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# Language Arts 1 B Unit 5: Discover a Good Friend

## Lesson 1: Discover a Good Friend: Genre

### Discover a Good Friend: Introduction

#### Learning Goals

In this unit your student will discover that when they give someone a chance, they could find a new friend. 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. Identify what affixes are and how they are used.
3. Identify and spell words with *r*-controlled vowels *ar*.
4. Define *opinion*, and read examples of opinion essays (print and multimedia sources) with support.
5. Reread parts of a text to identify key details and act out major events.
6. Read words with *r*-controlled vowel *ar*and read high-frequency words: *found, hard, near, woman, would,* and *write*.
7. Identify and practice writing capital *Q.*
8. Identify an opinion in an opinion essay.
9. Answer questions about key details in a literary text.
10. Identify words that contain frequently occurring affixes (*-s, -es, -ing, -ed, un-, re-, dis-*) in writing.
11. Blend words with the *r*-controlled vowel *ar*.
12. Read a prompt, and form an opinion about the prompt.
13. Select a literary text of choice, and ask questions about key details in a literary text to lead an exploration.
14. Identify and practice writing lowercase *q*.
15. Build words with the *r*-controlled vowel *ar*.
16. Name the book an opinion essay was written about and identify the topic sentence where the author introduced the opinion and name of the book.
17. Use key details to determine the main idea of a literary text.
18. Write a topic sentence where an opinion and the name of the book is stated.

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.

* Discover a Good Friend: Genre Quick Check
* Discover a Good Friend: Comprehension Quick Check
* Discover a Good Friend: Speak/Listen Quick Check
* Discover a Good Friend: Fluency Quick Check
* Discover a Good Friend: Synthesize Quick Check

#### Spark

1. Read the title “Discover a Good Friend” with your student. Explain that *discover* means “find.” Ask your student how they can find a new friend. **IF** they cannot think of a way, **THEN** suggest ways, such as asking someone to play.
2. Read the first slide of the story aloud with your student and look at the pictures. Use sentence frames to show the problem Manny and Jamal have: Manny wants Jamal to . But Jamal wants Manny to .
3. Continue reading the second slide. Point to the words “take a chance” in the last paragraph. Explain that to “take a chance” means to “try something.” Discuss with your student how both boys took a chance to become friends. Explain that sometimes when we take a chance, good things happen, like friendships. Also note that sometimes things don’t work out, and that is OK. They can feel good that they tried to make a new friend.
4. Read the questions with your student and have them answer. **IF** your student cannot provide an answer for the first question, **THEN** reread the start of the story and look at the photos. **IF** your student cannot provide an answer for the second question, **THEN** reread the second slide together and discuss what each boy did to reach out and take a chance.

#### Activate Prior Knowledge

1. Read the first paragraph with your student. Have them think about a friend who is different from them. Let them tell you what they did to become friends anyway.
2. Explain that one way they make friends is by playing with new people. Point out that it is possible to be friends with others who like different things than they do. Also point out that sometimes they may find a friend that they just like to be around. Let your student know that they can be kind to everyone, even if someone likes different things.
3. Read the activity with your student, and confirm that they understand what to do. **IF** you student has trouble writing about their drawing, **THEN** provide sentence frames: This is my friend \_\_\_\_\_. We became friends when \_\_\_\_\_. Help your student write the sentences, if needed.
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 the affixes *-s, -es, -ing, un-, re-,* and *dis-* to show your student what they will be looking for as they read.

### Objective: In this section, you will listen to and identify if a text tells a story or gives information.

#### Key Words

* **facts** – things that are true
* **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.

[Discover a Good Friend\_Genre r-controlled vowels. ar](https://cite-media.pearson.com/legacy_paths/21f9d891-f065-457b-9948-6c2b49dc8197/Discover%20a%20Good%20Friend_Genre%20r-controlled%20vowels.%20ar.pptx)

#### Explain

1. Read the instruction with your student or play the slide narration. Discuss the key words. As needed, explain that information tells about real people, places, or things. A fact is something that is true; and a story tells about made-up people, places, or things.
2. Clarify how a book with information is different from a story. Tell your student that a book with information is about real people, places, or things. A story tells about made-up people, places, or things.
3. Help your student read “What Is a Friend?” and discuss why it gives information. **IF** your student needs support, **THEN** explain that the text gives facts about what a friend is or does.

Is It a Story or Information?

1. Help your student read “A New Friend” and discuss why it is a story. **IF** your student needs support, **THEN** explain that it is about made-up people and things. Rey and the teddy bear are not real. A real teddy bear can’t talk.
2. Next, read *Kojo’s Shadow* aloud to your student. Tell your student to listen carefully to identify whether the book is a story or gives information.

[Kojo’s Shadow](https://cite-media.pearson.com/legacy_paths/7c05b631-6af0-458f-a54e-842b46157873/Kojo_s%20Shadow.pdf)

#### Check-In

1. Talk with your student about why *Kojo’s Shadow*tells a story and is not a book with information. **IF** your student needs additional support, **THEN** scaffold by asking questions such as:
	1. Would a real elephant talk to its Mom? (no)
	2. Is Kojo a real elephant, or is Kojo a made-up elephant? (made-up)
	3. Did you learn facts about Kojo the elephant, or did you read a story about Kojo the elephant? (I read a story.)

#### Practice

1. Read the directions with your student. Make sure your student understands the task. You will read aloud “Joi Finds a New Friend” as your student listens. Your student will listen to identify if it is a story or if it gives information.
2. Listen as your student completes the sentences to identify the text as a story or an information text. Have your student explain how they know “Joi Finds a New Friend” is a story.

Joi Finds a New Friend

Joi sat on the steps of her new building. She had no friends here.

A girl walked by. She said, “My name is Isla. I like to draw on the sidewalk with chalk. Do want to draw with me?”

Joi said, “I don’t have any chalk.”

Isla said, “You can use mine. My favorite color is blue. What’s yours?”

Joi said, “I like yellow.”

Joi and Isla drew on the sidewalk together. They became friends.

### Objective: In this section, you will tell what word parts are and what they do.

#### Explain

1. Read the opening text with your student. Ask your student to restate what a word part is (a letter or group of letters) and what is done with it (it is added to a word).
2. Continue reading together. Look at the examples *untie* and *redo*. Have your student point to the bolded word part in each, and describe where the word part is (at the beginning of the word).
3. Look at the examples *shoes* and *dressed*. Have your student point to the bolded word part in each, and describe where the word part is (at the end of the word).
4. Read the next sentence with your student. You may wish to use index cards to demonstrate how word parts can be added to words. Write each word and word part on a separate index card: *re*-, *tie*, *un-*, *do*, *shoe*, *-s*, *dress*, *-ed.* Push together the *re-* and *tie* cards to make *retie*. Allow your student to repeat the process to make the rest of the words.
5. Read together about the word part *-ed*. Have your student answer the questions. **IF** your student has difficulty answering, **THEN** write *jump* on one index card and *-ed* on another. Guide your student to push the cards together to make the new word.

Learning Coach Tip

Your student may mistakenly think that word parts are actually whole words, like the two parts of a compound word. Clarify that a word part is not a word. Make sure your student understands that a word part cannot be used by itself. It has to be added to a full word.

Learning Coach Tip

Your student may incorrectly assume that a letter group at the beginning or ending of a word is always a word part. Make sure your student knows that a word part can only be added to a complete word. Display the word *ready* on an index card. Cover up *re-* and help your student recognize that *ady* is not a word, so *re-* at the beginning is not a word part.

#### Check-In

1. Read the directions with your student. Tell your student that they will tell you if each sentence is true or false.
2. Read each sentence with your student. Then, ask them to say whether it is true or false. **IF** your student answers incorrectly or struggles to answer, **THEN** help them review the relevant part of the Explain section to find the answer.

#### Practice

1. Read the directions with your student. Explain that each word part is shown before or after the word. Tell your student they will combine words and word parts to make new words.
2. Read the first word with your student. Then, identify the word part. Ask your student where this word part goes (at the end of the word). Next, have your student write the new word in their notebook.
3. **IF** your student answers correctly, **THEN** have them complete the rest of the activity on their own. **IF** your student answers incorrectly, **THEN** support them as they combine the words and word parts to make new words. Point out the words and the word parts to your student in each activity to help them better grasp the skill.

