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# Language Arts 1 B Unit 6: Show That You Care

## Lesson 1: Show That You Care: Genre

### Show That You Care: Introduction

#### Learning Goals

In this unit, your student will discover the different ways that people show a friend that they care.  There are 18 learning goals for this unit:

1. Listen to a text to build comprehension and identify whether the text tells a story or gives information.
2. Determine the meaning of unknown words using frequently occurring affixes (*-s, -es, -ing, -ed, un-, re-, dis-*) as a clue to the meaning of the word
3. Identify and spell words with the *r*-controlled vowels *er, ir, ur,* and *or*.
4. Define *reason* and identify reasons that support an opinion in an opinion essay.
5. Determine importance to define the central message (theme) of a story.
6. Read words with the *r*-controlled vowels *er, ir, ur,* and *or* and read high-frequency words: *four, large, none, only, put, round*
7. Identify and practice writing capital *J*.
8. Compose sentences with reasons for the opinion when writing an opinion piece.
9. Using key details, identify the central message of a story to demonstrate understanding.
10. Determine the meaning of multiple-meaning words using frequently occurring affixes (*-s, -es, -ing, -ed, un-, re-, dis-*) as a clue to the meaning of a word.
11. Blend words with the *r*-controlled vowel *er, ir, ur,* and *or*.
12. Examine ways to provide closure in an opinion essay and identify how a model opinion essay provides closure.
13. Define the lesson of a story.
14. Identify and practice writing lowercase *j*.
15. Build words with the *r*-controlled vowel *er, ir, ur,* and *or*.
16. Provide some sense of closure when writing an opinion piece.
17. Identify the lesson of a story to demonstrate understanding.
18. Review an opinion essay to check that it includes a topic sentence with the story name, reasons, and a closure, adding to the draft as necessary.

Each learning goal will be addressed in a multipart lesson. Prior to each lesson section, review the Learning Coach guides for that section.

This unit contains the following assessments. Work with your student to ensure they are ready to take each assessment.

* Show That You Care: Genre Quick Check
* Show That You Care: Comprehension Quick Check
* Show That You Care: Speak/Listen Quick Check
* Show That You Care: Fluency Quick Check
* Show That You Care: Synthesize Quick Check

#### Spark

1. Read the title and view the photograph with your student. Invite your student to talk about what they see. Confirm that they understand that the photo shows a group of friends having fun together.
2. Read the story about the playground friends to your student as they follow along. Confirm understanding by asking your student to briefly summarize the story. **IF** they cannot summarize, **THEN** reread the story again. You may pause to ask comprehension questions to check understanding, such as the following: Where do the friends like to play? Who is sitting alone on the bench? What is the problem?
3. Read the question with your student and have them answer it. **IF** they cannot identify ways they showed they care, **THEN** ask questions: What do the friends do when they see Brinda is alone on the bench? What does Brinda say? What does Juan say? What is the solution?

#### Activate Prior Knowledge

1. Read the first two paragraphs with your student. Explain that sharing with a friend and helping a friend are two ways that friends show they care. Invite your student to talk about a time they shared with or helped a friend. Use sentence frames: I shared  with a friend. I helped a friend when I .
2. View the photograph and read the caption. Explain that friends can share all kinds of things. Friendship means enjoying something together. Brainstorm ways friends share time together, such as playing a sport together, riding bikes, or drawing.
3. Read the activity to your student. Have them draw a picture and help them complete the sentence. **IF** your student has trouble thinking of an idea, **THEN** guide them with a topic, such as drawing a picture of themselves sharing a toy with a friend. Have your student talk about their drawing with you.
4. Read each bulleted item. Have your student tell about topics they have learned about and which ones are new to them.
5. Share some examples of words with *r-controlled* vowels, such as *her, corn, fur,* and *bird*, to show your student what they will be looking for as they read.

### Objective: In this section, you will listen to identify if something is a story or gives information.

#### Key Words

* **author**– a person who writes
* **events**– things that happen in a story
* **information**– tells about real people, places, or things
* **story**– tells about something that happens that may not be real

#### 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.

[Show That You Care\_Genre r-controlled vowels. er.ir.ur.or](https://cite-media.pearson.com/legacy_paths/6de17e84-a9cd-4106-92eb-10d81e42ac15/Show%20That%20You%20Care_Genre%20r-controlled%20vowels.%20er.ir.ur.or.pptx)

#### Explain

1. Read the introduction with your student. Review the meaning of each bold term.
2. Help your student read the first excerpt, and discuss how they know it is information. **IF** your student needs support, **THEN** scaffold with these questions:
	1. Are coyotes real animals? (yes)
	2. Could coyotes live near people? (yes)
	3. Are coyotes wild? (yes)
	4. Could people be upset that coyotes live nearby? (yes)
3. Help your student read the text about Brother Coyote. Discuss the idea that an author made up the events in this story. Although coyotes are real, they do not make each other pies or visit their family members for fun.
4. Next, read *The Gummiwolf* aloud. Ask your student to listen carefully to the events in the story to identify whether what they hear is a story or information.

[The Gummiwolf](https://cite-media.pearson.com/legacy_paths/eebac4da-aaaa-4599-a758-179f32ad9a63/The%20Gummiwolf.pdf)

#### Check-In

1. Talk with your student about the features that make *The Gummiwolf* a story. **IF** your student needs additional support, **THEN** scaffold by asking questions such as these:
	1. Did an author make this up? (yes)
	2. Is the Gummiwolf real? (no)
	3. What else about the story is not real? (Jennifer’s wild rush to get away from the Gummiwolf is not real.)
2. Point out that the speed of Jennifer’s travel is one clue that the events are not real. She jumps from taxi to train to plane, and all of them travel at incredible speeds, yet the Gummiwolf keeps up with them. Magical events like these happen in stories, not in information texts.

#### Practice

1. Read the directions with your student. Clarify what your student should listen for.
2. Then, read aloud this passage.
3. Talk about the text with your student. Have your student identify it as either a story or information. Encourage your student to differentiate real details (stars can shine, the moon can be full, a wolf can howl) from made-up details (a girl cannot ride a wolf).

Riding the Wolf

1. At night, the stars shone. The moon was full. The wolf came to Alona’s window. Alona was ready. She jumped onto the wolf’s back. Away they went.
2. The wolf ran fast. Alona held tight. Up the mountain they went. At the top, the wolf howled. Alona looked up. She saw the stars twinkle. Alona howled at the full moon.

### Objective: In this section, you will use word parts at the end of a word to help you figure out what the word means.

#### Explain

1. Read the first two paragraphs with your student and review what they know about word parts. Ask your student to tell what a word part is (a letter or group of letters) and where it goes (at the beginning or end of a word). Explain that word parts are not words on their own and cannot be used alone in a sentence. Remind your student that when a word part is added to a word, it makes a new word. The meaning of the new word is different from that of the original word. Ask your student if they remember any word parts they have learned.
2. Go over each word part and meaning in the chart. Brainstorm examples of words that have those different word parts with your student.
3. Explain that word parts can be used as clues. Then, read the numbered steps with your student. Tell your student that they will follow these steps to use word parts to figure out what words mean.
4. Discuss the image with your student. Ask them to name the object it shows (cups) and tell how many there are (four).
5. Continue reading together about the word*cups*. When you name the word part -*s*, ask your student to point to this word part in the word. Discuss how the meaning of the word matches the picture. (There are four cups in the picture, which is more than one.)
6. Read about the verb eating with your student. Guide your student to follow the numbered steps to use the word part -*ing* to determine the meaning of *eating*. Then, have them answer the questions. **IF** your student has trouble identifying the word part or its meaning, **THEN** refer back to the chart together to reread the word parts and say what each one means. **IF** your student needs support defining the whole word, **THEN** write the meanings of each part on a sheet of paper and try putting them together in different ways until one makes sense. Even though both *eats* and *eating* make sense, guide your student to see that -*ing* is the word part in question 1.
7. Remind your student that they can follow these steps to figure out the meaning of any words with word parts.

