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# Language Arts 2 B Unit 6: From Farm to You

## Lesson 1: From Farm to You: Genre

### From Farm to You: Introduction

#### Learning Goals

In this unit, your student will be learning about the source of many foods we eat. There are 18 learning goals for this unit:

1. Identify whether a read-aloud text tells a story or gives information.
2. Use reference materials to check spelling as needed when writing.
3. Spell one- and two-syllable *r*-controlled vowel words with *er*, *ir*, *ur*, *or*.
4. Identify temporal words used to signal event order in a narrative writing.
5. Describe the connections between historical events in an informational text.
6. Write uppercase **J**.
7. Read one- and two-syllable *r*-controlled vowel words with *er*, *ir*, *ur*, *or*.
8. Use temporal words to signal event order when writing a narrative.
9. Use context clues to self-monitor comprehension of words in informational text.
10. Use reference materials to correct spelling as needed when writing.
11. Blend one- and two-syllable *r*-controlled vowel words with *er*, *ir*, *ur*, *or*.
12. Examine how a model narrative essay provides closure.
13. Identify the author’s purpose for writing.
14. Build one- and two-syllable *r*-controlled vowel words with *er*, *ir*, *ur*, *or*.
15. Write lowercase **j.**
16. Provide some sense of closure when writing a narrative.
17. Respond to a reading to task to become a self-directed, critical reader and thinker.
18. Review a narrative to check that it includes characters, a setting, sequenced events, and a closure.

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.

* From Farm to Food: Genre Quick Check
* From Farm to Food: Comprehension Quick Check
* From Farm to Food: Speak/Listen Quick Check
* From Farm to Food: Fluency Quick Check
* Portfolio
* From Farm to Food: Synthesize Quick Check

Spark

1. Read the slide with your student. Check your student’s understanding by asking these questions: What does Eric say about carrots? What does Kiana say to correct him? **IF** your student does not know what the word *produce* means in the context of this story, **THEN** explain that produce in a grocery store includes fresh fruits and vegetables.
2. Watch the video with your student. Pause as needed to answer your student’s questions or clarify their understanding. After the video has ended, review the categories of food that the video covers. Ask your student to name one food in each category that they like to eat.
3. Have your student answer the questions. **IF** your student has difficulty answering a question, **THEN** replay the relevant part of the video.

Activate Prior Knowledge

1. Read the paragraph with your student. Provide a copy of the T-chart for them, or help them to create the chart in their notebook. **IF** your student has trouble adding to the first column, **THEN** ask these questions to inspire ideas: What do you know about where food comes from? What food did you see in the video? What other kinds of food can you think of? **IF** your student has trouble with the second column, **THEN** ask these questions: Where does other food come from? How does it get to a supermarket?
2. Read each bulleted item and have your student tell about topics they have learned about and which ones are new to them.
3. Share some examples of words with *er*, *ir*, *ur*, and *or* such as *her*, *shirt*, *fur*, and *sport* with your student to show them what they will be looking for as they read.

### 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 texts** – texts that tell about real people, places, or things
* **stories** – texts that tell about something that happens that may not be real
* **topic** – who or what an informational text is about

#### 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.

[From Farm to You\_Genre Vowel-r syllables.er.ir.ur.or](https://cite-media.pearson.com/legacy_paths/607e605f-ef34-4391-858e-dd6a79833b3f/From%20Farm%20to%20You_Genre%20Vowel-r%20syllables.er.ir.ur.or.pptx)

#### Explain

1. Read or play the slide narration for the introduction with your student. Make sure they understand the meaning of the key words in bold print.
2. Clarify that in this lesson, your student will read and listen to texts and then use what they learned to decide whether the texts tell a story or give information.
3. Guide your student to read the text “Applesauce with Dinner” and then answer the question. You may wish to read the text aloud as they listen and think about what they heard.
4. Discuss how your student knows that the text tells a story. **IF** your student needs support, **THEN** explain that even though Idris and Gran seem like real people and talk about real things, they are made-up characters. The author imagined Idris and Gran.
5. Have your student read the text “Apple Picking” or listen as you read it. Then, have them respond to the question. **IF** your student needs support, **THEN** scaffold with these questions.
	1. Did you read or hear facts about picking apples? Or did you read or hear a made-up story about imaginary people who pick apples? (I read/heard facts about picking apples.)
	2. Did the ideas in the text come from real life? Or did the author imagine them? (The ideas came from real life.)
6. Before you read*We All Scream for Ice Cream* aloud or play the recorded version, clarify that your student should listen carefully to the text to identify whether it tells a story or gives information.
7. Have your student answer the question. Listen as they identify the text as a story or an informational text. **IF** they need support,**THEN** ask guiding questions like these:
	1. Did you hear facts about real people and things? (yes)
	2. Did you hear a story about made-up people and things? (no)

[We All Scream for Ice Cream](https://cite-media.pearson.com/legacy_paths/c61c31c7-3206-4451-a153-527571db368c/We%20all%20Scream%20for%20Ice%20Cream.pdf)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer questions about the text *We All Scream for Ice Cream*.
2. Talk with your student about how they know *We All Scream for Ice Cream* is an informational text, not a story. **IF** they need support, **THEN** review that an informational text gives facts about real topics. Scaffold by asking questions like these:
	1. Did you hear facts about ice cream? Or did you hear a made-up story about ice cream? (I heard facts about ice cream.)
	2. Did you learn that ice cream was once a rare dessert for the rich? (yes)
	3. Did you learn that long ago ice cream in a tiny cup cost a penny? (yes)
	4. Did you learn why some ice cream bars come on sticks? (yes)
3. Then, listen as your student shares one fact from the text. **IF** they struggle to recall a fact they heard in the text, **THEN** review that a fact is something that is true. Then, reread the first page of the text to your student. Offer this sentence starter to help them identify one fact they heard: One fact I learned from the text is \_\_\_\_\_.

#### Practice

1. Read the directions with your student. Clarify that they will listen as you read aloud the text “Sweet, Sweet Sugar.” Then, they will answer true-false questions about the text they heard. Finally, they will explain their answers by completing sentence starters.
2. Read aloud this text for your student. You may read it more than once.
3. If needed, help your student access the activities. Listen as they read the first statement to decide if it is true or false. Guide them to click the correct button to select *True* or *False*. Remind them to pay attention to the answer feedback.
4. Listen as your student uses the sentence starter to explain their answer. You may wish to share the sample answer with them. Discuss how the sample answer compares to their answer.
5. Repeat the process with the second true-false statement.

Sweet, Sweet Sugar

Sugar makes many foods sweet. Where does it come from? Sugar comes from two plants. One plant is a big, thick grass called sugar cane. The other is the sugar beet.

Workers collect the plants. The plants are then squeezed for their juice. The juice is then heated until it turns into a thick syrup with crystals on top. The crystals become the sugar we used to bake and sweeten food.

### Objective: In this section, you will use a dictionary to check the spelling of words you write.

#### Key Words

* **dictionary** – a book or website that lists words in alphabetical order and tells their meanings
* **glossary** – a list of words found in a book or story and their meanings
* **guide words** – the first and last words on a dictionary page

#### Explain

1. Read the first paragraph with your student, making sure to identify the key word *dictionary* using the on-screen definition. Explain that careful writers use a dictionary to check the spelling of words they are not sure how to spell.
2. As time allows, familiarize your student with the difference between print and digital dictionaries. Explain that an online dictionary allows you to simply input the first few letters of a word into a search bar. A print dictionary, on the other hand, requires a writer to actively find a word on a page. If a print dictionary is available, provide one for your student to use as they work through the lesson.
3. Continue reading together the next paragraph about guide words, making use to use the on-screen definition to define the word. Then, review the examples of guide words and words that would appear between them, listed in alphabetical order. **IF** your student needs support in understanding how alphabetizing works, **THEN** point out that all of the words in the list start with *t*. In some, the next letter is *a*. Then, they go in order of the third letter. In other words, the second letter is *e*. These words go after the *t-a* words. Then, they go in order of the third letter. When the third letter is the same, they go in order of the fourth letter, and so on.
4. Have your student use what they have learned to answer the question and determine whether or not *trail* would appear on a page with the guide words *tan* and *team*. **IF** your student has difficulty answering, **THEN** ask whether *trail* comes between *tan* and *team* (no). Explain that to fit on the page, it would have to go between these guide words in alphabetical order.
5. Review the information on glossaries, making sure to define the key word. Point out that glossaries are often found in books about subject areas such as social studies or science. If a book with a glossary is available, examine it with your student and discuss how they might use it to check the spelling of a word they are unsure of.

