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# Language Arts 2 B Unit 1: Telling Stories

## Lesson 1: Telling Stories: Genre

### Introduction

#### Learning Goals:

In this unit, your student will be learning about telling stories. There are 17 learning goals for this unit:

* Identify whether a read-aloud text tells a story or gives information.
* Use commas in greetings of letters.
* Spell one- and two-syllable, closed-syllable words (e.g., VC, CVC, CCVC, CVCC, CCVCC).
* Read grade-level text with understanding.
* Identify the features of fables and folktales.
* Use commas in closings of letters.
* Write uppercase S.
* Read one- and two-syllable, closed-syllable words (e.g., VC, CVC, CCVC, CVCC, CCVCC).
* Recount fables or folktales from diverse cultures.
* Identify what conjunctions are and how they are used.
* Blend one- and two-syllable, closed-syllable words (e.g., VC, CVC, CCVC, CVCC, CCVCC).
* Write lowercase s.
* Identify the central message of fables or folktales from diverse cultures.
* Build one- and two-syllable, closed-syllable words (e.g., VC, CVC, CCVC, CVCC, CCVCC).
* With support, read a book of choice.
* Identify the lesson of fables or folktales from diverse cultures.
* Decode one- and two-syllable, closed-syllable words. (e.g., VC, CVC, CCVC, CVCC, CCVCC).

Each learning goal will be addressed in a multipart lesson. Prior to each lesson section, review the Learning Coach guides for that section. Work with your student to ensure they are ready to take each assessment. This unit contains the following assessments:

* Telling Stories: Genre Quick Check
* Telling Stories: Comprehension Quick Check
* Telling Stories: Speak/Listen Quick Check
* Telling Stories: Fluency Quick Check
* Telling Stories: Synthesize Quick Check

#### Spark

* Read the title of the lesson with your student. Ask your student what they think the lesson will be about. Accept any answer. Then, explain that in this lesson they will learn about different ways we share stories. Ask your student to share some stories they are familiar with.
* Read the story with your student. IF your student is unfamiliar with story time at a library, THEN explain that story time is a designated time when a librarian reads aloud books, stories, songs, or poems to children.
* Point out that Miss Kline reads a fable to the children. IF your student is unfamiliar with fables, THEN explain that a fable is a type of story that was written long ago and has a lesson. Then, provide examples of fables your child may be familiar with, such as the “The Tortoise and the Hare” and “The Goose that Laid the Golden Eggs.”
* Read the questions with your student. IF your student cannot provide answers, THEN go back and reread the sections that tell where Andre goes to hear stories and what he learns from the story he heard.

#### Activate Prior Knowledge

* Read the first paragraph with your student. Explain that many stories from long ago were passed down by word of mouth, told orally from person to person, before they were written down.
* Read the activity with your student and confirm that they understand what to do. Have your student write their sentences in their notebook. IF your student has trouble writing the sentences, THEN provide a sentence frame: My favorite story is\_\_\_\_\_ because \_\_\_\_\_ . Encourage your student to tell you about their ideas.
* Read each bulleted item and have your student tell which 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:

* informational texts – texts that tell us about real people, places, or things
* stories – texts that tell us about something that may not be real

#### A Note to the Learning Coach

In this lesson, your student will listen to the story *Water for All*. It is an ancient story first told by the indigenous, or native, people of Australia. Before you begin the lesson, you may wish to look online for visuals that will help your student comprehend the following animals, plants, and geographic details in the story:

* + Australia
  + gulbirra grass (also known as kangaroo grass)
  + possum
  + kingfisher bird
  + bungarra lizard
  + bandicoot
  + rat-kangaroo
  + gully

#### Explain

* 1. Read or play the slide narration for the introduction with your student. Make sure your student understands the meaning of the key words in bold print.
  2. Point out that many people enjoy reading stories that are very old because they are fun to read. But when they want information, they read texts that are written today because they want up-to-date information.
  3. Guide your student to read the text “Tales from Long Ago” and then answer the question. Discuss how your student knows that the text gives information. IF your student struggles, THEN scaffold with questions like these:
     1. Did you hear a story from long ago? Or did you learn information about stories from long ago? (I learned information about stories from long ago.)
     2. What is one thing you learned about stories from long ago? (Some tell how the world began. Some explain how nature works.)
  4. Have your student read “The Fisher and the Little Fish” and answer the question. Discuss how your student knows the text is a story. IF your student needs support, THEN scaffold with questions like these:
     1. Did you hear a story about a fisher and a fish? Or did you learn information about a fisher and a fish? (I heard a story.)
     2. Are the fisher and the fish real? (no) How do you know? (Real fish can’t talk.)
  5. Before you read [*Water for All*](https://cite-media.pearson.com/legacy_paths/d33b63c1-f1d9-4577-be6d-b67fd401d49c/Water%20for%20All.pdf) aloud for your student, clarify that they should listen carefully to the text in order to identify it as a story or as an informational text.
  6. Listen as your student tells you whether the text is a story or an informational text. IF your student struggles to answer the question, THEN scaffold with these questions:
     1. Did you hear a text about real animals, or did you hear a text about made-up animals? (I heard about made-up animals.)
     2. Do you think the story really happened, or did someone make it up? (Someone made it up.)

Your student may point out that the story ends with a lesson. Explain that your student may have learned a lesson from the story, but they did not learn facts or information about real fish or fishermen.

#### Check-In

* 1. Read the directions with your student. Make sure they understand that they will answer questions about Water for All.
  2. Talk with your student about how they know Water for All is a story, not an informational text. IF your student needs support answering the questions, THEN review that a story tells us about made-up people, animals, places, and things. Scaffold by asking questions like these:
     1. Did you hear information about how thirsty animals find water, or did you hear a made-up story about how thirsty animals find water? (I heard a made-up story about thirsty animals.)
     2. Can real animals be thirsty? (yes)
     3. Can real animals talk? (no)
     4. Can real animals work together to solve a hard problem? (no)

#### Practice

1. Read the directions with your student. Clarify that your student will listen as you read the text “The Fox and the Grapes” aloud. Then, your student will answer questions to identify the text as a story or as an informational text.
2. Read the text aloud to your student.
3. Listen as your student answers the questions. Challenge your student to tell you two reasons they know that “The Fox and the Grapes” is a story.

### Objective: In this section, you will add a comma after the greeting at the beginning of a letter.

#### Key Words:

* greeting – the part of a letter that says hello to the person getting the letter

#### Get Ready for Learning

Your student will learn about commas in letter greetings. Build background knowledge by reviewing the parts of a letter with your student. Find a student-friendly letter online and point out the greeting, body, and closing. Discuss the purpose of each part. Then, direct your student’s attention to the greeting. Explain that the greeting always contains the name of the person receiving the letter, as well as a word that makes it clear they are the recipient. Most greetings in letters your student writes will begin with *Dear*; however, very formal letters may also begin with the word *To*.

#### Explain

1. Read the first paragraph with your student and use the definition provided to review the key word *greeting*. Ask your student how they might greet a friend. Would they wave or say hello? Then, ask how greeting someone in writing would be different. Explain that you would still use words to address the person, but you would not include gestures like waving. You would also write a comma after the person’s name in the greeting.
2. Continue reading with your student. If possible, show them a letter you have received or written. Invite them to find the greeting, including *Dear*, the name of the person receiving the letter, and the comma after the name. Have your student look at the top of the screen and identify how they can tell the person is writing a letter. (They are starting with the greeting *Dear*.)
3. Read with your student the greeting in Conor’s letter. Then, have your student answer the question. **IF** your student has difficulty answering, **THEN** reread the parts of the greeting introduced earlier in the text and revisit the sample letter or letters you found.
4. Ask your student to write the corrected greeting of the letter in their notebook. Check that they have correctly placed and written the comma. If necessary, review what a comma looks like.
5. Read the final paragraph with your student. Make sure they understand that the comma separates the greeting from the main body of the letter.

