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# Language Arts 2 B Unit 7: Move It!

## Lesson 1: Move It!: Genre

### Move It! Introduction

#### Learning Goals

In this unit, your student will be learning about some different ways we use our bodies to move. There are 17 learning goals for this unit:

1. Identify whether a read-aloud text tells a story or gives information.
2. Identify the meaning of formal and informal uses of English.
3. Spell homophones.
4. Use clues to recognize meanings of words, rereading as necessary.
5. Compare the most important points presented in two informational texts on the same topic.
6. Write uppercase and lowercase *Xx*.
7. Read homophones.
8. Identify the similarities between formal and informal uses of English when reading and listening.
9. Contrast the most important points presented by two informational texts on the same topic.
10. Identify the differences between formal and informal uses of English when reading and listening.
11. Blend homophones.
12. Write uppercase and lowercase *Zz*.
13. Identify evidence in an explanatory text.
14. Build homophones.
15. With support, read a book of choice.
16. Identify evidence in a descriptive text.
17. Decode homophones.

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.

* Move It! Genre Quick Check
* Move It! Comprehension Quick Check
* Move It! Speak/Listen Quick Check
* Move It! Fluency Quick Check
* Move It! Synthesize Quick Check

#### Spark

1. Read the title and introductory paragraph with your student. Ask them to describe how they usually start their day and what movements they use.
2. Then, read the remaining paragraphs together. **IF** your student has difficulty understanding how our brain sends messages, **THEN** use your finger to trace a line from your head to different muscles in your body and say, “My brain sends a message to the muscles in my arm to raise my arm” while tracing your finger from your head to your arm.
3. Watch the flipbook with your student. **IF**your student does not understand some of the body movements described for an action, **THEN** pause and pantomime the different body movements for the activity.
4. Have your student answer the questions, either aloud or in writing, reviewing the specific slides of the flipbook, as needed.

#### Activate Prior Knowledge

1. Read the first paragraph with your student. Discuss how their body would move for each activity. Discuss other activities and movements, such as a tug-of-war or building an airplane model.
2. 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. Remind your student about the ideas you discuss. **IF** your student has trouble writing a sentence about their drawing, **THEN** provide a sentence frame: A fun way to move is  \_\_\_\_\_ because \_\_\_\_\_. Encourage your student to tell you about their drawing and ideas.
3. Read each bulleted item and have your student tell about topics they have learned about and which ones are new to them.

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

#### Key Words

* **facts** – things that are true
* **informational text** – a text that tells about real people, places, or things
* **story** – a text that 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.

[Move It!\_Genre Diphthong syllables and homophones](https://cite-media.pearson.com/legacy_paths/6b0ae0f2-1de4-4109-9842-1fbf9ff472de/Move%20It%21_Genre%20Diphthong%20syllables%20and%20homophones.pptx)

#### Explain

1. Read the introduction with your student and review the meaning of each boldfaced term. Remind your student that a story’s characters may seem real. Nevertheless, the characters in a story are made up by an author.
2. Help your student read the first text and discuss how they know it is a story. Point out that the characters seem real, but they are in a made-up situation. The situation and events in the story did not really happen.
3. Have your student read the text about red kangaroos and respond to the question. Discuss the facts your student learned from the text. (For example, red kangaroos are the largest kangaroos, and only the males look reddish.)
4. Next, read *Kangaroo Hop!* aloud. Ask your student to listen carefully to identify whether what they hear tells a story or provides information.

[Kangaroo Hop!](https://cite-media.pearson.com/legacy_paths/63dd5da5-fc75-4c42-82d6-f523860c501e/Kangaroos%20Hop.pdf)

#### Check-In

1. Talk with your student about the elements that make *Kangaroo Hop!* an informational text. Make sure your student understands that the facts about kangaroos are derived from observations and study, not from the author’s imagination.
2. **IF** your student needs help to answer question 2, **THEN** review each page of the text, asking your student to identify information that is new to them.

#### Practice

1. Read the directions with your student. Ask your student to listen carefully and hear whether the text tells a story or gives information.
2. Then, read aloud this text.
3. Have your student determine whether the text tells a story or gives information. Make sure your student can explain why they made their choice.

Animals with Pouches

A pouch is a small pocket. Some animals carry their babies in pouches of skin. Their babies are born very small. They crawl into the pouch to be safe.

Kangaroos have pouches. So do koalas. Opossums have pouches, too.

A baby kangaroo gets big and strong in the pouch. After six months, it starts to hop around outside. It goes back inside to eat and sleep. Soon, it will be ready to leave the pouch forever.

### Objective: In this section, you will tell what formal and informal language is.

#### Key Words

* **formal language** – language used when talking to adults or in schoolwork
* **informal language** – everyday language used when talking to family and friends

#### Explain

1. Read the key words and definitions with your student. Explain that *formal language* is proper and polite and that they may use it when speaking to adults, authority figures, and people they do not know well. Then, explain that *informal language* is more casual language that they might use when speaking to their friends or family. Give a few examples. Say: This is a really sad song. (formal) Then, say: It’s hands-down the saddest song of all time. (informal) Point out that contractions like *it’s*, phrases like *hands-down*, and exaggerations like *of all time* are all good examples of informal language.
2. Read the opening text and example sentences (under the first photo) with your student. Explain that this is an example of formal language. The girl in the photo greets Mrs. Lee with a formal *Hello* and says what she will do. Point out that formal language uses complete sentences, and it does not include contractions.
3. Continue reading together, and have your student read the example sentence under the second photo. Explain that this sentence uses informal language. It is what one friend in the photo says to the others. Point out that informal language might include contractions or other kinds of casual language. Give some examples of casual language, such as: *hang out*, *chat*, and *swing by*.
4. Have your student read the final example sentence and answer the question. **IF** they have difficulty answering, **THEN** rephrase the sentence another way. Say: Let us watch that movie. Have them determine which sentence sounds more proper and which sounds more casual.
5. Before moving on, make sure your student understands the difference between formal and informal language by giving them another example and asking them to identify whether it is formal or informal. For example, say: Good-bye. Have a nice day! (formal) and See ya later! (informal)

#### Check-In

1. Read the directions with your student. Explain that each answer pair has one formal sentence and one informal sentence. Your student will tell which one is which.
2. Complete the first activity with your student. Guide them to try to choose which sentence uses formal language. **IF** they answer incorrectly, **THEN** remind them that formal language is more proper, and informal language is more casual. Read both answer choices out loud and have your student identify which one sounds more proper.
3. Continue with the second and third activities. If your student is able, have them work independently. Provide support (such as reading aloud each answer choice and letting them hear how each one sounds) to help them answer successfully.

