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# Language Arts 1 B Unit 7: Work and Play Together

## Lesson 1: Work and Play Together: Genre

### Work and Play Together: Introduction

#### Learning Goals

In this unit, your student will understand that friendship is more than just having fun with your friend. Friends also help each other out by working together to achieve a goal. There are 18 learning goals in this unit:

1. Listen to a text to build comprehension and identify whether the text tells a story or gives information.
2. Define *root word*.
3. Identify and spell words with the *r*-controlled vowels *or*, *ore*, and *oar*.
4. Decode regularly spelled one-syllable words.
5. Identify story elements such as characters, setting, and events.
6. Identify frequently occurring root words (e.g., *look*, *help*, *jump*, *hop*, *play*, etc.) in writing.
7. Identify and practice writing capital *X* and lowercase *x*.
8. Read words with *r*-controlled vowels *or*, *ore*, *oar* and read high-frequency words *another*, *climb*, *full*, *great*, *poor*, and *through*.
9. Describe characters in a story using illustrations and words from the story.
10. Explain what an inflection is and how it is used.
11. Blend words with the *r*-controlled vowels *or*, *ore*, and *oar*.
12. Identify and practice writing capital *Z* and lowercase *z*.
13. Describe the setting in a story using illustrations and words from the story.
14. Apply an understanding of root words to compose sentences using words with root words.
15. With support, read a book of choice.
16. Build words with the *r*-controlled vowels *or*, *ore*, and *oar*.
17. Describe characters, setting, events using illustrations and words.
18. Blend and build words with the *r*-controlled vowels *or*, *ore*, and *oar*.

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.

* Work and Play Together: Genre Quick Check
* Work and Play Together: Comprehension Quick Check
* Work and Play Together: Speak/Listen Quick Check
* Work and Play Together: Fluency Quick Check
* Work and Play Together: Synthesize Quick Check

#### Spark

1. Read the story on the first slide to your student as they follow along. Use sentence frames to help your student tell how Max, Jolie, and PJ are alike and different: Max, Jolie, and PJ all . They are different because they \_\_\_\_\_. **IF** your student struggles to see similarities and differences, **THEN** reread the fourth paragraph together and ask your student what the children like and what they are good at. Point out the last sentence on the slide. Explain that the children work together to win a game.
2. Continue to the next slide and finish reading the story. Ask your student how Lucy is different from the other children. **IF** they struggle to answer, **THEN** read the first sentence on the slide. Point out that Lucy decided to play baseball to help her friends. They worked together to win.
3. Read the questions to your student and help them answer. **IF** your student cannot answer the questions, **THEN** reread the sentences in the story that give the information.

Activate Prior Knowledge

1. Read the first two paragraphs with your student. Have them think about a time when they worked with a friend to do something. Have them tell why it was fun.
2. Point out that friends play together, but they help each other, too. They work together to achieve or do big things. One friend may have a good idea. Another friend may know what to do. Together, they can make something that they are proud of. Point to the picture of the kids in the fort and read the caption to your student. Use sentence frames to help your student tell how the kids worked and played together: The children worked together to \_\_\_\_\_. They played together \_\_\_\_\_. **IF** your student cannot explain, **THEN** ask them what the kids built together and what they did after they built it. Point out the picture shows what the kids did after the work was done.
3. Read the activity with your student and confirm that they understand what to do. You may use the Draw and Write graphic organizer or have your student draw and write in their notebook. **IF** your student has trouble writing sentences about their drawing, **THEN** provide sentence frames: We worked together to \_\_\_\_\_. We played together when \_\_\_\_\_.
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 *or*, *ore*, and *oar* like *fork*, *core*, and *soar* 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

* **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.

[Work and Play Together\_Genre r-controlled vowels. or.ore.oar](https://cite-media.pearson.com/legacy_paths/2096f722-927b-49b0-8263-11acb458fa6e/Work%20and%20Play%20Together_Genre%20r-controlled%20vowels.%20or.ore.oar.pptx)

1. Read the introduction with your student. Review the meaning of each boldfaced term. If you wish, give your student examples of each genre from familiar texts or stories you have read together.
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 rabbits and hares real? (yes)
   2. What can you learn from this text? (the ways rabbits and hares are different)
3. Help your student read the text about Rodney Rabbit.**IF** your student has trouble determining why it is a story, **THEN** point out that real rabbits do not think about gardening, and wild rabbits do not have names.
4. Next, read *Not a Problem, Skinny Rabbit* aloud. Ask your student to listen to identify whether what they hear is a story or information.

[Not a Problem, Skinny Rabbit](https://cite-media.pearson.com/legacy_paths/94538336-e1dd-48d7-a2d6-3d01fb5772e3/Not%20a%20Problem%2C%20Skinny%20Rabbit.pdf)

Check-In

1. Talk with your student about the features that make *Not a Problem, Skinny Rabbit a story*. **IF** your student needs additional support, **THEN** scaffold by asking questions such as the following:
   1. Did someone make this up? (yes)
   2. Can you learn about bears and rabbits from this text? (no)
   3. Would you read this book for fun? (yes)
2. Before discussing question 2, reread page 3 of the text aloud and have your student look at the illustration. Then, allow your student to suggest details that do not seem real.

#### Practice

1. Read the directions with your student. Clarify what your student should listen for.
2. Then, read aloud this passage.
3. Have your student identify the text as telling a story or giving information. Encourage your student to find details that indicate that the text is made up. (Details might include the bear’s name, his human feelings, and his ability to hum a tune.)

The Park Bear

Buster liked being a park bear. He liked living with all the other animals. Sometimes they shared snacks with him. Buster liked those, too.

When winter came, Buster was sad. Everybody was tucked in until spring. He missed his friends. Luckily, he had a warm cave. He hummed a tune. He went to sleep and waited for the warm weather to come back.

### Objective: In this section, you will tell what root words are.

#### Key Words

* **root word** – a word that has meaning and can stand alone

#### Explain

Get Ready for Learning

In the next few lessons, your student will focus on root words, using what they have learned about word parts to understand how to make meaning by thinking about both root and word part within a word. Given that your student will be working with verbs, you may want to review that a verb is an action word. It tells what a person, an animal, a place, or a thing does, is, or has. Invite your student to say a few verbs, such as *jump*, *draw*, or *speak*. Remind your student that verbs can show what happened in the past, what is happening now, or what will happen in the future. Word parts such as -*s*, -*es*, -*ed*, and -*ing* are added to a verb to show when the action happens.