Learning Coach Tip

If your student sometimes uses an online dictionary, help them understand that knowing the first few letters of a word is important. Although online dictionaries do not feature guide words or alphabetization, users still need to be able to know the first few letters in order to search for a word.

#### Check-In

1. Read the directions with your student. Explain that they will say whether they could use a particular dictionary page to check the spelling of a word by figuring out if each word falls between the guide words shown in alphabetical order.
2. Read the first word with your student. Have them check if it comes after *ape* in alphabetical order. Remind them to check the first letter that is different in the two words to help them figure out the order. Then, have them see if the word also comes before *artist*. Remind them that both must be true for the word to be found on this page. **IF** your student struggles to answer correctly, **THEN** have them write the target word between the two guide words. Then, have them highlight the first letter that is different between each guide word and the new word to determine if the word belongs on the page. Help your student understand that the word *appear* belongs on this dictionary page because the second *p* comes after the *e* in *ape*, and the first *p* comes before the *r* in *artist*.
3. Have your student continue with the remaining activities on their own, as they are able. **IF** your student needs additional support, **THEN** provide extra guidance as you did with the first activity to help them be successful.

#### Practice

1. Provide your student with a print dictionary or access to a student-friendly online dictionary. Read the directions together. Explain that your student will say the name of a picture to find a word that completes each sentence. Your student will check the spelling of the word by determining where it will appear in the dictionary. Then, they will write the complete sentence in their notebook, making sure to spell the word correctly.
2. Complete the first activity together. Ask your student to identify the word they need to check (*snail*). Have your student sound out the first two or three letters in the word, providing support as needed. Then, have them use those letters to find the complete spelling in a dictionary. Finally, have them write the word in their notebook.
3. Have your student complete the rest of the activities on their own, as they are able. When they have finished, check that they have correctly spelled each of these words in their notebook: *snail*, *track*, and *plate*. Provide feedback to help your student understand any mistakes they may have made. Allow them to try again.

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

#### Key Words

* **r-controlled vowel** – a vowel followed by the letter **r**; the vowel and the **r** make a vowel sound that is neither long nor short
* **r-controlled syllable**– a syllable that has at least one vowel followed by the letter **r**

#### Warm Up

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

|  |  |  |  |
| --- | --- | --- | --- |
| **turn**(3 sounds) | **after**(4 sounds) | **dirt**(3 sounds) | **work**(3 sounds) |
| **skirt**(4 sounds) | **tiger**(4 sounds) | **turnip**(5 sounds) | **worst**(4 sounds) |

#### Explain

Learning Coach Tip

An *r-*controlled vowel is followed by the letter *r* in a word. The vowel and the *r* make one unique vowel sound that is neither long nor short. Some vowels plus an r make the same sound. For example, *ir* in *third* has the same vowel sound as *er* in *her*. *R-*controlled vowels can be found in one-syllable words, as in *germ*, and in two-syllable words as in *yogurt*.

Words with One Syllable

1. Have your student read the introduction. Explain that some words have a vowel followed by the letter *r*. Tell your student that a vowel followed by *r* is called an *r-*controlled vowel. The vowel and *r* together spell one vowel sound in a word or in a syllable. Explain that the letters *er, ir, or,* and *ur* are common *r-*controlled vowels and in many words have the vowel sound heard in *her*. Then, have your student read the words with the *r-*controlled vowels *er, ir, or,* and *ur*.
2. Have your student identify the letters that spell the *r-*controlled vowel sound in each word. **IF** your student has difficulty with the words, **THEN** say the sounds of the letters in the words and have your student repeat after you. Remind your student that the letters *or, er, ir,* and *ur* spell one vowel sound in each word, as in *her*.

Words with Two Syllables

1. Explain that *r-*controlled vowels are also found in two-syllable words. Tell your student that an *r-*controlled syllable has at least one vowel followed by the letter *r*. Point out that the r-controlled vowel can be in either syllable. Have your student read the text. Then, have your student read the words with the *r-*controlled syllables with *er, ir, or,* and *ur*. Point out that each word has two syllables.
2. Have your student identify the letters that spell the *r-*controlled vowel sound in the syllable of each word. If needed, guide your student in identifying the *r-*controlled vowel sound in the first syllable of *turkey* and in the second syllable of *tiger, seabird,* and *doctor*. **IF** your student has difficulty with the words, **THEN** say the sounds of the letters in the words and have your student repeat after you. Remind your student that the letters *ur, er, ir,*or *or* spell one vowel sound in each word, as in *her*.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter or pair of letters stands for in the word. Remind your student that the letters *er, ir, or,* and *ur* spell one vowel sound in each word.

#### Practice

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

* Be careful not to **burn** the cake in the oven. (b**ur**n)
* I **worry** that we will be late. (w**or**ry)
* Mia likes the blue **pattern** in her coat. (patt**er**n)
* Make sure your sentence has a **verb** that shows action. (v**er**b)
* I heard a **chirp** from the nest outside my window. (ch**ir**p)
* There are **thirteen** plates on the table. (th**ir**teen)
* The party was a big **surprise**. (s**ur**prise)
* I like to do **word** puzzles. (w**or**d)

### Objective: In this section, you will use words that tell the order of events in a story.

#### Key Words

* **events** – things that happen in a story
* **time order words** – words that tell when events happen

#### A Note to the Learning Coach

Before your student begins this lesson, you may want to review what they have done so far. Remind your student that they are writing a story. So far, they have chosen a topic, written the beginning of the story, and written sentences that tell the events in the middle.

Explain that in today’s lesson, your student will learn about words that help a reader keep track of the events in a story.

#### Explain

1. Have your student read the introduction. Review the definitions for the key words *events* and *temporal words*. Remind your student that writers tell events in an order that makes sense. Temporal, or time-order, words help a writer make the order of the events clearer to readers.
2. Review the list of time-order words with your student. Discuss what each term indicates about the order in which events happen and invite your student to use some of the words in sentences.
3. Watch the video with your student. Discuss what stories do and how time-order words help readers understand the events in a story. Pause the video periodically and discuss the events in the story of the lion and the mouse and how time-order words help the reader know what is going on in the story. Explain that writers use different words.
4. Have your student read and answer the question after they have viewed the video.
5. Continue to the next screen. Remind your student that they have read Janard’s story, “A Canoe Ride,” before. Explain that the passage on the screen is from the middle of the story**.** **IF** your student would benefit from additional context, **THEN** reread the full story together and discuss what happens.
6. Have your student read the passage from “A Canoe Ride” and use it to answer the questions about the use of time-order words in the middle of the story. **IF**your student has difficulty identifying time-order words, **THEN** point out that these words are often found at the beginnings of sentences. Read through the passage line-by-line; each time, ask your student: When does this happen? How do you know? What happens next? How do you know?

[A Canoe Ride](https://cite-media.pearson.com/legacy_paths/9b13fc50-22b3-4ac9-9d37-e0ec94084c1e/A%20Canoe%20Ride.pdf)

#### Check-In

1. Guide your student to read the directions and summarize what they need to do to respond to the questions. Have them provide their answers orally.
2. Have your student read each part of the story and explain their answers to you. **IF** your student has difficulty identifying a particular time-order word, **THEN** review the list of words in the chart on the first Explain screen. Go over how each word indicates when a particular event happens and how the events are ordered.
3. Review your student’s answer and provide feedback as needed. Ask your student to read one of the sentences without the order word or words. Discuss with your student how the action the sentence describes still makes sense, but the time during which the action happened does not.

#### Practice

1. Have your student read the instructions. Remind them that that they have read and discussed this story in previous lessons. Point out that now, they are going to focus on the events middle of the story.
2. Have your student read and answer the questions in their notebook. Encourage your student to explain their thinking and understanding of order words.
3. Review your student’s answers and provide feedback as needed.