#### Practice

1. Read the directions together. Explain that your student will read each scenario and decide if it calls for formal or informal language.
2. If needed, briefly review formal and informal language.
3. If your student struggles, encourage them to think about who is being spoken to help determine if language should be formal or informal.
4. If your student is able, have them work independently.
5. Provide feedback to help your student better understand the difference between formal and informal language.

### Objective: In this section, you will spell words that are homophones.

#### Key Words

* **homophones** – words that sound the same but have different spellings and meanings

#### Warm Up

Begin by having your student identify the number of sounds they hear in a word that is a part of a homophone pair. Use the following routine:

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

Use the following words:

|  |  |  |
| --- | --- | --- |
| **pair**  (2 sounds) | **feet**  (3 sounds) | **not**  (3 sounds) |
| **wood**  (3 sounds) | **pail**  (3 sounds) | **write**  (3 sounds) |

#### Explain

Learning Coach Tip

Homophones are words that sound the same but have different spellings and meanings. In a pair of homophones, the same vowel or consonant sound can have different spellings. Examples include *cent/sent* and *sail/sale*.

1. Read the opening sentence to your student. Explain that homophones are words that sound the same but have different spellings and meanings.
2. Continue by having your student read the word pairs *beech/beach* and *mail/male*. Explain that the words in each pair are homophones. Then, have your student answer the questions to recognize that homophones sound the same but have different spellings and different meanings. **IF** your student struggles to read the words, **THEN** remind your student that the words in each pair are homophones and will sound the same. Work with your student to identify the letters that spell the consonant sounds and vowel sounds in the words.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Have your student identify the word pairs that are homophones: *weigh/way, one/won, creek/creak, hear/here*. Then, have your student say the sound each letter makes in each word. Ask your student to name each letter to spell the word. Point out that the word *one* is a sight word and its letters do not spell the sounds.

#### Practice

Read each sentence below and have your student identify the spelling word in it. Ask your student to write the spelling word, letter by letter, in their notebook. Then, have your student write the homophone pairs.

1. How much does an elephant **weigh**? (weigh)
2. I will take only **one** sheet of paper. (one)
3. There are many fish in the **creek**. (creek)
4. We can put the new bookcase **here**. (here)
5. The gate will **creak** when you open it. (creak)
6. Which **way** do we go on the trail? (way)
7. The young runner **won** the race. (won)
8. If you listen closely, you can **hear** the birds chirping. (hear)

### Objective: In this section, you will use clues to read and understand the meanings of words you don’t know.

#### Explain

Learning Coach Tip

Today’s lesson will show your student helpful steps they can use when they come upon an unfamiliar word as they read an informational text. They will see how they can use clues to help them read and understand words they do not recognize. Clues can be found in the sentence with the new word or in nearby sentences.

1. Read the introduction with your student. Together, read the steps that readers can follow to help them find and use clues to read a new word. Make sure your student understands that *clues* refer to words and phrases that have something to do with the new word. Ask your student about any new words they found in a recent text they read. Talk about what they did to read the new word.
2. Watch the video with your student. Talk about how the student and her Learning Coach use clues to read and understand new words in a text.
3. Read the sentences in the Explain section and point out the word *habitat*. With your student, look for clues that will help them read and understand the word.
4. **IF** your student has trouble understanding what you mean by clues, **THEN** describe an object in the room. For example, you might say something like this: “I’m looking at something shaped like a rectangle. It is the way in or out of this room.” Tell your student that “shaped like a rectangle” and “way in or out of this room” are clues that you are talking about the door. Discuss how the words *wild animal, lives*, *find food*, *stay safe*, and *build a home* are clues that help with reading the word *habitat*.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will be thinking about how each sentence is a clue that might help a reader identify a word in the box.
2. Complete the first activity together. Read the clue first. Then, have your student read the words in the box before selecting the word that matches the clue.
3. **IF** your student has difficulty matching a clue to a word, **THEN** move on to the next item. Revisit the item after words have been matched to other clues.
4. Review your student’s work when they have completed all three items, providing any needed feedback.

#### Practice

1. Read the directions with your student. Review the steps in the Explain section for reading a word they do not know.
2. Have your student complete the activities independently by reading the sentences and finding clues to read the words in bold. Once your student has identified the clues that point to a specific word, have them read the sentence aloud to you.
3. After your student has finished, discuss the meanings of the words based on the clues. Talk about how figuring out how to read a new word will help them recognize the word when they see it again in another text.

## Lesson 2: Move It!: Comprehension

### Objective: In this section, you will compare important details in two informational texts.

#### Key Words

* **compare** – tell how things are the same
* **details** – important pieces of information
* **facts** – things that are true
* **informational text** – a text that tells about real people, places, or things
* **topic** – who or what an informational text is about

#### Explain

1. Read the opening two paragraphs with your student and review the definitions of the boldfaced words. Explain that finding similar details in two texts about the same topic can help a reader feel more confident that the facts are correct.
2. Help your student read the two texts about monkeys. Then, have your student choose the fact and key idea that appear in both texts. **IF** your student has difficulty, **THEN** ask them to locate each fact and key idea in one text or the other. For example, fact A in question 1 appears only in “Monkeys in the Jungle,” and fact C appears only in “Spider Monkeys.” Only fact B appears in both texts.
3. Watch the video together, pointing out that the student looks both at the ways the texts are alike and the ways the texts are different.