1. Introduce the concept of root words by reviewing how you can use word parts such as -*s*, -*es*, and -*ing* to make new words. Explain that a root word is the word to which a word part is added to make the new word.
2. Read the first part of the text with your student, focusing more in depth on the concept of a root word and how it differs from a word part. Point out that both root words and word parts have meanings, but that only root words can stand alone as a word. Discuss the differences between the word parts in the first table and the root words in the second. Review the tables to help your student understand the differences between a word part and a root word.
3. Demonstrate for your student how a root word can be combined with a word part to create a new word. Point out the image and have your student identify what the girl is doing. Ask your student to explain why the word *laugh* is a root word (it does not have a word part, it can stand alone as a word). Then, together with your student, read how the word *laugh* can become *laughing* by adding the word part *-ing* to the end. Have your student identify the new word and the root word and word part it contains. **IF** your student has difficulty with the concept, **THEN** use index cards to model a few additional examples. Write the word *look* on one card and the word part *-ing* on another. Display *look* and ask your student to tell why it is a root word; repeat with the word part. Then, put the two together and guide your student to read the new word and identify the root word and word part. Repeat for other simple root word/word part pairs, such as: *talk* + -*ing*, *yell* + -*s*, or *help* + -*ed*.

#### Check-In

1. Read the directions with your student. Explain that your student will read a sentence and decide if what it says is true.
2. Read and discuss the first item together, and then ask your student to tell you if the statement is correct. **IF** your student is not sure, **THEN** revisit the table of root words together. Ask your student to read each and tell what it means. Then, return to the statement and ask them if it is true.
3. Continue with the second and third item, supporting your student as needed.

#### Practice

1. Read the directions together. Explain that your student will identify root words within a word that has both a root and a word part.
2. Read the first word aloud and work with your student to separate the root word from the word part. Then, have your student identify the root before copying the word into their notebook and circling the root word within the word.
3. Have your student complete the rest of the activity on their own, as they are able. **IF** your student struggles or answers incorrectly, **THEN** review the difference between a root word and a word part with them. Remind them that the root word is the simplest form of a word.

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

#### Warm Up

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

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **form**  (3 sounds) | **oar**  (1 sound) | **spore**  (3 sounds) | **worn**  (3 sounds) |
| **north**  (3 sounds) | **boar**  (2 sounds) | **port**  (3 sounds) | **sore**  (2 sounds) |

#### Explain

Learning Coach Tip

In some words, one or two vowels are followed by the letter *r*. These vowels are called *r*-controlled. The vowel or vowels and the *r* make one vowel sound. The sound is neither long nor short. Some *r*-controlled vowels sound the same but have different spellings, such as the following:

* *or* as in *fort*
* *ore* as in *sore*
* *oar* as in *roar*

Words with *r*-Controlled Vowels *or*, *ore*, *oar*

1. Have your student read the words with the *r*-controlled vowels *or*, *ore*, and *oar*. If necessary, point out that a boar is a wild pig.
2. Then, have your student answer the questions to identify that each word has the same vowel sound. Explain that when a vowel or vowel team is followed by the letter *r* in a word, the vowel or vowel team and *r* stand for one vowel sound.
3. Point out that *r* follows the vowel *o* in *cork* and the vowel team *oa* in *boar*. Add that in *core*, the letters *ore* stand for the vowel sound. Then, have your student name the letters in each word and say the sound each letter or group of letters stands for. (*c-or-k, c-ore, b-oar*) Note that they all have the same vowel sound. **IF** your student has difficulty with the words, **THEN** review that *or*, *ore*, and *oar* stand for the vowel sound in the words.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter or group of letters stands for 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 vowel sound in each word.

* The **storm** lasted all day. (st**or**m)
* I want some **more** water. (m**ore**)
* Did you hear the lion **roar**? (r**oar**)
* The dog has **short** legs. (sh**or**t)
* I **wore** a red shirt. (w**ore**)
* We can tape the pictures on the **board**. (b**oar**d)

### Objective: In this section, you will decode words with one vowel sound.

#### Key Words

* **decode** – use the sounds of letters to say and read a word

#### Explain

Learning Coach Tip

Your student will decode one-syllable words using the sounds that each letter or group of letters stands for. CVC (consonant-vowel-consonant) words have a short vowel sound. Long vowel words can be spelled with a silent*e* (CVC*e*) at the end or with vowel combinations such as *ee, ea, oi, oo, ai*, and *oa* (CVVC). In words with *sh, th, ch, ck, wh*, and *tch* as in *shop* or *wish*, the consonants make one sound. In words with *l, r*, or *t* blends as in *glad*, the consonants make their individual sounds.

1. Tell your student they are going to learn how to decode, or read, one-syllable words by using the sounds the letters make in a word. Review what your student knows about words with long and short vowel sounds, including silent *e*, and consonant blends and digraphs. Explain that knowing the sounds a letter or letters stand for will help them sound out and read words.
2. Watch the video with your student. In the video, the student and the Learning Coach practice decoding a short vowel word and a long vowel word from a story they read together.
3. Go through the steps to decode a word. Answer any questions your student has. Remember that they are just learning how to read words. The words may seem easy, but some words your student encounters may be new to them.
4. Ask your student to look at the picture of the rug and say its name. Then, have them answer the questions as they work through the steps to sound out the word.
5. **IF** your student has difficulty naming the individual letters and their sounds, **THEN** have them use their fingers to help them. For example, as they try to read *rug*, have them cover the *ug* while they read *r* and then cover *g* as they read *ru.* As they identify each letter, have them make the sound a few times. Then, have them blend the sounds to read each word.
6. Continue to the next screen and have your student answer the questions as they work through the steps to sound out the word *tape*. Review that the *e* at the end of the word *tape* makes the vowel *a* into a long sound. The *e* is silent and not spoken.

#### Check-In

1. Work through the questions with your student.
2. After the last question, have your student look at the three words in the box and use the steps they learned in the Explain section to decode the words. Then, have them tell you which word names the picture.
3. **IF** your student has difficulty decoding the words in the box, **THEN** look at the two words *leg* and *lot* and talk about why the words do not say *log*.

#### Practice

1. Have your student decode the three words in each box. Then, have them look at the picture and answer the question to tell you which word is the name of the picture.
2. **IF** your student needs additional practice, **THEN** point to objects in the room that have one-syllable names, write the word for the object, and have your student decode the word.

## Lesson 2: Work and Play Together: Comprehension

### Objective: In this section, you will identify characters, setting, and events in a story.

#### Key Words

* **characters** – people or animals in a story
* **events** – the things that happen in a story
* **setting** – where a story takes place

#### Explain

1. Read the opening paragraph with your student and review the definitions of *characters*, *setting*, and *events*.
2. Read the brief passage with your student and have them answer the questions. **IF** your student has difficulty, **THEN** ask these guiding questions and identify the story parts together.
   1. What are the names of the people in the story? (Marlon and Jae) Those are the characters.
   2. Where did Marlon set up his net? (in the front yard)  That is the setting.
   3. First, what did Marlon do? (set up his net and kicked his ball) Next, what did Jae do? (asked to play) Last, what did both boys do? (played all afternoon) Those are the events.
3. Watch the video with your student. Point out that illustrations in a story often give clues about the characters, settings, and events.
4. Read the questions in the chart with your student. Explain that asking these questions will help them identify the characters, setting, and events in any story they read.