A Note to the Learning Coach

The word parts *-s* and *-es* can have multiple meanings and uses. For example, they are used with verbs that are paired with singular nouns or the pronouns *he, she,* or *it*. This lesson will focus on these word parts as they relate to plural nouns. Be sure to use the plural noun meaning from the chart in any examples you discuss with your student.

#### Check-In

1. Read the directions with your student. Explain that your student will match each word part with its meaning.
2. Do the first item together to make sure your student understands the interactive format. **IF** your student needs help recalling the meaning of the word parts, **THEN** review the chart in the Explain section together. As time allows, invite your student to copy these word parts and meanings in their notebook to use as a resource in the future.
3. Have your student complete the rest of the activity on their own, as they are able.
4. After your student completes the interactive activity, have them compare it to the chart in the Explain section to see how they did.

#### Practice

1. Read the directions together. Explain that your student will find the meaning of the word in bold in each sentence.
2. Do the first activity together. Read the sentence with your student. Have them identify the word in bold (*plums*). Ask your student to identify the word part (*-s*) and recall what it means (more than one). **IF** your student has trouble identifying the word part or its meaning, **THEN** refer back to the chart together. Review what the word parts are and what each one means. Finally, ask your student to choose the correct meaning of *plums*. Continue to support your student as needed. **IF** your student answers correctly, **THEN** have them complete the remaining activities independently and tell you the answer for each.

### Objective: In this section, you will spell words after naming the **r**-controlled vowels **er**, **ir**, **ur**, and **or**.

#### Warm Up

Begin by having your student identify the number of sounds they hear in words with the *r*-controlled vowels *er*, *ir*, *ur*, and *or*. Use the following routine:

* Say the word.
* Have your student repeat the word.
* Say the word again slowly. Have your student clap or tap each time they hear a sound.
* Ask your student to identify the number of sounds in each word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **germ**(3 sounds) | **sir**(2 sounds) | **curb**(3 sounds) | **word**(3 sounds) |
| **nerve**(3 sounds) | **firm**(3 sounds) | **hurt**(3 sounds) | **worth**(3 sounds) |

#### Explain

Learning Coach Tip

Words sometimes have a vowel followed by the letter *r*. These vowels are called *r*-controlled vowels. In these words, the vowel and the *r* stand for one vowel sound in the word. This vowel sound has a unique sound that is neither long nor short.

Some *r*-controlled vowels sound the same but have different spellings. Common spellings of the *r*-controlled vowel sound as in *fern* are as follows:

* the letters *er* as in *fern*
* the letters *ir* as in *girl*
* the letters *ur* as in *turn*
* the letters *or* as in *word*

Words with *er*, *ir*, *ur*, and *or*

Two-Syllable Words with *er*

1. Have your student read the word and clap for each of the two syllables in the word. Then, have your student look at the word. Explain that if they see a long word that they might not know, they can break the word into word parts or syllables. Point out that each syllable has one vowel sound. Then, have your student answer the question to identify that *ladder* has two vowel sounds and two syllables.
2. Read each syllable in the word *ladder* and have your student answer the questions to identify the vowel sound in each syllable. **IF** your student has difficulty identifying the vowel sounds, **THEN** say the sound of each letter in the word and have your student repeat after you. Remind your student that the letters *er* stand for the *r*-controlled vowel sound in the last syllable of *ladder*.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter or pair of letters makes in the word. Ask your student to name each letter to spell the word.

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word, letter by letter, in their notebook. Ask your student to underline the letters that stand for the *r*-controlled vowel sound in each word in the following exercise:

* The women **curl** their hair. (c**ur**l)
* He wears a red **shirt**. (sh**ir**t)
* The **bird** makes a nest in the tree. (b**ir**d)
* They **work** together on the project. (w**or**k)
* Is it your **turn** to go first? (t**ur**n)
* She rides **her** bike. (h**er**)

### Objective: In this section, you will identify how a reason helps a writer tell more about their opinion.

#### Key Words

* **reason** – statement that explains an opinion

#### Learning Coach Tip

Your student is writing an opinion text about a story they have read. In the lessons covered thus far, they have learned that an opinion text tells how a writer feels or thinks about a story or other topic. Your student has already determined their favorite part of *Wullus* and written a topic sentence expressing their opinion. Explain that they will now be learning how to tell more about their opinion so that their readers understand why they feel the way they do. Make sure your student has their topic sentence available, as they will need it to complete a graphic organizer and plan their writing.

#### Explain

1. Review that in an opinion text, a writer shares their feelings or thoughts about something and tells why they feel that way. Remind your student that they are currently thinking about a story called *Wullus* and what they liked best about the story. As needed, review the plot of the book with your student and ask them to remind you of the part they have chosen as their favorite. Remind your student that they have written a topic sentence to tell readers their opinion, and ask them to read their topic sentence to you.
2. Read the first paragraph of the lesson with your student and discuss the meaning and purpose of reasons in an opinion text. Ask a general opinion question, such as: What is your favorite TV show? Then, encourage your student to explain why they like that particular show. Point out to your student that when they explain what they like about a movie, they are telling reasons. Review the definition with your student.
3. Explain to your student that careful writers try to help their readers understand their reasons. One way they do this is by including examples that tell more about their reasons. When writing an opinion text about the favorite part of a story, a writer can include a detail from the story that shows more specifically why a reason makes sense. For example, if a reason for their opinion is “That part of the story is scary,” they might want to describe a particularly scary detail from the story to show *why* it is scary.
4. Remind your student that you have already discussed how an opinion text is like a hamburger. Review the analogy with your student, noting that the topic sentence is like the bun of the hamburger. The reasons are like the hamburger in the middle. Examples and supporting details are like the lettuce, tomatoes, and ketchup—they do not take the place of the hamburger, but they make it more enjoyable.
5. Remind your student that they have already read Lia’s text about her favorite part of *Wullus*. As needed, reread the student model with your student and review Lia’s opinion.
6. Read Lia’s first reason and example with your student. Have them point to the reason and example as they are displayed in bold text on the screen. Discuss each component, noting how it adds to the reader’s understanding of the writer’s overall opinion.
7. Read the second reason/example combination with your student. Discuss how the phrase “Another reason” helps readers recognize that Lia is giving more information about why she thinks the flashlight part is the best part of *Wullus*. Then, provide support as your student answers the questions and identifies the reason and example. **IF** your student has difficulty answering the question, **THEN** reread the paragraph and point to each sentence. Ask your student what the sentence is telling them.
8. Continue to the next screen and discuss why careful writers take the time to plan their writing rather than simply jumping in and trying to write down the words. Then, discuss the process Lia used to plan her reasons and examples. Ask your student why they think that careful writers like Lia ask themselves questions about their own opinion (to help them understand their reasons).
9. Remind your student that writers often use a chart to take notes about ideas. Display Lia’s chart and discuss the organization, noting how the chart makes it easy to see how each reason and example go together. Then, ask your student how they think Lia’s chart was helpful once she began to write her text (she was able to use the planning to guide what she wrote).

[The Best Part](https://cite-media.pearson.com/legacy_paths/c58b3a48-2406-428f-b739-6c77f11052c1/The%20Best%20Part.pdf)

[Lia’s Chart](https://cite-media.pearson.com/legacy_paths/28151e9e-53aa-4e7e-bc40-43425b14e5a2/Lias%20Chart.pdf)

Learning Coach Tip

As you are able, print out the student model text and Lia’s chart, and then guide your student to compare the two. Help them see how each part of the chart is reflected in the completed text.