#### Check-In

1. Read the directions with your student. Then allow your student to complete the sentences orally or in writing.
2. **IF** your student needs support, **THEN** encourage them to return to the text and scan for the key words *muscles* and *tails* to find the answers.

#### Practice

1. Read the opening directions with your student and have them read “Frog Hop!” independently.
2. Ask your student to compare the text about frogs to *Kangaroo Hop!* and to answer the questions about both texts. Make sure your student understands that they will select three options to answer question 1 but will select only one option to answer question 2.

### Objective: In this section, you will generate sound words that tell about animal movements.

#### Explain

1. Read the opening paragraph with your student and make sure they can access the text.
2. Have your student look at page 2 of the text to find the answer to the question. Point out that *boing* describes the sound of something that jumps or springs up quickly. Sound words don’t always have a clear dictionary definition, but they are descriptive—they tell about a sound in a way that a simple description might not.
3. Continue with the instruction and look at the illustration together. Explain that the words shown often appear in comic books to tell the reader what sound something makes. Have your student choose one word and tell what might make that sound.**IF** your student enjoys the exercise, **THEN** let them choose other words from the illustration to assign to objects or animals.
4. Ask your student to choose a word or words from the illustration that might tell how an elephant moves. Have your student explain their choices. If necessary, emphasize the size and heavy footsteps of an elephant.

[Kangaroo Hop!](https://cite-media.pearson.com/legacy_paths/63dd5da5-fc75-4c42-82d6-f523860c501e/Kangaroos%20Hop.pdf)

#### Check-In

1. Read the directions with your student. Explain that brainstorming often means coming up with a variety of ideas and then picking the best one. That is what your student will do to decide what sound each animal makes. They should use their imagination rather than looking back at the sound words in Explain.
2. Have your student suggest various sound words for each animal and then write the one they prefer. **IF** your student needs additional support, **THEN** ask questions like the following.
   1. What is the animal doing?
   2. If you were there, what would you hear?
   3. What is a word that describes or makes that sound?

#### Practice

1. Read the directions with your student and give them a copy of the draw-and-write worksheet. Offer drawing materials such as crayons or colored pencils.
2. Have your student start by brainstorming a favorite animal. They should draw the animal moving in some way.
3. Then. have your student list sound words as described. **IF** your student wishes to make the drawing look more like a comic book, **THEN** you might have them choose one of their words to write as a sound effect bubble in the drawing.

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

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they have 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* and capital *M*, they will use lines that slant in both directions to write each letter form.

1. Read the introduction and review the image of the capital *X* and lowercase *x*. Have your student use a 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.

How to Write Capital X

1. 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 name each stroke aloud.
2. 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 name each stroke aloud.
2. Read the steps together about how to form lowercase *x*.

**Remember**

Here is how to write capital **X**.

Start at the top line.

Draw a slanted line down and to the right, to the bottom line.

Lift your pencil and start a new line to the right of the starting point.

Draw a slanted line left and down to the bottom line, crossing the first line at the middle.

**Remember**

Here is how to write lowercase **x**.

Start at the middle line.

Draw a slanted line right and down to the bottom line.

Lift your pencil.

Start a new line to the right of the starting point.

Draw a slanted line left and down to the bottom line, crossing the first line at the middle.

#### 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*](https://cite-media.pearson.com/legacy_paths/92418deb-6778-432b-b156-68c5e6cff313/Capital%20X%20and%20Lowercase%20x.pdf)handwriting worksheet. Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper and write any models that need to be traced.
2. Discuss the letter models on the worksheet. Review the steps to forming each letter 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/6752c233-8b1a-49ee-9a13-664212672ad6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions for what to write on each row with your student. 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 their 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 and bottom lines.

### Objective: In this section, you will read homophones.

#### Warm Up

Remind your student that every word has one or more syllables and that each syllable has a vowel sound. Say the word *pedal* and have your student repeat after you. Tell your student to listen for vowel sounds as you say the word again more slowly: *ped-al*. Have your student identify how many syllables they hear. Use the following routine for the homophones in the chart:

1. Say the word slowly.
2. Have your student repeat the word.
3. Have your student identify the number of syllables they hear.

|  |  |  |  |
| --- | --- | --- | --- |
| **flower**  (flow-er; 2 syllables) | **pearl**  (1 syllable) | **aloud**  (a-loud; 2 syllables) | **there**  (1 syllable) |
| **write**  (1 syllable) | **berry**  (ber-ry; 2 syllables) | **stair**  (1 syllable) | **merry**  (mer-ry; 2 syllables) |

#### Explain

A Note About the Lesson

In the Check-In section of this lesson, your student will use a chart to sort words. You can print the chart for your student, or you can have them copy the chart into their notebook. If you plan to use the provided chart, you may want to print it before beginning the lesson.

[Two-Column Chart](https://cite-media.pearson.com/legacy_paths/38413d15-1f5f-4ea3-bdd2-b337585791c6/Two-Column%20Chart_Homophone%20Pairs.pdf)

Homophones with One Syllable

1. Read the opening sentence to your student. Use the words to review that homophones are words that sound the same but have different spellings and meanings. Follow this routine for each pair of homophones:
   1. Have your student read the word.
   2. Do the same with the second word.
   3. Have your student tell how the spellings are different.
   4. Have them use the pictures to tell what each word means.
2. **IF** your student has difficulty identifying the differences between homophones, **THEN** have your student read and spell each homophone pair. Ask your student which letters are different.

