them with feedback as needed.

#### Practice

1. Explain that your student is now ready to write their reasons and add them to the rest of their opinion. Review Luke’s sentences to remind your student how to structure their sentences. Point out that because they will be writing about what they like or do not like to do, they should use words such as *I*, *me*, and *my* in their sentences.
2. Assist your student in writing sentences that tell their reasons. As needed, remind them to follow conventions for writing a sentence (their sentence should begin with a capital letter and end with an end mark; their sentence should include a noun that tells who or what and a verb that tells what happens). Remind them to begin writing at the green line, or the left side of the paper.
3. Provide time for your student to write independently. When they have finished, invite them to read what they have written to you. **IF** your student is not ready to write on their own, **THEN** have them dictate sentences for you to record below their drawing.
4. Review the second row of the Opinion Portfolio rubric with your student. Go over each element in Sentences with Reasons, and guide your student to talk about how they have included it in their writing.

[Opinion Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/1139745b-d47f-4edc-b3fc-fcd903f09fe4/LA%20K%20Opinion%20Rubric.dotx)

## Lesson 4: Help Can Be Anywhere: Fluency

### Objective: In this section, you will tell what happens at the beginning, middle, and end of a fairy tale.

#### Key Words

* **events** – what happens in a story
* **fairy tale** – a story that is about make-believe events and has a happy ending
* **problem** – something that goes wrong or is hard to do

#### Explain

1. Ask your student to talk about the things they do every day. Ask them questions such as these: What happens at the beginning of every day. (They wake up.) What happens in the middle of every day? (They eat lunch.) What happens at the end of every day? (They go to sleep.) Review that every story, including a fairy tale, also has three parts: a beginning, a middle, and an ending. Ask them questions such as these: Are the events that happen in each part of a fairy tale real or make-believe? Why?.
2. Explain that today they will learn about the events in each part of a fairy tale. Read the introduction together. Review that a problem in a story is something that goes wrong or is difficult to do. Then, watch the video together. Confirm understanding that the beginning of a story introduces the characters and tells about the problem; the middle of the story tells how the characters try to solve the problem; and the ending of the story tells how the problem is solved.
3. After viewing the video, talk with your student about what happens in the three parts of a fairy tale. Then, support your student as they answer the questions about each part of a fairy tale.

#### Check-In

1. Help your student identify where each part of *The Frog Prince Saves Sleeping Beauty* begins. If you have the printed version of the fairy tale, you may want to put a flag at the beginning of each part of the book.
   1. Beginning: page 2
   2. Middle: page 8
   3. End: page 16
2. Read aloud or have your student listen to the fairy tale. Explain that they should listen for details that tell about the problem in the beginning, how the characters try to solve the problem in the middle, and how the problem is solved at the end.
3. Support your student as they answer questions about the beginning, middle, and end of the fairy tale. **IF** they answer a question incorrectly, **THEN** reread the part of the text that includes the detail. Also encourage them to look closely at the pictures. Explain that the pictures show what the characters are doing, but they also can give hints about how the characters are feeling.

[The Frog Prince Saves Sleeping Beauty](https://cite-media.pearson.com/legacy_paths/c3f2629e-7695-40eb-9553-4ec674efede5/The%20Frog%20Prince%20Saves%20Sleeping%20Beauty-REV.pdf)

#### Practice

1. Have your student reread *Go! Go! Go!* Discuss that even though the story tells about make-believe events, this story is not a fairy tale. That is because the animals in the story do things that people can do. Also, review that characters in a story do not have to have a problem. Explain that in *Go! Go! Go!* the beginning tells about the characters and the setting, the middle tells about events in the order they happened, and the ending tells about how the story ends.
2. Read the directions aloud. Then, have your student complete the activity. **IF** they have trouble sorting the pictures, **THEN** review that the story events happen in a certain order. Encourage them to ask: What happens first? What happens after that? What happens next? What happens at the end?
3. **Daily Writing:** Ask your student to respond to the following prompt: Which story do you like better: *Go! Go! Go!* or *The Frog Prince Saves Sleeping Beauty?* Encourage them 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.