#### Check-In

1. Read the directions with your student, making sure they understand how to complete the interactive activity. Tell them that they will match an opinion with the reason that explains it.
2. Support your student as they complete the activity. Read the first opinion and the two reason choices. Discuss which choice better explains why the writer has the specific opinion. **IF** your student needs additional support, **THEN** reread the opinion aloud, and then ask, “Why does the writer like this part best? What makes this part fun to read?” Reread each reason option and have your student choose the one that best answers the questions.
3. Continue with the second item, providing support as needed.

#### Practice

1. Read the directions with your student. Reiterate that they will be doing the same thing Lia did to plan her writing. They will be thinking of reasons that explain why the particular part of *Wullus* they chose is their favorite. They will also look for examples from the story that explain each reason.
2. Help your student access the blank organizer and copy the topic sentence they wrote previously into the first box.
3. Discuss the remaining sections of the chart. Then, guide them to think about reasons for their own opinion. **IF** your student has difficulty coming up with reasons, **THEN** pose the question Lia asked herself:
	1. Why do I like the flashlight part of *Wullus* best?
	2. What makes it fun to read?
4. Once your student has added a reason, guide them to reread their favorite part of *Wullus* to find an example that helps explain the reason. Your student may find it easier to write two reasons and then go back and fill in the examples.
5. Review the completed chart with your student. You may want to compare their chart with Lia’s together to make sure that all necessary elements are included in their plan. Discuss how the chart will help them move forward with their writing.

[Flowchart](https://cite-media.pearson.com/legacy_paths/622542f0-a9a6-4895-90fe-37a92aade9f0/Flowchart.pdf)

## Lesson 2: Show That You Care: Comprehension

### Objective: In this section, you will identify important details that support the central message of a story.

#### Key Words

* **central message** – the idea or lesson the author wants a reader to learn
* **details** – important pieces of information

#### A Note about This Lesson

At this level, the concept of themeis introduced using the term *central message*. A central message differs from a central or main idea. A main idea is what a text is mostly about, whereas a central message is the lesson or moral of a story. A theme is often a universal viewpoint that can be applied to other texts. For example, themes from previous units in this program include “People change and grow” and “One thing can have many uses.” Since a theme is rarely stated directly in a text, but instead is implied, the theme can be a difficult concept for young readers.

#### Explain

1. Watch the video with your student. Point out how the student differentiates important from unimportant details by determining which details matter most to the story as a whole.
2. Read the informational paragraphs that follow, focusing on the bold terms. Explain that an author may include details that are less important to a story in order to describe characters or places, or to connect with readers. These details may be interesting, but they do not help develop the central message of the story. They could be removed without changing the story’s meaning.
3. Read “Helping Hector” with your student. Then, discuss the questions that follow. **IF**your student has trouble with Question 1, **THEN** ask these questions:
	1. Could you take out the part about trying new skates without changing the story? (yes)
	2. Could you take out the part about helping the boy without changing the story? (no)
4. Read the final paragraph and look back at the story’s ending. Point out that the narrator feels good about helping the little boy. The author wants readers to know helping can make people feel good.

Set a Purpose

Help your student set a purpose for reading *The Gummiwolf*. First, link to the book and talk about the title and picture on the cover. Encourage your student to make predictions about the story based on what they see. Ask whether this appears to be the kind of story they like to read, and have them explain why or why not.

Before You Read: Vocabulary

Guide your student to use details in each sentence to infer what each vocabulary word means. Have your student identify which of the words they have heard before and which are new to them. Help your student explore the words in detail. For example, for the word*bumper*, scaffold with activities such as these:

* Read the sentence with your student. Draw attention to the bold vocabulary word.
* Ask questions such as these:
	+ Where are a car’s bumpers?
	+ What do bumpers look like?
	+ Why do cars have bumpers?
1. **bumper:** a bar on the front or back of a car that protects it
2. **caboose:**a railroad car at the end of a train
3. **conductor:** a person on a train who collects tickets and helps passengers
4. **deserted:** empty of people

Read

Help your student read the story, pointing out how Jennifer’s feelings grow stronger as she works to escape the Gummiwolf.

[The Gummiwolf](https://cite-media.pearson.com/legacy_paths/d93e634a-e8a9-4709-a7d1-160ab3339641/The%20Gummiwolf.pdf)

Check for Understanding

Have your student explain why Jennifer is surprised when the Gummiwolf finally catches up to her. (She expects to be harmed, but he only wants a jelly bean.)

#### Check-In

1. Read the directions with your student. Then, help your student complete the chart by reading each detail and identifying it as importantor not important.
2. **IF** your student needs support, **THEN** ask this guiding question:
	1. Could you take this detail away without changing the story?

Continue with these additional examples:

* Suppose the story told you that Jennifer’s headband was pink. Would that be important or not important? (not important)
* Which is more important: that the Gummiwolf is orange, or that it is chasing Jennifer? (that it is chasing Jennifer)

#### Practice

1. Read the directions and give your student a copy of the completed chart from Check-In.
2. Help your student determine the connection among the details they labeled as important. Ask them to use their ideas to complete the sentence about the story’s focus. They will explore the central message of *The Gummiwolf* more thoroughly in a future lesson.

### Objective: In this section, you will identify details that are unimportant and details that are important to completing a project.

#### Explain

1. Read the opening paragraph and Nur’s initial thoughts with your student. Talk about Nur’s plan, pointing out that having an idea is one important part of planning a project.
2. Continue with Nur’s thought process. Discuss why paper, a paintbrush, and paints are important to Nur’s project. If she is to create a painting of a cake and balloons, she will need all three materials.
3. With your student, look at the photograph of Nur’s painting. Then, have your student answer the questions about the project. Have your student suggest what might have happened if Nur had given up because she didn’t have blue paint. (For example, she might not have had a surprise ready for her friend’s birthday.)

#### Check-In

1. Read the directions and the word list with your student. Then, duplicate the chart headings and have your student indicate where each word belongs on the chart.
2. **IF** your student has difficulty determining whether materials are important or not important, **THEN** ask questions like the following:
	1. Could you make a finger puppet without this?
	2. If Nur did not have this material, could she use something else?
	3. Why does this matter? Why doesn’t this matter?
3. If you wish, extend the activity by asking your student to suggest other materials that could make Nur’s project more interesting. Possibilities might include yarn for hair, construction paper for a hat or clothing, or glitter. Discuss why asking for help from Nur’s sister or an adult might make the project easier.

Accept any responses as long as your student can justify them. For example, your student might think that a marker is not important because facial features could be added with crayons or other tools. Explain that some projects may be created in a variety of ways. Just as Nur managed to paint balloons and a cake without using the color blue, it is possible to make a puppet without a glove—using, for example, construction paper or felt instead. The sample answers given are logical but not definitive.

#### Practice

1. Read the directions and look at the photograph together. Talk about how the rocket and helmet may have been made.
2. Give your student a copy of the four-square organizer. Challenge them to draw or write three or four important elements Nur would need to complete the project.
3. Discuss your student’s choices, encouraging them to explain why each one is important to completing the project.

### Objective: In this section, you will read words with the **r**-controlled vowels **er**, **ir**, **ur**, **or** and the words **four**, **large**, **none**, **only**, **put**, and **round**.

#### Warm Up

Have your student say single syllable words with the *r*-controlled vowels *er*, *ir*, *ur*, and *or* by blending the sounds the letters make. Do the following:

* Tell your student to listen as you say a word.
* Say each sound in the word slowly.
* Have your student mark each sound with a tap.
* Have your student blend the sounds together to say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **serve**(3 sounds) | **stir**(3 sounds) | **burn**(3 sounds) | **world**(4 sounds) |
| **term**(3 sounds) | **first**(4 sounds) | **purse**(3 sounds) | **worm**(3 sounds) |

#### Explain

Read Words with *r*-controlled Vowels *er*, *ir*, *ur*, *or*

1. Use the words to review how to read words with the *r*-controlled vowels *er*, *ir*, *ur*, and *or*. Do the following:
	1. Read the word.
	2. Name the letters that spell the vowel sound in the word.
	3. Say the vowel sound.
	4. Read the word again and have your student repeat after you.
2. Continue to review the second word. Remind your student that when a vowel is followed by *r*, the vowel and *r* stand for one vowel sound in the word.
3. Have your student continue by reading the remaining words.