Homophones with Two Syllables

1. Help your student apply what they have learned about homophones by reading the words *seller* and *cellar*, using the boxes to help them read each syllable. Explain that a cellar is a room below the first floor of a house where things are often stored. With your student, identify the vowel sound in each syllable and note the difference in spelling in the second syllable.
2. Explain that dividing homophones into syllables can help your student read the words correctly and identify the differences. Continue with the homophone pairs *boulder/bolder* and *lessen/lesson*. Point out that the syllables in each pair are divided in a different way even though the words sound the same. Then, have your student answer the questions to identify the differences in the homophone pairs. If necessary, define *boulder* as a large rock.
3. **IF** your student struggles to read the homophones, **THEN** remind your student that homophones have the same consonant and vowel sounds even though the words have different spellings. Work with your student to identify the letters that spell the consonant and vowel sounds in the first and second syllables of the words.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Next, have your student write each word in their notebook. Then, have them write the homophones as word pairs. Tell your student to underline the letters that spell a consonant or vowel sound differently in each pair.

#### Check-In

Listen as your student reads the words in the box. Then, have your student use the chart to sort the words into homophones pairs. **IF** your student has difficulty identifying a homophone pair, **THEN** work with your student to analyze the spellings of vowel and consonant sounds in the words.

#### Practice

Have your student read the directions. Then, have your student write the homophone that best completes the sentence. If needed, discuss the meanings of the words in parentheses. Remind your student that homophones sound the same but have different spellings and meanings.

### Objective: In this section, you will tell ways that formal and informal language are alike.

#### Key Words

* **formal language** – language used when talking to adults or in schoolwork
* **informal language** – everyday language used when talking to family and friends

#### Explain

1. Review the definitions of formal and informal language with your student using the on screen definitions. Remind them that formal language is proper and is used to talk to adults and authority figures, while informal language is casual and is used to talk to friends and family.
2. Read the opening text with your student. Explain that one way formal and informal language may be similar is in the message that it conveys. For example, this is a formal sentence: The book is very good. This is an informal sentence: That book was so cool. Both sentences express the message that the speaker enjoyed reading the book.
3. Read out loud the two example sentences under the photo. Ask your student if they can hear what the common message is. (The speaker thought the book was funny.) Point out how the two sentences use different language to say the same thing. One sounds proper and formal; the other sounds casual and informal.
4. Have your student read the next two example sentences and try to identify which one is formal and which one is informal. **IF**they have difficulty, **THEN**remind them that informal language may include contractions and fun or silly language. Suggest that they look for clues like fun, silly words or contractions to try to find the sentence with informal language to answer the first question.
5. Have your student read the sentences again to identify the message both sentences give to help them answer the second question. Support them by helping them find clues in the sentences to help them understand the meaning of the sentences.

#### Check-In

1. Read the directions with your student. Explain that they will copy the chart with two statements in their notebook. Then, they will write in each column the formal and informal sentences that share the same message. Finally, they will identify which sentences are formal and which are informal.
2. Sort the first sentence with your student. Ask them to identify what the sentence is about (a hike). Then, point out the word *Who’s*in the sentence. Have them say if this kind of word is a characteristic of formal language or of informal language. **IF**they answer correctly, **THEN** have them sort the remaining sentences on their own. **IF**they answer incorrectly, **THEN** review that informal language is casual and may use contractions, silly words, or exaggerations to convey a message.
3. As your student works, provide necessary guidance or support to help them be successful. If needed, help them locate contractions, fun/silly language, or exaggerations in the answer choices to identify which sentences are informal and proper language to determine which sentences are formal.

#### Practice

1. Read the directions with your student. Explain that they will determine the similar message of each formal and informal sentence.
2. For each activity, guide your student to try to determine what each sentence means. Support them by pointing out that both sentences have similar meanings, but they use different types of language. Have them give their answer once they know what each sentence pair means.
3. If your student is able, have them complete the other activities independently.
4. Provide feedback to help your student understand more about formal and informal language and how the messages they convey can be similar, even though formal language sounds proper, and informal language sounds more natural and fun.

## Lesson 3: Move It!: Speak/Listen

### Objective: In this section, you will contrast important details in two informational texts.

#### Key Words

* **contrast** – tell how things are different
* **details** – important pieces of information
* **facts** – things that are true
* **informational texts** – texts that tell about real people, places, or things
* **topic** – who or what an informational text is about

#### Explain

1. Read the opening paragraph with your student. See whether your student can define the boldfaced terms. If they have trouble, guide them to roll over the terms to read the definitions.
2. Watch the video together. Explain that the student in the video must contrast two readings as part of a project. By deciding what to contrast, she is able to put her ideas in a logical order that will help her write about the two texts.
3. Have your student respond to the questions. **IF** your student needs support with Question 1, **THEN** return to the video and review the section that provides the answer (0:19–0:36).
4. Have your student read aloud the words in the word box. Explain that the appearance of those words in a text nearly always means that the author is contrasting two people, places, things, or ideas.

#### Check-In

1. Read the directions with your student and make sure they can access *Kangaroo Hop!*
2. Have your student use the illustrations in the text to complete each sentence. **IF** your student needs assistance, **THEN** complete the first sentence together, pointing out the contrast word *although*. Discuss that the contrast shown is a pair of opposite words: *long* and *short*. Have your student use this understanding of opposites to complete the other two sentences.