### Objective: In this section, you will spell words after naming the **r**-controlled vowel **ar**.

#### Warm Up

Begin by having your student identify the number of sounds they hear in words with the *r*-controlled vowel *ar*. 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.
4. Ask your student to identify the number of sounds in each word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **tar**(2 sounds) | **dart**(3 sounds) | **spark**(4 sounds) | **yarn**(3 sounds) |
| **part**(3 sounds)﻿ | **yard**(3 sounds) | **harm**(3 sounds) | **art**(2 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* make one vowel sound in the word. This vowel sound has a unique sound that is neither long nor short. The sound of the *r*-controlled vowel *ar* can be found in *ar* of the word *car*.

Words with the *r*-Controlled Vowel *ar*

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 vowel sound in each word.

* She fell and broke her **arm**. (**ar**m)
* I eat **part** of the apple. (p**ar**t)
* We play kickball in our **yard**. (y**ar**d)
* The sky is **dark** at night. (d**ar**k)
* He drives the **car** to work. (c**ar**)
* The cows sleep in the **barn**. (b**ar**n)

### Objective: In this section, you will read opinion texts to understand what an opinion is.

#### Key Words

* **fact** – a true statement
* **opinion** – what a person thinks or feels about something
* **opinion text** – a text that tells a writer’s feelings about something

#### A Note to the Learning Coach

In the units listed below, your student will learn how to write an opinion text about a story they have read. Your student will spend time learning about the characteristics of opinion writing. They will also work through the stages of the writing process: prewriting, drafting, revising, editing, and publishing.

Here’s an overview of what your student will do in each unit:

|  |  |
| --- | --- |
| **Discover a Good Friend** | * Understand what an opinion is and why writers write opinion texts.
* Understand how writers form an opinion about a topic.
* **Prewrite:**Form an opinion about a story and write a topic sentence stating the opinion.
 |
| **Show That You Care** | * Understand that opinion writers include reasons to support their opinion.
* Understand how writers end an opinion text.
* **Draft:** Write sentences containing reasons and conclude an opinion text by restating the opinion.
 |
| **Work and Play Together** | * **Teacher feedback:** Understand how to improve an opinion text.
 |
| **TK** | * **Revise:** Make content changes to an opinion text.
* **Edit:** Check for grammar, spelling, and punctuation mistakes.
* **Publish:** Write a final copy of an opinion text and share it with you.
 |

Connect to Literature

The opinion text your student will write as part of their portfolio will focus on *Wullus*, the story they are reading as a part of this unit. Prior to beginning the lesson, you may want to reread the story with your student and discuss what happens. Encourage your student to share which parts they like the best. You may want to share that you liked a different part best. Use this opportunity to help your student realize that opinions are about how people feel or think, so they are not all the same. This story will be used and referenced multiple times in the upcoming lessons so you may want to download or save a copy for convenience.

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.

[Wullus (A)](https://cite-media.pearson.com/legacy_paths/5bffe99f-b628-4caf-bf2d-0b106eb2d1a8/Wullus%28A%29.pdf)

[Wullus](https://cite-media.pearson.com/legacy_paths/f17feed0-1bd8-4740-8484-8b45ebd75eb7/Wullus.pdf)

[Wullus (B)](https://cite-media.pearson.com/legacy_paths/b066be0e-3676-4289-be32-4a9e10494fa8/Wullus%28B%29.pdf)

#### Explain

1. Introduce the concept of an opinion and how it is different from a fact by sharing one or two facts about yourself that are familiar to your student, such as the color of your shirt or the name of a friend. Next, ask your student to state one or two similar facts about themself. Provide frames as needed: My shirt is . My friend’s name is . Then, state opinions about your original topics. Guide your student to do the same, providing frames as needed: My favorite shirt is . My friend is good at . Finally, discuss with your student the differences between the statements.
2. Read the opening text and discuss the image with your student. Then, read aloud the sentence and discuss how you can tell that Yuma and Riki play on the same team. (They are wearing the same uniforms.) Guide your student to see that the sentence tells a fact because it is information that can be proven in some way.
3. Continue by reading aloud the next sentence and discussing what makes it an opinion rather than a fact. Guide your student to see that an opinion states one person’s feelings and that another person might feel differently about the subject. **IF** your student has difficulty, **THEN** discuss how others might feel about soccer, pointing out that not everyone may like it as much. That is what makes the statement an opinion rather than a fact.
4. Watch the video with your student and discuss how they feel about the book they read. Then, have your student answer the question. To check understanding, you may want them to share a second opinion from the video.

Connect to Literature

In the video, the student and his Learning Coach discuss *Kojo’s Shadow*, a story you and your student will read later on. The Practice activity is also focused on that story. Your student may already be familiar with *Kojo’s Shadow*, but if not, you may want to read it to them and have a brief discussion about what happens in it.

[Kojo’s Shadow](https://cite-media.pearson.com/legacy_paths/4bf81d48-f048-46c5-9873-3bfe1fa405e7/Kojo_s%20Shadow.pdf)

1. Continue to the next screen and read the information about opinion texts. Guide your student to see that in an opinion text, a writer tells readers how they feel about a certain topic, and then the writer explains why they feel that way. **IF** your student is uncertain about how this works, **THEN** model stating an opinion and reason, such as the following: I like flowers because they are pretty and smell nice. Guide your student to make a statement about how they feel and why: I like  because .
2. Explore with your student how an opinion text is different from an information text by connecting back to the discussion of opinions versus facts: an information text shares facts, while an opinion text shares one or more opinions.
3. Introduce the student model text by reminding your student that they have already heard *Wullus* read aloud. Explain that Lia, a first grader, wrote an opinion text about the book. As a writer, she wanted to share her thoughts. Have your student listen to Lia read her opinion text, and then read it together with your student.
4. Explain to your student that they are going to learn to write an opinion text of their own, and that they will tell readers their own opinion about *Wullus*. Introduce the rubric for writing an opinion text, recognizing that your student will probably be unfamiliar with most of the information in the rubric.

The Best Part Audio

[The Best Part](https://cite-media.pearson.com/legacy_paths/cf01baea-e09b-4f10-9cc9-98cdee85eaf9/The%20Best%20Part.pdf)

Have your student answer Question 2 to identify Lia’s purpose for writing the text, and then discuss what the purpose tells them about the text itself. Guide them to answer the final question, and discuss their answer. **IF** your student has difficulty answering either question, **THEN** reread the paragraph and talk about each sentence.

#### Check-In

1. Read the instructions with your student. Then, read the first activity with your student and have them respond orally. **IF** your student has difficulty, **THEN** review the definition of an opinion. If necessary, ask questions: Would everyone agree with this idea? Does everyone like to climb trees?
2. Have your student respond to the remaining questions orally. Provide feedback as needed.

#### Practice

1. Read the directions with your student. Make sure they understand that they will be answering questions about a new text that they have not yet read.
2. Read “The Part I Like Best” with your student, and then work through the first question together. **IF** your student has difficulty answering question 1, **THEN** review the part of the lesson that explains why writers write opinion texts.
3. As your student answers each question, remind them to refer back to Joe’s opinion text. Encourage them to write a complete sentence in their notebook, or you may want to have your student dictate their response.
4. Review your student’s responses, and provide any needed feedback.

## Lesson 2: Discover a Good Friend: Comprehension

### Objective: In this section, you will reread to find details in a story so you can use them to act out major events.

#### Key Words

* **detail** – an important piece of information
* **major event** – an important thing that happens in a story
* **reread** – to read again

#### Explain

A Note About This Lesson

Since the learning goal for this lesson focuses on what readers do when they reread text, it begins with having your student read *Kojo’s Shadow* for understanding first. Then your student will reread parts of the text to find key details.

In addition, your student will learn how to use the key details to act out a major event. If your student cannot move around or act out a scene from the story, then invite them to direct you. Have them tell you how to move your body to recreate what happens in the story.