Read High-Frequency Words

Review the routine for learning how to read high-frequency words. These are sight words that appear frequently in texts. Review the following:

1. Look at the word.
2. Say the word.
3. Spell the word.
4. Write the word.

Then have your student follow the routine for each high-frequency word.

Learning Coach Tip

Have your student add the lesson’s high-frequency word cards to their O-ring and use the cards to practice reading high-frequency words.

Read Spelling Words

Have your student continue to practice spelling the words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the letters that spell the vowel sound in each spelling word. Then, have your student sort the words by the spelling of the vowel sound in each word.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *er* | *ir* | *ur* | *or* |  |
| her | birdshirt | turncurl | work |  |

#### Check-In

1. Use the sentences to confirm that your student can read the words *four*, *large*, *none*, *only*, put, and *round*. **IF** your student has difficulty reading a high-frequency word, **THEN** review by using the high-frequency word routine introduced in Explain.
2. Also, pay attention to how your student reads the words *birds*, *barks*, *park*, *jar*, *shirt*, *skirt*, and *rubber* to confirm that your student can read words with the *r*-controlled vowels *er*, *ir*, *or*, and *ur* correctly. Remind your student that when a vowel is followed by the letter *r* in a word, the vowel and *r* stand for one vowel sound.

#### Practice

1. Have your student read “The Burst of Rain” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with the *r*-controlled vowels *er*, *ir*, *ur*, and *or*.
2. Print “The Burst of Rain.” If you do not have a printer, use a sheet of lined paper for your student. Have your student reread the text silently. Then, have your student follow the directions to hunt for the high-frequency words *four, large, none, only, put,* and *round* and words with the*r*-controlled vowels *er, ir, ur,* and *or*.

[The Burst of Rain](https://cite-media.pearson.com/legacy_paths/4718e4b2-5810-4942-97f1-87661ee84ed9/The%20Burst%20of%20Rain.pdf)

### Objective: In this section, you will write capital **J**.

#### Explain

Quick Review

Before reading the lesson, remind your student that they’ve written many letters with curved lines. Explain that today they will learn how to write capital **J**, and as with capital **P** and capital **G**, they will use both a curved line and a straight line to form the letter.

How to Write Capital J

1. Read the introduction and review the image of the capital *J*. Ask your student to use their finger to trace the straight line down that curves to the left, and then the straight line that goes across the top.
2. Watch the video with your student to learn how to form capital *J*. Have your student follow along to write capital *J* in the air while they say aloud each stroke.
3. Read the steps together about how to form capital *J*.

#### Check-In

Learning Coach Tip

Most right-handed writers are comfortable tilting their paper to the left, while most left-handed writers are comfortable tilting their paper to the right. However, this is not always true. Encourage your student to experiment to find the paper position that is most comfortable for them.

1. Print the [Capital *J* handwriting worksheet](https://cite-media.pearson.com/legacy_paths/a912bf71-d2c5-408d-8e91-04e1924b73a1/Capital%20J.pdf). Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced.
2. Discuss the letter model that is on the worksheet. Review the steps to forming capital *J* as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student stops writing before completing the last stroke of the letter, **THEN** remind them that they need to add a straight line across the top of the capital *J*.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions with your student for what to write on each row. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty writing the letter *J* on their own, **THEN** have your student watch as you slowly write the letter, describing each step, before asking them to write and name each step, too.

### Objective: In this section, you will write reasons for your opinion.

#### Key Words

* **reasons** – statements that explain an opinion

#### Explain

Learning Coach Tip

In this lesson, your student will be writing the middle part of their opinion text. They will use the planning chart they completed previously, so make sure they have it available before beginning the lesson. Since your student will be adding to their topic sentence, make sure that is available as well.

If time permits, you may want to review what your student has learned about the organization of an opinion text focused on a particular book or story. Remind your student that the topic sentence is the first sentence. It tells the writer’s opinion of the book and the name of the book. Reasons and examples are the middle part of the opinion text. They explain why the writer likes a part of the book. The final sentence of the text restates the opinion.

1. Read the introduction with your student. Ask them to remind you of their opinion of *Wullus* by reading their topic sentence out loud. Then, explain that they will be adding the next part of their opinion text: the reasons for their opinion and examples from the story that support it. Reinforce with your student that reasons tell what the writer thinks; for example, that the story was exciting or scary. Examples come from the details in the story itself.
2. Remind your student that they have seen how Lia, the writer of the student model, used a chart to plan the reasons and examples she would include in her opinion text. If your student would benefit from a quick review of the plan, display Lia’s chart on the screen and walk your student through each reason and example idea. Discuss why Lia’s ideas are not written in sentences (it is not necessary to write complete sentences when taking notes).
3. Tell your student that they are going to see how Lia used the ideas in her chart to write sentences for each reason and example. Point out the first reason and example taken from Lia’s chart. Have your student point to the notes Lia took for Reason 1. Then, help your student see how Lia expanded the idea of “exciting” into a full sentence by adding “It is”. Ask your student to tell why this is a sentence (it has a verb, it begins with a capital letter, it ends with a period).
4. Discuss why it might be hard for readers to recognize Lia’s first reason, “It is exciting.” Then, explain that careful writers use certain words and phrases to help readers identify a reason. Discuss how adding “It is the best part because” at the beginning of the sentence makes Lia’s opinion clear.
5. Continue on to the next part of the instruction and discuss what Lia did to turn her idea in the chart into full sentences. **IF** your student is confused by why Lia wrote two sentences to tell her example, **THEN** explain that the second sentence gives more information about her reaction to the specific example from the text. It shows how this part made her feel.
6. Guide your student to answer the questions to show that they understand the purpose of the reason and example Lia included. Discuss how both elements help readers understand Lia’s opinion.

[Lia’s Chart](https://cite-media.pearson.com/legacy_paths/1fcab871-96ad-4df3-8dec-58e902096289/Lias%20Chart.pdf)

#### Check-In

1. Read the instructions with your student. Remind them that they have already seen how Lia turned ideas from her chart into her first reason and example. Now, they will see how she did so for the second reason and example.
2. Do the first item with your student. First, guide them to review the portion of Lia’s chart onscreen. Then, tell your student that to complete this activity, they need to think about how Lia turned her Reason 2 idea into a full sentence. Read both sentences with your student and have them choose the correct option. **IF** they respond incorrectly, **THEN** make sure they understand that they are being asked to choose the reason, not the example. Remind your student that good writers include words and phrases that make it clear they are stating a reason, and guide them to identify the phrase “Another reason is” in the first answer.
3. Continue with the second item, providing as much support as needed. When your student is finished, discuss the second reason/example set and how it helps explain Lia’s opinion.

#### Practice

1. Read the directions with your student prior to beginning the activity. Explain that they are going to use their completed planning chart to write the reasons and examples for their opinion text. They should write their reasons and examples after the topic sentence they completed earlier.
2. Review the opinion text rubric with your student. Focus on the Reason and Example section. Explain that this part of the rubric will help them understand what they need to include in this part of their opinion text.

[Opinion Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/6ac6ca2c-4dad-4f28-9e58-d20b8dcd07c9/LA%201%20Opinion%20Text%20Rubric.dotx)

## Lesson 3: Show That You Care: Speak/Listen

### Objective: In this section, you will identify the central message of a story using key details.

#### Key Words

* **central message** – the idea or lesson the author wants a reader to learn
* **details** – important pieces of information

#### Explain

1. Read the opening paragraph with your student. Review the meaning of each bold term. Remind your student that the central message of a story is something the author wants the reader to learn or understand.
2. Read “Friends After All” with your student and reread the underlined details. Then, have your student choose the central message that matches the story. **IF** your student is confused by the choices, **THEN** guide them with these questions:
	1. What does Tam think Fred should do to be a friend? (He thinks Fred should invite him to play.)
	2. What does Fred do when Tam is sad? (He comes over, sits by Fred, listens to Tam talk, and gives Tam a hug.)
	3. What does this show Tam about being a friend? (It shows him that there are different ways to be a friend.)
3. Watch the video with your student. Point out that the student uses important details to determine the central message of the story. Have your student respond to the question.