[Kangaroo Hop!](https://cite-media.pearson.com/legacy_paths/63dd5da5-fc75-4c42-82d6-f523860c501e/Kangaroos%20Hop.pdf)

#### Practice

1. Have your student read the short text about frogs. Then read the directions together.
2. Make sure your student understands that the first part of the sentence tells about kangaroos, but the second part must tell about frogs. Allow your student to complete the sentences in writing. They should not need to revisit *Kangaroo Hop!* to complete the activity.
3. Ask your student to identify the contrast words they see (*but*, *however*). If you wish, show your student how to use contrast words interchangeably. For example, the first sentence could also be *Although all kangaroos hop, not all frogs can jump* or *All kangaroos hop. However, not all frogs can jump.* The second sentence could also be *Although kangaroos use their muscles to hop, frogs use their tendons like springs* or *Kangaroos use their muscles to hop, but frogs use their tendons like springs.*

### Objective: In this section, you will design a robot that moves like an animal.

#### Explain

1. Read the opening paragraph with your student. Discuss any robots they have heard of or seen.
2. Look at the illustration of the dog robot and read about its actions and jobs. Continue with the bee robot. Discuss why robots might be more useful for certain jobs than a real creature might be. (For example, robots do not need food or rest, and they always obey commands because they are just machines.)

#### Check-In

1. Read the directions with your student and look at the illustration together. Then have your student respond to the questions independently.
2. **IF** your student has trouble answering Question 3, **THEN** ask guiding questions like the following:
   1. What movement is the cat making? (It is stretching and bending down.)
   2. How could that movement help with a job? (The cat robot could help pick up things or help with finding things.)

#### Practice

1. Give your student a copy of the draw-and-write worksheet along with drawing materials such as crayons or colored pencils.
2. Together, read the directions for Activity 1. Have your student use the illustrations in the text to design and draw a kangaroo robot.
3. Read the directions for Activity 2. Have your student repeat back to you what they are being asked to do. (Tell how their robot is like a real kangaroo, tell how it is different from a real kangaroo, and tell a job it could do.)
4. Give your student time to jot some notes in response to the activity prompt. Explain that their notes do not need to be in complete sentences, but their oral explanation to you does.
5. Depending on your student’s reading, writing, and speaking level, either incorporate the sentence starters provided or leave them out. Ask your student to explain their robot to you, using good speaking skills. As needed, ask questions to prompt additional creative thinking.

[Kangaroo Hop!](https://cite-media.pearson.com/legacy_paths/63dd5da5-fc75-4c42-82d6-f523860c501e/Kangaroos%20Hop.pdf)

### Objective: In this section, you will tell ways that formal and informal language are different.

#### Key Words

* **formal language** – language used when talking to adults or in schoolwork
* **informal language** – everyday language used when talking to family and friends

#### Explain

1. Review formal and informal language using the on-screen definitions with your student. Remind them that formal language is proper and informal language is casual. Explain that formal and informal language may deliver similar messages, but they use different types of words and phrases to do so.
2. Read the text at the top of the page with your student. Explain that formal language uses proper words. It might sound more polite. It avoids contractions (like *won’t*) or silly words (like *hooray*). Then, explain that informal language is different because it does use contractions, fun words or phrases (like *See ya later!*instead of *Good-bye!*), or exaggerations.
3. Have your student read the two different greetings. Then, continue reading together. Discuss with them how they are similar and different. For example, they are both greetings. One shows how a child might say hello to an adult or authority figure. The other shows how a child might say hello to a friend. Point out the different words used in the informal greeting (*Hey!* and *What’s up?*) and how each greeting uses different words to say the same thing.
4. Now, have your student read the last two example sentences and answer the questions. **IF** they have difficulty answering, **THEN** review formal and informal language again, and remind them to look for clues that can help them identify which is which.
5. Follow up by asking what common message the formal and informal sentences share. (Tam got a good grade on the test.)

#### Check-In

1. Read the directions with your student. Explain that they will choose whether characteristics are examples of formal or informal language.
2. First, have them try to identify on their own whether the characteristic describes formal or informal language. Then, have them choose whether each description is Formal Language or Informal Language. **IF** they answer incorrectly, **THEN**examine the word *don’t*with them. Ask them if they know what two words form this word (*do*+ *not*). Then, ask them if *don’t*or *do* *not*sounds more proper. Have them use this information to help them complete the activity.

#### Practice

1. Read the directions together. Explain that your student will identify the ways that the two sentences in each activity are different from each other.
2. Complete the first activity with your student. Guide them to identify which sentence is formal and which is informal. Then, have them tell you how the sentences convey the same message in different ways.
3. It may be helpful to have your student identify the common message in both sentences first. Then, have them look for clues that tell whether each sentence is formal or informal.
4. If your student is able, have them complete the other activities on their own. Provide feedback to help them better understand the differences between formal and informal language.

### Objective: In this section, you will blend sounds in words that are homophones.

#### Warm Up

Have your student blend sounds to say words that are part of a homophone pair. Use this 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **son**  (3 sounds) | **peace**  (3 sounds) | **morning**  (5 sounds) | **hair**  (2 sounds) |
| **manner**  (4 sounds) | **meet**  (3 sounds) | **roll**  (3 sounds) | **would**  (3 sounds) |

Words with One Syllable

Review that homophones are words that sound the same but have different spellings and meanings. Remind your student that the different spellings can be for vowel sounds (as in *real* and *reel*), for consonant sounds (as in *cent* and *sent*), or for both (as in *ceiling* and *sealing*). Use letter tiles to form the word *cheep*. Space the letters. Then, move the letters together as you blend the sounds.







Use the following routine:

* Say the word.
* Say the sound the first one or two consonants together make.
* Add the vowel sound and blend the sounds together.
* Add the sound of any remaining letters and blend.
* Say the word.

Have your student use this routine to blend the vowel sounds in *cheap*, *cent*, and *sent*. Talk about which letter changes in each pair of homophones.

Words with Two Syllables

Continue by having your student blend the sounds in two-syllable homophones. Remind your student that because these words are spelled differently, they may also be divided into syllables differently. Blend the sounds of each syllable, and then move the syllables together as you blend the sounds of the two syllables together.





Use the following routine:

* Say the word.
* Say the sounds of the first syllable and blend the sounds together.
* Say the sounds of the last syllable and blend the sounds together.
* Blend the two syllables together.
* Say the word.