Set a Purpose for Reading

Help your student set a purpose for reading *Kojo’s Shadow*. Talk about the title and illustration on the cover. Then, have your student look through the pages of the book before answering the question. **IF** your student has difficulty identifying what the story will be about, **THEN** guide your student to read the title again. Point out Kojo’s shadow in the cover illustration. Have your student look for more shadows in other illustrations in the book.

[Kojo’s Shadow](https://cite-media.pearson.com/legacy_paths/3a10b769-745e-456a-a5c9-c0dafbf433af/Kojo_s%20Shadow.pdf)

Before You Read: Vocabulary

1. Guide your student to use details in each sentence to infer what each vocabulary word means. For example, for the word “teasing,” scaffold by:
	1. Reading the sentence with your student. Draw attention to the boldfaced vocabulary word.
	2. Ask questions such as:
		1. Does Aki like it when his sisters are teasing him about his sneakers? (no; he says is it not nice)
		2. What words in the sentence may be another way to say “teasing?” (make fun of)
		3. What does “teasing” mean? (making fun of or laughing at)
	3. Have your student use the vocabulary word in a sentence. **IF** your student has difficulty, **THEN** have them replace key words in the example sentence: Stop teasing me about my . (old t-shirt) It’s not nice to  it. (laugh at)

**teasing:** laughing at or making fun of someone or something

**crouched:** made your body low to the ground by bending your knees

**shadow:** a dark shape that is formed when the light is blocked by someone or something

**newfound:** newly discovered

Read

1. Read the story with your student. Guide them to look for details in the words and pictures that will help them understand the story. **IF** your student needs additional help, **THEN** pause and ask these questions:
	1. What do you see in the pictures?
	2. What is Kojo doing?
	3. How does Kojo feel?

Check for Understanding

After you complete the reading, check that your student has understood the text by answering the question. **IF** your student doesn’t remember how Kojo felt the first time he saw the dark shape, **THEN** help them go back to page 2 of the story to look for details in the words and pictures.

#### Explain

1. Read the instruction with your student or play the slide narration. Confirm their understanding of the key words. **IF** your student needs additional support, **THEN** demonstrate the concept of rereading by reading the first paragraph of instruction again. Review that when you reread, you read something you already read again.
2. Explain that readers reread a book to find details in the words and pictures. Details will help them remember and understand the events in the story.
3. Use the steps to model how to reread page 2 of *Kojo’s Shadow* to find details about Kojo and his shadow. **IF** your student has difficulty, **THEN** guide your student through the steps using statements such as:
	1. I will read the words to find out what Kojo and the shape did.
	2. I will look at the picture to find out what Kojo and the shape did.
	3. I will use the words and picture to remember what Kojo and the shape did.
4. Encourage your student to use the details to answer the question.
5. Read the introduction with your student. Make sure they understand what a major event is and what it means to act one out. You may wish to demonstrate how to act out a major event. Use your body, face, and gestures to show your student something you did today, like brushing your teeth or driving.
6. Watch the video with your student. Focus on the student when they act out how Kojo took three steps backward and forward. Point out that the student acts out a major event from page 2 of the story. Encourage your student to act out the same major event by mimicking the movements of the student in the video.

#### Check-In

1. Review the directions with your student.
2. Reread page 3 of *Kojo’s Shadow* with your student and guide your student to identify details about the major event. **IF** your student struggles, **THEN** reread page 3 together. Ask guiding questions such as:
	1. What did Kojo do first? (He ran around a corner and hid.)
	2. What did he do next? (He looked out and ducked back again.)
	3. What happened next? (He gave a little wave.)
	4. What did Kojo do last? (He stepped out.)

#### Practice

1. Reread the rest of *Kojo’s Shadow* with your student. Remind your student to notice details about major events. Your student may focus on Kojo playing with his shadow on page 4 or talking to his mother on page 5.
2. Observe as your student acts out the major event.
3. Listen as your student tells you about the details they used to act out the event from the story. To support your student in identifying the details, you may provide sentence starters like these:

### Objective: In this section, you will ask and answer questions about ways to identify how you like to learn.

#### Key Words

* **answer** – something you say or write when you are asked a question
* **question** – something to ask to get information

#### Explain

1. Read the instructions with or play the slide narration for your student, including the list of ways people like to learn. Talk with your student about the different ways of learning. Ask your student which are familiar, and which are new to them.
2. Have your student think about how they like to learn. Read the list of questions they can ask to reflect on their past learning experiences. **IF** your student struggles, **THEN** think aloud about your own learning experiences and give an example. For example: *I like to learn by reading about something and then doing it on my own. When I wanted to learn how to be a runner, I read about it first. Then I tried some of the things I read. But someone else might join a running group, watch a video, or just go out and start running*.
3. Point out that thinking about how they like to learn can help your student become a better learner.

#### Check-In

1. Guide your student to answer the questions by choosing the correct answer.
2. **IF** your student struggles, **THEN** read each question aloud. Then ask questions such as these:
	1. Did this person learn by reading or watching?
	2. Did they learn by listening to someone else?
	3. Did they learn by doing something with their hands or body?
	4. Did they learn on their own or with others?

#### Practice

1. Read the directions with your student. Make sure your student understands the task. They will think about a way they like to learn. They will tell you about it and give an example.
2. Allow time for your student to think. Then, listen as they share their ideas. Encourage your student to use the sentence starters.
3. You may wish to share the sample answer. Discuss how the sample answer is similar to or different from your student’s answer.

### Objective: In this section, you will read words that begin with the **r**-controlled vowel **ar** and the words **found, near**, **woman**, **would**, and **write**.

#### Warm Up

Have your student say single-syllable words with the *r*-controlled vowel *ar* by blending the sounds the letters make. Use this routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **far**(2 sounds) | **park**(3 sounds) | **sharp**(3 sounds) | **scar**(3 sounds) |
| **smart**(4 sounds) | **arm**(2 sounds) | **harm**(3 sounds) | **chart**(3 sounds) |

#### Explain

Read Words with *r*-Controlled Vowel *ar*

1. Use the words to review how to read words with the *r*-controlled vowel *ar*.
	1. Read the word.
	2. Name the letters that spell the vowel sound in the word.
	3. Say the sound of the letters *ar*.
	4. Read the word again and have your student repeat after you.
2. Continue to review the second word. Remind your student that when the letter *a* is followed by *r*, the letters *ar* stand for one vowel sound in the word.
3. Have your student continue by reading the remaining words.**IF** your student has difficulty reading a word, **THEN** model how to use the picture as a clue.

Read High-Frequency Words

Review the routine for learning how to read high-frequency words. These are sight words that appear frequently in texts. This is the 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 words. Read the spelling words together. Next, 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 number of sounds in each word.

|  |  |  |
| --- | --- | --- |
| 2 Sounds | 3 Sounds |  |
| cararm | darkbarnpartyard |  |

#### Check-In

1. Use the sentences to confirm that your student can read the words *found, near, woman, would,* and *write*. **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 *barn*, *park*, *card*, *scarf*, and *chart* to confirm that your student can read words with the *r*-controlled vowel *ar* correctly. Remind your student that the letters ar spell one vowel sound in the word.

#### Practice

1. Have your student read “The Old Woman and the Stars” 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 vowel *ar*.
2. Print or pull up “The Old Woman and the Stars.” Have your student reread the text silently. Then, have your student follow the directions to hunt for the high-frequency words *found, hard, near, woman, would,* and *write* and words with the *r*-controlled vowel *ar*.

[The Old Woman and the Stars](https://cite-media.pearson.com/legacy_paths/940a9cf6-a432-45e6-985c-da5ae927b14a/The%20Old%20Woman%20and%20the%20Stars.pdf)

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

#### Explain

Quick Review

Before reading the lesson, remind your student that they have already learned to write a letter that is formed mostly with a curved line and ends with a short straight line—capital *G*. Explain that today they will learn to write another letter that is formed mostly with a curved line and has a short straight line—capital *Q*.

Read the introduction, and review the model of the capital *Q*. Have your student trace, with their finger, around the curved line and the straight line in the letter.

How to Write Capital Q

1. Watch the video with your student to learn how to form capital *Q*. Have your student follow along to write capital *Q* in the air. Draw attention to the fact that the letter is formed with a curved line and then a straight line.
2. Read the steps together about how to form capital *Q*.