#### Check-In

1. Read the directions with your student. Depending on your student’s ability, read the stories aloud or have your student read them silently. Ask your student to select the central message of each story.
2. **IF** your student struggles to choose a central message, **THEN** work together to locate the important details of the story before trying again. (Ducks teased the duckling, swans welcomed him, he was a swan too; no one helped Little Red Hen, she did everything herself, everyone wanted to eat the muffins, she ate them herself.)

#### Practice

1. Read the directions with your student, and help them access and review the story if necessary.
2. Discuss the central message of the story by focusing on important details, such as Jennifer’s fear of the Gummiwolf and her surprise when it turns out to be harmless.
3. Have your student complete the sentence with words that express the central idea about fears. Accept any response that indicates fears can sometimes be pointless.

[The Gummiwolf](https://cite-media.pearson.com/legacy_paths/c2a26e5b-0e71-4262-80a5-fe58ed0f9f55/The%20Gummiwolf.pdf)

### Objective: In this section, you will identify the central message in a story read aloud.

#### Key Words

* **central message** – the idea or lesson the author wants a reader to learn
* **details** – important pieces of information

#### Explain

1. Start by reading the opening paragraph with your student. Discuss how library workers might create a display of books that are all about the same topic or that share a central message. They do this so readers can find a variety of related books and choose among them.
2. Continue with the next paragraph and look at the photograph with your student. Talk about how the children are showing good listening skills as you review the bulleted rules for listening.

#### Check-In

1. Read the directions with your student. Talk about the central message together.
2. Remind your student of the listening skills in the Explain section before reading aloud these two stories. Be sure to read each title as well as the text.
3. Ask your student to decide which of the two stories matches the central message Ms. Jackson chose. Remind them of the two titles, “After the Game” and “Making Pancakes,” and have them name the correct story.
4. **IF** your student has trouble deciding, **THEN**use these questions to guide their thinking:
	1. What are some important details in “After the Game”? (Simon feels upset. His team lost. Binh tries to help Simon feel better.)
	2. What are some important details in “Making Pancakes”? (Baby Bear gets ingredients to make pancakes. He does not know how much to use. He makes a mess. Mama Bear is shocked.)
	3. Which story tells about friends who show they care? (“After the Game”)

**After the Game**

Simon was so upset. His baseball team lost again. Simon kicked the dirt. He tried not to cry. Then, Binh ran up to him. “It’s OK,” said Binh. “Your team only lost by a little, and you did a great job. You caught that ball, and you got on base three times!”

**Making Pancakes**

Baby Bear wanted pancakes. He got out the flour and milk. He found eggs and a bowl. He was not sure how much flour to use. He spilled some milk and got some eggshells in the bowl. Mama Bear was shocked to see the mess he had made!

#### Practice

1. Read the directions with your student and review the chart of Ms. Jackson’s central messages. Tell your student that you will read a story aloud, and your student must use good listening skills to decide which shelf the story belongs on.
2. Read this story aloud. Make sure your student is employing good listening skills as you read.
3. Review the three choices in the chart and have your student choose the one that best fits the story. Make sure that they can explain their choice.

**Snack Attack**

Kali and Meg played all morning. Then, Kali said, “Snack attack! I am hungry.” She pulled out a bag of carrots and crackers.

Meg looked unhappy. “I did not bring a snack,” she said.

“That’s OK,” said Kali. “I have plenty for both of us!”

“You are a great friend,” said Meg. Kali smiled happily. The two girls ate their snack and then went back to play.

### Objective: In this section, you will use word parts at the beginning of a word to help you figure out what the word means.

#### Explain

1. Review with your student that they can use word parts at the end of a word as clues to help discover the meaning of a word. Ask your student to recall word parts they know that come at the end of a word and what each one means (*-s* or *-es* means more than one, *-ed* means happened in the past, *-ing* means happening now).
2. Review that word parts can also come at the beginning of a word. Read the opening paragraphs with your student, and then review the chart together. Go over each word part and its meaning. Challenge your student to think of some words they may know that begin with these beginning word parts.
3. Explain that careful readers use word parts as clues to help them figure out the meaning of words they don’t know. Then, read the numbered instructions with your student. Tell your student that they will follow these instructions to determine what words mean.
4. Talk about the photo with your student. Ask your student to say how they think the boy in the picture feels.
5. Continue reading together about the word *unhappy*. When you name the word part *un-*, ask your student to point to this word part in the word. Discuss how the meaning of the word matches the picture. (The boy in the picture does not look happy.)
6. Look at the second picture with your student. Read together the sentence about what the boys are doing. Then, guide your student to follow the numbered steps to answer the questions. **IF** your student has trouble identifying the word part or its meaning, **THEN** refer back to the chart together to reread the word parts and say what each one means. Ask your student if they see part of the word *reread* that appears in the chart. Guide them to see that the beginning word part *re-* is in the chart. Help them understand that it means *again*.
7. Remind your student that they can follow these steps to figure out the meaning of any words with word parts.

#### Check-In

1. Read the directions with your student. Explain that they will choose the correct meaning of word parts that come at the beginning of a word.
2. Do the first activity together. Have your student read the word part aloud, and then review each answer choice with them. Have them choose the option that best states the meaning of the word part. **IF** your student has trouble identifying the word part or its meaning, **THEN** refer back to the chart together. Review what the word parts are and what each one means.
3. Have your student complete the rest of the activity on their own, as they are able. Provide support as necessary.

#### Practice

1. Read the directions together. Explain that your student will find the meaning of the word in bold in each sentence.
2. Do the first activity together. Read the sentence with your student. Have them identify the word in bold (*rewrite*). Ask your student to identify the word part (*re-*) and recall what it means (again). **IF** your student has trouble identifying the word part or its meaning, **THEN** refer back to the chart together. Review what the word parts are and what each one means. Finally, ask your student to choose the correct meaning of *rewrite*.
3. **IF** your student answers correctly, **THEN** have them complete the remaining activities independently and tell you the answer for each. **IF** your student answers incorrectly, **THEN** continue to support them as they complete the second and third activities. Remind your student that the focus of this lesson is word parts at the beginning of words.

### Objective: In this section, you will blend sounds in words with the **r**-controlled vowels **er**, **ir**, **ur**, and **or**.

#### Warm Up

Have your student blend sounds to say words with the *r*-controlled vowels *er*, *ir*, *ur*, and *or*.

* Say each sound in a word slowly.
* Have your student mark each sound with a tap.
* Have your student say the word sound by sound.
* Have your student blend the sounds and say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **after**(4 sounds) | **third**(3 sounds) | **curb**(3 sounds) | **worker**(4 sounds) |
| **nerve**(4 sounds) | **twirl**(4 sounds) | **burst**(4 sounds) | **worth**(3 sounds) |

#### Explain

Blend Words with *r*-controlled Vowels *er* and *ir*

Explain that when a word has a vowel followed by*r*, the vowel and *r* stand for one vowel sound in the word. Use letter tiles to form the word *germ*. Place the *e* and *r* tiles together to stand for the vowel sound. Space the remaining letters. Move the letter tiles together as you blend the sounds.







Use the following routine:

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

Explain that the vowel sound for the letters *er* in *germ* can also be spelled with the letters *ir*. Follow the same routine for blending the sounds in a word with the vowel sound spelled *ir*.