Use the same routine to blend *bury*. **IF** your student has difficulty blending the syllables to say the words, **THEN** repeat the routine with the two-syllable words from the Warm Up.

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. Point out that the word *one* is a sight word, and the sounds cannot be blended to say the word. **IF** your student has difficulty blending the sounds in a word, **THEN** model blending the sounds of the letters and have your student repeat after you.

#### Check-In

1. Have your student use letter tiles to spell each word. Review the blending routine for one-syllable words:
   1. Say the word.
   2. Say the sound the first letter makes if it is a consonant.
   3. Say the sound of the second letter if it is a consonant, and blend the sounds together.
   4. Add the vowel sound and blend the sounds together.
   5. Add the sound of any remaining letters and blend.
   6. Say the word.
2. Then, review the blending routine for two-syllable words:
   1. Say the word.
   2. Say the sounds of the first syllable and blend the sounds together.
   3. Say the sounds of the second syllable and blend the sounds together.
   4. Blend the sounds of the two syllables together.
   5. Say the word.
3. Listen as your student reads each word. IF your student has difficulty blending the sounds in a word, THEN model saying the word with your student, and have your student say the word independently.

#### Practice

Use the paragraph to confirm that your student can blend sounds to read homophones. **IF** your student has difficulty blending the sounds, **THEN** have your student use letter tiles to build the bold words. Work with your student to have them blend the sounds to read the words.

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

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they have written many letters that have both straight and slanted lines. Explain that today they will learn how to write capital *Z* and lowercase *z.* As with capital *N* and lowercase *k*, 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 to 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 name each stroke aloud.
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 name each stroke aloud.
2. Read the steps together about how to form lowercase *z*.

**Remember**

Here is how to write capital **Z**.

Start at the top line and draw a straight line to the right.

Slant down to the left, stopping at the bottom line.

Draw a straight line to the right, along the bottom line.

**Remember**

Here is how to write lowercase **z**.

Start at the middle line and draw a straight line to the right.

Slant down to the left, stopping at the bottom line.

Draw a straight line to the right, along the bottom line.

#### 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 [Capital *Z* and Lowercase *z*](https://cite-media.pearson.com/legacy_paths/aa153e66-cd83-4ca1-bfba-a8cbf843865b/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 and write any models that need to be traced.
2. Discuss the letter models on the worksheet. Review the steps to forming each letter as your student follows the arrows on the letter form.
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/6752c233-8b1a-49ee-9a13-664212672ad6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions for what to write on each row with your student. 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: Move It!: Fluency

### Objective: In this section, you will identify evidence in a text that explains.

#### Key Words

* **details** – important pieces of information
* **evidence** – proof that an author’s statements are true
* **examples** – details that help readers picture or understand an idea
* **explain** – to tell why or how something happens or works
* **reasons** – facts that tell why something is the way it is

#### Explain

1. Read the opening paragraph with your student. Review some of the purposes of informational texts: to teach or inform, to explain, and to describe.
2. Read the next paragraph, paying attention to the boldfaced terms. Explain that an author chooses details based on what will best support the author’s key points and ideas.
3. Watch the video together. Have your student listen for the terms *explain*, *details*, and *evidence* as they watch.
4. After you view the video together, pause it at these points so your student can use the text shown on the screen to answer the questions: 1:08 (Question 1) and 1:28 (Question 2). Have your student refer to the text on the screen rather than to the spoken dialogue.

#### Check-In

1. Explain that only one of the details listed offers support for the idea presented.
2. Have your student complete the multiple-choice activity independently. **IF** your student needs assistance, **THEN** review the choices one at a time, asking questions such as these:
   1. Does this choice support the idea that most kangaroos are plant eaters? Does it give an example that shows how kangaroos eat plants?
   2. Does this choice support the idea that humans are the main threat to kangaroos? Does it give an example that shows why humans are a threat?

#### Practice

1. Read the directions and help your student locate the author’s question on the first page of the text.
2. Print a copy of the concept web for your student to work on. If you do not have a printer, help your student draw a blank concept web on a sheet of paper. Have your student use the text to locate three or four details that support the author’s point. Encourage your student to check each detail to make sure it proves the point.
3. If you wish, have your student explain how each of their choices supports the author’s point.

[Kangaroo Hop!](https://cite-media.pearson.com/legacy_paths/63dd5da5-fc75-4c42-82d6-f523860c501e/Kangaroos%20Hop.pdf)

### Objective: In this section, you will determine whether evidence in a text is strong or weak.

#### Key Words

* **details** – important pieces of information
* **evidence** – proof that an author’s statements are true

#### Explain

1. Read the opening paragraph with your student. Review the meaning of the boldfaced terms.
2. Look at the flipbook together. Note the comparison between a detective looking for proof of a crime and a reader looking for proof in a text. Point out that in both cases, some evidence is stronger than other evidence. It is in an author’s best interest to use the strongest evidence possible. That helps the author prove a key point to the reader.

#### Check-In

1. Read the directions with your student and look at the chart together. Point out that each of the author’s points in the table also appeared in the flipbook in Explain. Now, your student must choose another strong piece of evidence to support each point.
2. Have your student read all three details and choose the one that presents the strongest evidence in support of the author’s point.
3. **IF** your student has trouble selecting strong evidence, **THEN** ask guiding questions such the following:
   1. Does this detail help prove that cheetahs are fast?
   2. Does this detail help prove that a beaver uses its tail in many ways?
4. Make sure your student understands that evidence may be on topic without supporting an author’s key point. For example, the length of a beaver’s tail is interesting and on-topic, but it offers no proof of the various functions of the tail.

#### Practice

1. Return to *Kangaroo Hop!* and have your student read the entire text aloud to you. Allow them to read without pausing and without interruption. Take note of any words or phrases that cause them to stop or falter. If necessary, review those parts of the text and let your student read the text again
2. Read the directions with your student. Then, give them time to write three details from the text that provide strong evidence in support of the point mentioned. If you wish, stress the phrase “many body parts” as you read the author’s point. This may help direct your student to parts of the text that discuss the various body parts that help a kangaroo hop. .