Set a Purpose

Help your student set a purpose for reading *Not a Problem, Skinny Rabbit*. First, link to the book and talk about the title and picture on the cover. Then, have your student look through the pages and decide why they might like to read the book.

Before You Read: Vocabulary

Guide your student to use details in each sentence to infer what each vocabulary word means. For example, for the word*boosted*, scaffold with activities like these:

* Read the sentence with your student. Draw attention to the boldfaced vocabulary word.
* Ask questions such as these:
  + When have you boosted somebody?
  + When has someone boosted you?
* Have your student use the vocabulary word in a sentence. **IF** your student has difficulty, **THEN** scaffold by asking questions such as the following:
  + Could you boost someone over a fence?
  + Could you boost someone onto a tree branch?
  + Where else might someone need a boost?

1. **Boosted:** to push up
2. **meadow:** a grassy field
3. **propped:** leaned an object against
4. **stooped:** bent down

Read

Point out that the illustrations in the story already told your student something about the story events. Have them read the book to find out what really happens to the characters.

[Not a Problem, Skinny Rabbit](https://cite-media.pearson.com/legacy_paths/b8fe27b1-20ca-4990-9730-2f2984a6d5c3/Not%20a%20Problem%2C%20Skinny%20Rabbit.pdf)

Check for Understanding

Have your student name a few things the characters do together. **IF** your student needs help, **THEN** have them return to the illustrations and suggest events based on what they see.

#### Check-In

1. Read the directions with your student. Then, help your student complete a chart like the one shown, listing characters in the first column, settings in the second column, and events in the third column.
2. **IF** your student needs support, **THEN** encourage them to return to the story and use the illustrations as memory aids. Point out that there is more than one character, more than one setting, and more than one event in the story. Look at the story illustrations individually and ask:
   1. Who is in this picture?
   2. Where does the picture take place?
   3. What is happening here?

Practice

1. Read the directions with your student. Explain that they will use the story to complete the sentences.
2. If you wish, allow your student to use the chart you completed for Check-In as a guide to help them with each sentence. Remind your student that they may look back at the story text and illustrations as well.
3. You may extend the activity by using it as the basis for a retelling of the story.

### Objective: In this section, you will identify good ways to ask for help.

#### Explain

1. If your student has not yet read *Not a Problem, Skinny Rabbit*, read it together as an introduction to the concept of working together.
2. Read the opening paragraph and look at the photograph together. Read the next paragraph to review how the story characters worked together.
3. Now read Ben’s question about the story. Discuss why it is sometimes difficult to ask for help. (For example, sometimes you feel embarrassed or shy about asking; sometimes you feel that you should do the task yourself.)
4. Share an experience you have had when you needed to ask for help. Ask your student to share their own experience or thoughts, too.

[Not a Problem, Skinny Rabbit](https://cite-media.pearson.com/legacy_paths/b8fe27b1-20ca-4990-9730-2f2984a6d5c3/Not%20a%20Problem%2C%20Skinny%20Rabbit.pdf)

#### Check-In

1. Read the directions together.
2. If necessary, read aloud the statements by Skinny Rabbit in the left column. Then, let your student find the request in the right column that is a better way to ask for help. Discuss the use of the word *please* as a polite way to ask for help.
3. **IF** your student has difficulty, **THEN** return to the section in the text where Skinny Rabbit makes each comment. Read the three choices in the right column and have your student select the one that connects to the event in the text.

#### Practice

1. Read the directions with your student. Then, help them read each scenario and complete the sentences.
2. **IF** you wish to extend the activity and work on speaking and listening skills, **THEN** act out each scenario. Have your student read their request, with you responding positively to the request in character. Afterward, discuss why asking for help can be a good way to accomplish a task.

### Objective: In this section, you will find root words in verbs.

#### Key Words

* **root word** – a word that has meaning and can stand alone

#### Explain

1. Read the opening text with your student and review the definition of root word. A *root word* is the simplest form a word can take and makes sense as a word on its own. It does not contain any word parts. You may want to remind your student that word parts are groups of letters such as -*ed*, -*s*, or -*ing*, and can be added to a root word to create a new word. If you have created word cards to use in a previous lesson, model adding a word part to a root word to create a new word as needed.
2. Review that a verb is an action word, and invite your student to suggest several verbs to show they understand. Then, explain that a root word can also be a verb. Say or display some examples, such as: *walk, play, shout.* Ask your student to tell you why these are root words (they make sense on their own). Then, point out that word parts can be added to these root words to create new verbs. Provide examples: *walks, played, shouting.*
3. Remind your student that all sentences contain a verb that tells an action done by someone or something. Then, explain that when they read a sentence, careful readers look for the verb and identify the root word it contains. Tell them that sometimes, finding the root word can help them understand what the word means.
4. Discuss the image of the girl jumping rope, and then review the example sentence with your student. Have them point to the word in bold and explain why it is a verb (it tells an action). Have them identify any word parts they see. Then, have them say the root word that remains. Discuss why -*ing* is not part of the root word (it is a word part).
5. Read the next sentence with your student and have them answer the questions, first identifying the verb in the sentence and then pointing out the root word. **IF** your student has difficulty or answers incorrectly, **THEN** review the definition of root words with them. Remind your student that the root word is the simplest form of a word, without any extra word parts. Make sure your student understands that word parts are not words. Instead, they are endings like -*ed*, -*s*, or -*ing* that slightly change the meaning of the word.

#### Check-In

1. Read the directions with your student.
2. Read the first item with your student to make sure that they understand the interactive format. Guide them to read the sentence, identify the verb, and separate the root word from the word part, and then select the root word from the two choices. **IF** your student has trouble answering or answers incorrectly, **THEN** review that a verb is a word in a sentence that tells an action, and that a root word is always part of a verb. Help your student understand that a root word will often be followed by a word part that will change something about its meaning.
3. Have your student continue with the second activity on their own. Provide support as needed.

#### Practice

1. Read the directions together. Explain that your student will look for word parts in verbs within sentences to help them find a root word. Then, they will write the root word in their notebook.
2. Do the first activity together. Work together to find the verb, and then ask your student to point out the word part the verb contains. Then, guide your student to identify the root word within that word.
3. **IF** your student answers correctly, **THEN** have them continue independently. **IF** your student answers incorrectly, **THEN** support them as they read each sentence, find a verb and the word part it ends with, and identify the root word. Remind your student that -*ed*, -*s*, and -*ing* are some common word parts that follow root words in a verb.

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

#### Explain

Quick Review

Before reading the lesson, remind your student that they’ve written many letters with slanted lines. Explain that today they will learn how to write capital *X* and lowercase *x*, and as with capital *K*, they will use lines that slant in both directions to write each letter form.