**IF** your student has difficulty blending the sounds to say the word, **THEN** review that the vowel and letter *r* stand for one vowel sound in the word.

#### Check-In

Have your student use letter tiles to spell each word. Make sure that your student places the letters that make each vowel sound closer together. Review the blending routine:

1. Say the word.
2. Say the sound of the first letter or letters.
3. Add the vowel sound of the vowel and *r*. Blend the vowel sound together with the initial sound or sounds.
4. Add the sound of the last letter or letters and blend.
5. Say the word.

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

#### Practice

1. Listen as your student reads “The Burst of Rain” aloud. **IF** your student struggles blending the sounds in words with the *r*-controlled vowels, **THEN** use the letter tiles to blend the sounds the letters make.
2. Also, check for the correct pronunciation of the high-frequency words *four*, *large*, *none*, *only*, *put*, and *round*.

[The Burst of Rain](https://cite-media.pearson.com/legacy_paths/0749e759-c387-4163-9f36-ba7a81af756c/The%20Burst%20of%20Rain.pdf)

### Objective: In this section, you will tell how writers end an opinion text.

#### Key Words

* **closing sentence** – the last sentence in an opinion text

#### Explain

1. Review with your student the parts of an opinion text they have already written. Discuss the roles of the topic sentence that appears at the beginning of their opinion text and the reasons and examples that appear in the middle.
2. If you have previously used the hamburger analogy to help students understand the structure of an opinion text, build on the comparison that the top bun is the topic sentence. The reasons and examples are the meat and the lettuce and tomatoes. Explain that the ending sentence is the bottom bun. Ask your student to tell how the hamburger image helps them better understand the parts of an opinion text.
3. Watch the video about endings with your student. Ask your student to explain what an ending is, using examples from the video. Then, discuss why it is important for a writer to include an ending as part of their opinion text. Read the question and have your student explain their answer to you orally. Discuss how readers of opinion texts benefit from an ending.
4. Continue to the next section and read the definition of a closing sentence with your student. Explain that a closing sentence gives a writer another chance to say how they feel. Discuss why a writer’s closing sentence uses different words even though it tells the same idea as the topic sentence (it would be boring to read the same sentence twice; readers might better understand the opinion as it is stated in the closing sentence).
5. Guide your student to read the topic sentence and closing sentence from Lia’s opinion text in the chart. Discuss differences between the closing sentence and topic sentence. Then, guide your student to think more about the differences as they respond orally to the questions. **IF** your student would benefit from rereading the full text of “The Best Part,” **THEN** read it onscreen and briefly discuss how the opinion is conveyed.
6. Continue with the next section by reading Miras’s topic sentence and closing sentence with your student. Point out that writers can approach their closing sentence in a number of ways. Miras chose to speak directly to readers by using the word *you*. Discuss how addressing readers directly might make them feel. Then, have your student answer the questions and explain their responses.

[The Best Part](https://cite-media.pearson.com/legacy_paths/35ca42c9-3101-4d9a-9d3f-0145668e8904/The%20Best%20Part.pdf)

Learning Coach Tip

As appropriate, help your student understand that writers often write opinion texts not only to share their own opinion, but to try to get others to feel the way they do. Make the connection between this idea and the closing sentence Miras wrote. Explain that by speaking directly to readers and how they will feel, Miras is trying to let readers know that he feels they should agree with him.

#### Check-In

1. Read the directions with your student. Then, direct your student to the activity.
2. Read the topic sentences and ending sentences with your student. Explain to your student that they will match each topic sentence with the ending sentence it matches.
3. Support your student as they complete the first item. **IF** your student struggles to correctly match the topic and ending sentences, **THEN** review the hint and help your student identify the opinion in each sentence.
4. Review your student’s responses when they have completed the activity, providing feedback as needed.

#### Practice

1. Remind your student that they have already read Joe’s opinion text on *Kojo’s Shadow*, and that today they will turn to the closing sentence. Review the directions and remind your student that they will tell you their answers.
2. Reread Joe’s opinion text with your student. Ask your student to point to Joe’s closing topic sentence and closing sentence. Then, guide them to answer the third question by comparing the language Joe uses to state his opinion in each sentence.
3. **IF** your student has difficulty, **THEN** help them write each sentence in their notebook so that they can compare them side by side. Have them first say the opinion as stated in the first sentence and then in the last sentence and circle words that are different.
4. Discuss your student’s responses when they have completed the activity and provide any additional support as needed.

## Lesson 4: Show That You Care: Fluency

### Objective: In this section, you will define the lesson of a story.

#### Key Words

* **central message** – the idea or lesson the author wants a reader to learn
* **details** – important pieces of information

#### Explain

**A Note to the Learning Coach**

“The Fox and the Crow” and “The Ant and the Dove” are retellings of Aesop’s fables. Fables state their central message or lesson in a moral at the end of the tale.

1. Read the opening paragraphs with your student. Review the meaning of each boldfaced term. Remind your student that the central message of a story is something the author wants the reader to learn or understand.
2. Read “The Fox and the Crow” with your student, and look at the illustration together. Then, have your student respond to the question. **IF** your student has difficulty, **THEN** point out the moral stated at the end of the story. Point out that the reader often learns a lesson from a story by reading about a main character who learns that same lesson.
3. Watch the video with your student. Explain that the student uses important details to determine the lesson taught in the story.
4. Read the list of life lessons about friendship. With your student, brainstorm other lessons that could emerge from a story about friends. Possibilities include, “Good friends are hard to find,” “Friendship can be hard work,” “Dogs can be the best friends,” and so on. **IF** your student has a hard time generating ideas, **THEN** encourage them to think about what they have learned from their own friendships.

#### Check-In

1. Read the directions with your student. Then, ask your student to choose the sentence in each pair that states a life lesson.
2. **IF** your student struggles to locate life lessons, **THEN** explain that a life lesson is something that all readers could apply to their own lives. For example, a given reader may not ever have done badly on a test (Question 1), but all readers can learn from the statement, “Do not be afraid to fail.” Have your student return to the questions and ask themselves, “Which one could help to teach all readers a lesson?”

#### Practice

1. Read “The Ant and the Dove” with your student. Have your student name some of the important details in the story. (The ant falls in the river, and the dove saves it. The dove is in danger from a boy, and the ant saves it.)
2. Read the directions with your student. Remind your student what it means to say something “in your own words.” (It means that you don’t copy what someone else says.)
3. Have your student complete the sentence with words that express the life lesson of the story. Accept any response that indicates that good deeds may be rewarded.

### Objective: In this section, you will recognize that stories with lessons are passed down over time around the world.

#### Explain

1. Show your student the first photograph and read the opening paragraph together. If you wish, explain that storytellers in West Africa are called *griots* (gree-ohs). Some of them travel from place to place telling stories that have been told for centuries. They speak with strong feeling to keep their audience interested in the lessons they teach.
2. Continue with the next photograph and the paragraph that follows. Explain that in indigenous, or Native American, culture, women are often the storytellers. They pass down stories that help to keep traditions alive in the community.
3. Read the final paragraph. Talk to your student about their own experiences hearing stories told aloud.

#### Check-In

1. Read the directions with your student. Have your student demonstrate how to use their voice to show strong feelings.
2. Encourage your student to read the retelling of a Hopi tale aloud without stopping. Tell your student to focus on using their voice to show how the characters feel. **IF** the first reading contains errors, **THEN** allow your student to read the story again. Discuss how the second reading improved upon the first.
3. Help your student read the question about the story’s lesson. Talk about what the little boy learned. Explain that it is a life lesson for the reader or listener as well.
4. **IF** your student has trouble figuring out the lesson, **THEN** review the important details in the story. (The little boy fusses, his parents put him outside, owls take him away, the father finds him, the owls will not let him go unless he promises to be good, the little boy becomes the best boy in the village.)