#### Check-In

Learning Coach Tip

Your student may benefit from doing a warm-up drill before beginning to write letters. A warm-up can relax hand muscles and make it easier to write specific letters. A warm-up might include simply making squiggles or doodles on a sheet of paper.

1. Print the [Capital *Q*](https://cite-media.pearson.com/legacy_paths/a79a0a41-aa5f-430e-9b5b-ded5ec7763f7/Capital%20Q%20Worksheet.pdf) handwriting worksheet. 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. Then, read the directions with your student.
2. Discuss the letter model that is on the worksheet. Review the steps to forming capital *Q*, 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** point out that the first line curves all the way around to form a circle, before lifting the pencil to add the straight line.

#### 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 names with capital *Q*, **THEN** say each letter aloud slowly, giving them enough time to write each one.

### Objective: In this section, you will identify a writer’s opinion in an opinion text.

#### Key Words

* **opinion** – what a person thinks or feels about something
* **opinion text** – a text that tells a writer’s feelings about something

#### Quick Review

As needed, review with your student the difference between an opinion and a fact. Make sure they understand that an opinion represents the thinking or feeling of one or more people, and that different people can have different opinions on the same topic or idea. Ask your student to state one opinion and one fact about a book you have recently read together.

#### Explain

1. Read the first paragraph with your student. Remind them that the purpose of an opinion text is to share a writer’s thoughts and feelings about a book or other topic. As needed, review how the purpose of an opinion text differs from the purposes of other text types your student is familiar with. Point out that a story can be a mixture of facts and the writer’s imagination. The purpose is not to tell the writer’s feelings but to entertain readers. The purpose of an information text is to share information with readers. As a result, it does not include the writer’s feelings or thoughts.
2. Explain to your student that a careful writer makes it easy for readers to figure out the opinion that the writer is sharing. Read the next part of the text and discuss the elements common to all opinions. Point out that in an opinion text, a writer speaks directly to readers. They use *I, my,* and *me* to help readers understand that the opinion the writer is sharing belongs to them and not to anyone else. **IF** your student struggles with this idea, **THEN** review the difference between first-person and third-person pronouns. Discuss why a writer would not use a word like *she, he,* or *they* to talk about their own opinion. Elicit that writers use these words when they are talking about the actions or words of others.
3. Continue with a discussion of “feeling words” that writers use to state their opinion. Discuss the examples in the chart with your student by reading each word and talking about what it might tell a reader about the way a writer feels about a topic. Explain that the chart contains just a few of the words that a writer could use to express an opinion. As time allows, invite your student to come up with a few more.
4. Review Lia’s opinion text with your student, reminding them as needed that Lia wrote the text to tell about her favorite part of *Wullus*. Help your student identify the opinion in the text and point out the use of first-person pronouns and feeling words. Then, have your student answer the questions. Discuss their responses, providing feedback as needed.

[The Best Part](https://cite-media.pearson.com/legacy_paths/b89c4665-145b-4cbb-ba56-df0d34aa5533/The%20Best%20Part.pdf)

#### Check-In

1. Help your student with the multiple-choice activities. Explain that each question is followed by three choices. Only one is an opinion. Your student should select the sentence that tells the opinion.
2. Read the first question with your student. Discuss each statement, guiding your student to look for elements of an opinion in each one. Then, have them select an answer. **IF** your student has difficulty, **THEN** review the elements common to an opinion with them, including the use of first-person pronouns and feeling words.
3. Have your student complete the second activity independently as they are able. Review and discuss their responses when they have finished both activities.

#### Practice

1. Read the directions with your student. Explain that they will be answering questions about a different text, but that they have already read this text previously.
2. Read “The Part I Like Best” with your student. Then, complete the first question with them. Ask your student to point to the writer’s opinion on-screen and then respond to the question by identifying the opinion that the sentence shares. **IF** your student has difficulty, **THEN** review your discussion of the opinion stated in the student model text, guiding your student to recall how they were able to identify it and what elements made it recognizable as an opinion.
3. Encourage your student to respond by writing a complete sentence in their notebook. As needed, have them dictate their response.
4. Review your student’s responses and provide any needed feedback.

## Lesson 3: Discover a Good Friend: Speak/Listen

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

#### Key Words

* **answer** – something you say or write when you are asked a question
* **details** – important pieces of information
* **question**– something to ask to get information

#### Explain

1. Read the instruction with your student or play the slide narration. Make sure your student understands the meaning of the key words. Review the relationship between questions, details, and answers. **IF** your student needs support, **THEN** explain that they can ask a question about a story. Then they can find details in the story to help them answer the question.
2. Read the chart of question words and details. Point out that answering “How?” and “Why?” questions require your student to think more deeply about a story. **IF** your student needs support, **THEN** explain that details about how or why something happens in a text may not be directly stated. Ask your student to think about what they know about what has happened so far in a story. Guide your student to make an inference or draw a conclusion based on events in the story or based on how characters feel or behave.
3. Guide your student to read the Learning Coach’s questions about details in *Kojo’s Shadow*. Point out Davi’s answers. Make sure your student understands that Davi reread the story to find the details and answer the questions.
4. Watch the video with your student. Point out how the student in the video uses details from the story to answer the Learning Coach’s questions.

#### Check-In

Help your student complete the activity. Read the question words and details in the chart. Then, have your student match each question word to the kind of detail that answers the question. **IF** your student has difficulty, **THEN** refer back to the chart of questions and details in the Explain section.

#### Practice

1. Read the questions about *Kojo’s Shadow* to your student. Explain that they will reread the story to find details to answer these questions.
2. Allow time for your student to reread the book. You may wish to guide your student to focus on pages 4–5.
3. Have your student answer the questions in conversation with you. You may wish to have your student point out the details in the story as they answer.
4. End the lesson by asking your student if they thought the “How?” and “Why?” questions were harder to answer than the “What?” question. Talk about why they think this. (They had to find and think about the details in order to answer the “How?” and “Why?” questions because the answers were not stated in the text.)

[Kojo’s Shadow](https://cite-media.pearson.com/legacy_paths/146d095c-5da4-40ee-906f-edb26a92b6b6/Kojo_s%20Shadow.pdf)

### Objective: In this section, you will follow steps to show how to be a good listener.

#### Key Words

* **answer** – something you say or write when you are asked a question
* **question** – something to ask to get information

#### Explain

1. Read the anecdote about Hoa with your student. You may wish to play the slide narration for your student.
2. Point out what Hoa does and does not do: Hoa listens, thinks about what she hears, has a question, waits to ask it, and then listens to the answer. Hoa does not interrupt her Learning Coach.
3. Guide your student to understand that Hoa is a good listener.
4. Read the list of steps your student can use to be a good listener. Point out what listeners think about if they understand what they hear. If they don’t understand, they ask questions.
5. **IF** your student needs additional support, **THEN** scaffold with questions that relate directly to your student.
	1. When someone reads or speaks to you, what should you do? (I should listen and think about what I hear.)
	2. What can you do if you have a question? (I can wait for my turn to speak and then ask the question.)
	3. What do you do when the other person answers? (I listen to the answer.)

How to Be a Good Listener

You can be a good listener.

You can use these steps.

1. Listen to the person speaking or reading.
2. Think about what you hear.
3. Wait for your turn to speak.
4. Ask questions about what you don’t understand.
5. Listen to the answers.

#### Check-In

1. Read the directions with your student. Make sure your student understands they will complete the sentences to tell what Hoa did as a good listener. Tell your student that one word in the Word Bank will be used twice.
2. **IF** your student struggles, **THEN** have them reread what Hoa did in the Explain section. You may also turn each sentence frame into a question:
	1. Does Hoa listen to or read the story? (She listened. Her Learning Coach read.)
	2. What does Hoa have? (a question) Does Hoa wait for her Learning Coach to stop, or does she ask for her Learning Coach to stop? (She waits.)
	3. Does Hoa ask or listen to the question? (She asks.) Does Hoa listen to or read the answer? (She listens to it.)

#### Practice

Read the directions with your student. Make sure they understand that they should follow the steps for being a good listener as you read aloud the text *Wullus*.

