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# Language Arts 2 B Unit 4: Stories Old and New

## Lesson 1: Stories Old and New: Genre

### Stories Old and New: Introduction

#### Learning Goals

In this unit, your student will be learning about old and new ideas found in stories and verse. There are 16 learning goals for this unit:

1. Identify whether a read-aloud text tells a story or gives information.
2. Identify adjectives and adverbs in writing.
3. Spell V-C-E words with one and two syllables.
4. Read grade-level text orally with expression on successive readings.
5. Identify how alliteration supplies rhythm and meaning in a poem or song.
6. Use adjectives in writing and speaking.
7. Write uppercase *K.*
8. Read V-C-E words with one and two syllables.
9. Identify how rhymes and repeated lines supply rhythm and meaning m a poem or song.
10. Use adverbs in writing and speaking.
11. Blend V-C-E words with one and two syllables.
12. Write lowercase *k.*
13. Identify how beats supply rhythm and meaning in a poem or song.
14. Build V-C-E words with one and two syllables.
15. With support, read a book of choice.
16. Decode V-C-E words with one and two syllables.

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.

* Stories Old and New: Genre Quick Check
* Stories Old and New: Comprehension Quick Check
* Stories Old and New: Speak/Listen Quick Check
* Discussion
* Ancient Tales: Skills Check
* Ancient Tales: Online Practice
* Ancient Tales: Test

At the end of this unit there is a Skills Check assessment. Skills Check assessments will allow you to observe your student completing a variety of skills and indicate whether they were able to demonstrate the skills successfully. This assessment does not count toward your student's overall grade, but the results will report your student's progress to the teacher. Discuss and correct any items your student answers incorrectly before proceeding in the course.

#### Spark

1. Read the story with your student. Then, use these questions to guide a brief discussion: What surprises Isaiah about the story? (He is surprised that it is an old story.) What probably surprises Grandma about the story? (She is probably surprised that this old story is still being told.)
2. Watch the flipbook with your student. As needed, pause the flipbook to clarify information or answer questions that your student may have. **IF** your student has difficulty understanding how stories have both changed and stayed the same, **THEN** make a two-column chart with your student. In the left column, write down information about old stories. In the right column, write down information about new stories. Point out any information that occurs in both columns.
3. After viewing the flipbook, have your student answer the questions. **IF** your student cannot answer a question, **THEN** replay the flipbook to help them arrive at an acceptable answer.

#### Activate Prior Knowledge

* + 1. Read the first paragraph. Brainstorm favorite stories. They might be stories your student has read independently. Then look at the questions with your student. Help them to complete the activity in their notebook. **IF** your student cannot decide on a favorite story, **THEN** have them choose any story they have recently read. **IF** your student does not know whether the story is old or new, **THEN** help them find this information (for example, on a copyright page or through an online search. They can also notice if modern ideas are part of the book). Have your student read their answers to the questions to you.
		2. Read each bulleted item and have your student talk about topics they have learned about and which ones are new to them.
		3. Share some examples of words that end in silent *e,* such as *home, dime,* and *bake* 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 text - a text that tells about real people, places, or things
* poem - writing that uses words in an interesting way to express feelings and tell a story
* story - a text that tells about something that happens that may not be real

#### Decoding Routine

A decoding routine is a structured approach to teaching reading that helps students break down words into their individual sounds and then blend these sounds together to read the words accurately. This routine is essential for developing foundational reading skills. Select the link to complete this lesson's decoding routine with your student. Detailed scripts and instructions for Learning Coaches are available in the notes section.

[Stories Old and New\_Genre Vowel consonant-e syllables](https://cite-media.pearson.com/legacy_paths/e70f34c2-d45b-4475-9709-d4701f931e74/Stories%20Old%20and%20New_Genre%20Vowel%20consonant-e%20syllables.pptx)

#### Explain

Read the introduction with your student and review the meaning of each boldfaced term. Explain that both stories and poems are products of an author's imagination. Some poems seem to tell stories about made-up characters and events.

Help your student read the first text and discuss how they know it gives information. **IF** they are confused about how a passage about made-up creatures can be informational, **THEN** point out that the text provides information about the use of dragons in stories and pictures. It is a fact that dragons appear in stories and pictures. It is not a fact that dragons exist in real life.