[Go! Go! Go!](https://cite-media.pearson.com/legacy_paths/a8734779-60d2-49c2-979a-35bb437a4100/Go%21%20Go%21%20Go%21.pdf)

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

#### Explain

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

#### 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, y, t, l, i, k, e, g,* and *o.*
2. Help your student identify the letter tiles for *go,* name each letter, and arrange the letter tiles to spell *go.* 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 use correct letters and end marks to begin and end different kinds of sentences.

#### Key Words

* **asking sentence** – a sentence that asks a question
* **exclamation** – a sentence that shows a strong feeling
* **telling sentence** – a sentence that tells about something

#### Explain

1. Use the on-screen definitions to review the key words. Review that a telling sentence tells something about a person, an animal, a thing, or a place. Have your student look at the first picture. Read the sentence aloud. Ask your student what the sentence tells about the bobcat (it hunts). Have your student point to the first letter of the sentence they just read. Ask them to identify whether the word begins with a capital or lowercase letter. Then, explain that the first letter in the first word of a sentence is always a capital letter. Use the picture and sentence to reinforce the concept by directing your student to identify the arrows that point to a capital letter and a period. Explain that this is how telling sentences begin and end.
2. Continue the activity and follow the same procedure. Review that an asking sentence asks a question. Read the asking sentence aloud, and have your student point out the capital letter and the question mark. **IF** your student needs more guidance, **THEN** reinforce the concept by pointing out the arrows. Explain that this is how asking sentences begin and end.
3. Finally, review that an exclamation is a sentence that shows a strong feeling. Have your student look at the last picture and read aloud the sentence. Ask them to tell what strong feeling is expressed (fear or excitement that the balloon might pop). Have your student identify the capital letter and exclamation point, and use the arrows to reinforce the concept. Explain that this is how an exclamation begins and ends.

#### Check-In

1. Read the directions to your student. Explain that your student will listen to a sentence and think about what kind of sentence it is: a telling sentence, an asking sentence, or an exclamation. Explain that they will choose how to end the sentence. Point out the word box and have them identify the period, question mark, and exclamation mark.
2. Work together with your student on the first activity. Have them look at the first picture as you read the sentence. Then, ask them to choose the end mark. **IF** your student has difficulty choosing the correct end mark, **THEN** ask them to identify what kind of sentence it is. Review that a telling sentence tells about something and ends with a period, an asking sentence asks a question and ends with a question mark, and an exclamation shows a strong feeling and ends with an exclamation mark. Help your student conclude that the sentence is an exclamation because it shows a strong feeling of excitement about the party, so it should end in an exclamation mark.
3. Continue with the remaining pictures and sentences, supporting your student as necessary.

#### Practice

1. Read the directions aloud. Remind your student how a telling sentence, an asking sentence, and an exclamation begin and end. Explain that your student will read sentences and tell how to fix the mistakes at the beginning or end of the sentences.
2. Read the first sentence to your student, and have them look closely at it before deciding how to fix it. Make sure they understand that to fix the beginning of a sentence, they should change the lowercase letter to a capital letter. To fix the ending, they should add a period, a question mark, or an exclamation mark, depending on what kind of sentence it is. **IF** your student cannot identify how to fix the mistake in the first sentence, **THEN** help them to identify it as an asking sentence that should end with a question mark.
3. Continue with the remaining sentences, providing support to your student as necessary.

### Objective: In this section, you will name words with the sound for the letter **z** and the sound for the letters **qu**.

#### Warm Up

Begin by having your student identify the number of sounds they hear in words that begin and end with the consonant *z* and that begin with *qu*. Use the following routine.