#### Practice

1. Read the directions with your student and brainstorm about stories they remember hearing from adults.
2. Give your student a copy of the draw-and-write organizer and some art supplies. Encourage your student to draw a picture of the remembered story at the top and to write the life lesson from the story on the lines at the bottom.
3. Discuss your student’s work. Ask them to imagine that they are grownups telling the story to children. Are the story and its lesson worth passing on? Why or why not?

### Objective: In this section, you will write lowercase **j**.

#### Explain

Quick Review

Before reading the lesson, remind your student that they’ve learned how to write lowercase *i*, which has a dot at the top of the letter. Today, they’ll learn how to write lowercase *j*, which also has a dot above it.

How to Write Lowercase j

1. Read the introduction and review the image of the lowercase *j*. Point out that while capital *J* has a line across the top, lowercase *j* has a dot. Ask your student to point to the dot at the top of the letter.
2. Explain that like lowercase *y*, lowercase *j* goes below the bottom line. Then, tell your student that they will watch a video that shows how the letter is formed below the bottom line.

#### Check-In

Learning Coach Tip

To emphasize where lowercase letters are formed, highlight the area between the middle line and the bottom line with yellow marker. This visual will help your student form the letters in the correct space.

1. Print the [Lowercase *j* handwriting worksheet](https://cite-media.pearson.com/legacy_paths/e4090cd1-2158-4f11-b3e5-c1b027c7c5f6/Lowercase%20j.pdf). Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced.
2. Discuss the letter model on the worksheet. Review the steps to forming lowercase *j* as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming the letter, **THEN** have them say aloud each step to forming the letter as they write it.

#### Practice

1. Print the [Handwriting Practice worksheet](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) and read the directions with your student for what they should write on each row. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty writing the words, **THEN** you might want to write the words on paper and then cover them with tracing paper so that your student can trace the words. After tracing them, your student can try again to write the words on their own.

### Objective: In this section, you will build words with the **r**-controlled vowels **er**, **ir**, **ur**, and **or**.

#### Warm Up

Remind your student of the *r*-controlled vowel sound, as in *turn* and *bird*. Say the words *turn* and *bird* and have your student repeat them.

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| fern-fine(fern) | chip-chirp(chirp) | skit-skirt(skirt) | cub-curb(curb) |
| stir-stay(stir) | tone-turn(turn) | coil-curl(curl) | verse-vase(verse) |

#### Explain

Gather the following letter tiles: *b*, *c*, *e*, *d*, *g*, *h*, *i*, *I*, *m*, *o*, *r*, *t*, *u*, *v*, *w*. Use the letter tiles to model with your student how to build words with the *r*-controlled vowels *er*, *ir*, *ur*, and *or*. If necessary, review that the vowel and *r* stand for one vowel sound in a word. Explain the meaning of any words that are unfamiliar to your student.

#### Check-In

1. Gather the following letter tiles: *b*, *d*, *e*, *f*, *h*, *i*, *l*, *m*, *o*, *r*, *t*, *u*, *w*.
2. Read each set of directions to your student. Observe your student as they build the words with the *r*-controlled vowels *er*, *ir*, *ur*, and *or*. Have your student identify the vowel sound in each new word that is formed. Explain the meaning of any words that are unfamiliar to your student.
3. Remind your student that the vowel and letter *r* stand for the vowel sound in each word. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN** model reading the word correctly. Position the letter tiles for reinforcement.



#### Practice

1. Read each set of directions aloud as your student builds the words independently. Have your student read each new word aloud. Then, have your student use the letter tiles to build the spelling words.
2. **Spelling Test** Use the following sentences to test the spelling words:
3. Have your student continue to practice reading the high-frequency words. If your student has written each high-frequency word in a notebook, have them review the words from this unit along with the high-frequency words previously studied.

|  |  |  |
| --- | --- | --- |
| **• work** | The man and woman **work** in a big city. | **work** |
| **• her** | She feeds **her**fish every morning. | **her** |
| **• curl** | The monkeys **curl** their long tails. | **curl** |
| **• bird** | The **bird**has black feathers. | **bird** |
| **• shirt** | Do you like the color of my **shirt**? | **shirt** |
| **• turn** | The cars **turn** into the parking lot. | **turn** |

### Objective: In this section, you will write a closing sentence for your opinion text.

#### Key Words

* **closing sentence** – the last sentence in an opinion text

#### Learning Coach Tip

Today, your student will draft their closing sentence, the final element of their opinion text. Make sure they have the topic sentence, reasons, and examples they drafted earlier on hand to reference. Your student can add on to the draft or, if they prefer, write their closing sentence on another page of their notebook; they will have the opportunity later to put the three elements of the draft together.

#### Explain

1. Review the definition and purpose of a closing sentence with your student (it is the last sentence in an opinion text, and it restates the writer’s opinion in a different way so that readers can remember it). Tell your student that a good closing sentence can get readers thinking about the writer’s opinion and whether they agree. Talk about how someone’s words might persuade your student to try a new food, sport, or other item or activity.
2. Tell your student that they are going to read about how Lia came up with the closing sentence for her opinion text, “The Best Part.” Read the first paragraph and discuss why Lia’s first step was to read her topic sentence (her closing sentence will say these ideas in a different way).
3. Read aloud Lia’s topic sentence, and then discuss how it conveys her opinion. Have your student point to the words that tell what Lia likes best before responding to the first question.
4. Read the next step in Lia’s process with your student and discuss why she wanted to look for feeling words. Remind your student that feeling words are words a writer uses to tell readers how they feel about something. Have your student respond to the second question to identify the feeling words in Lia’s topic sentence.
5. Read Lia’s closing sentence with your student and discuss how it conveys the same opinion. Then, ask your student to point to the feeling words in the closing sentence and compare them to those in the topic sentence. Have them respond to the third question and explain their response.
6. Prepare your student to write their own closing sentence by discussing how well Lia’s sentence does its job. Ask them to tell what the sentence helps them remember about Lia’s opinion.

#### Check-In

1. Read the instructions with your student. Explain that they are going to read a topic sentence and then choose the best closing sentence for it.
2. Read the topic sentence in the first activity with your student. Ask them to tell the opinion that the sentence states. Then, discuss each closing sentence choice. Have your student decide which choice does a best repeating the opinion in a different way. **IF** your student is having difficulty, **THEN** ask which ending statement has the same opinion as the topic sentence. Point out that Lucas gets stuck in a pipe, not a glue pot.
3. Have your student respond to the activities orally and explain their answers.

#### Practice

1. Read the directions with your student. Explain that they will write a closing sentence for their opinion text. Review the opinion text rubric, focus on the closing sentence section.

[Opinion Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/6ac6ca2c-4dad-4f28-9e58-d20b8dcd07c9/LA%201%20Opinion%20Text%20Rubric.dotx)

[The Best Part](https://cite-media.pearson.com/legacy_paths/86fa8e40-4051-484a-917a-2f1ec762736d/The%20Best%20Part.pdf)

## Lesson 5: Show That You Care: Synthesize

### Objective: In this section, you will identify the lesson of a story.

#### Explain

1. Watch the video with your student. Point out that the student in the video follows a three-step process to talk about lessons in a story. First, they tell about important details in the story. Then, they explain the lesson the story teaches. Finally, they tell their Learning Coach how that lesson connects to things that have happened to them in real life.
2. Read the paragraph that follows. Explain that one of the reasons people read stories is to learn lessons and ideas that connect to their own lives.
3. Review the lesson from *The Gummiwolf*, and remind your student that as a character learns a lesson in a story, the reader learns that lesson too. Discuss scary-looking things that your student has learned are not really so scary. Have your student answer the questions using examples from their own life.
4. Allow your student to read *It Takes Two* on their own if they are able. The text is short and simple and may be manageable. Remind your student to focus on the important details as they think about the lesson they learn.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

[It Takes Two (A)](https://cite-media.pearson.com/legacy_paths/d91b1737-4e3a-47c8-8d9b-9c2abae3a620/It%20Takes%20Two%28A%29.pdf)

[It Takes Two](https://cite-media.pearson.com/legacy_paths/613ef95b-f4cf-4aa0-9402-fa77e24c3418/It%20Takes%20Two.pdf)

[It Takes Two (B)](https://cite-media.pearson.com/legacy_paths/271fd605-f8c9-4cc3-b5f1-dfff0105599e/It%20Takes%20Two%28B%29.pdf)

#### Check-In

1. Remind your student of the steps the student in the video went through as they explored the lesson in the story they read. Point out that looking at the important details of a story can help you find the lesson it teaches.
2. Read the directions with your student, and have them refer to *It Takes Two* to answer the questions.
3. **IF** your student has trouble with Question 3, **THEN** scaffold with questions like these.
	1. Was Sam right that he could do it all by himself? (no)
	2. What did Arnie do for Sam? (helped him put on his sweater)
	3. What did Sam learn about doing things all by himself? (Sometimes you need help.)