#### Check-In

1. Read the directions with your student. Then, read the letter together. Tell your student that they will answer questions about the letter.
2. Answer the first question together. IF your student answers incorrectly or does not know, THEN review where the greeting of a letter appears and what it includes.
3. Continue with the second and third questions. If your student is able, have them read the questions independently before telling you their answers.

#### Practice

1. Read the directions together. Explain that your student will write three greetings for three different letters. Remind them to put the comma where it belongs.
2. Make sure your student understands that each letter should begin with the word Dear, the name of the person to whom the letter is written, and a comma.
3. Have your student complete the activities independently. Check that they have written each greeting correctly, beginning with Dear, then the recipient’s name, and finally a comma.

### Objective: In this section, you will spell words with closed syllables.

#### Key Words:

* closed syllable – a syllable with a vowel followed by one or more consonants

#### Warm Up

Begin by having your student identify the number of sounds they hear in words with closed syllables.

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

Use the following words:

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#### Explain

*Learning Coach Tip*: A syllable is a word part that has one vowel sound. One type of syllable is called a *closed syllable*. A closed syllable has a vowel followed by one or more consonants. The vowel in a closed syllable usually has a short vowel sound. One or more consonants can come before or after the vowel in a closed syllable, as in up, *ask, win, drop, lamp, block, and hotdog (hot-dog)*.

*Words with Closed Syllables*

1. Read the introduction to your student. Remind your student that a syllable is a word part with one vowel sound. Explain that a syllable with a vowel followed by one or more consonants is called a *closed syllable*. Tell your student that the vowel in a closed syllable has a short vowel sound. Then, have your student read the words with closed syllables. Call attention to the last two words. Say *muffin*. Then have your student say the word and clap the number of syllables. Point out that in this two-syllable word there are two closed syllables, *muf* and *fin*. Follow the same procedure for *picnic*.
2. Then, have your student answer the questions to identify the consonant or consonants that follow the vowel in each closed syllable and the short vowel sound.
3. Then, model for your student, how to identify the closed syllable pattern in a word. Write the word *ant*. Mark above the vowel with *V*, then mark above the two consonants with *C* (*VCC*). Have your student continue with the rest of the words to begin to recognize the syllable pattern. **IF** your student has difficulty with the words, **THEN** have your student name the letters that come before and after the vowel in each word. Remind your student that these letters are consonants and explain that one or more consonant can come before or after the vowel in a closed syllable. Then, model saying each word, emphasizing the short vowel sound, and have your student repeat.

*Introduce Spelling Words*: Introduce the spelling words. Say each word with your student. Then, have your student say the sound of each letter 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 consonant or consonants that follow the vowel in each closed syllable. **IF** your student has difficulty identifying the consonants that follow the vowels in the two-syllable words *button* and *wagon*, **THEN** read each word with your student, pausing between the syllables. (*but*-*ton*, *wag*-*on*) Have your student identify the vowel in each syllable and underline the consonant that follows each vowel.

* + I put a **stamp** on my letter to Grandma. (sta**mp**)
  + The tiny **ant** crawls on the leaf. (a**n**t)
  + One **button** fell off my coat. (bu**t**to**n**)
  + I found a pretty **shell** on the beach. (she**ll**)
  + Do you see the bird **up** in the tree? (u**p**)
  + We **skip** stones across the lake. (ski**p**)
  + She is my **best** friend. (be**st**)
  + I put the toys in my new red **wagon**. (wa**g**o**n**)

### Objective: In this section, you will identify how you can better understand a story when you find that you are confused.

#### Explain

Learning Coach Tip: Today’s lesson guides your student to monitor their understanding of a story and use strategies to get their understanding back on track. Prior to beginning the lesson, discuss what it means to *understand* something. Ask your student to describe a time when they did not understand a specific task or set of instructions, and talk about how that made them feel. Reassure them that everyone struggles with understanding a concept at one time or another and that it’s frustrating to feel this way. Then, tell your student that today, they will learn some ways they can help themselves when they find they don’t understand a story they are reading.

1. Ask your student what they think makes a story enjoyable or fun to read. You may want to discuss a particular story or book that your student has read and enjoyed. Have them talk about the experience of reading, how they felt after reading the book, and what made the experience a positive one.
2. Read the introduction with your student. Discuss why not being able to understand a particular part of a story might make the experience of reading a story less enjoyable.
3. Discuss what careful readers do to check their understanding as they read. (As needed, remind your student that when you pause, you stop briefly.) Ask your student to think about why making sure you understand what you read is an important part of the reading process.
4. Together, read the steps that readers can take when they find that they don’t understand a certain part of a story. Point out that having to read words and ideas that are difficult lessens understanding. Talk about how each step can help a reader get themselves “unstuck.”
5. **IF** your student has difficulty grasping what it means to read with understanding, **THEN** you may want to model reading part of a text hesitantly, stopping to sound out and wonder about the meaning of words. Show how stopping to look up words and rereading can lead to better understanding.
6. Watch the video with your student. Point out that the student and her Learning Coach check their understanding of the story by asking questions about it. Explain that talking about a story after you read it is a great way to show yourself and others that you understand the events that take place and what happens to the characters. Have your student respond to the question to check their understanding of this idea.

#### Check-In

1. Read the directions with your student. Direct them to respond orally.
2. Work through the questions together. **IF** your student has difficulty determining how to monitor their understanding, **THEN** review the steps presented in the lesson. You may want to copy the steps and display them in your student’s workspace for them to refer to.
3. Comment on your student’s responses as they answer each question, providing feedback as needed.

#### Practice

1. Read the directions with your student. If your student selects a story that is too difficult, then try to direct them to one that is at the correct reading level. You may want to suggest that they read *The Lion and the Mouse*, the story they listened to earlier.
2. Before your student reads the story silently, review with them the tips for what to do when you get stuck. Check in with them every few minutes to make sure they are monitoring their understanding.
3. When your student has finished reading, have a conversation about the experience. Ask your student to identify any parts that were difficult to understand and to describe what they did to get their understanding back on track. Discuss their thoughts on the process of monitoring their own understanding, as well as what they found easy and challenging about it.