* Say the word.
* Have your student repeat the word.
* Say the word again slowly. Ask your student to say the beginning sound.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **quit**  (sound of *qu*) | **zoom**  (sound of *z*) | **quick**  (sound of *qu*) | **zebra**  (sound of *z*) |
| **zoo**  (sound of *z*) | **quack**  (sound of *qu*) | **zero**  (sound of *z*) | **queen**  (sound of *qu*) |

#### Explain

As a review, write your student’s name on a sheet of paper and remind your student that their name is a word. Have your student point to the beginning of their name and then point to 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 *z* and the sound of the letters *qu*.

The Sound of *z*

1. Have your student identify the word *zoo*. Guide your student as they identify the first letter in *zoo*. Say the word *zoo* slowly *(z-oo)*, asking your student to repeat. Then, ask your student to identify the beginning sound they hear in *zoo.* Explain that the letter *z* stands for the beginning sound.
2. Continue by having your student identify the word *fuzz.* Guide your student as they identify the last two letters in *fuzz*. Point out that the word ends with z*z*. Say the word *fuzz* slowly *(f-u-zz*), asking your student to repeat. Then, ask your student to identify the ending sound they hear in *fuzz.* Explain that the letters *zz* together stand for one ending sound. Point out that the letter *z* alone can also stand for the sound.
3. Have your student look closely at the words *zoo* and *fuzz.* Ask them to identify the letter *z* or *zz* that appears in both words. Explain that the letter *z* has the same sound when it comes at the beginning of a word and at the end of a word. Add that *zz* together stands for one sound.

Read Words with *z*

1. Tell your student that they can now put letters together to read words with the letter *z*. Point to the word *zap* and say it aloud. Say this sentence: *I can zap the food in the microwave.* Then, use letter tiles to form the word *zap*. First 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 word *zip* and having your student blend the sounds to read the word.

The Sound of *qu*

Have your student identify the word *queen*. Guide your student as they identify the first two letters in *queen*. Review that the letters *qu* stand for the sound heard at the beginning of *queen*. Say the word *queen* slowly *(qu-ee-n)*, asking your student to repeat. Then, ask your student to identify the beginning sound they hear in *queen.* Explain that the letters *qu* stand for the beginning sound.

Read Words with *qu*

1. Tell your student that they can now put letters together to read words with the letters *qu*. Point to the word *quit* and say it aloud. Then, use letter tiles to form the word *quit*. First 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 word *quiz* and having your student blend the sounds to read the word.

#### Check-In

1. Have your student identify the word *zip.* Read aloud the first question and have your student identify the first letter in *zip.* **IF** your student has difficulty following the direction, **THEN** clarify that the first letter of a word is at the beginning of the word. Help your student name the letters in *zip*. Tell them that *z* is the first letter.
2. Encourage your student to say each sound in *zip* slowly (*z-i-p*), before saying the sound *z* makes. **IF** your student has difficulty following the direction, **THEN** explain that *z* stands for the beginning sound in *zip*. Say the word slowly again, asking your student to repeat. Then, have your student say the beginning sound in *zip.* Explain that *z* stands for the beginning sound.
3. Have your student identify the word *fizz.* Support your student as they name the last letters in *fizz* and the sound the letters *zz*make.
4. Follow the same procedure in the second part of the Check-In. Have your student identify the word *quilt*. Read aloud Question 5 and have your student identify the first two letters in *quilt.* **IF** your student has difficulty following the direction, **THEN** clarify that the first letters of a word are at the beginning of the word. Help your student name the letters in *quilt*. Tell them that *qu* are the first letters.
5. Encourage your student to say each sound in *quilt* slowly (*qu-i-l-t*), before saying the sound *qu* makes. **IF** your student has difficulty following the direction, **THEN** explain that *qu* stands for the beginning sound in *quilt*. Say the word slowly again, asking your student to repeat. Then, have your student say the beginning sound in *quilt*. Explain that *qu* stands for the beginning sound.