Have your student read the short poem and respond to the question. Talk about who might be telling the story (a child) and how your student knows the events in the story are not real (a dragon would not invite a child for tea; a child could not fly to a dragon's nest).

Next, read [*I Think That I'm a Dragon*](https://cite-media.pearson.com/legacy_paths/eb4b897a-9b6f-4cf5-b981-f955fd2311da/I%20Think%20That%20I%E2%80%99m%20a%20Dragon.pdf)aloud. Ask your student to listen carefully to identify whether what they hear tells a story or provides information.

#### Check-In

1. Talk with your student about the elements that suggest that the poem is not an informational text. Make sure they understand that the poem is a product of an author's imagination and tells about events that could not happen.
2. **IF** your student needs help to answer question 2, **THEN** discuss what the title of the poem means.

#### Practice

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

### Objective: In this section, you will identify adjectives and adverbs in sentences.

#### Key Words

* adjective - a word that describes a noun
* adverb - a word that describes a verb

#### Explain

*Quick Review*: Review that a noun is a word that names a person, an animal, a place, or a thing. Have your student suggest words for each category of noun. Then, review that a verb is a word that names an action. Ask your student to suggest verbs that tell how people or animals move. Tell your student that different kinds of words can be used to describe, or give more information about, nouns and verbs.

1. Read with your student the key word, definition, and text about adjectives. Explain that adjectives describe nouns. Make sure your student understands that nouns are people, animals, places, or things and that adjectives tell more about them. Invite them to suggest an adjective to describe each noun they named in the Quick Review activity.
2. Have your student read the example sentence and answer Question 1.
3. **IF** they have trouble identifying the adjective, **THEN** remind them that an adjective can tell the size, shape, color, or number of a noun, as well as how the noun looks, sounds, feels, smells, or tastes. Ask your student to identify a word from one of these categories in the sentence.
4. Continue reading with your student the key word, definition, and text about adverbs. Explain that adverbs describe verbs. Make sure your student understands that verbs are actions and that adverbs tell more about them. Invite them to suggest an adverb to describe each verb they named in the Quick Review activity.
5. Read the second example sentence together, and ask your student to answer Question 2. **IF** they have trouble identifying the adverb, **THEN** remind them that an adverb can tell when, where, or how an action is done and that many adverbs end with *-ly.* Ask your student to look for a word that tells when, where, or how or that ends with -*ly.*
6. Read the remaining text about adjectives and adverbs with your student. Remind them that adjectives and adverbs add interesting details to sentences. However, it can be easy to confuse an adjective with an adverb, particularly when they look alike (for example: *quiet* and *quietly).* Tell your student that careful writers and speakers make sure they use an adjective to describe a noun (a quiet mouse, for example) and an adverb to describe a verb (quietly runs, for example).
7. Ask your student to read the example sentence. Explain that this sentence contains both an adjective and an adverb. Ask your student to answer the questions to identify each describing word, and the word it describes. **IF** your student has difficulty telling the difference between adjectives and adverbs, **THEN** reinforce that adjectives describe people, animals, places, or things, and adverbs describe how, when, or where actions happen. Say that adverbs may end with *-ly,* which is one way to tell the difference between adverbs and adjectives.

#### Check-In

1. Read the directions with your student. Tell them that they will be sorting phrases based on whether they contain an adjective or an adverb.
2. Read the first phrase together. Have your student identify the describing word (purple). Then, have your student identify what part of speech this word is and put it in the correct column. **IF** your student answers correctly, **THEN** have them complete the rest of the activity on their own. **IF** your student answers incorrectly or needs help, **THEN** ask what word *purple* describes (flowers) and whether this word is a noun or a verb (a noun). Review that adjectives describe nouns, while adverbs describe verbs. Alternately, create a checklist for words in the first column to help your student know if it describes an adjective or an adverb by asking questions such as: Does it describe a sound? Does it describe how something looks? Does it describe how an action is?
3. Provide support as needed to help your student complete the sorting activity successfully.

#### Practice

1. Read the directions together. Explain that your student will find describing words in sentences, say if each one is an adjective or adverb, and also say what word it describes more about.
2. Complete the first activity with your student. Guide them to find the word that tells how something is done *(loudly),* what part of speech it is (adverb), and what word it tells more about *(roars).*
3. Have your student complete the remaining activities independently. When they have finished, review their answers. Offer support to help your student understand and correct any mistakes, and to reinforce that adjectives describe nouns, while adverbs describe verbs.