## Lesson 2: Telling Stories: Comprehension

### Objective: In this section, you will name the features of the fable or folktale you read.

#### Key Words:

* fables – very short stories about talking animals that end with a lesson
* features - the important parts of something
* folktales – very old stories that tell how things began

#### A Note to the Learning Coach

In this lesson, your student will read the story Water for All. It is an ancient story first told by the indigenous, or native, people of Australia. Before you begin the lesson, you may wish to look online for visuals that will help your student comprehend the following animals, plants, and geographic details in the story:

* Australia
* gulbirra grass (also known as kangaroo grass)
* possum
* kingfisher bird
* bungarra lizard
* bandicoot
* rat-kangaroo
* gully

#### Explain

1. Read or play the slide narration for the instruction with your student. Review the meaning of each key word in bold print.
2. Watch the comic book video with your student. Guide your student to pay close attention to the information about the features of fables and folktales. Have your student listen for those features in the example fable and folktale. You may replay parts of, or all of the video for your student, as needed.
3. Have your student read the chart with the features of fables and folktales. Make sure your student understands how the information in the chart is organized. **IF** your student needs support, **THEN** ask scaffolding questions such as these:
4. Look at the chart. What is a feature of fables? (It states a lesson or message at the end.)
5. Look at the chart. What are two features of folktales? (They tell how something began or happened. They give details about the people and place where they were first told.)
6. What are features of fables and folktales? Point to where it tells you in the chart. (Both are very old stories. Both are still enjoyed today. Both can have animals that talk and act like people.)
7. Watch the video with your student. Guide your student to notice how the student in the video figures out the important ideas in a folktale. Point out that in a folktale, the message is not stated directly as it is in a fable. Your student will learn how to figure out the central message in a folktale and the lesson in a fable in another lesson.

*Set a Purpose for Reading*: Help your student set a purpose for reading. Have your student read the story’s title and look at the picture. Ask your student to share what they think the story will be about. IF your student has difficulty, THEN focus on the illustration in the text. Scaffold by asking questions like these:

* What do you see in the picture? (a lizard with a blue tongue, water, a big stone)
* Does the lizard look friendly? (No, it is sticking out its tongue. It looks a little scary.)
* What is the title of the story? (Water for All)
* Does it look like the lizard wants to share the water with all the animals? (Not really.)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will identify features of fables and folktales.
2. Clarify that your student will choose which features belong to fables, folktales, or both.
3. Have your student read each feature and decide which kind of text uses it. **IF** your student struggles, **THEN** have them reread the chart on the second slate of the Explain section. You may also restate each feature in the form of a question, like this:
4. Is a fable a very old story? (yes) Is it a folktale? (yes) Are they both very old stories? (yes)
5. Does a fable or a folktale tell how something began? (folktale)
6. Does a fable or a folktale end with a lesson? (fable)
7. Does a fable or a folktale give details about the place it was first told? (folktale)
8. Does a fable or a folktale have talking animals? (They both can.)

#### Practice

1. Read the directions with your student. Clarify that your student will reread [*Water for All*](https://cite-media.pearson.com/legacy_paths/d33b63c1-f1d9-4577-be6d-b67fd401d49c/Water%20for%20All.pdf). Then, they will identify its features and decide whether it is a fable or a folktale.
2. Read each of the features out loud. Have your student name the features that they identify from *Water for All*. Your student may revisit the text as needed.
3. Listen as your student identifies *Water for All* as a fable or a folktale. Encourage your student to use the sentence frame.
4. You may wish to share the sample answer with your student. Compare and contrast it with your student’s answer.

### Objective: In this section, you will explain how to show respect for the different ways people live.

#### A Note about this Lesson

In the Practice activity for this lesson, your student will have an opportunity to identify a custom or tradition, such as a holiday, from a different culture and learn about it. You may wish to choose the topic ahead of time. For example, your student might explore a different way some people celebrate the coming of spring (Holi in northern India, No Ruz in Iran, May Day) or birthdays. Find and bookmark websites or other sources of information. Keep in mind that the focus of the activity is not on the gathering of information but on your student’s thoughtful exploration of some aspect of a different culture.

#### Explain

1. Read or play the slide narration for the introduction with your student. Talk with your student about the culture they are from—the languages they speak, the foods they eat, the holidays they celebrate. Point out that not everyone in their community speaks the same language, eats the same foods, or celebrates the same holidays. Talk with your student about the importance of recognizing and respecting the different ways people may live.
2. Have your student read the list of things they can do to understand and show respect for the different ways people live.
3. Have your student read about Nisha and Ana, whose families are from different places and who celebrate fall holidays differently.
4. Point out that Ana uses the steps from the Explain section as she talks to Nisha. **IF** your student needs support, **THEN** ask scaffolding questions like these:
   1. Does Ana try to learn about a different way of celebrating a fall holiday? (yes)
   2. What does she do? (She asks a question. She tells about her own experiences. She tells how her Thanksgiving is the same as and different from Nisha’s Festival of Lights.)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will help Willie to understand and respect the way Shan's family celebrates Lunar New Year by completing sentences.
2. Listen as your student completes the sentences. Encourage your student to use the Word Bank. IF your student struggles, THEN have them reread the instruction in the Explain section. Then have them answer scaffolded questions like these:
   1. What can Willie learn? (He can learn about the different way Shan’s family celebrates the new year.)
   2. How can he do that? (He can ask questions.)
   3. What can Willie share? (He can share his own experiences. He can tell Shan how his family celebrates the new year.)
   4. What can he talk to Shan about? (He can talk with Shan about how their experiences are the same and different.)

#### Practice

1. Read the directions with your student. Clarify that your student will choose some aspect of a different culture to learn about, such as a different food, holiday, or tradition. Then, they will use the steps they learned in the lesson to find out about it and share what they learn.
2. You may wish to make suggestions for a topic to explore. For example, you may suggest that your student learns about the different ways people around the world celebrate the first day of spring, the winter solstice, or the new year.
3. Once your student chooses a topic, work with them to find appropriate information online or by asking someone they know.
4. Listen as your student shares what they learned by using the sentence starters. Encourage your student to use complete sentences. You may also ask guiding questions like these:
   1. What did you learn about?
   2. What did you learn?
   3. How is it like something you do?
   4. How is it different?

### Objective: In this section, you will write a comma in the closing of a letter.

#### Key Words

* closing – the ending of a letter

#### Explain

*Quick Review*: Review that a letter starts with a greeting. The greeting says hello and names the person to whom the letter is written. The greeting comes at the beginning of the letter. Ask your student to recall what punctuation mark comes after the greeting and before the main part of the letter (a comma).

1. Read the opening text with your student, making sure to review the key word *closing* using the definition provided. Explain that in the closing of a letter, the writer adds a phrase or word of farewell, followed by a comma, and finally their name.
2. Help your student understand that unlike a greeting, which normally begins with *Dear*, the beginning of a letter’s closing depends on the person to whom the letter is written. Review the options in the chart with your student. Discuss why people might use different closings for different people (for example, to show warm feelings toward a friend or family member, or to be respectful of an adult or someone they know less well).
3. If possible, show your student a letter you have received or written. Invite them to find the closing, the comma after the closing word or phrase, and the name of the person whom the letter is from.
4. Read with your student the closing of Vera’s letter. Then, have them answer the question. **IF** your student has difficulty answering, **THEN** review the parts of a closing introduced earlier in the text and revisit the chart to see where the comma goes.
5. Ask your student to write the corrected closing of the letter in their notebook. Check that they have correctly placed and written the comma. If necessary, review what a comma looks like.
6. Make sure your student understands that in the closing of a letter, a comma goes after the word or phrase of farewell but before the letter writer’s name.

*Learning Coach Tip*: If your student understands the concept of different letter closings, extend the idea to how they would sign their name in each case. For close family and friends, they might write only their first name or a nickname. In more formal situations, or with people they do not know well, they might sign their full name.

#### Check-In

1. Read the directions with your student. Then, read the letter together. Tell your student that they will answer questions about the letter.
2. Answer the first question together. **IF** your student answers incorrectly or does not know, **THEN** review where the closing of a letter appears and what it includes. Point out that *closing* means the same as *end*. So, it makes sense that the closing of a letter would go at the end.
3. Continue with the second and third questions. If your student is able, have them read the questions independently before telling you their answers.