#### Practice

1. Print the Practice worksheets. If you do not have a printer, then display the worksheets on screen. Have your student write the words on a sheet of paper.
2. On the worksheet for the letter *z*, complete the first activity together. Read the first word together. Ask your student to identify if the letter *z* comes at the beginning or end of the word. Then, have your student tell what sound *z* makes before tracing the letter *z* to complete the word. Continue with the remaining words. Remind your student that the letters *zz* together can stand for the sound of *z*.
3. On the worksheet for the letters *qu*, follow the same procedure by completing the first activity together. First, read the word together. Then, have your student tell what sound *qu* makes before tracing the letters *qu* to complete the word. **IF** your student has difficulty pronouncing the beginning sound, **THEN** say the word slowly together. Remind your student that the beginning sound is the first sound in a word.
4. Print a copy of the decodable story, “We Can Go!” If you do not have a printer then display the text on screen. Listen as your student reads “We Can Go!” aloud. **IF** your student struggles blending the sounds in the words with *z* or with *qu*, **THEN** use the letter tiles to blend the sounds of the letters. Also, check for the correct pronunciation of the high-frequency word *go.*
5. Then, have your student follow the directions to hunt for the high-frequency word *go* and words with the letter *z* and the letters *qu*.

[Words with z](https://cite-media.pearson.com/legacy_paths/2d8e103f-a40a-4db4-941e-c0f7d7fa3cbc/Words%20with%20z.pdf)

[Words with qu](https://cite-media.pearson.com/legacy_paths/b637c75a-1419-45cb-9004-d6171fd3e493/Words%20with%20qu.pdf)

[We Can Go](https://cite-media.pearson.com/legacy_paths/c7a04d1c-08da-437a-96f9-b9c59ac720b7/We%20Can%20Go.pdf)

[We Can Go Answers](https://cite-media.pearson.com/legacy_paths/098e5710-ac99-4e59-9ae9-f6e43c343161/We%20Can%20Go%20Answers.pdf)

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

#### Key Words

* **details** – information about someone or something

#### Explain

1. Remind your student that in opinion writing, writers first tell their opinion, or how they feel about a topic. Then, they tell reasons that explain why they feel that way. Ask if your student can recall Luke’s opinion (he likes to play hide and seek) and why he feels that way (he finds places to hide; his friends cannot find him). If your student is unsure, review what they have read so far.
2. Read the on-screen definition of the key word *details* with your student. Remind them that a detail is information that tells more about someone or something. Explain that writers can add details to opinion writing to tell more about their opinion or the reasons for it.
3. Read aloud Luke’s opinion with the added details. Point out that Luke added one detail (“a lot”) to the opinion and another detail (“the best”) to a reason. Discuss how the details help readers better understand how Luke feels and why he feels that way. Then, discuss the third detail Luke adds (“It is fun to watch them look!”). Explain that this detail helps readers understand more about Luke’s second reason, “My friends cannot find me.” It helps readers connect this reason to why Luke likes hide and seek—it is fun to see his friends looking for him. Show how the detail helps Luke answer questions readers might have: “Am I a good hider? Yes! Here is why.” Discuss how that helps Luke tell more about why he likes playing hide and seek so much.
4. Assist your student in answering the question about the details Luke added to his opinion text.

#### Check-In

1. Tell your student that they are going to reread their sentences. Explain that they will think about how they can add details to their opinion or reasons. Point out that by adding details, they will help others understand why they like or do not like to do something.
2. Follow the routine below to conduct a writing conference. Begin by having your student identify one of their reasons. During the conference, ask questions such as the following: What information can you add to tell more about this reason? **IF** your student has difficulty identifying a detail they could add to the reason, **THEN** have them revisit the picture they drew. Have them identify details in the drawing that might be helpful to explain.

Writer Conference Routine

* Have your student read their opinion.
* Compliment something your student has done well.
* Ask prompting questions about one of the reasons. Discuss what detail can be added to tell more about the reason.

#### Practice

1. Have your student follow the directions to add one or two details to their text by telling more about their opinion or one of their reasons. Explain that they can add the details to their writing, a picture, or both. Remind them that they can add a word, several words, or a whole sentence.
2. Help your student understand how to show what they want to revise. Discourage your student from erasing what they have written. Instead, suggest they write the detail on a sticky note and place it where it belongs. They could also write the detail where they have additional space and use an arrow to show where it should go.
3. Review the third row of the Opinion Portfolio rubric with your student. Go over each Details element and guide your student to talk about how they have included it in their writing.
4. Compliment your student for working so hard on opinion writing. Point out how the details have made their opinion more interesting and easier to understand.