How to Write Capital X

1. Read the introduction and review the image of the capital *X* and lowercase *x*. Have your student use their finger to trace the straight line that slants to the left, and then the straight line that slants to the right.
2. Point out to your student that capital *X* and lowercase *x* are the same, but lowercase *x* is smaller, starting at the middle line instead of the top line.
3. Watch the video with your student to learn how to form capital *X*. Have your student follow along to write capital *X* in the air while they say aloud each stroke.
4. Read the steps together about how to form capital *X*.

How to Write Lowercase X

1. Watch the video with your student to learn how to form lowercase x. Have your student follow along to write lowercase x in the air while they say aloud each stroke.
2. Read the steps together about how to form lowercase x.

#### Check-In

Learning Coach Tip

Encourage your student to sit up straight with their feet flat on the floor. Good posture will help your student hold the pencil and the paper in their correct positions, and keep them from becoming fatigued while practicing their handwriting strokes.

1. Print the Capital *X* and Lowercase *x* handwriting worksheet. 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 models that are on the worksheet. Review the steps to forming capital *X* and lowercase *x* as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student’s lines are not correctly slanted, **THEN** have your student practice drawing lines that slant to the right, then lines that slant to the left before continuing to practice capital and lowercase *Xx*.

#### 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 crossing their second line over the first in the right place, **THEN** remind your student that the two lines in capital *X* should cross at the middle line, and the lines in lowercase *x* should cross halfway between the middle line and the bottom line.

### Objective: In this section, you will read words with the **r**-controlled vowels **or**, **ore**, **oar** and the words **another**, **climb**, **full**, **great**, **poor**, and **through**.

#### Warm Up

Remind your student of the *r*-controlled vowels *or*, *ore*, and *oar*, which all stand for the sound in *cord*. Say the word *cord* and have your student repeat it. Then follow these steps:

1. Tell your student to listen as you say a pair of words.
2. Say each sound in each word slowly.
3. Have your student repeat the pair of words.
4. Have your student tell which word has the sound for the *r*-controlled vowel found in *cord*.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **cord-card**  (cord) | **beard-board**  (board) | **core-care**  (core) | **scare-score**  (score) |
| **shore-share**  (shore) | **firm-form**  (form) | **rare-roar**  (roar) | **born-barn**  (born) |

#### Explain

Read Words with *r*-Controlled Vowels *or*, *ore*, *oar*

1. Use the words to review how to read words with the *r*-controlled vowels *or*, *ore*, and *oar*. Use the following steps:
   1. Read the word.
   2. Name the letters that spell the vowel sound.
   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 or vowel team is followed by *r*, the vowel or vowel team and *r* stand for one vowel sound in the word.
3. Continue with the remaining words. Remind your student that the letters*ore* stand for the vowel sound in*tore.*

Read High-Frequency Words

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

High-Frequency Words Routine

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 spelling 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.

|  |  |  |
| --- | --- | --- |
| or | ore | oar |
| short  storm | wore  more | board  roar |

#### Check-In

1. Use the sentences to confirm that your student can read the words *another*, *climb*, *full*, *great*, *poor*, and *through*. **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 *store*, *boar*, *corn*, *sport*, and *sore* to confirm that your student can read words with the *r*-controlled vowels *or*, *oar*, and *ore* correctly. Remind your student that *or*, *ore*, and *oar* stand for one vowel sound in a word.

#### Practice

1. Have your student read “The Boat Ride” 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 *or*, *ore*, and *oar*.
2. Print or pull up “The Boat Ride.” Have your student reread the text silently. Then, have your student follow the directions to hunt for the high-frequency words *another, climb, full, great, poor,* and *through* and words with the*r*-controlled vowels *or, ore,* and*oar*.

[The Boat Ride](https://cite-media.pearson.com/legacy_paths/27183683-5cb3-469e-a090-31b849198671/The%20Boat%20Ride.pdf)

## Lesson 3: Work and Play Together: Speak/Listen

### Objective: In this section, you will describe characters in a story using illustrations and words from the story.

#### Key Words

* **characters** – people or animals in a story
* **describe** – use details to tell who or what something is like
* **details** – important pieces of information

#### Explain

Get Ready for Learning

Model using descriptive words by sharing some that describe you (adjectives) and having your student suggest some that describe them. Include words in your modeling that tell about feelings (happy, curious), looks (tall, curly-haired), and actions (silly, strong).

1. Read the first two paragraphs with your student. Make sure they understand the meaning of each boldfaced word. Remind your student that illustrations can add to a reader’s understanding of a text. Sometimes they supply new information. More often, they help show an important detail of the text. In this case, you will be looking for details that tell more about characters.
2. Read “The Turtle and the Hare” with your student and look at the illustration together. Have your student tell what they see in the illustration. Then, ask your student to answer the questions. **IF**your student needs help with question 2, **THEN**reread the sentence in the story that includes the words *slow and steady*.
3. Watch the video with your student. Point out how the student in the video notices details in both the illustrations and the text.
4. Look at the cover of *Not a Problem, Skinny Rabbit* with your student. Help your student brainstorm words that describe each of the characters pictured.

[Not a Problem, Skinny Rabbit](https://cite-media.pearson.com/legacy_paths/a0d21d07-0974-4dfe-8652-9f35fcfcaf4d/Not%20a%20Problem%2C%20Skinny%20Rabbit.pdf)

#### Check-In

1. Have your student answer the questions about *Not a Problem, Skinny Rabbit*. Guide them to turn to the specific pages in the text, focusing on the illustration on page 9 and the text in the opening two paragraphs of page 10.
2. **IF**your student struggles to answer the questions, **THEN**scaffold with these guiding questions:
   1. What is happening in the picture? (It is beginning to rain on the characters. Skinny Rabbit has an umbrella.)
   2. How would you feel if this happened to you? (worried about getting very wet, and then happy to have the umbrella)
   3. What does Big Bear say about his friend? (“I’m lucky to have such a clever friend.”)
   4. What does Skinny Rabbit say about his friend? (“I’m lucky to have a friend who is strong and fearless.”)

#### Practice

1. Read the directions with your student and read the question together.
2. Then, have your student return to the text and look at each picture in turn. Ask your student to describe the details in each picture that help prove the characters are good friends. If necessary, repeat the question: How does this picture show that the characters are good friends?

### Objective: In this section, you will respond to different ideas with an open mind.

#### Key Words

* **characters** – people or animals in a story

#### Explain

1. If your student has not yet read *Not a Problem, Skinny Rabbit*, read it together to preview Tiana's conversation with her mom. Read the lesson’s opening paragraph, and look at the photograph together. Then, have your student take Tiana's part while you take her mom's part, and read the dialogue aloud. Make sure your student understands the term *characters*.
2. Ask your student to paraphrase the meaning of *keep an open mind*. **IF** your student needs help, **THEN** return to Mom's definition: “Ready to listen to other people's ideas.”
3. Read the final two paragraphs together. Discuss times when your student has needed to keep an open mind when playing or working with friends.