## Lesson 2: From Farm to You: Comprehension

### Objective: In this section, you will describe how historical events in an informational text are connected.

#### Key Words

* **connected** – joined together or related
* **events** – things that happen
* **topic** – who or what an informational text is about

#### Explain

1. Read or play the slide narration of the introduction for your student. Review the meaning of each key word in bold print.
2. If necessary, review the characteristics of an informational text about historical events. Clarify that historical events are things that happened in the past. Explain that authors of texts about historical events usually tell the events in order, starting with the first event and ending with the last event.
3. Have your student read the chart to learn words that will give clues about when events happen. Point out the difference between time words and sequence words. Clarify that time words are specific dates or years. They tell when an event took place. Sequence words indicate the order of events. You may wish to challenge your student to think of other words or phrases to add to each category. For example, the phrases *last year* and *in 2008* tell exactly when something happened; the words *finally* and the phrase *in the end* tell the order in which things happened.
4. Have your student read the questions they can ask as they read an informational text about historical events. Point out that these questions can help them understand both what happened and the order things happened.
5. Watch the video with your student. Point out that the student in the video talks about historical events in the order they happened.
6. After viewing the video, ask your student to tell you how the events the student talks about are connected. (All three events happened before and led to the Declaration of Independence.) **IF** your student struggles, **THEN** have them watch the video again. Guide them to focus on the list of events that appear on the screen as the student talks.
7. Read about Yasir with your student. Read the text “Johnny Appleseed” together. Then, have them answer the questions. **IF** they struggle, **THEN** read the text aloud as they listen. Pause occasionally to ask scaffolding question like these:
	1. What is the first thing John Chapman did? (He traveled around the United States.) When did he do it? (in the early 1800s)
	2. What did Chapman do as he traveled? (He bought land, planted seeds, and grew and sold trees.)
	3. What happened to Chapman in the end? (He died in 1845. People started calling him Johnny Appleseed.)
	4. Did the text tell you the events in order? (yes)
	5. Are all the events connected to the same topic? (yes) What is it? (John Chapman/Johnny Appleseed’s life)

Set a Purpose for Reading

1. Help your student set a purpose for reading the informational text We All Scream for Ice Cream. Invite them to read the title. You may need to explain that the title comes from a traditional children’s chant: “You scream. I scream. We all scream for ice cream.” Point out that “I scream” sounds like “ice cream.”
2. Have your student look at the pictures on each page. Encourage them to read the captions near each picture and the subheadings that appear in blue print on each page. Guide them to use these text features to predict what they will learn as they read the text.
3. Have them answer the question. **IF** they struggle, **THEN** focus on the pictures on the first page of the text and scaffold by asking questions such as:
	1. What do you see in the picture at the top of the first page of the text? (I see people eating ice cream. I see people buying ice cream from a truck on the street.)
	2. Look at the other illustrations or drawings. What do you see? (I see pictures of people, places, and things from long ago. I see pictures of ice cream trucks.)
	3. What do you think this text will be about? (ice cream or ice cream trucks)

[We All Scream for Ice Cream](https://cite-media.pearson.com/legacy_paths/c61c31c7-3206-4451-a153-527571db368c/We%20all%20Scream%20for%20Ice%20Cream.pdf)

Before You Read: Vocabulary

Focus your student on the sentences. Tell them to use details in each sentence to infer what each vocabulary word means. For example, for the word *rare*, scaffold with activities such as these:

* Read the sentence with them and draw attention to the boldface vocabulary word.
* Give them some examples of things that are rare, such as gold coins, dinosaur fossils, and white alligators. Ask them to tell you why they are rare. (They are hard to find or they don’t happen often.)
* Encourage them to recall or describe a rare experience or event from their own lives. For example, breakfast in bed or breakfast for dinner is a rare event.
* Have them use the word *rare* in a sentence. **IF** they have difficulty, **THEN** then give them this sentence frame to complete:  is a rare thing because \_\_\_\_\_.
1. **rare:** special because it is hard to find or get
2. **enslaved:** having been forced to work for no pay
3. **skim:** to remove something floating on top of liquid
4. **expensive:** costing too much money
5. **immigrants**: people who move to another country

Read

1. Allow time for your student to read the text. Invite them to pause occasionally as they read to explain what they have learned so far in the text.
2. You may wish to point out that each section of the text tells about a different period in the history of ice cream in the United States. Guide them to notice the dates mentioned in each section.

Check for Understanding

Use the questions to quickly assess that your student understands the information in the text. **IF** they struggle to answer the first question, **THEN** have them reread the first paragraph of the text. Focus their attention on the last sentence: “No one had refrigerators, and sugar and ice were very expensive.” Then, ask scaffolding questions like these:

* Why did it matter that no one had refrigerators? (You need a refrigerator to keep ice cream and its ingredients cold.)
* Why did it matter that sugar and ice were expensive or costly? (Not everyone could buy them. Only rich people could buy them to make ice cream.)

#### Check-In

1. Read the directions with your student.
2. Clarify that for Activity 1 they will sort the words and phrases from the Word Bank into two categories: *Time Words* or *Sequence Words*.
3. Have them read the words and phrases in the Word Bank. As they read, draw a two-column chart in their notebook.
4. Have them sort the words and phrases. **IF** they struggle to sort the words and phrases, **THEN** have them reread the chart in the Explain section. Review that time words tell when something happened, and sequence words tell the order that something happened.
5. You may wish to share the answer to see the words and phrases correctly sorted.
6. Have your student complete Activity 2 by telling you three questions they can ask to help tell how events in a text are connected. **IF** they struggle, **THEN** have them review the list of questions in the Explain section.

#### Practice

1. Read the directions with your student. Clarify that they will reread *We All Scream for Ice Cream*. They will then fill out a timeline chart by listing the events from the text. Then, they will use their completed timeline chart to tell how the events in the text are connected.
2. If needed, help them access the interactive timeline. You may wish to print a copy of the timeline for them to complete, or you may wish to draw a timeline in their notebook.
3. Have your student reread the text. Encourage them to stop after they read a section of the text and look at the timeline chart. The first column in the chart lists clue words or phrases from the text. Tell them to write down each event in the second column of the chart. Or they may dictate as you write down their ideas. To help them, you may restate each Item in the first column by asking a question, like this: According to the text, what happened back in 1776?
4. Listen as your student uses the sentence starter to describe how them to refer to their completed timeline chart.
5. You may wish to share the sample answer with them. Discuss how the sample answer compares to their answers.

### Objective: In this section, you will make a connection between cause and effect in an informational text.

#### Key Words

* **cause** – something that makes something else happen
* **effect** – something that happens because of something else

#### Explain

1. Read the introduction or play the slide narration with your student. Be sure to review the meaning of the key words in bold print.
2. **IF** they need support with the concepts of cause and effect, **THEN** give an example that is relevant to their experiences. For example, skipping breakfast means they will feel hungry before lunchtime. Skipping breakfast is the cause. It is the thing that makes them feel hungry before lunchtime. ’Their hunger is the effect of not eating breakfast.
3. Have your student read the text and the explanation of the connection between cause and effect that follows it. Clarify that causes come before effects. The sunshine and the rain happen first. They cause the seeds to grow. They lead to the effect of the seeds’ growth.
4. Point out that sometimes cause and effect is clearly stated in an informational text. Read the list of clue words together.
5. Have your student read about how they can notice cause and effect in a text that does not use any clue words. Guide them to read the sentence frames in the chart. Point out that the sentence frames do use the clue words *because led to*, *cause*, *so*, and *happened*.
6. Have your student read about Asa. You may wish to review the first two pages of *We All Scream for Ice Cream*.
7. Together, read aloud the list of examples of cause and effect that Asa notices in the text We All Scream for Ice Cream. Point out the clue words because, so, and led to in Asa’s sentences.
8. Guide your student to answer the questions. IF they need support, THEN point out how in each of Asa’s sentences, she identifies a cause first and then identifies the effect. Guide your student to review the sentence frames in the chart on the previous Explain screen. You may also ask scaffolding questions like these:
	1. How do you know which part of the sentence tells about the cause? (It comes first. It uses a word like because. It comes before words like so or led to.)
	2. How do you know which part of the sentence tells about the effect? (It comes second. It comes after words like because, so, or led to.)
9. The questions require your student to identify only one cause and one effect, but you may wish to have them identify the cause and effect in each of Asa’s three sentences.

[We All Scream for Ice Cream](https://cite-media.pearson.com/legacy_paths/c61c31c7-3206-4451-a153-527571db368c/We%20all%20Scream%20for%20Ice%20Cream.pdf)

#### Check-In

1. Read the directions with your student. Encourage them to use the Word Bank to complete the sentences about cause and effect.
2. Listen as your student completes each sentence. **IF** they strugge, **THEN** have them reread the instructions and definitions in the Explain section.

#### Practice

1. Read the directions with your student. Clarify that they will reread pages 3–4 of the text *We All Scream for Ice Cream*. Then, they will identify examples of cause and effect in the text by using details to complete sentence starters. Finally, they will tell you about one cause and one effect they noticed.
2. Allow time for your student to read the text.
3. Listen as they complete the sentence starters. Remind them to use the hints.
4. You may wish to share the sample answer with them. Discuss how the sample answer compares to their answer.
5. Listen as they tell you about one cause and one effect from the completed sentence starters. **IF** they have no trouble identifying one cause and one effect, **THEN** ask them to identify others.