#### Practice

1. Read the directions together. Explain that your student will write three closings for three different letters based on whether they want to show love, friendship, or respect to the person who gets the letter. Remind your student to put the comma where it belongs and to sign their name.
2. Make sure your student understands that each letter should end with a word or phrase of farewell, a comma, and the name of the person who wrote the letter.
3. Have your student complete the other two activities independently. Check that they have correctly written an appropriate closing, beginning with a word or phrase of farewell, then a comma, and finally their own name.

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

#### Get Ready for Learning

During this course, your student will be learning how to write the manuscript capital and lowercase letters of the alphabet. To complete each lesson, your student will need to have available a copy of a handwriting worksheet. You may want to organize the handwriting worksheets your student completes so that they can refer to the letter models throughout the year. Here are some options:

* Use a three-hole punch to punch holes in each worksheet and add them to a small three-ring binder.
* Put completed worksheets in a folder.
* Punch a hole in the top left corner of each worksheet and after your student completes a worksheet, add it to an O-ring.

You can organize completed worksheets in the order your student completes them or you can sequence the completed worksheets in alphabetical order.

#### Explain

*Quick Review*: Before reading the lesson, remind your student that they’ve written many letters with curved lines. Explain that today they will learn how to write capital *S* and just as with capital *C*, they will use all curved lines to form the letter.

Read the introduction and review the image of the capital *S*. Ask your student to point to the three different curved lines that make up the letter.

How to Write Capital *S*

1. Watch the video with your student to learn how to form capital *S*. Have your student follow along to write capital *S* in the air. Draw attention to the fact that the letter is formed using only curved strokes.
2. Read the steps together about how to form capital*S*.

#### Check-In

*Learning Coach Tip*: Make sure your student sits on a chair with good back support, as posture is important to handwriting. Also, do a check to make sure they have adequate lighting so that they can clearly see the strokes they’re using to form the letters.

1. Print the Capital *S* 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 *S*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** remind your student that they need to form three curves.

#### Practice

1. Print the Handwriting Practice 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 capital *S*on their own, **THEN**encourage them to practice tracing the letter again.

### Objective: In this section, you will read words with closed syllables.

#### Warm Up

Begin by having your student identify the sounds they hear in words with closed syllables. Use the following routine:

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

Use the following words:

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#### A Note about the Lesson

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

#### Explain – Words with Closed Syllables

1. Use the word and picture in the first box to review how to read words with closed syllables.
   1. Look at the picture in the first box and read the word.
   2. Name the letters that follow the vowel.
   3. Say the short sound of the vowel.
   4. Read the word again and have your student repeat after you.
2. Continue to review words with closed syllables using the pictures in the remaining boxes. Remind your student that the vowel in a closed syllable is followed by one or more consonants and has a short vowel sound. **IF** your student has difficulty reading a word, **THEN** model how to use the picture as a clue.
3. Follow up by having your student mark the vowels and consonants in each word. Model using the word *ask*. Write the word *ask*. Then write a letter *V* above *a* and write *C* above the letter*s* and above the letter *k*. Direct your student to mark the other words to reinforce the patterns of words with closed syllables.

#### Explain – Longer Words with Closed Syllables

1. Help your student apply what they have learned about closed syllables to reading words with more than one syllable. Review that a syllable is a word part. Read aloud the introduction and the word *sunlit*. Point out the letter *u* in the first syllable and explain that this vowel is followed by a consonant, the letter *n*. Remind your student that the syllable *sun* is a closed syllable, and the vowel *u* spells the short *u* sound. Then discuss that the vowel *i* is followed by the consonant *t* and spells the short *i* sound. Have your student blend the two syllables to read the word.
2. Continue by having your student look at the syllables in the remaining words. Have your student answer the questions to focus on the vowel sound in the closed syllables of longer words. **IF** your student has difficulty identifying the vowel sound in a syllable, **THEN** have your student identify the consonants in each syllable. Help your student to understand that the vowel sound is short when followed by one or more consonants.

#### Explain – Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the consonant or consonants that follow the vowel in each closed syllable. Then have your student sort the words by the number of closed syllables in each word.

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#### Check-In

Listen as your student reads the words in the box. Then, have your student use the Five-Column chart to sort words by the spelling patterns of the closed syllable words. **IF** your student has difficulty sorting the words, **THEN** have your student mark the consonants and vowels in each word with a *C* or a *V* to determine the pattern of the closed syllable.

#### Practice

Use the sentences to confirm that your student can distinguish the short vowel sounds from long vowel sounds by reading words with closed syllables. Have your student write the words with closed syllables in their notebook. **IF** your student has difficulty distinguishing a short vowel sound from a long vowel sound, **THEN** have your student look closely at the word and determine if the consonants follow the vowel. If necessary, have your student mark the letters as consonants or vowels.

## Lesson 3: Telling Stories: Speak/Listen

### Objective: In this section, you will recount a fable or folktale.

#### Key Words

* details – important pieces of information
* events – things that happen in a story
* recount – to retell a story in detail using your own words

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meaning of the key words in bold print. Make sure your student understands that to recount a story is to retell its most important ideas using their own words.
2. Watch the video with your student. Have your student focus on how the student in the video recounts the folktale *The Story Spiders*.
3. Point out that the student uses their own words instead of reading the story out loud. The student tells the most important details and events in the order they happened in the text.
4. Have your student read the fable “The Wolf and the Goat” and Rafael’s recounting of the text. Before your student answers the questions, talk about how the fable and Rafael’s recounting are the same and different.
5. Listen as your student answers the questions. **IF** your student struggles, **THEN** read aloud the fable and Rafael’s recount as your student listens. Ask scaffolding questions like these:
   1. Are the events and details in the fable and Rafael’s recounting the same? (yes)
   2. Are the events and details in the same order in the fable and in Rafael’s recounting? (yes)
   3. Are the words in the fable and Rafael’s recounting the same? (No, they are different.)

#### Check-In

1. Read the directions with your student. Clarify that your student will read a fable and Alia’s recounting of it. Then, they will tell you what Alia did to recount the fable.
2. Allow time for your student to read the fable “The Man and the Woods” and Alia’s recounting of it.
3. Listen as your student completes the sentence frames. Encourage them to use the Word Bank. **IF** your student needs support, **THEN** have them review the instruction in the Explain section. You may also restate the statements as questions like these:
   1. Whose words does Alia use to recount the fable? (She uses her own words.)
   2. What important things does Alia recount? (She recounts the most important events and details.)
   3. In what order does Alia recount the important events and details? (She tells them in the order they happened.)

#### Practice

1. Read the directions with your student. Clarify that your student will reread the folktale [*Water for All*](https://cite-media.pearson.com/legacy_paths/d33b63c1-f1d9-4577-be6d-b67fd401d49c/Water%20for%20All.pdf). They will use what they learned in the lesson to recount the story orally for you.
2. Allow time for your student read the text. You may instruct your student to skip over the paragraph in italicized print, which tells about the indigenous people of Australia. They should not include this information in their recounting.
3. Remind your student to follow the steps they learned in the lesson to recount the folktale.
4. Listen as your student orally recounts the folktale for you. Encourage your student to refer to the text as they recount it. They may go paragraph by paragraph.
5. If you notice that your student has skipped over an important event or detail, you may ask questions about it.
6. You may wish to share the sample answer with your student. Discuss how it is similar to and different from your student’s recounting.