[Not a Problem, Skinny Rabbit](https://cite-media.pearson.com/legacy_paths/a0d21d07-0974-4dfe-8652-9f35fcfcaf4d/Not%20a%20Problem%2C%20Skinny%20Rabbit.pdf)

#### Check-In

1. Read the activity directions together.
2. If necessary, read aloud the stories before having your student choose the statement that most clearly shows an open mind.
3. **IF** your student has difficulty, **THEN** review each of the three statements in each set, asking your student these questions: Does this statement show that Fern/Sam is ready to listen to Zia's/Manny's idea?

#### Practice

1. Read the directions with your student. Then, help them read each scenario. Encourage your student to speak to you as if you are the friend in the scenario, using speaking skills that include looking at you, speaking clearly, and staying on topic.
2. Point out that keeping an open mind does not have to mean always doing what someone else wants to do. If the activity is dangerous, for example, following a friend would not be a good decision. It is also possible to come to a compromise, as in the sample answer for Activity 1.

### Objective: In this section, you will tell how word parts added to a verb tell more about the verb.

#### Key Words

* **root word** – a word that has meaning and can stand alone

#### Explain

Quick Review

Before beginning the lesson, review that verbs, or action words, can be used in different ways to tell more about the action. Display these sentences:

* Milo plays soccer every week.
* Last week, Milo played soccer twice.

Read each sentence with your student. Review that the verb *plays* indicates that one person is doing the action and that it happens in the present. *Played* indicates that the action happened in the past. In each case, point out the verb ending and explain what it tells about the action. Tell your student that today, they will learn more about these word parts and the job they do.

1. Review that a root word is a word that has meaning and can stand on its own. It has no added word parts. Have your student suggest a few root words. If they have trouble getting started, say as examples the root words *look* and *play*.
2. Remind your student that a word part is a letter or group of letters that, when added to a root word, makes a new word with a new meaning. Then, explain that some word parts have a special job: They are added to verbs, or words that tell actions. The resulting new word gives more information about the action. Review the chart showing word parts often added to the end of a verb and discuss how each one adds to a reader’s understanding of the action the verb states.
3. Guide your student to examine the image and suggest a root word that tells the action it shows. Then, walk your student through the three example sentences under the image, explaining that in each sentence, *paint* is the root word. Have your student point to the word part that ends each word, and discuss together how it changes the meaning of the root word *paint*.
4. Guide your student to answer the questions by identifying the verb in each sentence and how the word part impacts the meaning of the base word. Provide more examples with index cards if time permits. **IF** your student has difficulty identifying a particular new word within a sentence, **THEN** help them divide the word into a root and a word part. Guide them to use the chart to determine the job of that word part and how it changes the meaning of the root word.

#### Check-In

1. Read the directions with your student. Explain that your student will see what they know about word parts that are added to a verb by matching them to the jobs they have.
2. Read the first word part with your student, and then go through each option in the right-hand column. Ask your student to identify which choice best describes what -*ed* tells about a verb to which it’s added. **IF** your student answers incorrectly, **THEN** review all three word parts by revisiting the example sentences in the previous part of the lesson.
3. Have your student continue with the second and third items by responding orally. Provide support as needed.

#### Practice

1. Read the directions together. Explain that the activity has two parts. First, your student will combine root words with word parts to make new verbs. Then, they will tell what information the word part gives about the action the verb tells.
2. Complete the first item together. Point out that *sleep* is a root word and -*ing* is a word part. Have your student combine the two to make *sleeping* and write the new word in their notebook. Then, ask your student to explain what the ending helps them understand about the verb. Encourage them to use the chart to help phrase their answer. write the word with inflection in their notebook.
3. If your student answers correctly and understands, have them continue independently. Otherwise, continue working with them to complete the remaining items. Provide feedback as needed once they are finished.

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

#### Warm Up

Have your student blend sounds to say words with the *r*-controlled vowels *or*, *ore*, and *oar* using the following routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **port**  (3 sounds) | **more**  (2 sounds) | **hoarse**  (3 sounds) | **born**  (3 sounds) |
| **snore**  (3 sounds) | **soar**  (2 sounds) | **thorn**  (3 sounds) | **core**  (2 sounds) |

#### Explain

Blend Words with *r*-Controlled Vowel *or*

Explain that when a vowel is followed by *r* in a word, the vowel and *r* make one vowel sound. Use letter tiles to form the word *form*. Space the letters, making sure the *o* and *r* are together. Move the letter tiles together as you blend the sounds.







Use the following routine:

1. Say the word.
2. Say the sound the first letter makes.
3. Add the sound the r-controlled vowel makes and blend the sounds together.
4. Add the sound for the last letter and blend.
5. Say the word.

**IF** your student has difficulty blending the sounds to say the word, **THEN** repeat the routine with words from the Warm Up. Review that the *r*-controlled vowel *or* stands for the vowel sound in the word.

Blend Words with *r*-Controlled Vowel *ore*

Explain that the *r*-controlled vowel sound in *form* can also be spelled with the letters *ore*. Follow the same routine for blending the sounds in the word *sore*. Be sure the letters *ore* are together to represent one vowel sound.





Blend Words with *r*-Controlled Vowel *ore*

Explain that the *r*-controlled vowel sound in *form* and *tore* can also be spelled with the letters *oar*. Follow the same routine for blending the sounds in the word *soar*. Be sure the letters *oar* are together to represent one vowel sound.





Blend Sounds in Spelling Words

Review the spelling words using the blending routine. As an option, have your student say or write a sentence for each word.

#### Check-In

Have your student use letter tiles to spell each word. Review the blending routine below:

1. Say the word.
2. Say the sound of the first letter.
3. Say the sound of the next letter, if there is one, and blend the sounds together.
4. Add the sound of the vowel and blend the sounds together.
5. Add the sound for the last letter, if there is one, and blend.
6. Say the word.

#### Practice

1. Listen as your student reads “[The Boat Ride](https://cite-media.pearson.com/legacy_paths/455e95cc-c60e-4811-aa93-e5e13cae0a42/The%20Boat%20Ride.pdf)” aloud. **IF** your student struggles with blending the sounds in words with *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 *another*, *climb*, *full*, *great*, *poor*, and *through*.

### Objective: In this section, you will write capital **Z** and lowercase **z**.

#### Explain

Quick Review

Before reading the lesson, remind your student that they’ve written many letters that have both straight and slanted lines. Explain that today they will learn how to write capital *Z* and lowercase *z*, and as with capital *N*, they will use both straight and slanted lines.