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

#### Explain

Quick Review

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

Read the introduction and review the image of the capital *J*. Have your student trace the curved line with their finger and then point to the straight line.

How to Write Capital *J*

1. Watch the video with your student to learn how to form capital *J*. Have your student follow along to write capital *J* in the air while they name each stroke aloud.

#### Check-In

Learning Coach Tip

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

1. Print the [Capital *J*](https://cite-media.pearson.com/legacy_paths/51f74e0a-7d0d-4081-81e1-a241db6e77d3/Capital%20J%20Worksheet.pdf)handwriting worksheet. If you do not have a printer, use a sheet of lined paper for your student and write any models or letters that will need to be traced. Then, read the directions with your student.
2. Discuss the letter model that is on the worksheet. Review the steps to forming capital *J* as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student stops writing before completing the last stroke of the letter, **THEN** remind them that they need to add a straight line across the top of capital *J*.

#### Practice

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

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

#### Warm Up

Remind your student that many words have the *r-*controlled vowels *er, ir, or,* and *ur,* as in *her, firm, work,* and *turn*. Say the word *her* and have your student repeat it. Then, have your student identify words with the *r-*controlled vowels *er, ir, or,* and *ur* using the following routine.

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **curb-cub**(curb) | **gem-germ**(germ) | **woke-work**(work) | **bird-bid**(bird) |
| **fist-first**(first) | **mayor-maybe**(mayor) | **hut-hurt**(hurt) | **pitch-perch**(perch) |

#### 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 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 it before beginning the lesson.

[Four-Column Chart](https://cite-media.pearson.com/legacy_paths/acafd487-358f-4d98-94ee-f7a5120ab200/Four-Column%20Chart_er%20ir%20or%20ur.pdf)

Words with er, ir, or, ur

1. Read the word in the first box to review how to read words with an *r-*controlled vowel. Remind your student that the letters *er, ir, or,* and *ur* spell one vowel sound in a word.
	1. Look at the word in the first box and read the word.
	2. Name the letters that spell the *r*-controlled vowel sound.
	3. Say the vowel sound spelled *ur*.
	4. Read the word again and have your student repeat it after you.
2. Continue by using the remaining words to review how to read words with r-controlled vowels er, ir, or, ur. IF your student has difficulty reading a word. If needed, guide your student in identifying the r-controlled vowel sound in a word. Review that er, ir, or, and ur can spell the same vowel sound.

Two-Syllable Words with er, ir, or, ur

1. Help your student apply what they have learned about words with the *r-*controlled vowels *er, ir, or,* and *ur* to reading two-syllable words. Review that an *r-*controlled syllable has at least one vowel followed by the letter *r*. With your student, read the introduction and the word *yogurt*. Look at the first syllable in *yogurt* with your student and point out that the vowel *o* spells the long *o* sound. Then, look at the second syllable with your student. Point out that this syllable is an *r-*controlled syllable and identify the vowel *u* followed by the letter *r*. Review that the letters *ur* spell the vowel sound in the *r-*controlled syllable. Then, have your student read the word.
2. Continue by having your student look at the syllables in the remaining words and read the words. Then, have your student answer the questions to focus on the vowel sound in the *r-*controlled syllable in each word.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the letters that spell the *r-*controlled vowel sound in each word. Then, have your student sort the words by writing words with one syllable in the first column and words with two syllables in the second column.

|  |  |
| --- | --- |
| **One-Syllable Words** | **Two-Syllable Words** |
| verbchirpwordburn | worrysurprisepatternthirteen |

#### Check-In

1. Listen as your student reads the words in the box. Then, have your student use the Four-Column chart to sort the words with the *r-*controlled vowels *er, ir, or,* and *ur*. Have your student name the two-syllable words.
2. **IF** your student has difficulty sorting the words, **THEN** say each word slowly and have your student clap or tap the syllable or syllables of each word. Encourage your student to identify the vowel sound of the syllable with the *r-*controlled vowel.

#### Practice

Use the sentences to confirm that your student can read words with *r-*controlled vowels *er, ir, or,* and *ur*. Have your student write the words with the *r-*controlled vowels in their notebook. **IF** your student has difficulty reading a word, **THEN** review the letters that spell the *r-*controlled vowel sound in the word.

### Objective: In this section, you will add words that tell the order of events to your story.

#### Key Words

* **events** – things that happen in a story
* **time order words**– words that tell when events happen

#### Learning Coach Tip

In this lesson, your student will add time-order words to the event sentences they have already written. Before the lesson begins, make sure your student has the sentences from the middle of their narrative available.

#### Explain

1. Have your student read the introduction and discuss the definitions of the key words *events* and *time-order words*. Then, have your student read the list of order words. Discuss the meaning of the words and phrases. Point out that the list does not include every time-order word or phrase available to writers. Invite your student to suggest one or two additional examples.
2. Have your student read about Riya and what she did to improve the event sentences in the middle of her story.
3. Have your student read the first Before/After sentence pair and discuss the time-order word Riya added. Ask your student how the addition of the word *First* improved the sentence. **IF** your student struggles to explain the change, **THEN** have them read both sentences again. Ask what the reader knows when they read the “After” sentence.
4. Have your student read the remaining Before/After sentences. Then, have your student read the questions and explain their answers to you. Provide feedback as needed.

#### Check-In

1. Have your student read the instructions. Review with your student that they should read each event and then match the sentence to the order word that best indicates where it fits in the series of events.
2. Have your student read each event and support them as they match the event to an order word. **IF** your student is not sure of the order of the events, **THEN** ask questions about the events, like these: Can Tito’s spaceship blast off if he is already on the moon? Can he be the first kid on the moon before the spaceship blasts off?
3. Review your student’s answers and provide feedback as needed. Discuss with your student how the order words make the order of events clearer.

#### Practice

1. Have your student read the directions and then reread their event sentences. Read and discuss the list of possible order words. Explain that the goal is to make their story clearer and easier to follow.
2. Provide time for your student to decide which order words to add and where to add them, noting that in most cases, order words appear at the beginning of a sentence. Remind them that the order words should tell the reader the order of events. Your student can write the words they are adding in a different color pencil or use sticky notes.
3. Review the changes your student wants to make. Encourage them to explain how the addition of time-order words will improve their story. Make suggestions as needed.

## Lesson 3: From Farm to You: Speak/Listen

### Objective: In this section, you will use context clues to check your understanding of words in an informational text.

#### Key Words

* **context clues** – words in a sentence or paragraph that a reader can use to understand the meaning of a new or difficult word

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meaning of the key term in bold print.
2. Ask your student to share how they check for understanding as they read informational texts. They may not have a clear answer. Instead, they may simply have a sense that they understand or “get the gist” of what they are reading. Explain that in this lesson, they will learn to ask questions and use context clues to make sure they understand the words they read.
3. Read aloud the questions that your student can ask to check that they are understanding a text as they read. Point out that it is important to understand what words mean, and that there are ways to figure out what a word means by using context clues in the text.
4. Have your student read the steps for finding and using context clues to figure out the meaning of unfamiliar words. Point out the word in bold print in each example text. Guide hem to find each type of clue. **IF** they need support, **THEN** ask scaffolding questions like these:
	1. *Delicious means “good tasting*.” Do you see the definition of delicious in the text? (yes) Is it in the same sentence as the word, or is it in a different sentence? (different sentence) Which words introduce or lead up to the definition? (“that means”)
	2. *Bland means “not flavorful.”* Do you see any words with the opposite meaning of bland in the sentence? (yes) What are they? (“strong flavor”) How do you know they are the opposite meaning? (The word*but tells me.*) Which words have the same meaning as *bland*? (“don’t have much taste”)
	3. Which words help you figure out that *churn* means “to use a*bucket* with a stick used to make butter from milk or cream.” (The words bucket and “beat it with a big stick” tell me.)
5. Watch the video with your student. Guide them to focus on how the student in the video uses context clues to figure out the meaning of two new words. The student finds hints in the text to determine the meaning of each word. Now, have your student answer the questions. **IF** they need support,**THEN** allow them to watch the video again. Pause the video after the student discusses the context clues for declaration and independence.