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.

[Wullus (A)](https://cite-media.pearson.com/legacy_paths/624d4578-a20b-468b-ae83-5180c738e839/Wullus%28A%29.pdf)

[Wullus](https://cite-media.pearson.com/legacy_paths/4a7ec92b-859d-4058-8b9e-2bbe9f238338/Wullus.pdf)

[Wullus (B)](https://cite-media.pearson.com/legacy_paths/2f5e88f1-f4f0-492c-a6f0-6de895836ff8/Wullus%28B%29.pdf)

1. Review the steps for being a good listener. Encourage your student to think of at least one question as they listen to you read Wullus.
2. Read Wullus as your student listens. You may wish to pause at the end of each page to see if your student has any questions. You may also decide to read only a portion of Wullus, as time allows.
3. Listen to your student’s question. Encourage them to use the sentence frame to ask the question.
4. Answer your student’s question, using details from the text. Make sure your student understands the answer before they ask another question.

### Objective: In this section, you will identify words with word parts at the beginning or end.

#### Explain

1. Read the opening text with your student. Remind your student that word parts are letters that appear at the beginning or ending. Adding a word part to a word creates a new word. Make sure your student understands that word parts cannot be used on their own. They must always be added to a word.
2. Review the chart with your student. Point out that it shows several different word parts. It tells where to find these parts in a word. Show your student that parts that come at the beginning of the word, such as *un-*, are followed by a hyphen. Those that come at the end, such as -*ing*, start with a hyphen.
3. Discuss the image with your student, and then read the first sample sentence together. Ask your student if they can find the word with an added word part. Guide them to see that *play* is the word and *-ed* is the word part. **IF** your student confuses the smaller words in *basketball* with word parts, **THEN** break apart the compound word. Guide your student to see that each part is a word that can stand on its own, so they are not word parts.
4. Read the second sample sentence together. Then, have your student answer the questions. Provide support as needed. **IF** your student has trouble answering questions 1 or 2, **THEN** review each word part in the chart together, and check whether your student can find it in the sentence. **IF** your student has trouble answering question 3, **THEN** have them find *re-* in the chart and identify if it goes at the beginning or end. Have your student check that this matches the word in the sentence.
5. Encourage your student to keep looking for words with word parts when they read. There are a lot to find, and this will help build your student’s vocabulary!

Learning Coach Tip

Constructing their own words with word parts may help your student understand how word parts are added to words. After your student reads the word parts in the chart, write the words *do*, *watch*, and *clock* on four index cards. Write each word part on a sticky note. Let your student add *re-*, *un-*, and *-ing* to *do*; -*es* to *watch*, and *-s* to *clock*. Have your student stick each note to the beginning or end of the word on the cards. Read each word out loud as your student looks at their newly constructed words.

#### Check-In

1. Read the directions with your student. Do the first item together to make sure your student understands the interactive format.
2. **IF** your student has difficulty, **THEN** encourage them to find the word parts in the chart at the beginning of the lesson and see where they go.
3. Provide feedback and support as your student completes each activity. Reinforce the idea that word parts cannot stand alone as words.

#### Practice

1. Read the directions together. Explain that your student will identify the word in each sentence that contains a word part. Tell your student they will write the word in their notebook and underline the word part. Build excitement for the lesson by telling your student they will go on a words and word parts scavenger hunt.
2. Before your student begins the activity, have them recall some of the different word parts they have learned. **IF** your student has trouble remembering word parts, **THEN** direct them to look at the chart of word parts. Read the word parts together again.
3. Then, complete the first activity together. Ask your student what word part they can find in the sentence. Allow them to look back at the chart of word parts as a reminder of some common word parts. Once they have found the word part, have them identify the word it is part of. Remind your student to write the word in their notebook and underline the word part.
4. **IF** your student answers correctly, **THEN** have them continue independently while still providing reading support as needed. **IF** your student answers incorrectly, **THEN** have them explain why they answered the way they did. Try to help them see that *-ing*, *re*-, *-es*, and *un-* are the word parts that have been added to words.

### Objective: In this section, you will blend sounds in words with the **r**-controlled vowel **ar**.

#### Warm Up

Have your student blend sounds to say words that begin with the *r*-controlled vowel *ar*.

* 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **start**(4 sounds) | **sharp**(3 sounds) | **art**(2 sounds) | **shark**(3 sounds) |
| **mark**(3 sounds) | **part**(3 sounds) | **bar**(2 sounds) | **farm**(3 sounds) |

#### Explain

Explain that when a word has the vowel *a* followed by *r*, the letters *ar* make one vowel sound in the word. Use letter tiles to form the word *hard*. Place the *a* 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 of *ar* and blend the sounds together.
* Add the sound for the last letter and blend.
* Say 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 the first letter makes.
3. Add the sound of *ar* and blend the sounds together.
4. Add the sound for the last letter 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. Then have your student say the word independently.

#### Practice

1. Listen as your student reads *The Old Woman and the Stars* aloud. **IF** your student struggles blending the sounds in words with the *r*-controlled vowel *ar*, **THEN** use the letter tiles to blend the sounds the letters make.
2. Also, check for the correct pronunciation of the high-frequency words *found, near, woman, would,* and *write*.

[The Old Woman and the Stars](https://cite-media.pearson.com/legacy_paths/940a9cf6-a432-45e6-985c-da5ae927b14a/The%20Old%20Woman%20and%20the%20Stars.pdf)

### Objective: In this section, you will choose your favorite part of a story to answer a question about your opinion.

#### Key Words

* **opinion** – what a person thinks or feels about something
* **opinion text** – a text that tells a writer’s feelings about something

#### Learning Coach Tip

The focus of this lesson is on helping prepare your student to form an opinion about a text. Look for opportunities throughout the day to encourage your student to express an opinion.

#### Explain

1. Remind your student that an opinion is what someone thinks or feels about a certain topic. Provide an example, such as: Green is my favorite color. I like mystery stories best. Reiterate that an opinion text is a text a writer writes to share their opinion with others.
2. Explain that often, writers tell their opinion in response to a question. Demonstrate by asking your student to respond to one or more of the following questions.
	1. Which is better, pizza or hamburgers?
	2. Which is the best flavor of ice cream, chocolate or strawberry?
	3. Is it better to swim in a lake or the ocean?
	4. Which is the better pet, a dog or a cat?
3. Read the opinion text prompt with your student. Explain that the student model writer, Lia, wrote her opinion text to answer this question. Discuss what Lia needed to do in order to fully understand the question and what it asks. Guide your student to recognize the following:
	1. The prompt asks Lia about a particular story: *Wullus*.
	2. The prompt asks Lia to identify her favorite part of the story.
	3. The prompt asks her to explain why this part is her favorite.
4. Read the next part of the text, and discuss with your student what it means to choose a favorite. Then, watch the flipbook with your student, stopping as needed to discuss each idea. Talk together about why a favorite is an example of an opinion (it is how you feel about something). Encourage your student to state their favorite part of a book you have read together.
5. Tell your student that they will do exactly what Lia did—they will write an opinion text that states their favorite part of *Wullus* and explains why they liked it. Have them respond to the question to ensure they understand the task they will be completing.

Guide your student to respond to the questions and explain their answers. **IF** your student is not able to identify what the prompt is asking, **THEN** help your student break it into parts. “Which part of *Wullus* . . .” asks about a specific part of the story. “Is your favorite part . . .” identifies the specific part the question refers to. “Why?” asks for an explanation.

Learning Coach Tip

As needed, reread Lia’s opinion text with your student to remind them of the writer’s favorite part of *Wullus* and why it was her favorite.

[The Best Part](https://cite-media.pearson.com/legacy_paths/da824e93-de9d-4b0a-8be4-d12c0ebf675c/The%20Best%20Part.pdf)

#### Read the instructions and each question with your student. Make sure your student understands that there is no right or wrong answer to any of the questions. Discuss why this is so (because an opinion is what someone feels or thinks).

1. **IF** your student is not sure how to respond to a particular question, **THEN** provide them with a few options to choose from.
2. Have your student share their answers with you orally.