#### Practice

1. Make sure your student can access *It Takes Two*, if necessary, as they complete the activities.
2. Ask your student to name the title of the book and to explain what it means. Then have them complete the sentence in Activity 1.
3. Remind your student of the lesson they explored in Check-In (Sometimes you need help.) Have them complete the sentence in Activity 2 using an example from their own life.

### Objective: In this section, you will create a new story based on the lesson in an existing story.

#### Explain

1. Read the opening paragraphs with your student. Explain that many stories teach the same lesson in different ways.
2. Have your student read aloud Dante’s story, or read it together. Explain that Dante wrote the story in four parts so he could draw it as a comic. Point out that the book *It Takes Two* is written like a comic. Instead of text, it has pictures with people talking in speech balloons.
3. Look at the illustration, and explain that it shows Dante’s picture for one of the parts of his story. Read aloud the speech balloon. (“Where is the sea? Can you give me back the sea!”) Challenge your student to match the picture to one of the story parts (part 3).
4. Discuss with your student how well Dante’s story fits the lesson about not being afraid of scary things. Point out that, like the *Gummiwolf*, Dante’s sea monster does not mean to scare anyone. It just wants to find the sea again.
5. Talk about the meaning of *imagination*. Define it as “the power to think up new things and ideas.” Have your student suggest times when they use their imagination to create new things.

#### Check-In

1. Read the directions with your student. Refer your student back to Dante’s story, and have them choose part 1, 2, or 4 to illustrate. **IF** your student needs more guidance, **THEN**, before your student begins to draw, brainstorm together what an illustration of each story part might show.
2. Provide art supplies and the draw-and-write organizer. Remind your student that they may use speech balloons the way Dante did in his drawing.
3. Have your student label the drawing with the story part they chose.

#### Practice

Review *It Takes Two* with your student, and remind them that Sam learned he needs help to do certain things. Point out the use of speech balloons in the story.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

[It Takes Two (A)](https://cite-media.pearson.com/legacy_paths/d91b1737-4e3a-47c8-8d9b-9c2abae3a620/It%20Takes%20Two%28A%29.pdf)

[It Takes Two](https://cite-media.pearson.com/legacy_paths/613ef95b-f4cf-4aa0-9402-fa77e24c3418/It%20Takes%20Two.pdf)

[It Takes Two (B)](https://cite-media.pearson.com/legacy_paths/271fd605-f8c9-4cc3-b5f1-dfff0105599e/It%20Takes%20Two%28B%29.pdf)

1. Provide art supplies and the four-square organizer to your student. If you wish, have your student share ideas about their story before they begin to draw.
2. Allow time for your student to share their story with you, encouraging them to read aloud any speech balloons and to explain how the lesson in their story matches the lesson in *It Takes Two*.

### Objective: In this section, you will read your opinion text to make sure it has a topic sentence, reasons and examples, and a closing sentence.

#### Key Words

* **closing sentence** – the last sentence in an opinion text
* **opinion** – what a person thinks or feels about something
* **reasons** – why a writer feels a certain way about a text or topic
* **topic sentence** – a sentence that tells the writer’s opinion and what it is about

#### Show What You Know

Learning Coach Tip

You may want to print out a copy of the checklist that your student will use in this lesson. If you do not have a printer, you may wish to write the checklist for your student to reference. At the end of the lesson, have them place the checklist in their writing folder.

[Opinion Text Checklist](https://cite-media.pearson.com/legacy_paths/32ca8ac5-53ef-4be9-9791-04753b51f850/Opinion%20Text%20Checklist.pdf)

1. Review with your student the concept of rereading what you write. Explain that rereading their work helps a writer think about what they wrote and whether it tells the ideas they wanted to say.
2. Then, review the parts of an opinion text with your student. Confirm their understanding of the key words.
3. Continue to the next screen and read both versions of Lia’s opinion text with your student. Explain that the second version is the one your student has read several times. The first version is new to them. The first version is Lia’s first attempt at an opinion text. After Lia read her first version, she made changes to make it better.
4. As you and your student read the second version, explain that the bold words are the changes Lia made. Have your student identify Lia’s changes.
5. Support your student as they answer the questions about the changes Lia made
	1. Remind your student that a topic sentence in their opinion text has two parts: the title of the story they read and their opinion of the best part of the story. In Lia’s first version, she did not include the story title.
	2. Discuss the second change Lia made. Explain that Lia also added a second reason to her opinion text. Remind your student that an opinion text should have at least two reasons and include examples from the story that support the reasons.
	3. Point to the last change Lia made to her opinion text. Remind your student that a closing sentence should restate the writer’s opinion in different words.
6. Next, have your student practice revising an opinion text. Read Alex’s opinion text and the opinion text checklist with your student. Use the questions to guide your student’s review of Alex’s text.

Assess how successful your student was in completing the activity by considering the following:

**Less Successful** – My student struggled to identify what was missing from Alex’s opinion text.

**Moderately Successful** – My student was able to identify that the topic sentence was missing but had difficulty selecting the appropriate sentence to add.

**Very Successful** – My student was able to identify what was missing from Alex’s opinion text and was able to select the appropriate replacement.

#### Try This

Since this is an open-ended activity, use your assessment of your student’s performance in the Show What You Know activity to guide your student’s approach to completing this Try This.

* **Less Successful** – Review the lessons in this unit. Make sure your student understands the purpose and parts of an opinion text. Provide support as your student tries to understand the importance of revisiting the opinion text to make it stronger. Guide your student step-by-step through the opinion text checklist.
* **Moderately Successful** – During your student’s review of the opinion text, provide support. If you notice a weakness in your student’s writing that should be addressed, point to a specific question in the opinion text checklist that you would like your student to pay attention to.
* **Very Successful** – Have your student complete the Try This activity as independently as possible.
1. Read the directions with your student. Reinforce the importance of reading their opinion text again to understand if there are ways to make it stronger or clearer. You may want to review the opinion text rubric.

[Opinion Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/6ac6ca2c-4dad-4f28-9e58-d20b8dcd07c9/LA%201%20Opinion%20Text%20Rubric.dotx)

Learning Coach Tip

Your student will not be publishing the opinion text until a later lesson. During this activity, your student should hand write changes they want to make as clearly as possible. Your student will submit their opinion text for review and feedback after they have made all the changes they want.

[The Best Part](https://cite-media.pearson.com/legacy_paths/fcb1004f-7f15-472a-81f9-627d5878247a/The%20Best%20Part.pdf)

### Review

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

Help your student remember each of the skills that they learned in this unit. It may be helpful to reread the learning goals from each lesson.

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

### Reflect

Read the page out loud to your student. Pause after each reflection statement. Ask your student if they agree or disagree with the statement. Ask them to tell you why they feel the way they do. Take this time to help your student reflect on their learning during this unit. Do they feel confident with what they’ve learned?