#### Check-In

1. Read the directions with your student. They will complete sentences to tell how to use context clues to find the meaning of a new word. Encourage them to use the Word Bank.
2. Listen as your student completes each sentence. **IF** they need support, **THEN** have them reread the steps for using context clues in the Explain section. You may also turn each sentence into a question, like this:
	1. How can Zahra find the meaning of a new word in the text? (use context clues)
	2. What should Zahra look for first in the sentence or paragraph? (a definition of the new word)
	3. What kinds of words should she look for next? (words with the same or opposite meaning)
	4. What else can Zahra look for in the text that might help her guess the meaning of the word? (information about the meaning of the word)
	5. Why does Zahra check the meaning of the word in the sentence (to see if it makes sense) Where can she look to find the meaning of the word? (a dictionary)

#### Practice

1. Read the directions with your student. Clarify that they will reread the informational text *We All Scream for Ice Cream*. Then, they will use the steps they learned in the lesson. They will use context clues to figure out the meaning of three new words—*penny-licks*, *customers*, and *germs*. Finally, they will tell you what they think one of the words means and how they know.
2. Allow time for your student to reread the text on page 3. Guide them to follow the steps for finding and using context clues to figure out the meaning of the three words. If time is short, you may have them figure out the meaning of only one or two of the words. If they excel at using context clues, challenge them to figure out the meaning of a fourth word, outlawed (made illegal or against the law).
3. Listen as your student completes the sentence starter to define one word and explain which context clues helped them.
4. You may wish to share the sample answer with your student. Discuss how the sample answer compares to ’their answer.

[We All Scream for Ice Cream](https://cite-media.pearson.com/legacy_paths/c61c31c7-3206-4451-a153-527571db368c/We%20all%20Scream%20for%20Ice%20Cream.pdf)

### Objective: In this section, you will speak to persuade by stating an opinion with reasons that support it.

#### Key Words

* **opinion** – something that a person thinks or believes is true
* **persuade** – to get others to think or do something
* **reasons** – why a person thinks something is true

#### Explain

1. Read the introduction or play the slide narration with your student. Be sure to review the meaning of the key words in bold print.
2. **IF** they need support with the concept of speaking to persuade, **THEN** give an example that is relevant to their experiences. For example, have them recall a time when they wanted to persuade you to allow them to do something, such as play a game or finish a lesson early. Remind your student of the reasons they gave. Talk about how you were or were not persuaded by them.
3. Have your student read the steps for speaking to persuade. Clarify that an opinion is a belief. Explain that an opinion is not a fact, so it can’t be proved true, but it can be supported or backed up with reasons.
4. Have your student read Elio’s speech. You may wish to read it aloud as they read along and listen. Pause after each sentence to make the following observations.
	1. The first sentence starts with the words “I think.” Explain that phrases like “I think” or “I believe” let listeners know that an opinion is about to follow.
	2. Elio uses the words “One reason” and “Another reason.” They let listeners know which statements are reasons.
	3. Elio ends by repeating his opinion to remind his listener.
5. Guide your student to answer the questions about Elio’s speech. IF they need support, THEN review the definitions for *opinion* and *reasons* in the Explain section. You may wish to point out that Elio gives two reasons.
6. Have your student read the tips for when they speak to persuade and when they listen to someone speaking persuasively.

#### Check-In

1. Read the directions with your student. They will answer questions about opinions and reasons.
2. Read the first two questions to your student. Listen as they answer. **IF** they struggle, **THEN** have them reread the definitions for *opinion* and *reasons* in the Explain section.
3. Read the third question to your student. You may wish to tell them that two of the statements are opinions and two are reasons. Listen as they answer the question. **IF** they struggle, **THEN** point out that an opinion will often start with the words “I think” or “I believe” while a reason statement will often start with the words “One reason is” or “Another reason is.”

#### Practice

1. Read the directions with your student. Clarify that they will choose an opinion from the list or think of one on their own. Then, they will use what they learned in the lesson to state their opinion, support it with two reasons, and then conclude their talk by restating their opinion.
2. Allow time for your student to choose an opinion and think of two reasons that support it.
3. You may wish to offer your student the following sentence starters to help them express their ideas in a persuasive way.
	1. I (think / believe) \_\_\_\_\_.
	2. One reason I think this is \_\_\_\_\_.
	3. Another reason is \_\_\_\_\_.
	4. That’s why I (think / believe) \_\_\_\_\_.
4. Listen as your student speaks persuasively. Observe their use of good speaking skills. If needed, encourage them to make eye contact and to speak clearly and loudly.
5. You may wish to share the sample answer with your student. Discuss how the sample answer is similar to and different from your ’their answer.

### Objective: In this section, you will use a dictionary to correct words that are spelled wrong.

#### Key Words

* **dictionary** – a book or website that lists words in alphabetical order and tells their meanings
* **glossary** – a list of words found in a book or story and their meanings

#### Explain

Quick Review

Review how to find alphabetized words in a dictionary based on the guide words. Ask your student to explain what guide words tell (the first and last words on the page) and where they can be found (at the top of a page). Explain that it is important to know the first few letters of a word to check whether it comes between the guide words.

1. Ask your student to recall a time when they made a spelling mistake. Discuss how they realized the word was wrong and what, if anything, they did to correct it. Explain that dictionaries can help writers fix spelling mistakes.
2. Read the key words, definitions, and opening text with your student. Make sure they understand that dictionaries and glossaries are resources that can help them correct spelling mistakes. Help your student realize that making spelling mistakes is a part of learning, but that these mistakes can be fixed. Discuss why it is important to fix spelling mistakes. For example, it is easier to read and understand words that are spelled correctly.
3. Have your student read the example sentence and answer the first question to see if they can identify the word with the spelling mistake. **IF** your student has difficulty identifying that *telefone* is not the correct spelling of the word, **THEN** guide them to understand that, although *telephone* does include the */f/* sound, it does not include the letter *f*.
4. Have your student read about using the dictionary to find the correct spelling. Then, have them look up *telephone* in a print dictionary or a student-friendly online dictionary. Provide reminders about alphabetical order as needed. Remind your student to use the first few letters of the word to begin their search.
5. Once your student has found the correct spelling of *telephone*, ask them to compare the correct and incorrect spellings so they can better understand what was wrong and how to fix it. Make sure they understand that *ph* makes the same sound as *f* in many English words such as *graph* and *phonics*.

#### Check-In

1. Read the directions with your student. Explain that they will identify the misspelled word in each sentence. Then, they will use a dictionary to look up the word. Finally, they will write the correctly-spelled word in their notebook.
2. Complete the first activity together to make sure your student understands. **IF** your student struggles to find the misspelled word, **THEN** remind them to look for words that seem unfamiliar or strange. Tell them to find words that they know are spelled correctly. Point out that this will help them narrow down their search for the misspelled word. Guide your student to discover that *vois* is misspelled. Have them look up *voi-* in the dictionary as they look for the correct spelling. Then, tell them to write the correctly spelled word in their notebook.
3. Have your student complete the other activities on their own, as they are able. **IF** your student needs additional support, **THEN** remind them to read the Hint. Help them eliminate words that they know are spelled correctly.

#### Practice

1. Read the directions together. Explain that your student will fix spelling mistakes by looking up words in the dictionary and writing the correct spelling.
2. Complete the first activity with your student. Have them read the sentence aloud. Make sure they correctly recognize the word that is misspelled. Then, have them determine the first few letters of the word and look it up in a print or online dictionary. Finally, have them write the correctly-spelled word in their notebook.
3. Have your student complete the rest of the activities independently. Provide any necessary support as they look up words in the dictionary.
4. When your student finishes the activities, check that they have written the correct spelling of each word.

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

#### Warm Up

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

* 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **curl**(3 sounds) | **flower**(4 sounds) | **third**(3 sounds) | **worst**(4 sounds) |
| **burst**(5 sounds) | **person**(5 sounds) | **sailor**(4 sounds) | **twirl**(6 sounds) |

Words with One Syllable

Review that many words have an *r*-controlled vowel spelled *er, ir, or,* or *or* that make the same vowel sound, the vowel sound heard in *her.* Remind your student that the letters *ur* spell one vowel sound in the syllable. Have your student say the word *slurp*. Use letter tiles to form the word. Space the letters. Move the letters together as you blend the sounds.









Use the following routine:

* Say the word.
* Say the sound the first letter makes.
* Say the sound of the second letter and blend the sounds together.
* Add the *r*-controlled vowel sound and blend the sounds together, making sure to move the *r* along with the vowel.
* Add the sounds of any remaining letters and blend.
* Say the word.

Have your student use the routine to blend the vowel sounds *er, ir,* *or* in *germ, third,* and *worst.* If needed, remind your student that these *r*-controlled vowels make the same sound in each word.