[Opinion Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/1139745b-d47f-4edc-b3fc-fcd903f09fe4/LA%20K%20Opinion%20Rubric.dotx)

**Lesson 5: Help Can Be Anywhere: Write**

### Objective: In this section, you will retell a fairy tale using pictures or illustrations.

#### Key Words

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

#### Explain

1. Review that every story or fairy tale is about characters and that the events in a fairy tale tell what the characters do. Also review that the events in a fairy tale happen in order. The pictures, or illustrations, can help a reader understand what happens in the beginning, the middle, and the ending of the story. Explain that today they will learn how to use pictures, or illustrations, in a fairy tale to tell about the important events in a story.
2. Watch the video together. Review that a good way for a reader to check that they understand what happens in a story or fairy tale is to use pictures to retell the important events. Explain that every detail in a story is not important.
3. Support your student in answering questions about what happens first and last in *Anna Goes on Vacation*, the book that was featured in the video. Read aloud each set of events, have your student find the corresponding pictures in *Anna Goes on Vacation* and then answer the question.
4. Continuing by using a picture in *The Frog Prince Saves Sleeping Beauty* to help your student understand the difference between an important detail and an unimportant detail. Say: On page 6, I see that the wicked fairy is wearing a purple dress. That is an interesting detail, but it doesn’t tell about the event. I also see that the wicked fairy is waving a wand and everyone looks scared. I can use those details to retell what is happening. The wicked fairy is waving her wand and placing a bad curse on the princess. Everyone is scared.

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

[The Frog Prince Saves Sleeping Beauty](https://cite-media.pearson.com/legacy_paths/c3f2629e-7695-40eb-9553-4ec674efede5/The%20Frog%20Prince%20Saves%20Sleeping%20Beauty-REV.pdf)

#### Check-In

1. Read the directions with your student. Support them as they use the illustrations on specific pages of*The Frog Prince Save Sleeping Beauty* to retell the story.
2. **IF** your student has difficulty identifying important details in the illustrations to retell the fairy tale, **THEN** provide sentence frames such as: The princess is . She .

[The Frog Prince Saves Sleeping Beauty](https://cite-media.pearson.com/legacy_paths/c3f2629e-7695-40eb-9553-4ec674efede5/The%20Frog%20Prince%20Saves%20Sleeping%20Beauty-REV.pdf)

#### Practice

1. Read the directions with your student and support them as they use specific illustrations on pages in *Go! Go! Go!* to retell the most important detail that is happening in each part of the story.
2. **IF** your student has difficulty using the illustrations 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 them match it to an illustration in the book. Next, have them retell in their own words what is happening in the beginning, the middle, and the ending of the story.
3. **Daily Writing:** Encourage your student to think more about all the parts of the story by answering these questions: What was your favorite part of the story? Why? Have your student write the answer, using complete sentences if possible.

[Go! Go! Go!](https://cite-media.pearson.com/legacy_paths/a8734779-60d2-49c2-979a-35bb437a4100/Go%21%20Go%21%20Go%21.pdf)