1. Read the introduction and review the image of the capital *Z* and lowercase *z*. Have your student point to the straight lines in capital *Z*, and then the slanted line.
2. Point out to your student that capital *Z* and lowercase *z* are the same, but lowercase *z* is smaller, starting at the middle line instead of the top line.

How to Write Capital *Z*

1. Watch the video with your student to learn how to form capital *Z*. Have your student follow along to write capital *Z* in the air while they say aloud each stroke.
2. Read the steps together about how to form capital *Z*.

How to Write Lowercase z

1. Watch the video with your student to learn how to form lowercase *z*. Have your student follow along to write lowercase *z* in the air while they say aloud each stroke.
2. Read the steps together about how to form lowercase *z*.

#### Check-In

Learning Coach Tip

Consider having your student create an “alphabet book” in a blank notebook. Encourage them to write each letter they learn at the top of each page, in alphabetical order. If they need more practice with any particular letter, have your student fill several lines of the page with capital and/or lowercase versions of the letter.

1. Print the C[apital *Z* and Lowercase *z*](https://cite-media.pearson.com/legacy_paths/a8d29c9e-5f01-47ff-ba3e-1fe91fd9e79e/Capital%20Z%20and%20Lowercase%20z.pdf)handwriting worksheet. 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 models that are on the worksheet. Review the steps to forming capital *Z* and lowercase *z* as your student follows the arrows on the letterform.
3. Observe as your student completes the worksheet. **IF** you notice that your student writes *Zz* backward, **THEN** make sure your student understands the difference between right and left; then, remind them that the top line in *Zz* goes from left to right and the slanted line goes in the opposite direction.

#### 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 angling the slanted line in *Zz*, **THEN** remind your student that the slanted line should end at the bottom line, directly under the starting point of the top stroke.

## Lesson 4: Work and Play Together: Fluency

### Objective: In this section, you will describe the setting of a story using illustrations and words from the story.

#### Key Words

* **describe** – use details to tell who or what something is like
* **details** – important pieces of information
* **setting** – where a story takes place

#### Explain

1. Read the opening paragraph with your student. Review the meaning of each boldfaced word. Remind your student that they have looked for details about characters and tell them that now they will look for details that explain the setting of a story.
2. Watch the video with your student and discuss how and why the setting changed. Point out that the place was still the same, but the sun went away, which changed the way the place looked and felt. If you wish, review the parts of the video that highlight descriptive words that tell about the setting.
3. Help your student answer the questions. **IF** your student cannot remember the words for question 1, **THEN** return to the part of the video that highlights the words *beautiful* and *warm*.
4. Watch the other video with your student. Point out how the student in the video uses details in both the illustrations and the text to describe the story’s setting.
5. Look at the cover of *Not a Problem, Skinny Rabbit* with your student. Discuss the questions.

[Not a Problem, Skinny Rabbit](https://cite-media.pearson.com/legacy_paths/2d783351-0080-403f-96bd-6003224e6548/Not%20a%20Problem%2C%20Skinny%20Rabbit.pdf)

#### Check-In

1. Have your student answer the questions about *Not a Problem, Skinny Rabbit*. Guide them to turn to the specific pages in the text, focusing on the illustration on page 4 and the text at the top of page 8 as well as the illustration on that page.
2. **IF** your student has trouble offering specific descriptions, **THEN** scaffold with these guiding questions:
   1. What does Skinny Rabbit’s kitchen look like? (It has a rounded window and a carrot tablecloth.)
   2. What can you see outside the window? (trees, a yard, and a rake)
   3. What do the first two sentences tell you about the setting? (The setting is the top of a steep hill. The characters are on a log.)
   4. What does the illustration tell you about the weather? Why do you think so? (It looks windy, because the rabbit’s ears are blowing and the flowers are blowing.)

#### Practice

1. Help your student turn to page 6 and read the two paragraphs at the bottom of that page.
2. Discuss what a matching illustration might show about the setting described on the page. Point out that artists must choose which parts of a book to illustrate. They may not be able to illustrate every description.
3. Provide paper and crayons or colored pencils and allow your student to create an illustration to match the text at the bottom of page 6. Make sure your student can explain their illustration clearly.

### Objective: In this section, you will plan steps to reach a reading goal.

#### Explain

1. Read the opening paragraph and look at the photograph together. Point out that Skinny Rabbit had a project and goal related to his yard. Skinny Rabbit's goal is connected to the setting—the yard around his house.
2. Explain that projects and goals may depend on where someone is and what they are doing.
3. Read Skinny Rabbit's plan. Discuss the order of the steps, pointing out that step 3 must come last. Explain that breaking a big project into steps can make reaching a goal easier.
4. Have your student answer the questions. Talk about why Skinny Rabbit's plan will help him meet his goal: If he finishes all three steps, his yard will be cleaned up, with all the leaves raked and in bags.

[Not a Problem, Skinny Rabbit](https://cite-media.pearson.com/legacy_paths/2d783351-0080-403f-96bd-6003224e6548/Not%20a%20Problem%2C%20Skinny%20Rabbit.pdf)

#### Check-In

1. Read the directions with your student. Explain that your student may often have projects and goals related to their learning. Have your student work on their reading plan. If you wish, print out a copy of the plan and fill in the steps as your student suggests them. If you don't have a printer, use a sheet of paper and write out the plan.
2. **IF** your student has trouble coming up with steps for a plan, **THEN**guide them with questions like these:
   1. How can you tell if a page is easy enough for you to read without mistakes? (Read it through and look for hard words.)
   2. If you are not sure about a word when you are reading aloud, what can you do? (Look it up or ask for help saying the word.)
   3. What will you do when you are ready to read aloud? (Open to page 2 and read to someone else.)

#### Practice

1. Give your student a copy of their plan from Check-In. Read the directions with your student and have them use the steps in their plan to prepare to read.
2. Allow your student to read aloud without correcting them. Focus on accuracy, making notes on any words or phrases that cause difficulty. Then, ask your student to assess their own work as they decide whether they reached their goal of reading aloud with no mistakes.
3. If necessary, allow your student to make adjustments to their plan and try again.

### Objective: In this section, you will write sentences with words that have root words.

#### Key Words

* **root word** – a word that has meaning and can stand alone

#### Show What You Know

1. Review root words with your student. Remind them that root words are the simplest form of a word. Root words include words like *look*, *jump*, and *play*. They do not have any extra word parts added.
2. Next, review word parts with your student. Remind them that adding a word part to a root word creates a new word. For example, if they add -ing to a root word, they make a new word: looking, jumping, and playing. Review the chart with your student. Work together to identify the root word, the word part, and the new word that is formed by putting them together.
3. Continue by reviewing how a word part changes the meaning of a root word used as a verb. With your student, read through the second chart and discuss how the addition of each word part affects the meaning of the root word and what it indicates about the action.
4. Introduce the activity to your student by explaining that they will use the new words created in the chart to write sentences. Reiterate that as writers, it is important that they understand that they can use a particular root word and word part to communicate specific ideas about an action.
5. Guide your student to complete each sentence by choosing a word from the box that makes sense and writing the completed sentence in their notebook.