#### Practice

1. Read the directions with your student. Reiterate that this is the first step in the process of writing their opinion text, and ask them to explain why this is so. Help them understand that a writer must be certain about their opinion and why they have it in order to share the opinion with others.
2. IF your student is unsure about the purpose of the prompt, THEN explain that this is the question that their opinion text will answer. Discuss the prompt, making sure your student has an understanding of what they will be writing about.
3. As needed, reread *Wullus* with your student. Then, review the list of events that take place in the story. Ask your student to choose several events they liked. **IF** your student is not sure how to choose a part, **THEN** walk through the book again, pointing out specific details and discuss your student’s reaction to them.
4. Once your student has narrowed down their list to a few parts they enjoyed, help them decide on one favorite. Then, encourage them to use the sentence starters to write their opinion in their notebook. As needed, allow them to dictate their response.

[Wullus](https://cite-media.pearson.com/legacy_paths/1057a9ed-7a3c-4957-aeab-0e82cbff0ca4/Wullus.pdf)

## Lesson 4: Discover a Good Friend: Fluency

### Objective: In this section, you will learn how to choose a story to explore by asking questions about key details.

#### Key Words

* **decide** – to choose
* **details** – important pieces of information
* **explore** – to find out more about something
* **question** – something to ask to get information

#### Explain

1. Read the steps for choosing a book with your student. You may wish to play the slide narration. Make sure your student understands the meaning of the key words. As needed, review that details are important pieces of information in a story.
2. Point out that after choosing a book, your student can read it and ask more questions about the details. These questions help your student explore the book.
3. You may wish to review that most questions start with one of these question words: *who*, *what*, *where*, *when*, *why*, or *how*.
4. Watch the video with your student. Point out how the student in the video asks questions about the details in *Kojo’s Shadow*.
5. Read about Femi with your student. Then, read the first page of *Wullus* to or with your student.

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.

[Wullus (A)](https://cite-media.pearson.com/legacy_paths/b11543bd-3185-492b-81d7-62e5ce3dd1c0/Wullus%28A%29.pdf)

[Wullus](https://cite-media.pearson.com/legacy_paths/5ad19f91-b6cd-4cab-98f5-d24279153bf0/Wullus.pdf)

[Wullus (B)](https://cite-media.pearson.com/legacy_paths/89e4b7f2-0fb4-45d4-b5b3-260ed2541b22/Wullus%28B%29.pdf)

1. Focus on Femi’s questions about the details on the first page of *Wullus*. Point out that the questions start with the words *who* and *why*. You may wish to discuss answers to the questions.
2. Guide your student to understand that the questions make Femi want to know more about *Wullus*. Femi decides to read the story and ask more questions to explore it.

#### Check-In

1. Read pages 3 and 4 of *Wullus* to or with your student.
2. Focus on page 3. Guide your student to ask a question that starts with *where* about a detail on this page. **IF** your student needs support, **THEN** remind your student that the question word *where* asks for details about a place. Guide your student to focus on details about places on that page.
3. Focus on page 4. Guide your student to ask a question that starts with *why* about a detail on this page. **IF** your student needs support, **THEN** remind your student that the question word *why* asks for details about the reason something happens and guide your student to focus on details about the reasons things on that page are happening.

#### Practice

1. Read the directions with your student. Explain that they will read the rest of *Wullus* and will ask questions to explore details in the story.
2. Allow time for your student to read the rest of *Wullus*. If needed, remind them to use the question words to formulate their questions. Challenge your student to ask at least two questions.
3. Explain to your student that sometimes thinking about your own experiences can help you understand a story better. Ask:
	1. Does *Wullus* remind you of other stories you know?
	2. Do you like playing any of the games the boy wants to play with Wullus?
	3. How do you feel after reading this story?
4. Listen as your student shares their questions and thoughts. Encourage them to use the details in the story to answer their questions.

### Objective: In this section, you will figure out why you like a story by asking and answering questions about it.

#### A Note About This Lesson

Before you begin this lesson, locate a copy of your student’s favorite story and have it on hand. Make sure your student has access to the story as they go through the Explain part of the lesson.

#### Explain

1. Read the instruction with or play the slide narration for your student. Bring up your student’s favorite story. Talk briefly about why it is their favorite. Explain that in this lesson your student will learn some questions they can ask to figure out why they like a story.
2. Read the list of questions your student can ask about a story to determine why they like it. Have your student think again about their favorite story. Have your student answer the questions about it. Encourage them to include specific details in their answers, such as a favorite character or event or an interesting picture.
3. Then, have your student use the sentence frame to tell you why they liked the story. **IF** your student needs support, **THEN** model how to use the answers to the questions to complete the sentence starter. For example, I liked the story because it had funny characters. I also liked the pictures.
4. Read the instruction about reading a story out loud. Point out that reading a story aloud can help your student enjoy a story in a new way. They can say and hear the words as they read it.
5. Read the list of steps for reading out loud effectively. You may wish to demonstrate how to read aloud clearly, at a good speed, and with feeling by reading a short section of your student’s favorite story. Then, encourage your student to read aloud the same section and answer the questions.

#### Check-In

1. Read the questions with your student. Have your student answer the questions in conversation with you. Encourage your student to complete the question starters on their own.
2. **IF** your student struggles to complete a question, **THEN** have them review the instruction in the Explain section.

#### Practice

Read the directions with your student. Make sure your student understands that they will choose one of the unit texts and use what they have learned in the lesson to tell why they like it.

[Kojo’s Shadow](https://cite-media.pearson.com/legacy_paths/5e1e8194-62c9-437d-9f59-a64c1d5364ea/Kojo_s%20Shadow.pdf)

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.

[Wullus (A)](https://cite-media.pearson.com/legacy_paths/b11543bd-3185-492b-81d7-62e5ce3dd1c0/Wullus%28A%29.pdf)

Audio: Kojo’s Shadow

[Wullus (B)](https://cite-media.pearson.com/legacy_paths/89e4b7f2-0fb4-45d4-b5b3-260ed2541b22/Wullus%28B%29.pdf)

1. Listen as your student uses the sentence frame to tell why they like one of the stories. Remind your student to answer the questions to help tell why they liked it. Encourage your student to read a section of the story out loud.
2. You may wish to click on the Show Answer button to see why one student likes the story *Wullus*. You may wish to compare it with your student’s answer to see how they are similar or different.

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

#### Explain

Quick Review

Before reading the lesson, remind your student that they used a curved line and continued a line below the bottom line when they wrote lowercase *g*. Explain that today they will also use a curved line and continue below the bottom line as they learn to write and practice writing lowercase *q*.

Read the introduction and review the image of the lowercase *q*. Point out that lowercase *q* looks very different from capital *Q*. Ask them to tell the ways lowercase *q* is different from capital *Q*.

How to Write Lowercase q

1. Watch the video with your student to learn how to form lowercase *q*. Have your student follow along to write lowercase *q* in the air. Draw attention to the fact that they will draw a line that goes below the bottom line when forming the letter.
2. Read the steps together on how to form lowercase *q*.

#### Check-In

Learning Coach Tip

Sometimes a student will confuse and reverse letters that look very similar. This confusion is common with lowercase letters like *q* and *p*. One trick is to have your student point both thumbs down. Then, the left hand will form the letter *p*, while the right hand forms lowercase *q*.

1. Print the [Lowercase *q*](https://cite-media.pearson.com/legacy_paths/736c855b-4713-40a1-a0ee-9b87b2973b47/Lowercase%20q%20Worksheet.pdf) handwriting worksheet. 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. Then, read the directions with your student. Make sure your student understands that to finish forming the letter, they will draw below the bottom line.
2. Discuss the letter model that is on the worksheet. Review the steps to forming lowercase *q* as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** your student is having difficulty correctly forming lowercase *q* because they are confusing it with lowercase *p*, **THEN** tell your student to keep in mind that lowercase *q* points to the left, while lowercase *p* points to the right.

#### 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 tracing and writing lowercase *q*, **THEN** have them practice writing the letter in the air again.