Words with Two Syllables

1. Continue by having your student blend the sounds in two-syllable words with *r*-controlled vowels *er, ir, or, ur*. Remind your student that the letters *er, ir, or,* and *ur* spell one vowel sound in a syllable. Use letter tiles to form the word *whisper.* Space the letters to form the two syllables (*whis—per*). Have your student identify the *r*-controlled syllable. Then, blend the sounds of each syllable and then move the syllables together as you blend the sounds of the two syllables together.
2. Continue by having your student use letter tiles to form the words *circus, flavor*, and *sturdy*. Use the routine to have your student blend the syllables together to say the words. Explain that something that is sturdy is strong or well built, such as a table. **IF** your student has difficulty blending the syllables to say the word, **THEN** repeat the routine with words *flower* and *furry*.





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.

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 *r*-controlled vowel sound spelled *er, ir, or,* or *ur* in the word. Then, model blending the sounds of the syllable or syllables 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. For the digraph *sh* in *shirt*, remind your student that the two letters stand for one sound.
3. Say the sound of the second letter if it is a consonant and blend the sounds together.
4. Add the *r*-controlled vowel sound and blend the sounds together. Make sure the letter *r* moves with the vowel.
5. Add the sound of any remaining letters and blend.
6. Say the word.

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.

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. Then, have your student say the word independently.

#### Practice

Use the paragraph to confirm that your student can blend sounds to read words with *r*-controlled vowels *er, ir, or, ur.* **IF** your student has difficulty reading the words with *r*-controlled vowel sounds spelled *er, ir, or,* or *ur*, **THEN** have your student use letter tiles to build the boldface words. Work with your student to have them blend the sounds or the sounds of the syllables to read the words.

### Objective: In this section, you will tell how a writer ends a story.

#### Key Words

* **ending** – the last part of a story

#### A Note to the Learning Coach

You may want to take this opportunity to review why writers write. Remind your student that writers who write informational texts are writing to give information. When writers write stories, the goal is to entertain the reader. This means the writer wants to give enjoyment to the reader. Discuss why stories might give a reader enjoyment.

#### Explain

1. Remind your student that they have written the beginning and middle of their story. Briefly discuss the elements in each part they have written. Then, review the definition of the key word *ending*. Have your student read about the different jobs that good endings help a writer accomplish.
2. Invite your student to tell the ending of a favorite story and explain how it successfully wraps up the story events. Guide them to understand that a good ending adds closure; rather than leaving readers hanging, it makes sure that all of their questions have been answered and that they are confident that they know what happened to the characters. **IF** your student needs guidance in evaluating the ending of a story, **THEN** ask questions such as What happens at the end? How does the character(s) feel? Does the character(s) learn anything?
3. Have your student respond to the question and explain their answer. Provide feedback as needed. questions and provide feedback as needed.
4. Continue to the section titled “Read a Story Ending” on the next screen. Have your student read the introduction. Remind them that they have read the story about the canoe ride in previous lessons. Have your student reread the story, focusing on the ending of the story.
5. Have your student read and answer each question. Guide them to evaluate the ending using the criteria on the previous screen. Remind them that a “good” ending makes the story feel “finished” and doesn’t leave questions in the reader’s mind. Ask your student to explain their answers.

[A Canoe Ride](https://cite-media.pearson.com/legacy_paths/9b13fc50-22b3-4ac9-9d37-e0ec94084c1e/A%20Canoe%20Ride.pdf)

#### Check-In

1. Have your student read the instructions and the passage on the screen. Ask your student to explain the events in the story before they answer the questions.
2. Have your student read the first question and explain their answer to you. **IF** your student is not sure of the answer, **THEN** ask your student to review what has happened and what Shani might do to feel better. You may want to ask questions, such as What happened to Shani and Rufus’ friendship? How could Shani solve the problem?
3. Have your student answer the remaining question by explaining their thinking to you. Provide feedback as needed.

#### Practice

1. Have your student read the directions and the story. Remind your student that they have read this story in a previous lesson.
2. Have your student use the story to answer each question. Have your student record their answers in their notebook.
3. Review your student’s answers. Encourage them to explain their thinking to you. Provide feedback as needed.

## Lesson 4: From Farm to You: Fluency

### Objective: In this section, you will identify the author’s purpose for writing a text.

#### Key Words

* **entertain** – to amuse or please
* **inform** – to give facts and information
* **persuade** – to make others think or do something
* **purpose** – why an author writes a text

#### Explain

1. Read or play the slide narration of the introduction with your student. Review the meaning of the key term in bold print.
2. Guide your student to read about each of the author’s purposes. You may offer your student the acronym *PIE* for the three author’s purposes—to persuade, to inform, to entertain. It may help them remember the three purposes.
3. Read each example text with your student. Point out how “Tomato Facts” has information about tomatoes, “Grow Your Own Food!” tries to persuade readers to grow food on their own, and “Aunt Min’s Farm” is meant to be read for fun.
4. Have your student read how to identify the author’s purpose for writing a text. Read the chart and the list of steps with your student. **IF** they need support, **THEN** have them apply the steps and questions to the text “Tomato Facts” on the previous screen. You may ask these scaffolding questions:
	1. What is the title of the text? (“Tomato Facts”)
	2. What does the picture show? (tomatoes growing on a plant)
	3. What did the words tell you about? (tomatoes, what they are like)
	4. Which question helped you figure out the author’s purpose? (Will I learn something?)
5. Watch the video with your student. Guide them to focus on how the student in the video identifies the purpose of a text she is reading with her Learning Coach.
6. Have your student answer the questions about the video. **IF** they need support, **THEN** allow them to watch the video again. Pause the video after the student identifies the author’s purpose. Pause again after the student tells what she does as she reads the text.

#### Check-In

1. Read the directions with your student. Encourage them to answer the questions independently.
2. **IF** they struggle to identify three author’s purposes for writing, **THEN** have them reread the instruction on the first Explain screen. Remind them of the acronym PIE.
3. **IF** they need support with Questions 2 and 3, **THEN** have them reread the steps for identifying an author’s purpose on the second Explain screen.

#### Practice

Read the directions with your student. Clarify that they will use what they learned in the lesson to identify the author’s purpose for writing *Where Does Your Lunch Come From?* Then, they will read the text and tell you how knowing the author’s purpose helped them as a reader.

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.

1. Allow time for your student to read the title, look at the pictures, scan the text, and ask questions about the author’s purpose.
2. Listen as they complete the first sentence starter to identify the author’s purpose.
3. Allow time for them to read the text carefully. If needed, remind them to use the author’s purpose to help them read carefully.
4. Listen as they complete the sentence starter to tell you what they did as they read the text.
5. You may wish to share the sample answer with them. Discuss how the sample answer compares to their answer.

[Where Does Your Lunch Come From? (A)](https://cite-media.pearson.com/legacy_paths/227efe24-3b76-4bcc-81f2-eb3ca879f9f7/Where%20does%20your%20lunch%20come%20from%28A%29.pdf)

[Where Does Your Lunch Come From?](https://cite-media.pearson.com/legacy_paths/71752df1-e803-4c05-8b7c-34e9585e39cf/Where%20does%20your%20lunch%20come%20from%28O%29.pdf)

[Where Does Your Lunch Come From? (B)](https://cite-media.pearson.com/legacy_paths/742505c2-fb8b-4b94-a60c-4c031d0d2c9d/Where%20does%20your%20lunch%20come%20from%28B%29.pdf)

### Objective: In this section, you will answer a question correctly using facts you find in an informational text.

#### Key Words

* **expert** – a person with special knowledge about a topic
* **source** – a person or text with information

#### Explain

1. Read the introduction or play the slide narration with your student. Be sure to review the meaning of the key words in bold print.
2. Talk briefly with your student about why questions like “Is it lunchtime?” and “What is your favorite food?” are easier to answer than a question like “Where does your favorite food come from?” Point out that some questions require facts and information. If time allows, have them think of at least one additional question that is easy to answer and one that is more difficult to answer.
3. Have your student read about how to think about the facts they find.
4. Explain that it’s a good idea to read more than one source of information. Doing so helps readers check that the information is true and will help them answer their questions correctly.
5. Explain that it’s also important to notice who has created or written the information. Point out that most books are written by experts, but information found online is not always written by experts.
6. Guide your student to read about Kira. She wants to know where popcorn comes from. Point out that Kira first gets some incorrect information from a friend. Then, she finds correct facts by looking online with her Learning Coach. They find facts written by an expert. Kira then finds additional sources to confirm the information she found.
7. Have your student read the tips to use when they read aloud a text.
8. If time allows, have your student read aloud the text about popcorn on the previous screen. Allow them time to read it again silently before they read it aloud. Listen as they read aloud. Notice any words they skip or mispronounce. After they finish reading, give feedback about the accuracy, pace, and expression of their oral reading.