### Objective: In this section, you will speak in a “just-right” voice that others can understand.

#### Explain

1. Begin by telling your student that you are going to say a sentence about yourself in a few different ways. Then, tell your student a short fact about yourself, such as: “My favorite food is…” or “I like to play…”. Say the fact in the following ways:
   1. With a very soft voice
   2. With a very loud voice
   3. With a silly, mumbling voice
   4. With a normal voice
2. As you use each voice, have your student give a thumbs-up or thumbs-down to show whether or not it is easy to understand.
3. Talk with your student about the different voices you used. Point out that the last voice was a just-right voice—not too soft, not too loud, and not too silly. Discuss why careful speakers use a just-right voice when they want others to understand what they think or feel.
4. Watch the video together. Pause the video after each child speaks. You may wish to ask questions such as:
   1. Does the child speak too softly, too loudly, or just right?
   2. How do you feel when the child speaks too softly or too loudly?
   3. Can you understand what the child says when they speak in a silly voice?
5. Pause the video to discuss Angelo’s ideas about the food he does not want to eat. Ask your student how they feel about eating a food they don’t like or have never tried. Point out that people often like different things, and that’s okay. But it is important to be respectful of other people’s likes and dislikes. Ask your student if Angelo was respectful when he called the food “yucky.” Suggest what he might have said instead. Then, discuss what he learns by the end of the video (it is OK to try something new).
6. After watching the video, tell your student that they are going to have a turn at saying something in different ways. Have them think of something that they would like to ask for and make the request in a voice that is first too soft, then too loud, then silly and mumbling, and finally just right. You may wish to model a request of your own.
7. Have your student respond to the question and discuss what they learned about speaking clearly. **IF** your student has difficulty, **THEN** replay the video, focusing on the very beginning and the very end. Make sure your student recognizes that speaking in a just-right voice helps people understand their ideas.

#### Check-In

1. Guide your student to look at the photo. As needed, identify any foods that your student does not recognize or is not familiar with. Help them choose a food they have not tried. If needed, suggest a food that does not appear in the picture, but that you know your student might be willing to try.
2. Have your student tell you about the food and what it might be like to try it. Encourage them to use the sentence starter to express their ideas. Tell them they may point to details in the photo as they talk.
3. Listen to your student speak. Remind them to say their words in a just-right voice—one that is not too soft, not too loud, and not too silly or mumbling. **IF** your student has difficulty, **THEN** replay the video in the Explain section, focusing on how Shayna and Angelo say their words.
4. Give your student verbal and nonverbal feedback to show you understood. Tell them “You spoke very clearly.” Give them a thumbs-up.
5. **IF** your student needs support, **THEN** ask these scaffolding questions:
   1. Do you think your voice was too loud, too soft, or just right?
   2. How do you know I understood what you said?
   3. What did I say or do after you spoke?

#### Practice

1. Begin by having your student draw a picture of something that they did not used to like, but do now; for example: a food, an animal, or an article of clothing.
2. Allow time for your student to draw. Then, listen as your student tells you about how they learned to like the object in their picture. Remind them to say the words in a just-right voice, and review the bulleted characteristics on the screen before they begin.
3. Provide feedback, such as “Speak up please. I can’t hear your words.” “I can understand you better if you speak more softly.” or “I didn’t understand the way you said those words—can you say them again?” Nod and give a thumbs-up to show understanding.

### Objective: In this section, you will read the word **go** 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 *Go clean the floor*. 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 these: What is the first word in the sentence? Does *Go* 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 *Go clean the floor*. is called a period.

#### Check-In

1. Listen as your student reads *Go! Go! Go!* aloud.
2. Monitor how your student reads the high-frequency word *go*. **IF** you notice they have difficulty reading *go*, **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 *Go! Go! Go!* is . I like that part because .

[Go! Go! Go!](https://cite-media.pearson.com/legacy_paths/a8734779-60d2-49c2-979a-35bb437a4100/Go%21%20Go%21%20Go%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 *Go! Go! Go!* Have them think of what the friends will do next. Then, have your student dictate or write a sentence for their picture. Have them read the sentence.

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

### Objective: In this section, you will share your opinion writing.

#### Show What You Know

Learning Coach Tip

Today, your student will “publish” their opinion writing by checking to make sure they have written a sentence that tells an opinion and additional sentences with reasons that explain that opinion. The real focus today is on sharing the writing with others. Throughout the lesson, stress that writers share opinions not only so that others can read their writing, but also so that they can share their own opinion.