### Objective: In this section, you will build words with the **r**-controlled vowel **ar**.

#### Warm Up

Guide your student to blend two-syllable words with the *r*-controlled vowel *ar*. Use the following routine:

* Say the parts of a word slowly. (*car-ton*)
* Have your student repeat the word parts. (*car-ton*)
* Ask your student to blend the parts together to say the word. (*carton*)

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| spar-kle(sparkle) | char-coal(charcoal) | gar-den(garden) | art-ist(artist) |
| par-ty(party) | mar-ket(market) | car-pet(carpet) | tar-get(target) |

#### Explain

Gather the following letter tiles: *a, b, c, d, f, h, k, m, n, p, r, s, t, y*. Use the letter tiles to model with your student how to build words with the *r*-controlled vowel *ar*. If necessary, review that the letters *ar* stand for one vowel sound in a word.

#### Check-In

1. Gather the following letter tiles: *a, f, k, m, p, r, s, t (2)*.
2. Read each set of directions to your student. Observe your student build the words with the *r*-controlled vowel *ar*. Have your student identify the vowel sound in each new word that is formed.
3. Remind your student that the letters *ar* stand for the one 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 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 spelling words.
2. **Spelling Test** Use the following sentences to test the spelling words:
	1. **part** Would you like **part** of this apple? **part**
	2. **yard** We plant a tree in our **yard**. **yard**
	3. **barn** He keeps hay in the **barn**. **barn**
	4. **dark** She wears a **dark** blue top. **dark**
	5. **arm** I felt a bug crawling on my **arm**.**arm**
	6. **car** The **car** has four wheels. **car**

### Objective: In this section, you will identify the topic sentence of an opinion text about a story the writer read.

#### Key Words

1. **topic sentence** – a sentence that tells the writer’s opinion and what it is about

#### Explain

1. Before beginning the lesson, discuss the overall structure of an opinion text with your student. Remind them that an opinion text tells how a writer feels about something and why the writer feels that way.
	1. The beginning of the text identifies the focus of the writer’s opinion and tells what the opinion is.
	2. The middle of the text tells why the writer has that opinion.
	3. The end of the text repeats the writer’s opinion in different words.
2. Remind your student that they have been reading an opinion text written by a student named Lia. Read the text with your student on screen, or print out a copy to read together.
3. Read the next paragraph together, including the definition of a topic sentence. Tell your student that a topic sentence is usually the first sentence of an opinion text. Ask them to point to the first sentence of the student model. Explain that a topic sentence tells readers two important pieces of information: what the writer’s opinion is about and what the opinion is. In this case, because Lia is stating her opinion about a story she read, the topic sentence must identify the name of the story. Ask your student to explain what might happen if the writer left that part out (the reader would be confused because they would not know what story the writer’s opinion was about).
4. Reread Lia’s topic sentence with your student. Have them point first to the part of the sentence that states the title of the story (the best part of *Wullus*) and the part that states Lia’s opinion (when the boy uses his flashlight as a sword). Discuss how the topic sentence helps readers understand what the opinion text is about.
5. Reiterate that Lia’s stated the name of the story she read at the beginning of her sentence. Display another way Lia might have written her topic sentence:

**IF** your student has difficulty understanding how an opinion text is structured, **THEN** compare it to a hamburger. Explain that the beginning part that tells the opinion and the end part that repeats the opinion are like the bun. The middle part that explains the opinion is like the hamburger.

[The Best Part](https://cite-media.pearson.com/legacy_paths/c041677e-4b6c-4a41-9962-13083e5944e4/The%20Best%20Part.pdf)

1. Ask your student to tell what Lia wrote her text about (a story she read) and why she wrote it (to tell her opinion about the best part).

Learning Coach Tip

If you have a printer, you may want to print out a copy of “The Best Part” for your student to reference and mark up to identify elements of an opinion text, including the characteristics of a topic sentence. If you do not have a printer, guide your student to reference the text onscreen. During the discussion that follows, help your student underline and label the topic sentence and the elements it contains.

Learning Coach Tip

If you have a printer, you may want to print out a copy of “The Best Part” for your student to reference and mark up to identify elements of an opinion text, including the characteristics of a topic sentence. If you do not have a printer, guide your student to reference the text onscreen. During the discussion that follows, help your student underline and label the topic sentence and the elements it contains.

The boy using his flashlight as a sword is the best part of *Wullus*.

1. Ask your student to point to the opinion (The boy using his flashlight as a sword is the best part) and then to the title of the story (of *Wullus*). Then, ask your student to tell which part the topic sentence says first (the opinion) and which it says second (the name of the story). Guide your student to see that this version of the topic sentence conveys the same information, even though the elements appear in the opposite order.

#### Check-In

1. Read the instructions with your student, and make sure they understand the task. First, they will read a topic sentence. Then, they will identify the name of the story the sentence refers to. Finally, they will identify the opinion stated in the topic sentence.
2. Complete the first item with your student. Read the topic sentence together. Ask your student to point to the part of the sentence that names the title of the story that the text focuses on, and then point to the opinion stated in the sentence. Guide your student to orally complete each frame to state the name of the story and the writer’s opinion. **IF** they have difficulty, **THEN** guide them to write the topic sentence in their notebook (or display it for them on a sheet of paper), and circle each part of the sentence to identify the story name and opinion.
3. If your student is able, have them complete the next item independently. Otherwise, continue to support your student in reading the topic sentence and identifying the two parts.

#### Practice

1. Read the directions with your student. Explain that they will identify a topic sentence within another opinion text and look for the name of a story and an opinion about it within the sentence. Point out that they have seen this opinion text before.
2. Read “The Part I Like Best” with your student. Then, complete the first question together by asking your student to point to the topic sentence onscreen and write it in their notebook. **IF** your student incorrectly identifies the sentence, **THEN** remind them that a topic sentence appears at the very beginning of an opinion text.
3. Continue to the second question, and guide your student to respond. **IF** your student has difficulty, **THEN** review your discussion of the parts of the topic sentence and look at the example, guiding your student to recall how they were able to identify the story title and writer’s opinion. Encourage them to annotate their written copy of the topic sentence in their notebook to more easily spot the story title and opinion.
4. Have your student complete the third item, providing support as needed. Encourage your student to respond by writing a complete sentence in their notebook. As needed, have them dictate their response.
5. Review your student’s responses and provide any needed feedback.

## Lesson 5: Discover a Good Friend: Synthesize

### Objective: In this section, you will find the main idea of a story by thinking about the details.

#### Key Words

* **details** – important pieces of information
* **main idea** – the most important idea that tells what a story is about

#### Explain

Read the introduction with your student or play the slide narration. Quickly review the unit texts with your student. Review the meaning of the key word “details,” as needed.

[Kojo’s Shadow](https://cite-media.pearson.com/legacy_paths/de661bac-575f-4166-86e8-c1abf7ceb28b/Kojo_s%20Shadow.pdf)

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.

[Wullus (A)](https://cite-media.pearson.com/legacy_paths/3a2a1b47-1d1f-4e90-8be2-594958ee4ce9/Wullus%28A%29.pdf)

[Wullus](https://cite-media.pearson.com/legacy_paths/904b69c4-9896-4774-a316-20b0e1299a56/Wullus.pdf)

[Wullus (B)](https://cite-media.pearson.com/legacy_paths/f26efd18-96d8-4300-bb9e-d5171f2b6311/Wullus%28B%29.pdf)

1. Focus your student’s attention on the key word “main idea.” Tell your student that in this lesson they will learn how to use details to figure out the main idea of a story.
2. If needed, have your student skim the two books from this unit to answer the questions. Have your student think about one big idea from each story. Thinking of one big idea from a story can be used as a springboard for naming the main idea of the story. **IF** your student needs support, **THEN** guide them to tell in one sentence what the story was about.
3. Watch the video with your student. Guide your student to pay attention to how the student in the video identifies important details in *Kojo’s Shadow* and then uses them to figure out the story’s main idea.
4. Read the bulleted list of details that the student in the video identified. Ask your student if any important details from the story have been left out.
5. Read the main idea as stated by the student in the video. Point out that the main idea is a sentence that names the most important thing that happened in the story.
6. **IF** your student needs support, **THEN** review the process the student in the video used to figure out the main idea.
	1. First, the student identified the details, or important pieces of information in the story.
	2. Then, the student thought about the details to figure out the biggest idea that the story is about.
	3. Finally, the student stated the main idea in a sentence.