### Objective: In this section, you will explain how to listen carefully to a story.

#### A Note to the Learning Coach

In the Practice activity, your student will use what they have learned in the lesson to listen carefully to a folktale. You and your student have several options. You may wish to play the recorded version of the folktale [*Water for All*](https://cite-media.pearson.com/legacy_paths/d33b63c1-f1d9-4577-be6d-b67fd401d49c/Water%20for%20All.pdf). You may also wish to read aloud the folktale [*The Story Spiders*](https://cite-media.pearson.com/legacy_paths/2bfdcbdc-523d-4ca4-9ad1-d0b4ed70b51c/The%20Story%20Spiders%28O%29.pdf). Another option is to have your student make a recording of either text and then listen to it. Make sure your student has access to a recording app or device. Allow them time to read the story silently before they read it out loud. Having your student record their own oral reading will help them read with fluency and confidence.

#### Explain

1. Read or play the slide narration for the introduction with your student. Talk with your student about their experiences of listening to stories. Ask them what they like and possibly don’t like about listening to a story instead of reading it. For example, they might enjoy being able to close their eyes and imagine the story instead of having to read the words. But they might find that they lose track of a story when they listen because they can’t go back and reread.
2. Have your student read the list of steps they can use to be a careful listener. Ask your student which steps they may already do.
3. Discuss how each step can help them listen with care. **IF** your student needs more support, **THEN** ask guiding questions like these:
   1. Why do you think listening in a quiet place helps you to be a careful listener? (I can focus on the words in the story. I won’t be paying attention to other sounds around me.)
   2. Why stop to tell what you’ve heard so far? How can that help you? (It can let me show that I understand the story so far.)
   3. Why look at the pictures? How can that help? (It can help me picture in my head what I’m hearing. It can help me understand what I’m hearing.)
   4. How can asking questions help you? (If I don’t understand a part of the story or a word, asking questions can help me figure it out.)

#### Check-In

1. Read the directions with your student. Make sure your student understands the task. If needed, help your student access the interactive chart. You may wish to print a copy of the blank four-square chart for your student to complete. Or you may wish to draw a four-square chart in your student's notebook.
2. Read about Lula with your student. Have your student write the four steps that Lula can use to listen carefully to a fable. Your student can write each idea in any square on the chart. **IF** your student struggles to complete the chart, **THEN** have them reread the instructions in the Explain section. Review the discussion you had about each step for careful listening. Then, guide your student by asking questions like these:
   1. What can Lula do? What else can she do?
   2. How will it help her listen carefully?
3. You may wish to share the sample answer with your student. Discuss how your student's answer compares. Your student should have identified the same four steps, but they may be in any order.

#### Practice

Read the directions with your student. Invite your student to choose a text to listen to. Provide the following options to your student. Have them choose the option that works best in the time you have set aside for the lesson.

* They may listen to a recording of [*Water for All*](https://cite-media.pearson.com/legacy_paths/d33b63c1-f1d9-4577-be6d-b67fd401d49c/Water%20for%20All.pdf).
* They may listen to you read aloud either *Water for All* or [*The Story Spiders*](https://cite-media.pearson.com/legacy_paths/2bfdcbdc-523d-4ca4-9ad1-d0b4ed70b51c/The%20Story%20Spiders%28O%29.pdf).
* They may make a recording as they read aloud one of the texts and then listen to it.

***Using Leveled Readers to Support Student Reading***

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

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

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

***The Five-Finger Test***

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

[The Story Spiders (A)](https://cite-media.pearson.com/legacy_paths/c4c1dc4d-58f0-4b40-bbee-1ae1d60a3103/The%20Story%20Spiders%28A%29.pdf)

[The Story Spiders](https://pearsoneducationinc-my.sharepoint.com/personal/maureen_schilpp_pearson_com/Documents/Documents/Course%20Docs/K-5%20ELA/Clarify%20that%20your%20student%20will%20use%20the%20steps%20they%20learned%20in%20the%20lesson%20to%20listen%20carefully%20to%20the%20folktale%20they%20choose.)

[The Story Spiders (B)](https://cite-media.pearson.com/legacy_paths/d07d0a54-d41c-43cb-b51c-873f90b30d22/The%20Story%20Spiders%28B%29.pdf)

1. Clarify that your student will use the steps they learned in the lesson to listen carefully to the folktale they choose.
2. Allow time for your student to listen to the folktale.
3. Listen as your student uses the sentence starters to share how they were a careful listener. You may also ask questions like these:
   1. How did you know to do that?
   2. How did doing that help you listen?
   3. What else did you do?

### Objective: In this section, you will identify how joining words are used.

#### Explain

1. Have your student read the introductory text, and then discuss how joining words are different from nouns or verbs. Explain that joining words do not name things or actions as nouns and verbs do; instead, they show how two things, actions, or ideas in a sentence are related. Review the joining words in the box and discuss the different ways they can join ideas. Explain that *and* joins ideas that are similar, *but* joins ideas that are different, and *or* joins ideas that present a choice.
2. Read the first three example sentences together and ask your student to identify the joining word in each sentence. Ask what items, actions, or ideas each joining word connects. Then, discuss how each joining word indicates a specific connection.
3. Have your student read the fourth example sentence and answer the questions. **IF** your student has difficulty answering, **THEN** have them look back at the chart. Ask them what joining word in the chart they see in the sentence. Review what each joining word means.

#### Check-In

1. Read the directions with your student. Explain that they will match the description to the joining word that tells what it does.
2. Read the first phrase with your student. Ask them if they know which joining word matches this definition. Then, have them match that phrase to the word. **IF** your student struggles, **THEN** give an example such as *apples and oranges*, and have your student determine the connection that the joining word indicates.

#### Practice

1. Read the directions together. Explain that your student will complete each sentence with a joining word from the box that makes sense. Tell them that they will use each joining word only once. Have them deliver their responses orally.
2. Guide your student to complete the first activity. Ask your student to identify how the words around the blank are connected. Remind them that stories and poems are both types of text that Sasha likes to read. Ask what joining word connects words that are alike (*and*).
3. If your student is able, have them complete the remaining activities independently. If your student needs extra support, help them understand any words they do not know.

### Objective: In this section, you will blend sounds in words with closed syllables.

#### Warm-Up

Have your student blend sounds to say words with closed syllables.

* 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:

|  |  |  |  |
| --- | --- | --- | --- |
| on  (2 sounds) | tub  (3 sounds) | slam  (4 sounds) | blink  (5 sounds) |
| stamp  (5 sounds) | visit  (5 sounds) | dent  (4 sounds) | hat  (3 sounds) |

#### Explain

*Words with One Syllable*

Remind your student that some words have a closed syllable with a vowel followed by one or more consonants. Review that the vowel in a closed syllable usually has a short sound. Have your student say the word *blast*. Then, identify that the vowel *a* is followed by the consonants *s* and *t* in the closed syllable. Remind your student that the letter *a* spells the short *a* vowel sound in the word. Use letter tiles to form the word. Space the letters. Move the letters together as you blend the sounds.

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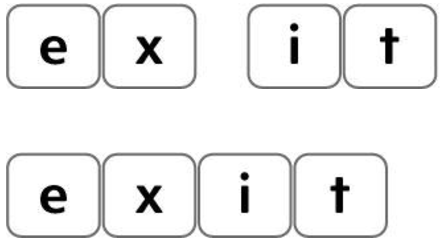
Use the following routine:

* 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.