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

* **Less Successful** – My student needs to review basic concepts of root words and word parts.
* **Moderately Successful** – My student was able to correctly choose a root word and word part to complete the sentence, but did not have a full understanding of how the root word or word part contributes to meaning.
* **Very Successful** – My student was able to understand how the addition of a word part affects the meaning of a root and choose a word with an appropriate word part to complete the sentences.

#### Try This

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

* **Less Successful** – Review the lessons. Return to some of the Check-In and Practice exercises in the unit to reteach the concepts that your student did not master. Then, have your student review the two charts in this lesson to reinforce the concept of a root word and how a word part can contribute to meaning.
* **Moderately Successful** – Reinforce the skill by asking your student to explain the difference between a root word and a word with a word part. Work together to look back at the sentences and make any changes needed to improve them.
* **Very Successful** – Have your student complete the activities independently.

1. Look at the first picture with your student. Talk about what is happening in the picture. Then, explain that they will answer a question by completing a sentence with a root word and word part. First, brainstorm with them a root word (verb) that can be used to describe what the children in the photo are doing. Then, work with your student to add a word part that makes sense to the word. Finally, have your student say the sentence aloud.
2. Have your student write the sentence in their notebook.
3. Review your student’s completed sentence. **IF** your student wrote the sentence correctly, **THEN** have them write a sentence that answers the next question on their own. **IF** your student struggled to write a sentence, **THEN** review the root word (verb) and word part, you decided on together, and remind them to include this new word in their sentence. Allow them to try again.
4. **IF** your student struggles to write the second response, **THEN** help them brainstorm ideas for it. Make sure they include a word with the inflectional ending -*ed* in their new sentence to indicate past tense. **IF** you think your student would benefit from additional practice, **THEN** have them write another sentence about the same photo. Help them think of root words that are verbs that your student can use in their sentence. Remind them to add a word part that makes sense.

### Objective: In this section, you will practice reading fluently.

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/f7e57966-2a93-425e-a338-468aad4e4283/Suggested%20Reading%20Lists%20K%E2%80%932.pdf)

You can use the simultaneous oral reading method, the repeated reading technique, and partner reading to increase reading speed, enhance comprehension, and enable students to become independent and self-confident readers. Use one of these strategies daily.

Simultaneous Oral Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Explain that the two of you will read a section of the text together.
4. Read a section of the text aloud, using good expression, while your student follows along with a finger or pencil eraser.
5. Read the text aloud together, trying to keep your voices the same. Track the text with your finger, leading your student along.
6. Repeat Step 5 two or three times, until your student is ready to read the text independently.
7. Have your student read aloud to you.

Repeated Readings

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Ask your student to read aloud for one minute.
4. Count and record how many words your student read correctly within one minute.
5. Over the next two days, have your student read the same passage. Each time they read the passage, count and record the number of words read within one minute.
6. When your student has increased the number of words read within one minute by ten percent or more, choose a new passage.

Partner Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Explain to your student they will be the “Reader” and you will be the “Coach”.
3. Sit side-by-side and hold the text with your student.
4. Have your student read an agreed-upon section of the text.
5. As the Coach, follow along and watch for mistakes. When the Reader makes a mistake, either provide the word or ask the Reader to “check that word” and try again.
6. When the text is finished, return to the beginning and, page by page or section by section, ask the Reader what happened or what each part was about.
7. Exchange roles with your student, allowing your student to become the Coach.
   1. Role-play making mistakes and remind the Coach what to say when a mistake is made.
   2. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
   3. When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

#### Try This

1. You may wish to provide your student with a notebook in which to record new words and new ideas from independent reading. Explain that this notebook is just for your student’s use.
2. Read the activity choices with your student and help decide on an activity that fits the book your student chose.

### Objective: In this section, you will build words with **r**-controlled vowels **or**, **ore**, and **oar**.

#### Warm Up

Remind your student of the *r*-controlled vowel sound, as in *torn* and *more*. Say the words *torn* and *more*, 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 *more*.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| pore-pier  (pore) | sport-spurt  (sport) | boar-bear  (boar) | part-port  (port) |
| touch-torch  (torch) | roar-rare  (roar) | stir-store  (store) | short-shirt  (short) |

#### Explain

Gather the following letter tiles: *a, b, c, d, e, h, m, n, o, r, s, t*. Use the letter tiles to model with your student how to build words with *r*-controlled vowels *or*, *ore*, and *oar*. If necessary, remind your student that *or*, *ore*, and *oar* stand for one vowel sound in a word. You may also want to define any unfamiliar words such as *bore*.

#### Check-In

1. Gather the following letter tiles: *a, b, c, e, f, k, n, o, r, s, t*.
2. Read each set of directions to your student. Observe your student build the words with *r*-controlled vowels *or*, *ore*, and *oar*. Have your student identify the vowel sound as they form each word. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

1. Read aloud each set of directions 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 spelling words.
2. Have your student continue to practice reading the week’s high-frequency words. If your student has written each high-frequency word on an index card, have them review the words from this unit and high-frequency words studied previously.

## Lesson 5: Work and Play Together: Synthesize

### Objective: In this section, you will describe characters, settings, and events in a story using illustrations and words from the story.

#### Key Words

* **characters** – people or animals in a story
* **describe** – use details to tell who or what something is like
* **details**– important pieces of information
* **events** – things that happen in a story
* **setting** – where a story takes place

#### Explain

1. Read the opening paragraph with your student. Review the meaning of each boldfaced word. Remind your student that events in a story usually happen in order from first to last.
2. Read “The New Toy” with your student and look at the illustration together. Have your student tell what they see in the illustration. Then, ask your student to answer the questions. Point out that the answer to question 2 can use details both from the illustration and the text.
3. Watch the video with your student. Point out how the student describes story events as key moments in the story.
4. Read *The Kite*with your student. Have them pay attention to the illustrations and their connection to the words on the page.

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.