#### Check-In

1. Read the directions with your student. Encourage them to use the Word Bank to complete the sentences about Chet, who wants to find facts to answer a question.
2. Listen as your student completes each sentence. **IF** they struggle, **THEN** have them reread the instruction in the Explain section. Focus on the first slate if they need help with any of the first three activities. Guide them to review the third slate if they need help with the fourth activity.

#### Practice

1. Read the directions with your student. Clarify that they will choose a food from the list. Then, they will find facts in the text *Where Does Your Lunch Come From?* to answer the question “Where does this food come from?” They will read a section of the text aloud for you. Last, they will complete the sentence starters with the facts they found to answer the question.
2. Allow time for your student to choose a food from the list and then look for information about it in the text.

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.

1. Listen as your student reads aloud the part of the text with information about the food they chose. If needed, remind them to read the words clearly, at a good rate, and with an expressive voice.
2. Listen as your student uses facts from the text that tell you where the food they chose comes from. Encourage them to use the question frame and sentence starter to tell you about the food.
3. You may wish to share the sample answer with your student. Discuss how the sample answer is similar to and different from their answer. They may have chosen a different food. Make sure they have correctly shared facts from the text. If time allows, you may look at another source of information online to confirm the facts they shared.

[Where Does Your Lunch Come From? (A)](https://cite-media.pearson.com/legacy_paths/227efe24-3b76-4bcc-81f2-eb3ca879f9f7/Where%20does%20your%20lunch%20come%20from%28A%29.pdf)

[Where Does Your Lunch Come From?](https://cite-media.pearson.com/legacy_paths/71752df1-e803-4c05-8b7c-34e9585e39cf/Where%20does%20your%20lunch%20come%20from%28O%29.pdf)

[Where Does Your Lunch Come From? (B)](https://cite-media.pearson.com/legacy_paths/742505c2-fb8b-4b94-a60c-4c031d0d2c9d/Where%20does%20your%20lunch%20come%20from%28B%29.pdf)

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

#### Warm Up

Begin by having your student identify the number of sounds in a word with *r*-controlled vowels *er, ir, or, ur*. Have your student blend the sounds. Use the following routine.

* Stretch each word by saying each sound in the word. (*w-or-th*)
* Ask your student to blend the sounds to say the word. (*worth*)

Use the following words:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| worth(3 sounds) | person(5 sounds) | burst(4 sounds) | thirty(4 sounds) | sunburn(6 sounds) | clerk(4 sounds) |

#### Explain

Gather the following letter tiles: *a, b*(2)*, c, d, e, g, h, i, k, l, n*(2)*, o, r, s, t*(2)*, u, v, w*. Use the letter tiles to model with your student how to build words with *r*-controlled vowels *er, ir, or, ur*. Remind your student that the letters *er, ir, or, ur* spell one vowel sound in a word.

#### Check-In

1. Gather the following letter tiles: *b, e*(2)*, g, i, l*(2)*, n, r*(2)*, s, t, u, w.*
2. Read each set of directions to your student. Observe your student build words with *r*-controlled vowels *er, ir, or, ur*. Have your student identify the *r*-controlled vowel sound and its spelling in each new word formed. **IF** your student struggles to blend the sounds of the syllables in a word, **THEN** model reading the word correctly. Position the letter tiles for reinforcement.



#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Then, have your student use the letter tiles to build spelling words.
2. **Spelling Test:** Use the following sentences to test the spelling words.
	1. **pattern** – That pattern uses many colors. **pattern**
	2. **word** – What does this word mean? **word**
	3. **verb** – the word jump is an action **verb**.**verb**
	4. **worry** – Do not worry about the spelling test. **worry**
	5. **surprise** – the sudden snow fall was a **surprise.** **surprise**
	6. **chirp** – Those birds always chirp early in the morning. **chirp**
	7. **burn** – Don’t let the campfire burn out. **burn**
	8. **thirteen** – I count thirteen tomatoes on the vine.**thirteen**

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

#### Explain

Quick Review

Before reading the lesson, remind your student that they have learned how to write lowercase *i*, which has a dot at the top of the letter. Tell your student that today, they will write lowercase *j*, which also has a dot above it.

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

How to Write Lowercase *j*

1. Watch the video with your student to learn how to form lowercase *j*. Have your student follow along to write lowercase *j* in the air. You may want to have your student say *dot* as they add the dot.
2. Read the steps together about how to form lowercase *j*.

#### Check-In

Learning Coach Tip

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

1. Print the [Lowercase *j*](https://cite-media.pearson.com/legacy_paths/509a1822-b31b-4c24-9fc7-eda45942d540/Lowercase%20j.pdf)handwriting worksheet. If you do not have a printer, use a sheet of lined paper for your student and write any models or letters that will need to be traced. Then, read the directions with your student.
2. Discuss the letter model that is on the worksheet. Review the steps to forming lowercase *j* as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming the letter, **THEN** encourage them to say each step aloud as they write lowercase *j*.

#### Practice

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

### Objective: In this section, you will write an ending for your story.

#### Key Words

* **ending**– the last part of a story

#### Get Ready for Learning

Your student will write the ending of their story in this lesson. Make sure your student has access to the beginning and middle of their story. You may want to suggest your student reread what they have done so far.

#### Explain

1. Have your student read the introduction and discuss the parts of a story. Ask your student to tell you about the beginning and middle of their story.
2. Review the definition of the key word *ending*. Discuss the jobs an ending does.
3. Explain that your student is going to read a story written by a writer named Dede. Have your student read the story and respond to the first two questions. Ask your student to explain their answer to you. **IF** your student struggles, **THEN** reread the story together. Help your student describe the problem and discuss what happens. Ask your student how Nia feels before and after her friends arrive.
4. Have your student read and answer the remaining question. Provide feedback as needed.

#### Check-In

1. Have your student read the instructions. Point out the two columns on the screen. Explain that the left-hand column shows story beginnings and the right-hand column shows story endings. Your student will match each beginning to the appropriate ending.
2. Have your student read the first beginning and summarize for you how the story starts. Then, have your student read each of the story endings and identify the choice that makes the most sense as the ending of the story about Pedro. **IF** your student is not sure, **THEN** read each ending together. Ask your student questions about the possible endings, such as Do you think Kitty is a horse? Which ending talks about either Pedro or a horse?
3. Have your student match the remaining story beginnings with the best story ending. Ask questions about the stories’ beginnings and endings as needed.

#### Practice

1. Have your student read the directions and the descriptions of important jobs of a story ending.
2. Provide time for your student to think about what they have written so far and to discuss possible endings with you. Then, have your student write the ending to their story.
3. As needed, review the ending of the student model with your student. Discuss why it is effective. Discuss the ending of the story.
4. When your student has completed the draft of their ending, review the story rubric, paying special attention to the Ending row.

[A Canoe Ride](https://cite-media.pearson.com/legacy_paths/9b13fc50-22b3-4ac9-9d37-e0ec94084c1e/A%20Canoe%20Ride.pdf)

[Narrative Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/830a74b2-af76-4737-93fd-ba2fa3ea749d/LA%202%20Narrative%20Text%20Rubric.dotx)

## Lesson 5: From Farm to You: Synthesize

### Objective: In this section, you will show how to be a critical reader by thinking carefully while reading an informational text on your own.

#### Key Words

* **critical** – thoughtful

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meaning of the key term in bold print.
2. Clarify that a critical reader is a thoughtful or careful reader. Explain that critical readers and thinkers ask questions and make sure they understand the ideas in a text.
3. Read the chart with your student. Explain that they can ask different questions at different points in the reading process—before, during, and after they read. Point out that these questions will help them be aware of what they want to learn from a text, what they don’t understand in the text, and what they learn from the text.
4. Read the list of tools that your student can use if they don’t understand a text as they read. Make sure they understand that it is okay to reread all or part of a text and to read the words slowly. Point out that they do not have to use all the tools, just the ones that are most helpful.
5. Watch the video with your student. Point out that critical readers keep track of the main facts and think about the text and how it is arranged. Also review that asking questions about a text is one way to be a critical reader and thinker.
6. Read about Paco with your student. Paco reads a part of the text *We All Scream for Ice Cream*.
7. Have your student answer the questions about Paco.**IF** they need support,**THEN** allow them to reread the instruction. You may restate the questions as sentence starters to help them express their ideas.
	1. Before Paco reads the text, he thinks about \_\_\_\_\_. (what he wants to learn)
	2. When Paco does not understand part of the text, he rereads \_\_\_\_\_. (the text slowly) He also \_\_\_\_\_ and \_\_\_\_\_. (stops to think about what he read; looks up a new word)
	3. After reading, Paco learns \_\_\_\_\_ from the text. (that ice cream is hard to make)

[We All Scream for Ice Cream](https://cite-media.pearson.com/legacy_paths/c61c31c7-3206-4451-a153-527571db368c/We%20all%20Scream%20for%20Ice%20Cream.pdf)

1. Point out how Paco thinks carefully before, during, and after his reading. Ask:
* Is Paco a critical reader and thinker? (yes)
* Why do you think so? (Sample answer: He asks questions about a text. He uses tools to help him understand the text better.)