**IF** your student has difficulty blending the sounds to say the word, **THEN** repeat the routine with words *blink* and *stamp*. Review that the vowel in the word has a short vowel sound.

*Words with Two Syllables*

Continue by having your student blend the sounds in two-syllable words. Use letter tiles to form the word *exit*. Explain that *exit* has two closed syllables. Space the letters to form syllables. Blend the sounds of each syllable and then move the syllables together as you blend them.



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.

**IF** your student has difficulty blending the syllables to say the word, **THEN** repeat the routine with the words *pumpkin, magnet,* and *pretzel*. Review that the vowel in each closed syllable has a short vowel sound.

*Blend Sounds in Spelling Words*

Review the spelling words using the blending routine. As an option, have your student say or write a sentence for each word. **IF** your student has difficulty blending the sounds in a word, **THEN** identify the vowel and the consonants that come before and after the vowel in each closed syllable. Then, model blending the sounds of the consonants with the short vowel sound in each closed syllable and have your student repeat.

#### Check-In

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.
3. Say the sound the second letter makes and blend the sounds together. (Note that the *sh* in *shed* should be blended as one sound.)
4. Add the sound for any last letter or letters and blend. (Note that *ck* in *lock* should be blended as one sound.)
5. Say the word.

Listen as your student reads each word. If needed, explain that each syllable in the words is a closed syllable with a short vowel sound. Then, have your student blend the sounds of each closed syllable in *cactus* and then blend the syllables together. **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

Use the paragraph to confirm that your student can blend sounds to read words with closed syllables. **IF** your student has difficulty reading words with closed syllables, **THEN** review by having your student use letter tiles to build the boldface words. Work with your student to have them blend the sounds to read the words.

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

#### Explain

*Quick Review*: Before reading the lesson, remind your student that they’ve learned how to write capital *S*and tell them that lowercase *s*has almost the same steps. You may want to have your student practice writing capital *S*before beginning this lesson.

Read the introduction and review the image of the lowercase *s*. Have your student tell how lowercase *s*and capital *S*look the same and how they look different.

How to Write Lowercase *s*

1. Watch the video with your student to learn how to form lowercase *s*. Have your student follow along to write lowercase *s* in the air. Draw attention to the fact that, like capital *S*, lowercase *s*is formed using three curved strokes.
2. Read the steps together about how to form lowercase*s*.

#### Check-In

*Learning Coach Tip*: If your student is having trouble forming a letter, watch how they make each stroke as you aim to pinpoint the problem. Then, explain to your student how they can fix the problem.

1. Print the Lowercase *s* 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 lowercase *s*as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming the letter, **THEN** have them concentrate on each curve by counting each one aloud as they form it.

#### Practice

1. Print the Handwriting Practice 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 copying words and sentences from the screen, **THEN**write them on a sheet of paper for your student to copy from.

## Lesson 4: Telling Stories: Fluency

### Objective: In this section, you will find the central message of a folktale or fable.

#### Key Words

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

#### Explain

*Quick Review*: Before your student begins the lesson, review what they learned previously about recounting a story. Review that when you recount, you tell the most important details in a story in the order they happened, using your own words. Explain that in this lesson, your student may recount a folktale as part of the process of figuring out the central message, or the lesson the author wanted them to learn.

1. Read or play the slide narration for the introduction with your student. Review the meaning of the key words in bold print. Make sure your student understands that the central message is what the reader learns from the story, but the lesson is not stated in the story.
2. Have your student read the folktale “Anansi and the Fisher.” Before your student answers the questions about the story’s central message, ask these scaffolding questions:
   1. What happened in the story? (Anansi tries to trick the fisher, but the fisher is wise. They go fishing together and catch fish. The fisher tells Anansi to take the fish. There will be more fish the next day. He will take those instead. But Anansi is greedy. He wants tomorrow’s fish. The fisher does not go fishing the next day. Anansi gets no fish at all.)
   2. What did you learn from reading the story? (It is not nice to try to trick people. If you trick people, they will trick you back.)
3. Allow time for your student to read the folktale *The Story Spiders* before they watch the video. **IF** your student needs help understanding the folktale, **THEN** model how to recount the story for your student. Discuss the key details as they happened in the story. Talk about how to find the central message.

*Using Leveled Readers to Support Student Reading*

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

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

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

*The Five-Finger Test*

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

[The Story Spiders (A)](https://cite-media.pearson.com/legacy_paths/c4c1dc4d-58f0-4b40-bbee-1ae1d60a3103/The%20Story%20Spiders%28A%29.pdf)

[The Story Spiders](https://pearsoneducationinc-my.sharepoint.com/personal/maureen_schilpp_pearson_com/Documents/Documents/Course%20Docs/K-5%20ELA/Clarify%20that%20your%20student%20will%20use%20the%20steps%20they%20learned%20in%20the%20lesson%20to%20listen%20carefully%20to%20the%20folktale%20they%20choose.)

[The Story Spiders (B)](https://cite-media.pearson.com/legacy_paths/d07d0a54-d41c-43cb-b51c-873f90b30d22/The%20Story%20Spiders%28B%29.pdf)

1. Watch the video with your student. Have your student focus on how the student in the video recounts the folktale *The Story of Spiders*.
2. If time allows, guide your student to notice the central message that the student in the video figures out: “If you put your mind to it, you can make up stories on your own.” Your student may have learned a different lesson. Explain that different readers can read the same story and understand its message differently.

#### Check-In

1. Read the directions with your student. Clarify that your student will read a folktale and then answer questions about its central message.
2. Allow time for your student to read the folktale “Anansi and the Turtle.” Then, work with your student to answer the interactive multiple-choice questions.
3. Read the first question with your student. **IF** your student needs support, **THEN** have them review the instruction in the Explain section. You may also read aloud each answer choice and ask: Does this question help you figure out the central message in the story?
4. Read the second question with your student. **IF** your student needs support, **THEN** read aloud each answer choice and ask: Did you learn this from reading the story?

#### Practice

1. Read the directions with your student. Clarify that your student will reread the folktale [*Water for All*](https://cite-media.pearson.com/legacy_paths/d33b63c1-f1d9-4577-be6d-b67fd401d49c/Water%20for%20All.pdf). They will use what they learned in the lesson to figure out its central message.
2. Allow time for your student to read the text. You may instruct your student to skip over the paragraph in italicized print, which tells about the indigenous people of Australia.
3. Remind your student to follow the steps they learned in the lesson to figure out the central message. You may wish to have your student recount the events in the story as part of the process. Recounting the story will help them identify the most important details. It will also help them think about what they learned from reading the story.
4. Listen as your student uses the sentence frames to tell you the central idea of*Water for All*.
5. You may wish to share the sample answer with your student. Discuss how the central message in the sample answer is similar to and different from your student’s. If needed, remind your student that two different readers may come up with a different central message.