[Kangaroo Hop!](https://cite-media.pearson.com/legacy_paths/63dd5da5-fc75-4c42-82d6-f523860c501e/Kangaroos%20Hop.pdf)

### Objective: In this section, you will build words that are homophones.

#### Warm Up

Begin by having your student identify the number of sounds in the words from a homophone pair. Have your student blend the sounds. Use the following routine:

* Stretch out each word in the pair by saying each sound in it. (*m-ee-t*/*m-ea-t*)
* Ask your student to blend the sounds to say the words. (*meet*/*meat*)

Use the following words:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| tail  (tale)  (3 sounds) | pair  (pear)  (2 sounds) | threw  (through)  (3 sounds) | steak  (stake)  (4 sounds) | see  (sea)  (2 sounds) |

#### Explain

Gather the following letter tiles: *a*, *c*, *d*, *e*(2), *g*, *h*, *k*, *i*, *l*, *m*, *n*, *o*, *p*, *r*, *s*, *t*, *w*. Use the letter tiles to model with your student how to build words that are homophones. Remind your student that homophones sound the same but have different spellings and meanings.

#### Check-In

1. Gather the following letter tiles: *a*, *e*, *g*, *h*, *i*, *n*, *o*, *p*(2), *r*, *s*, *t*, *w*.
2. Read each set of directions to your student. Observe as your student builds the homophones. Have your student identify the vowel or consonant changes in each pair. **IF** your student is not quickly blending the sounds when reading a word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

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.

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

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/94a719d7-3c0e-4670-86ac-f693bfa9fb0a/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 apply reading strategies to read a text fluently at an appropriate rate.

#### Show What You Know

1. Read the first two paragraphs of instruction with your student. Explain that reading aloud is a good way to understand a book. Talk about the importance of reading aloud at an appropriate rate or speed. Demonstrate by reading a short text too slowly, too quickly, and at an appropriate rate. Point out that reading too slowly or too quickly can make it hard to understand and remember the facts and details. Reading at an appropriate rate helps the reader or listener understand the author’s points.
2. Read the third paragraph of instruction with your student. Review that periods, question marks, and exclamation points are punctuation. They tell readers to pause or stop briefly and take a breath. They also tell how readers should use their voice to express feeling (though expression is not the focus of this lesson). Remind your student that some sentences have commas in the middle that tell readers to pause briefly before going on. Encourage your student to make a habit of paying attention to punctuation marks in the middle and at the end of sentences as they read.
3. Invite your student to read the passage about sharks silently at least once. Then, ask your student to read the passage aloud to you. Listen to evaluate your student’s reading rate. Note whether they are reading too slowly, too quickly, or at an appropriate rate. Make sure they pause slightly after each sentence.
4. Have your student reflect on their oral reading by answering the questions.
5. Assess how successful your student was in completing the activity by considering the following:
   1. **Less Successful** – My student read the sentences in the passage too slowly or too quickly and did not pause at the end of each sentence; as a result, they did not understand it.
   2. **Moderately Successful** – My student mostly read the passage at an appropriate rate and paused at the end of most sentences; as a result, they mostly understood it.
   3. **Very Successful** – My student read the passage at an appropriate rate, pausing at the end of each sentence; as a result, they understood what they read.

#### 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 Try This.

* **Less Successful** – You may wish to have your student practice reading “The Sidewinder” sentence by sentence. Guide them to point to the punctuation mark at the end of each sentence and to take a breath. Have them tell you what they learned about this kind of snake.
* **Moderately Successful** – Review with your student why it is important to read at an appropriate rate. Review how the punctuation marks at the end of sentences can help them read at a good rate and understand what they read.
* **Very Successful** – Have your student read aloud “The Sidewinder.” Discuss with your student both the text and their reading rate.

1. Read the directions with your student. Remind your student that reading at a good (or appropriate) rate means reading neither too slowly nor too quickly. Review that the punctuation mark at the end of each sentence is a reminder to stop, breathe, and perhaps reflect on the information in the sentence.
2. Allow your student time to practice by reading “The Sidewinder” once or twice silently or in a quiet voice.
3. Invite your student to read “The Sidewinder” aloud for you. Observe your student’s rate of reading.
4. Finish the lesson by having your student complete the sentence frames. You may share your observations about your student’s reading and tell them what you learned from listening to them read.

## Lesson 5: Move It!: Synthesize

### Objective: In this section, you will identify evidence in a text that describes.

#### Key Words

* **describe** – to use details to tell who or what something is like
* **details** – important pieces of information
* **evidence** – proof that an author’s statements are true
* **examples** – details that help readers picture or understand an idea
* **five senses** – sight, sound, touch, smell, and taste

#### Explain

1. Read the opening paragraph together. Review with your student that informational texts may teach, explain, or describe.
2. Read the next paragraph, paying attention to the boldfaced terms. Remind your student that an author chooses details based on what will best support the author’s key points and ideas.
3. Watch the video together. Then, discuss the questions. **IF** review would be helpful for your student, **THEN** pause the video at these intervals so they can use the text shown on the screen to answer the questions: 1:13 (Question 1) and 1:43 (Question 2).
4. Help your student read *If You Were…* or give them time to read it independently. Ask them to notice details that describe how animals look and act.

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.