#### Check-In

1. Read the directions with your student. Work with them to complete the activities.
2. For Activity 1, draw a three-column chart in your student’s notebook. Then, read the directions together. Encourage them to write the questions in the correct columns of the chart. Or you may wish to write as they dictate. **IF** they struggle, **THEN** have them review the instruction in the Explain section. You may point out that one column of the chart should have two questions.
3. Read the directions for Activity 2. Listen as your student tells you at least two tools they can use if they don’t understand parts of a text as they read. **IF** they struggle to identify two tools, **THEN** have them revisit the instruction on the Explain screen. They may also review the tools Paco used. If they have no trouble identifying two tools, then challenge them to name as many as they can.

#### Practice

1. Read the directions with your student. Clarify that they will use the skills they learned in the lesson to critically read *Where Does Your Lunch Come From?* on their own. They will answer questions about the process of being a critical reader.
2. Read the first question with your student. Have them identify what they want to learn from the text before reading. Encourage them to be as specific as possible.
3. Allow time for your student to read the text carefully. If needed, remind them to use the tools they learned to read critically.

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.

[Where Does Your Lunch Come From? (A)](https://cite-media.pearson.com/legacy_paths/227efe24-3b76-4bcc-81f2-eb3ca879f9f7/Where%20does%20your%20lunch%20come%20from%28A%29.pdf)

[Where Does Your Lunch Come From?](https://cite-media.pearson.com/legacy_paths/71752df1-e803-4c05-8b7c-34e9585e39cf/Where%20does%20your%20lunch%20come%20from%28O%29.pdf)

[Where Does Your Lunch Come From? (B)](https://cite-media.pearson.com/legacy_paths/742505c2-fb8b-4b94-a60c-4c031d0d2c9d/Where%20does%20your%20lunch%20come%20from%28B%29.pdf)

1. Read the second question with your student. Listen as they tell you about the tools they used to better understand the text.
2. Read the third question with your student. Listen as they tell you what they learned from the text.
3. You may wish to share the sample answers with your student. Discuss how the sample answers are similar and different from their answers.

### Objective: In this section, you will create a plan to complete a task on your own.

#### Key Words

* **reflect** – to think back on something
* **task** – something that needs to be done

#### Explain

1. Read the introduction or play the slide narration with your student. Be sure to review the meaning of the key words in bold print.
2. Have your student read about Benito. Make sure your student understands the process Benito uses. First, Benito chooses a task he can do on his own. Then, he thinks about the task before doing it. He makes a plan with steps, and he follows the steps until he has completed the task. He checks his progress by crossing things off his list. Last, he reflects on his work, or thinks back on it.
3. Talk briefly with your student about some tasks they can do on their own. For example, they might make their own bed or their own breakfast in the morning. Point out that each task has several steps, and the steps usually need to be done in a particular order.
4. Jot down these tasks on a sheet of paper. You may need to remind your student about them during the Practice activity.
5. Have your student read the list of steps they can use to complete a task on their own.

#### Check-In

1. Read the directions for the activity together. Tell your student to use what they learned to put the steps in the correct order. Encourage your student to complete the activity on their own.
2. Listen as your student places the steps in the correct order. **IF** your student struggles, **THEN** have them reread the instruction in the Explain section. You may also ask scaffolding questions such as these:
	1. What is the first thing you need to do? (I need to choose a task.)
	2. Do you figure out what you need to do before or after you choose your task? (after)
	3. Do you cross each thing off the list before or after you make a plan? (after)
	4. What is the last thing you need to do? (reflect on my work)

#### Practice

1. Read the directions with your student. Clarify that your student will choose a task from the list or think of one on their own. Then, your student will make a plan, follow it, and then reflect on their work.
2. Allow time for your student to choose a task. You may also suggest a simple task that requires a few steps but will not take more than a few minutes to do.
3. If needed, help your student access the graphic organizer. You may choose to print a copy of the chart, or you may prefer to draw a similar chart in your student's notebook. Tell your student that they can draw or write their plan in the chart. 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. For example, the sample answer may have a different number of steps.
4. Allow your student to complete their chosen task. If doing the task is not practical, then have your student act out the task for you. Remind them to do or act out the steps in order and to cross off each item as they complete it.
5. Listen as your student reflects on their task. Encourage them to use the sentence starter to express their idea in a complete sentence.
6. You may wish to share the sample reflection with your student. Discuss how the sample reflection compares to your student’s.

### Objective: In this section, you will read your story again to make sure it has a beginning, a middle, and an ending.

#### Key Words

* **characters** – the people or animals that a story is about
* **events** – things that happen in a story
* **setting** – where a story takes place
* **time order words** – words that tell when events happen

#### Show What You Know

1. Review with your student the concept of reviewing a draft when you have finished writing it. Explain that rereading their work helps a writer think about their story and whether or not it accomplishes the purpose they had for writing it.
2. Review the parts of a story and discuss the meanings of the key words *characters, setting, events*, and *time-order words*. Discuss with your student the parts of their story they have already written. Ask them why they think taking another look at each part of their story is important (for example: it helps them make sure they have included all the elements of a story; it gives them a better idea of how they can improve their story and make it more enjoyable to readers).
3. Have your student read and answer the question, making sure to explain their answer. **IF** your student is unsure of how to answer, **THEN** review why writers reread their work.
4. Continue to the section titled “Review a Draft” on the next screen. Have your student read the introduction. Read the story with your student and point out the changes Hosea made. Then, have your student answer the questions, explaining their answers to you. **IF** your student is not sure of the answers, **THEN** have your student reread the story, pointing out the changes Hosea made. You may want to read the sentence or paragraph without the changes. Discuss how the changes improved the writing.
5. Continue to the section titled “Review and Add to a Story” on the next screen. Explain that your student is going to read another story and decide what changes the writer might want to make. Read the story with your student and then read the questions together. Explain that your student should use these questions to help them evaluate Diya’s story.
6. Have your student read and answer the questions as independently as possible. **IF** your student is struggling, **THEN** have them reread specific sections of the story. Help them ask and answer the questions that guide a writer’s review. Review your student’s answers and provide feedback, as needed.

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

* **Less Successful** – My student struggled to identify the missing elements or errors in Diya’s story.
* **Moderately Successful** – My student was able to identify some of what is missing but had difficulty identifying all missing elements or errors and determining how to fix the issues.
* **Very Successful** – My student was able to identify the missing elements or errors in Diya’s and determine the appropriate changes to make.

#### Try This

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

* **Less Successful –**Review the lessons in this unit. Make sure your student understands the parts of a story. Provide support as your student tries to understand the importance of revising the story to make it clearer and stronger. Guide your student step-by-step through the questions good writers ask themselves as they review the story.
* **Moderately Successful –** During your student’s review of their story, provide support. If you notice a weakness in your student’s writing that should be addressed, point to specific questions that you would like your student to pay attention to.
* **Very Successful –** Have your student complete the Try This activity as independently as possible.
1. Have your student gather the three parts of their story (beginning, middle, and ending).
2. Together, read the directions and questions writers ask themselves as their review their story. Make sure your student understands that they are to review their work, answering the questions on the screen.
3. Provide time for your student to read their story several times, focusing on different questions each time. If your student does not see problems with their writing, scaffold the use of the questions, for example, ask if the beginning tells about the characters and setting. As needed, ask about specific sections of the story that need review or clarification.
4. Have your student take notes on the changes they want to make and then discuss them with you. Then, provide time for your student to type and review their draft story. Assist with using the computer and word processing program, as needed. Or you may want to have your student handwrite a neat copy of their story.
5. Have your student review the rubric to ensure they have made all necessary changes and have included all parts of a story.
6. Help your student submit the draft of their story to their DropBox. As needed, help them convert it to a digital format by scanning it in pdf form or by using a smartphone or digital camera to create a clear .jpg or .png image.

[Narrative Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/830a74b2-af76-4737-93fd-ba2fa3ea749d/LA%202%20Narrative%20Text%20Rubric.dotx)

### Review

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

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

### 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.