### Objective: In this section, you will identify one detail from another culture by reading a folktale.

#### Key Word:

* culture – the way of life for a group of people

#### Explain

1. Read or play the slide narration for the introduction with your student. Be sure to review the meaning of the key word in bold print.
2. Invite your student to discuss their ideas about their own culture. **IF** your student needs support, **THEN** ask questions that are relevant to their experiences.
   1. What is important to the people around you? (Sample answers: being a kind person, doing things for other people, helping at home)
   2. How do you know this? (Sample answers: It is what I hear people say.)
3. Make sure your student understands that reading stories, such as folktales, from a particular culture is one way to learn about what is important to the people in that culture.
4. Have your student read the list of details they can look for in a folktale. Point out that many folktales have animals as characters. These animals are often important to the culture. They live in the place where the stories come from.
5. Explain that the places in folktales are also important clues to a culture. Places can shape a culture. For example, the ocean will probably be important in the stories told by a group of people who live near the sea.
6. Read the list of ideas that can be important to a culture. Have your student notice if the list includes any of the ideas they suggested earlier, when talking about their own culture. Encourage your student to add their ideas to the list.
7. Guide your student to read about Jade. Have them read the West African folktale “Why Turtles Live in the Water” and Jade’s ideas about it. IF your student needs support, THEN ask these scaffolded questions:
   1. What does Jade learn from the folktale about West African culture? (She learns that intelligence is important.)
   2. What details in the story make her think this? (The turtle is smart. He tricks the cook and is not eaten.)
8. Have your student read the instruction about reading a folktale out loud with feeling.
9. Guide them to read the chart of questions and suggestions. You may wish to read the chart out loud as your student listens. Demonstrate how to use your voice to express different feelings. For example, make your voice sound funny, sad, scared, and so on. Encourage your student to mimic the way you use your voice. Tell your student that they will have a chance to read a folktale aloud in the Practice activity.

#### Check-In

1. Read the directions with your student. Make sure they understand the task. Work with your student to answer the question. Clarify that your student will read the list of details and choose those that will help Diego learn about a culture from reading a folktale.
2. Listen as your student reads each detail out loud and answers *yes* or *no*. **IF** your student struggles to identify the details, **THEN** have them reread the instruction in the Explain section. You may also turn each detail into a question like this:
   1. Will the places in the story help Diego learn about a culture? (yes)
   2. Will the title of the folktale help? (no)
   3. Will the name of the author help? (no)
   4. Will details about how the animals and people act help? (yes)
   5. Will details about what the animals and people want help? (yes)
   6. Will the animals and the people in the story help? (yes)

#### Practice

Read the directions with your student. Clarify that your student will read the West African folktale [*The Story Spiders*](https://cite-media.pearson.com/legacy_paths/2bfdcbdc-523d-4ca4-9ad1-d0b4ed70b51c/The%20Story%20Spiders%28O%29.pdf)silently and then out loud for you. They will use their voice to read it with feeling. Then, they will use the details in the folktale to tell one thing they learned about West African culture.

*Using Leveled Readers to Support Student Reading*

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

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

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

*The Five-Finger Test*

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

[The Story Spiders (A)](https://cite-media.pearson.com/legacy_paths/c4c1dc4d-58f0-4b40-bbee-1ae1d60a3103/The%20Story%20Spiders%28A%29.pdf)

[The Story Spiders](https://pearsoneducationinc-my.sharepoint.com/personal/maureen_schilpp_pearson_com/Documents/Documents/Course%20Docs/K-5%20ELA/Clarify%20that%20your%20student%20will%20use%20the%20steps%20they%20learned%20in%20the%20lesson%20to%20listen%20carefully%20to%20the%20folktale%20they%20choose.)

[The Story Spiders (B)](https://cite-media.pearson.com/legacy_paths/d07d0a54-d41c-43cb-b51c-873f90b30d22/The%20Story%20Spiders%28B%29.pdf)

1. Remind your student to use what they learned about using their voice to read aloud with expression.
2. You may wish to record your student as they read the story out loud. Use a recording device or app to record the story.
3. Listen as your student uses the sentence starters to share one thing they learned is important to West African culture.
4. You may wish to share the sample answer with your student. Talk with your student about how the sample answers are similar to or different from your student’s answers. If needed, point out that different readers may notice different details and identify something else as important to the culture.

### Objective: In this section, you will build words with closed syllables.

#### Warm-Up

Begin by having your student identify the number of sounds in a word with a closed syllable. Have your student blend the sounds. Use the following routine.

* Stretch each word by saying each sound in the word. (*d-r-u-m*)
* Ask your student to blend the sounds to say the word. (*drum*)
* Then, have your student the short vowel sound in the word. (short *u*)

Use the following words:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| fan | rest | swim | clock | brush | lift |
| (short a) | (short e) | (short i) | (short o) | (short u) | (short i) |

#### Explain

Gather the following letter tiles: *a, b, c, d, e, f, g, h, i, k (2), l, m, n, o (2), p, r, s, t (2), u*. Use the letter tiles to model with your student how to build words with closed syllables.

#### Check-In

1. Gather the following letter tiles: *a, k, l, m, p, s, t*.
2. Read each set of directions to your student. Observe your student build the words with closed syllables. Have your student identify the letter that spells the short vowel sound in each word formed. **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.

A close up of a symbol

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#### 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.

#### Simultaneous Oral Reading

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.

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 read aloud a fable with accuracy.

#### Show What You Know

*A Note to the Learning Coach*: Reading aloud smoothly is called fluency. The three criteria for fluent reading are reading rate, expression, and accuracy. Accuracy refers to your student’s ability to read and pronounce all the words correctly, without hesitating or omitting words.

When your student reads aloud, listen attentively. Be sure to notice any words they hesitate to pronounce, mispronounce, or skip entirely. After they read, model how to say each difficult word correctly. Have your student repeat the word and then read aloud the sentence with the word.

1. Explain that the activities in this lesson are intended to assess and improve your student’s ability to read aloud with accuracy, or to read all the words in a text correctly and clearly. Your student will read some questions to ask as they first read a text as well as some tips that will help them improve the accuracy of their oral readings.
2. Read or play the slide narration for the introductory sentences with your student.
3. Briefly check in with your student about their experiences of reading texts aloud. You may ask these diagnostic questions:
   1. Do you ever stumble over words when you read out loud?
   2. Do you pause to figure out what a word means or how to say it?
   3. Do you skip words you do not know how to say?
   4. Do you think you can do a better job of reading out loud clearly and correctly?
4. Review the questions your student can ask when they first read a text silently.
5. Have your student read the list of tips they can use to read more accurately. Ask your student if they have any ideas of their own. You may also suggest that they place a ruler or a folded sheet of paper beneath each line of text as they read it .
6. Ask your student to read the fable “The Tree and the Reed” twice, first silently and then aloud. Help your student say any new or difficult words.
7. Listen as your student reads the fable out loud. Notice any words or phrases your student skips, hesitates to say, or stumbles over.
8. Discuss the words that your student had trouble reading accurately. Encourage them to create a list of trouble words, along with their pronunciations. You may also make a recording of your student saying each word.
9. Have your student read the passage aloud a second time. Notice whether your student reads more accurately during this second reading.

Assess how successful your student was in completing the activity, reading fluently with accuracy, by considering the following:

1. **Less Successful –**My student struggled to read many of the words in the text with accuracy. They skipped over unfamiliar words or mispronounced them. My student needs to review basic concepts of reading with accuracy.
2. **Moderately Successful –**My student read most of the words in the story with accuracy, only occasionally skipping a word or mispronouncing it.
3. **Very Successful –**My student was able to read fluently with accuracy with no help. They read all the words in the story clearly and correctly. They did not hesitate or mispronounce any words.

#### Try This

Based on your assessment of your student’s oral reading, guide your student to the most appropriate activity.