[If You Were… (A)](https://cite-media.pearson.com/legacy_paths/9a7178cb-017e-4b35-a3ac-1d23a3d60e08/If%20you%20were%28A%29.pdf)

[If You Were…](https://cite-media.pearson.com/legacy_paths/f5b79c75-c0dc-4bfa-a05c-e0a057ec530c/If%20you%20were%28O%29.pdf)

[If You Were… (B)](https://cite-media.pearson.com/legacy_paths/f69a7c66-6795-4b78-8438-a5e150c89120/If%20you%20were%28B%29.pdf)

#### Check-In

1. Read the directions with your student and look at the photo together. Then, have your student read the paragraph independently. Explain that the opening sentence presents the author’s point: Pangolins are odd, or unusual. The other sentences describe why that is true.
2. Ask your student to find two sentences from the paragraph to complete each section of the chart. **IF** your student needs assistance, **THEN** review each sentence in the paragraph, asking a question like this one: Does this sentence tell how pangolins look, sound, or feel?

#### Practice

1. Read aloud the directions and the author’s point. Explain that the entire text is about how animals’ bodies are designed to help them move, survive, and thrive.
2. Print a copy of the concept web for your student to work on. If you do not have a printer, help your student draw a blank concept web on a sheet of paper. Have your student use the text to locate one detail for each animal that supports the author’s point. Your student should end up with one detail for the cat, one for the kangaroo, one for the eagle, and one for the penguin.
3. Discuss your student’s work, pointing out how each descriptive detail supports the author’s point.

### Objective: In this section, you will set a goal for becoming stronger or more flexible.

#### Key Words

* **described** – used details to tell who or what something is like
* **details** – important pieces of information

#### Explain

1. Read the opening paragraphs with your student and look at the picture together. Review the meaning of each boldfaced term.
2. Continue by reading about Yulia’s plan. Explain that Yulia wants to become more flexible, or stretchy. She can do that by practicing movements that help to stretch her spine. By doing a few movements a day over many days, she will make gentle progress and avoid hurting herself. She will be able to reach her goal of being “more like a cat.”
3. Review the three steps to making a good health plan. Point out that choosing a sensible goal is important for staying safe. You can’t expect to throw a football like a professional football player if you are small and new to the game. However, you can plan to throw a football a short distance for practice each day.

#### Check-In

1. Read Yulia’s health plan with your student. If you wish, have your student act out each movement in the plan as you read the description aloud.
2. Have your student refer to the chart to answer the questions about Yulia’s plan.
3. **IF** your student has trouble with Question 3, **THEN** have them look at the picture on the first page of *If You Were…* and use it as a guide.

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[If You Were…](https://cite-media.pearson.com/legacy_paths/f5b79c75-c0dc-4bfa-a05c-e0a057ec530c/If%20you%20were%28O%29.pdf)

[If You Were… (B)](https://cite-media.pearson.com/legacy_paths/f69a7c66-6795-4b78-8438-a5e150c89120/If%20you%20were%28B%29.pdf)

#### Practice

1. Explain that your student can make a health plan to be flexible (stretchy) or to be strong. The movements in their plan will depend on their goal.
2. Read the directions with your student and give them time to choose an animal to emulate. Then, have them complete the sentences in Activity 1. Discuss whether your student’s goal aligns with the first planning step they learned: Choose a goal that makes sense for you.
3. Work with your student to come up with safe movements for Activity 2. At this level, your student should not be lifting weights. Websites for parenting magazines and the Mayo Clinic, among others, offer good guidance on physical activities for children. Allow your student to suggest possibilities. Offer modifications as needed.

### Objective: In this section, you will read homophones in sentences.

#### Warm Up

Have your student say words that are homophones by blending the sounds for the letters. 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **grate**  (4 sounds) | **dough**  (2 sounds) | **break**  (4 sounds) | **plain**  (4 sounds) |
| **border**  (4 sounds) | **here**  (2 sounds) | **hair**  (2 sounds) | **heal**  (3 sounds) |

#### Explain

Quick Review

Remind your student that homophones are words that sound the same but have different spellings and meanings. You may want to provide an example such as *pair* and *pear*. Form each word with letter tiles and have your student identify the letters that spell the vowel sound. Then, explain that *pair* means “two of something” and *pear* means “a kind of fruit.”

1. Read the introduction to your student. Then, have your student read the list of homophones. Have your student talk about the different spellings and meanings in each word pair.
2. Continue by having your student read the homophones in sentences. Remind your student that in addition to being spelled differently, homophones also have different meanings. Have your student read the sentence pairs. Then, have your student repeat the bold words separately. Point out that the bold words in each pair of sentences are homophones.
3. Have your student answer the questions about the meanings of homophones in the sentences. **IF** your student is not able to identify the word meanings, **THEN** review the context of the sentences with your student. For example, talk about how many cookies there are and that the person who gave the cookies also likes them.

#### Check-In

Read the directions with your student. Then, have your student read each pair of sentences aloud and listen for two words that sound the same. Have your student write the homophones in their notebook. Listen as your student reads the words again to make sure they are reading the words correctly. **IF** your student is not blending the sounds of the letters together when saying a word, **THEN** model reading the word correctly.

#### Practice

1. Read aloud the directions. Have your student read the sentences in the box and answer the questions independently. Then, have your student share their answers with you.
2. **Spelling Test:** Use the following sentences to test the spelling words:

|  |  |  |
| --- | --- | --- |
| **• creak** | I heard a **creak** when I sat in this chair. | **creak** |
| **• way** | We can look on the map to find the **way** to the park. | **way** |
| **• one** | We only have **one** bike, so we can share. | **one** |
| **• here** | Please move the table over **here**. | **here** |
| **• weigh** | I will **weigh** this heavy bag of potatoes. | **weigh** |
| **• won** | She was excited to have **won**the race. | **won** |
| **• creek** | We dip our feet in the cool **creek** on a hot day. | **creek** |
| **• hear** | Did you **hear** that funny noise? | **hear** |

### 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 summarize the skills learned in this unit. It may be helpful to revisit each learning goal.

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

Guide your student to write a reflection using the sentence starters provided on the slide. If your student has trouble identifying an area of difficulty or an area where more practice is needed, refer back to earlier practice activities and scored assignments.