1. Remind your student that they have been writing an opinion that tells what they do or do not like to do. Ask your student to name the two parts of their writing (the opinion, or how they feel, and the reasons, or why they feel this way).
2. Read with your student how Luke checks his writing to make sure it is complete. Discuss that Luke would also want to make sure he has begun each sentence with a capital letter and ended each sentence with a period or other end mark. Talk about why this is an important part of making sure your writing is ready to share.
3. Discuss what writers do to share their writing with others and why they like to do so. Help your student understand that people who read their writing might have their own opinion about the topic and that it’s fun to learn what that opinion is. Tell your student that they are going to watch a video that tells more about this idea.
4. As you watch the video with your student, stop each time someone reads the student writer’s opinion. Discuss whether or not the person agrees with the writers’ opinion and what that means. **IF** your student struggles to understand the concept of agreeing or disagreeing, **THEN** connect each concept to the corresponding thumbs-up or thumbs-down signal. For example, ask: What do we show when we agree with someone? (thumbs-up) What do we show when we do not agree? (thumbs-down) When you have completed the video, guide your student to respond to the questions to assess their understanding of this concept.
5. Discuss ways that a writer might share their opinion writing. For example, your student can read their opinion to their friends to see whether or not they agree.
6. With your student, read how Luke shares his opinion writing. Discuss why he asks people who read his opinion what they think. Then, review the chart Luke makes once he has shared his opinion with other people. Make sure your student realizes that a check in the middle column means that the reader agreed with Luke, while a check in the right-hand column means they did not agree. Guide your student to answer the question about how many people agreed and disagreed with Luke.

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

* **Less Successful** – My student struggled to explain what it means to agree or not agree with an opinion and to understand why the writer of an opinion might want to share their writing to learn how others feel about the writer’s opinion.
* **Moderately Successful**– My student understands what it means to agree or to not agree, but they may have difficulty identifying whether a reader’s opinion is the same or different.
* **Very Successful** – My student understands what it means to agree or disagree with an opinion and is able to recognize when a reader has a different opinion.

#### Try This

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

* **Less Successful** – Review the lessons. Return to the student model in the lessons to reteach the concepts that your student did not master. Provide support as your student reads their opinion and shares it with you. Guide your student step by step through the steps in Try This.
* **Moderately Successful** – Observe as your student reviews their writing, making any needed suggestions for revision. Then, provide guidance as your student reads their writing to you. Offer a clear statement of agreement or disagreement and be sure to explain your own opinion.
* **Very Successful**– Have your student complete the Try This activity as independently as possible.

1. Have your student complete the first activity by reviewing their sentences one more time. Guide them as they consider both content and presentation. As needed, pose questions to structure their thinking, such as the following:
   1. Does your first sentence tell how you feel? Does it tell if you like or do not like doing something?
   2. Do your reason sentences tell why you feel this way?
   3. Do your sentences begin with a capital letter?
   4. Do your sentences end with an end mark such as a period?

Keep in mind that your student is developing as a writer in kindergarten. So, for example, they may not have written complete sentences or spelled words correctly. That is developmentally appropriate at this stage of learning. Gently point out any errors and help your student determine how to fix them.

1. Have your student complete the second activity by sharing their writing with you. As they are able, have them lead a discussion of their writing by posing questions that ask for your opinion. If they do not remember to do so, offer your opinion and discuss how it compares to your student’s. Then, encourage your student to share their writing with friends or family members. Help your student collect additional responses and create a chart similar to Luke’s. Review the findings with your student and discuss what they show about other people’s opinions.
2. Review the Publish and Share row of the Opinion Portfolio rubric with your student. Go over each element and guide your student to talk about what they did to make sure they completed it.
3. Then, work with your student to submit the opinion writing and picture for grading. Help your student convert their text to a digital format by saving it in a PDF format or using a phone or digital camera to take a picture of each page. Then, guide your student in submitting their text to their Drop Box. Any additional image files should be converted to digital format and submitted with the text.

[Opinion Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/1139745b-d47f-4edc-b3fc-fcd903f09fe4/LA%20K%20Opinion%20Rubric.dotx)

### 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.