* **Less Successful** – Review the lesson. Model reading aloud the fable “Tortoise and the Birds” for your student. Read the words clearly and correctly. You may wish to record your reading so your student can listen to it as they prepare to read it on their own. Next, read the text aloud as your student reads along with you or the recording you made. Finally, read aloud the passage again, with you and your student reading alternate lines.
* **Moderately Successful** – Give your student time to prepare reading “Tortoise and the Birds” until they feel that they can read all the words clearly and correctly. Then, have your student present the reading to you. Consider recording your student’s reading to play back afterward. As you replay it, pause to point out words that your student skipped or mispronounced.
* **Very Successful** – Have your student choose another text to read, such as a one of the unit texts. Provide time for your student to practice reading the words clearly and correctly. Then, have your student read the text aloud with accuracy.

1. Read the directions with your student. Remind your student that reading with accuracy takes time and practice. Allow your student time to read the passage silently to find new and difficult words. Provide resources to help them learn how to say these words before reading the text aloud. Answer any questions they have about the words in the text.
2. Ask your student to read the passage aloud to you. Do not make comments to your student during the reading. Notice places where they could read with more accuracy.
3. Finish by asking your student to reflect on their oral reading skills. Listen as they tell you about how accurately they read all the words.
4. Encourage your student to suggest ways they can continue to work on reading aloud a text with accuracy.

## Lesson 5: Telling Stories: Synthesize

### Objective: In this section, you will identify the lesson or moral in a fable.

#### Key Words

* lesson – the idea the author wants a reader to learn
* moral – a lesson about the right way to live

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meaning of the key words in bold print. Make sure your student understands that the lesson is what the author wants them to learn and that a moral is a lesson about how to live one’s life.
2. Have your student read the steps for identifying the lesson in a fable. Point out that the lesson is almost always stated at the end of a fable, but it is still important for your student to read and understand the fable in order for the lesson to make sense. Discuss how if the lesson is not stated that your student should think about what they learned in the story and tell what the lesson is in their own words.
3. Watch the video with your student. Guide your student to focus on how the student tells the lesson from the story in their own words.
4. Read the fable “The Crow and the Pitcher” with your student. Then, have your student answer the questions. **IF** your student needs support, **THEN** ask these scaffolding questions:
   1. What happens in the story? (A crow figures out how to get a drink of water. He drops pebbles into a pitcher to make the water rise until he can drink it.)
   2. What did you learn from reading the story? (It sometimes takes a lot of steps to reach a goal or get something you want.)
   3. Which sentence in the fable states what you learned? (“Little steps get the job done.”)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer questions about how to find the lesson in a story.
2. Encourage your student to answer the questions independently. Listen as your student answers. **IF** your student needs support, **THEN** have them reread the instruction in the Explain section. Then, review the steps your student used to identify the lesson in the fable “The Crow and the Pitcher.” You may also provide these sentence starters:
   1. The first thing Bayo should do to find the lesson is \_\_\_\_\_.
   2. The next thing Bayo should do is \_\_\_\_\_.
   3. The last thing Bayo should do is \_\_\_\_\_.

#### Practice

1. Read the directions with your student. Clarify that your student will read the fable “The Goose with the Golden Eggs.” Then, they will use what they learned to identify the fable’s moral or lesson. They will tell you how they know it is the lesson.
2. Allow time for your student to read the fable.
3. Remind your student to follow the steps they learned to identify the lesson or moral in a fable.
4. Listen as your student uses the sentence frames to tell you the fable’s lesson and how they know.
5. You may wish to share the sample answer with your student. Discuss how the sample answer is similar to and different from your student’s.

### Objective: In this section, you will think about a belief by asking and answering questions about it.

#### Explain

1. Read or play the slide narration for the introduction with your student. Be sure to review the meaning of the key word in bold print.
2. Clarify that a belief is an idea that is not based in fact. It is an idea that someone believes is true based on their experiences or feelings. **IF** your student needs support with the concept of a belief, **THEN** share something you believe and tell where you learned it and why you believe it. For example, you may say you believe that it is important to be careful with money because a trusted family member taught you that it takes a lot of hard work to earn it in the first place.
3. Have your student read the list of questions they can ask about a belief they have. Point out that beliefs cannot be proven true but asking questions about them can help your student understand them better.
4. Read about Sheba with your student. Guide your student to read the chart with Sheba's questions and answers. Point out that Sheba's answers are specific to her. Other people might have different answers.
5. If time allows, ask your student if they share Sheba's belief that getting an education is important. Encourage your student to tell why they agree or disagree with Sheba. Ask your student to answer the questions in complete sentences. Point out how your student’s answers are similar to and different from Sheba's.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will complete sentences to help Ryan understand a belief.
2. Listen as your student completes the sentences. Encourage your student to use the word bank. **IF** your student struggles, **THEN** have them reread the instruction in the Explain section. Guide them to focus on the questions that Sheba answers. Point out that the questions help Sheba better understand her belief about the importance of getting an education.

#### Practice

1. Read the directions with your student. Clarify that your student will identify a belief they have. Then, they will answer questions about it. They will write their ideas in a chart. Then, they will tell you their ideas by using complete sentences.
2. Encourage your student to choose one of the beliefs suggested or to think of one of their own. You may make additional suggestions.
3. As your student considers their choices, draw and label a two-column chart in your student's notebook. Then, work with your student to complete the chart by answering the questions. You may wish to record for your student as they share their answers with you.
4. Then, listen as your student uses the sentence starters to share their belief and their thoughts about it.
5. You may wish to share the sample answer with your student. Discuss how the sample answer is similar to and different from your student’s answer.

### Objective: In this section, you will build words with closed syllables and blend the sounds to read them.

#### Warm-Up

Have your student say words with closed syllables by blending the sounds of the letters.

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

Use the following words:

A close up of words

Description automatically generated

#### Explain

*Quick Review*: Remind your student that a syllable is a word part with one vowel sound. Review that a closed syllable has a vowel followed by one or more consonants and usually has a short vowel sound. Review that some words have one closed syllable, as in *at, hen, fit, dog,*and *tub*. Remind your student that some words have two closed syllables, as in *basket, cactus,*and*pumpkin*. Other words with closed syllablesinclude *if, mad, sped, soft, magnet,*and*problem*. You may want to use letter tiles to provide examples.

1. Read the introduction and the words with your student. Note if your student is saying the words with closed syllables*, in, pin, win,*and *grin,*correctly. Then, have your student answer each question about the words.
2. Explain that one way to build words is to keep the ending letters the same and change the letter or letters at the beginning of the word. Discuss the consonants at the beginning of the words that are different and the letters at the end of the words that are the same.
3. Have your student read the words in the chart with closed syllables. **IF**your student does not blend the sounds of a word correctly, **THEN** have your student use letter tiles to spell the word. Position the letter tiles close together to remind your student to say the sounds of the letters together. If necessary, help your student blend the two-syllable words *kitten, mitten,*and*written* by dividing them into syllables and then blending the sounds of the two syllables together (*kit-ten, mit-ten, writ-ten).*

#### Check-In

1. Gather the following letter tiles: *a*,*d*,*f*,*g*,*l*, *n*,*s*.
2. Read each of the directions with your student. Observe your student build the words with a closed syllable. Have your student identify the letters that spell the short *a*sound in each new word formed. Remind your student that the only letters that change as your student builds a new word is the consonant or consonants at the beginning of the word.**IF**your student is not blending the sounds of the letters together when saying the word, **THEN**model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Remind your student to say the sounds of the letters together to read the words.
2. **Weekly Spelling Test:**Use the following sentences to test the week’s spelling words.

A close up of text

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### 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.