#### Check-In

1. Before you begin to work with your student to find the main idea of *Wullus*, you may wish to have your student revisit the text.
2. Read the question stem with your student. Make sure they understand they will use the details provided from *Wullus* to figure out the main idea.
3. Read the details from *Wullus* with your student. Then, read all the possible main ideas in the answer choices before your student selects one. **IF** your student needs support in choosing a main idea, **THEN** read each answer choice and ask guiding questions such as these:
	1. Does this idea match the details from *Wullus*?
	2. Does this sentence really tell what the story is about?

#### Practice

1. Remind your student about how the student in the video used details from *Kojo’s Shadow* to find the main idea. Tell your student they will do the same thing here with the story “Ari and Cat.”
2. Read “Ari and Cat” with your student. Listen as your student tells you three details from the story. Encourage your student to use the sentence starters.
3. Allow time for your student to think about the details to name the main idea. Then, listen as your student tells you the main idea.
4. You may wish to share and discuss the sample answer with your student. Talk about how it is similar to or different from your student’s main idea.

### Objective: In this section, you will learn to understand how others are feeling by looking for details and asking questions.

#### Explain

1. Read the introduction with your student or play the slide narration for them. Talk with your student about the opening sentence: “Good friends care about how other people feel.” Ask your student if they think that it is true and why. They may suggest that good friends care about each other, so they care about how they are feeling.
2. Talk with your student about how they can tell how other people are feeling.
3. Read the steps with your student. Point out that one way people show their feelings is with their face.
4. Read the chart with your student. If necessary, use your face to model or act out each feeling.
5. Point out that it helps to ask questions like “How are you?” and “Are you okay?” to determine how another person is feeling. Remind your student of the importance of listening to the answer.
6. Read the chart that tells what your student can do in response to how the other person feels.
7. Read the anecdote about Edi and Tre with your student. Point out how Edi follows the steps for figuring out how other people feel. She notices Tre’s face. She asks if he is okay. She listens to his answer. Then, she asks how she can help.

#### Check-In

1. Read the questions with your student. Have your student answer in conversation with you.
2. **IF** your student struggles to answer Question 1, **THEN** have them review the first chart in the instruction in the Explain section. Ask guiding questions, such as these:
	1. What can you notice about people's faces? (I can notice if they are smiling, frowning, or crying.)
	2. If someone is smiling/frowning/crying, how do they feel? (happy/mad or upset/sad, scared, or hurt)
3. **IF** your student struggles to answer Questions 2 or 3, **THEN** have them reread the anecdote about Edi and Tre to recall the interaction.

#### Practice

1. Read the directions with your student. Guide your student to look at the picture of Tai before they answer the questions.
2. Listen as your student answers the questions. They should follow the steps they learned to understand how another person is feeling.
3. You can offer your student these sentence frames to help them get started:
	1. Tai is feeling \_\_\_\_\_.
	2. I can tell because \_\_\_\_\_.
	3. I ask, “\_\_\_\_\_.”
4. You may wish to share the sample answer. Talk with your student about how their response is the same or different.

### Objective: In this section, you will write the topic sentence of your opinion text.

#### Key Words

* **topic sentence** – a sentence that tells the writer’s opinion and what it is about

#### Show What You Know

Learning Coach Tip

In this lesson, your student will begin writing their opinion text. They will use the notes they took about their favorite part of *Wullus* in a previous lesson, so you may want to locate these notes in your student’s notebook and review them with your student prior to the lesson.

If time permits, you may want to reread *Wullus* or review the plot events with your student to give them an opportunity to revise their opinion if they have changed their mind about their favorite part.

[Wullus](https://cite-media.pearson.com/legacy_paths/42d00a47-76f4-4b44-8b6d-6af777ea291f/Wullus.pdf)

1. Read the introduction with your student. Explain that today, your student will write the topic sentence of their opinion text. Review the purpose of a topic sentence and ask your student to tell where in their text the topic sentence goes (at the beginning). Then, review the prompt with them and ask them to identify what their topic sentence will tell readers.
2. Continue to the next section and reread “The Best Part” with your student. Ask them to identify Lia’s topic sentence. Then, explain that careful writers like Lia make sure to plan their writing before they actually write something down. Review Lia’s planning chart, noting that it contains both the name of the book that is the focus of her text and the opinion she has about it. Ask your student to point to each item in the chart. Discuss how the chart helped Lia get ready to write her topic sentence.
3. Remind your student that they have learned that writers use feeling words to help readers understand that they are writing an opinion and not a fact. Explain that writers can begin their topic sentences with a feeling word that helps tell their opinion. Point out the sentence starters in the chart and explain that they are ways that a writer might tell how they feel about something to readers. **IF** your student is confused, **THEN** model using a few examples to introduce an opinion: I like peanut butter and jelly sandwiches best. I prefer chocolate ice cream to vanilla ice cream. Confirm understanding by asking your student to tell a few opinions of their own using one or two of the starters.
4. Review Lia’s completed topic sentence and discuss the elements she included. Remind your student that careful writers make sure to underline titles of stories or books and discuss why they do so. Then, have your student answer the question.
5. Continue to the next part of the lesson and read the text about Harper with your student. Explain that Harper is writing a topic sentence and they are going to help her. Review Harper’s planning chart and have your student answer the questions orally to make sure they understand what the elements of her topic sentence will be.
6. Review the sentence frame with your student and point out the two parts they will complete. Guide your student to identify which element of a topic sentence belongs on each line. Then, ask them to complete the sentence in their notebook by first adding the name of the story Harper is writing about and then adding the opinion she is sharing. **IF** they have difficulty, **THEN** help them connect back to Harper’s planning chart, pointing out that it contains the two parts of Harper’s topic sentence.**IF** your student struggles with a written response, **THEN** have them dictate their response to you.

[The Best Part](https://cite-media.pearson.com/legacy_paths/072cc3e8-f0f3-4a8f-8ca3-86fc17565dc5/The%20Best%20Part.pdf)

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

* **Less Successful** – My student was not able to write a complete topic sentence. The title of the story or the opinion was missing or not clearly stated.
* **Moderately Successful** – My student was able to write a topic sentence with the story title and an opinion, but the opinion was not clearly stated.
* **Very Successful** – My student was able to write a topic sentence with the story title and a clearly stated opinion.

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.

* **Less Successful** – Review the lessons in this unit. Make sure that your student understands that a topic sentence includes the name of the story their opinion is about as well as the opinion itself. As needed, provide your student with a frame they can use to construct their topic sentence.
* **Moderately Successful** – Have your student identify the two parts of a topic sentence. Then, guide them to complete a planning chart with the name *Wullus* and the part of the story they liked best. Finally, work with your student to write their topic sentence, providing support for choosing a feeling word to introduce the opinion.
* **Very Successful** – Have your student complete the activity independently.
1. Read the directions with your student. Make sure they have located the notes they took earlier on their favorite part of *Wullus*.
2. Review the prompt together. Ask your student to quickly summarize what they will need to do to answer it (tell their favorite part of *Wullus* and why they feel that way).
3. Guide your student to copy the planning chart into their notebook and complete it with the name of the story they are writing about and the part of the story they liked best. **IF** your student has changed their mind about their opinion, **THEN** reassure them that it is fine to do so and that people’s opinions can change as they think harder about a particular topic.
4. Help your student choose a feeling word that will help them state their opinion to others. **IF** your student is unsure about what to do, **THEN** help them try using several of the options to state their opinion and see which feels most comfortable.
5. Before your student begins writing, review the first row of the Opinion Text Rubric with them. Explain that this row lists the parts of a topic sentence and will help them decide if they have included all the parts.
6. Provide writing time for your student to write their topic sentence. Remind them that they can tell readers the name of the story they are writing about at the beginning of the sentence or at the end. Here are two examples:
	1. My favorite part of *Kojo’s Shadow* is when Kojo and his shadow play together.
	2. Kojo and his shadow playing together is my favorite part of *Kojo’s Shadow*.
7. Review your student’s completed topic sentence with them. Judge the writing primarily on whether it contains the two parts and clearly states the opinion.

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

### Review

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

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 have learned?