[The Kite (A)](https://cite-media.pearson.com/legacy_paths/2b3f7ade-f91b-440f-a8fc-059a26dc7a13/The%20Kite%28A%29.pdf)

[The Kite](https://cite-media.pearson.com/legacy_paths/fcff09aa-4f5e-435d-b27b-dd9a0436d7e5/The%20Kite.pdf)

[The Kite (B)](https://cite-media.pearson.com/legacy_paths/cbc79a4d-dc73-4012-849d-b24712e9273b/The%20Kite%28B%29.pdf)

#### Check-In

1. Prepare three two-column charts like the ones on the screen. Then, guide your student to review *The Kite* as you work together to complete all three charts. Listen as your student identifies the characters, setting, and events and uses details from the pictures and words to describe them.
2. **IF** your student has difficulty, **THEN** scaffold with questions like these:
   1. Who is the first character in the story? (Little Turtle)
   2. What do you notice about him? (He has a kite.)
   3. Who does he meet along his way? Tell the names in order. (Little Mouse, Little Frog, Little Beetle, and Little Beaver)
   4. Where do the characters end up? (in the meadow)
   5. What grows in the meadow? (flowers and grass)
   6. What is the weather in the meadow? (It is windy.)
   7. What happens once the animals get to the meadow? (They fly the kite.)
   8. Who gets lost? (Little Beetle)
   9. Where does he end up? (on top of the kite)

#### Practice

1. Read the directions with your student. Help your student find the last page of the story and have them brainstorm what might happen to help Little Beetle get down.
2. Provide crayons or colored pencils and a copy of the Draw and Write page. Let your student decide whether to draw first or write first. Encourage them to use details to show and tell what happens.
3. When your student finishes, ask these questions:
   1. Who are the characters in your scene?
   2. Describe them. What is the setting of your scene? Describe it.
   3. What are the events in your scene? Describe what happens.

### Objective: In this section, you will brainstorm ideas about pictures from a story.

#### Key Words

* **brainstorm** – come up with ideas
* **characters** – people or animals in a story
* **describe** – use details to tell who or what something is like
* **events** – things that happen in a story
* **settings** – where a story takes place

#### Explain

A Note about this Lesson

Although the examples and sample answers in this lesson are adjectives, do not expect your student to use only adjectives in their answers. For example, saying “The turtle has a red shell” is a reasonable answer and just as appropriate as “red-shelled” for a student at this level. If you wish to preview adjectives, color words are an easy way to get your student to recognize describing words, or words that tell about nouns.

1. Read the opening paragraph and look at the illustration together. Make sure your student understands the meanings of the boldfaced words.
2. Read Asha's list. Point out that she thought of some words that tell about the mouse and the frog. Have your student compare the words to the picture to see that they make sense.
3. Read the paragraph that follows, stressing that Asha's list describes characters. Then, have your student think of some words to describe the turtle. **IF** your student has difficulty, **THEN**ask:
   1. Is the turtle the same color as the frog and the mouse? What color is it? (yellow with a red shell)
   2. What else do you notice about the turtle? (Its eyes are big. The turtle looks excited.)
4. The three characters shown resemble three of the characters in *The Kite*, but since the artist is different, the characters are, too. **IF** your student could use more experience describing characters and making comparisons, **THEN** turn back to *The Kite* and discuss ways the illustrated characters are alike and different. For example, the turtle in *The Kite* is much bigger than the other characters, and he wears a hat.

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.

[The Kite (A)](https://cite-media.pearson.com/legacy_paths/2b3f7ade-f91b-440f-a8fc-059a26dc7a13/The%20Kite%28A%29.pdf)

[The Kite](https://cite-media.pearson.com/legacy_paths/fcff09aa-4f5e-435d-b27b-dd9a0436d7e5/The%20Kite.pdf)

[The Kite (B)](https://cite-media.pearson.com/legacy_paths/cbc79a4d-dc73-4012-849d-b24712e9273b/The%20Kite%28B%29.pdf)

#### Check-In

1. Read the directions with your student. Point out or print out the chart and show your student that the setting is divided into three parts—the water, the land, and the trees.
2. Encourage your student to brainstorm words to describe each of the three elements of the setting. **IF**your student has trouble coming up with words, **THEN**guide them with questions like these:
3. What colors do you see? Are those colors on the water, land, or trees?
4. Is all the land the same? How is some land different from the rest?
5. What size are the trees? What else do you notice about them?

#### Practice

1. Read the directions with your student. Look at the illustration together and have your student describe what they see, focusing on the characters (two mice, a turtle, and a frog), the setting (a forest or jungle), and the event shown (two mice are climbing a tree, and one is pulling the turtle).
2. Print out the chart and help your student determine what might happen first, next, and last in a story about the picture. Encourage your student to be as creative and imaginative as possible as they brainstorm events.
3. **IF**you wish to extend the activity, **THEN**have your student use the completed chart to tell an oral story about the characters shown in the illustration. Prompt them with the opening “Once upon a time….”

### Objective: In this section, you will build words with **r**-controlled vowels **or**, **ore**, and **oar** while blending sounds.

#### Warm Up

Have your student say single-syllable words with *r*-controlled vowels *or*, *ore*, and *oar* by blending the sounds for the letters. Use the following routine.

* 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **cord**  (3 sounds) | **board**  (3 sounds) | **fork**  (3 sounds) | **snore**  (3 sounds) |
| **sore**  (2 sounds) | **score**  (3 sounds) | **soar**  (2 sounds) | **north**  (3 sounds) |

#### Explain

Quick Review

Review that the *r*-controlled vowels *or*, *ore*, and *oar* stand for the vowel sound heard in *born*, *tore*, and *roar*. You may want to use letter tiles to provide an example.



1. Read the introduction and the words with your student. Note if your student is saying the words with *r*-controlled vowel *or*, *pork*, *cork*, *fork*, and *stork*, correctly. Then, have your student answer each question about the words.
2. Explain that one way to build words is to keep the ending letters the same and change the letter at the beginning of the word. Read the words with your student and discuss that each word ends with the letters *o*, *r*, *e*. Discuss that the consonant at the beginning of each word is different. Remind your student that the *r*-controlled vowel *ore* is the vowel sound heard in *store*. Then, have your student say each word. **IF** your student does not blend the sounds correctly, **THEN** have your student use letter tiles to spell each word. Position the letter tiles close together to remind your student to say the sounds of the letters together.

#### Check-In

1. Gather the following letter tiles: *b, h, o, r, n, t*.
2. Read each of the directions with your student. Observe your student build the words with *r*-controlled vowel *or*. Have your student identify the vowel in each new word formed. Remind your student that each word they build ends with the letters *o, r, n*. The only letter that changes as your student builds a new word is the beginning consonant. **IF** your student is not blending the sounds of the letters together when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Remind your student to say the sounds of the letters together to read the words.
2. **Weekly Spelling Test:** Use the following sentences to test the week’s spelling words:
3. Have your student continue to practice reading the week’s high-frequency words. If your student has written each high-frequency word on an index card, have them review the words from this unit and high-frequency words studied previously.

|  |  |  |
| --- | --- | --- |
| * **board** | We made a bench with the **board**. | **board** |
| * **wore** | He **wore** a blue coat. | **wore** |
| * **storm** | A lot of rain fell in the **storm**. | **storm** |
| * **roar** | The race cars make a loud **roar**. | **roar** |
| * **more** | We need to get **more** paint. | **more** |
| * **short** | We went for a **short** walk. | **short** |

### Work and Play Together: 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?