### Objective:In this section, you will spell words with a vowel followed by a consonant and the letter **e.**

#### Key Words

* syllable- a word part with one vowel sound

#### Warm Up

Begin by having your student identify the sounds they hear in words with a vowel followed by a consonant and the letter *e.* 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:

|  |  |  |  |
| --- | --- | --- | --- |
| ride | cute | slope | scrape |
| (3 sounds) | (3 sounds) | (4 sounds) | (5 sounds) |
| ice | globe | stake | prune |
| (2 sounds) | (4 sounds) | (4 sounds) | (4 sounds) |

#### Explain

*Learning Coach Tip*: A syllable is a word part with one vowel sound. Some words have a syllable pattern in which a vowel is followed by a consonant and the letter *e,* as in *ate, bake, line,* and *use.* The vowel and letter *e* can spell a long vowel sound in the syllable. The vowel before the consonant has a long vowel sound and the *e* after the consonant is silent. Multisyllabic words can have one or more vowel-consonant-e syllables, as in *safety (safe-ty)* and *lifetime (life-time).*

*Words with One Syllable*

1. Read the introduction with your student. Review that a syllable is a word part with one vowel sound. Then, have your student read the words with a vowel-consonant-e syllable. Explain that each word has one syllable with a vowel followed by a consonant and the letter *e.* Tell your student that the vowel and *e* can spell a long vowel sound in the syllable and that the letter *e* at the end of the syllable is silent.
2. Then, have your student answer the questions to identify the long vowel sound and the letters that spell the long vowel sound in each word. **IF** your student has difficulty with the words, **THEN** have your student name the letters in each word and say the sound each letter stands for. Remind your student that the *e* at the end of each syllable is silent.

*Words with Two Syllables*

1. Continue by reading the introductory text to your student. Have your student read the two-syllable words with a vowel-consonant-*e* syllable. Review that when a syllable has a vowel, a consonant, and *e,* the vowel sound is usually long and the *e* is silent. Then, have your student say the words *safety, explode,* and *pipeline* and clap the number of syllables *(safe-ty, ex-plode, pipe-line).*
2. Have your student answer the questions to identify the letters that spell the long vowel sounds in the vowel-consonant-e syllables of the words. **IF** your student has difficulty with the words, **THEN** say the sound of each syllable in the word and have your student repeat after you.

*Introduce Spelling Words*

Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter stands for in the word. Remind your student that the letter *e* is silent in a vowel-consonant-e syllable. Ask your student to name each letter to spell the word.

#### Practice

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

* Mom and I baked homemade bread. **(homemade)**
* Bees live in a **hive.** (hive)
* She made a **mistake** in the spelling of the word. (mistake)
* The dog wants to be **inside** when it snows. (inside)
* I like to **skate** at the roller rink. (skate)
* The **spaceship** travels into space. (spaceship)
* I ride my **bike** to the park. (bike)
* A **whale is a large sea mammal.** (whale)

### Objective:In this section, you will practice using your voice to add expression, or feeling, to your reading.

#### Key Words

* expression- a way of speaking that shows feelings or idea

#### Explain

*Learning Coach Tip*: Today's lesson will help your student find ways to add expression to their oral reading of a story. Prior to beginning the lesson, ask your student what makes a story fun and interesting to listen when someone reads aloud.

Discuss the ways a reader can use their voice to make a story come alive. Then, tell your student that today they will learn some ways they can use expression when reading a story aloud.

1. Read the introduction with your student and review the definition of the key word *expression.* Explain that reading with expression means using their voice to help listeners get involved in a story. Tell your student they can make their voice softer or lower, read faster or slower, or show excitement, happiness, sadness, or another emotion when characters are speaking or when the story describes an event.
2. Together, read the steps that readers can follow to help them read with expression. Discuss why it's important to read a story to yourself first: to find out who the characters are, how they feel and act, and what happens in a story. Also, talk about why practicing reading a story with expression is important before reading aloud to someone else.
3. Watch the video with your student. Talk about how the student and her Learning Coach find ways to emphasize words to show what is happening in the text.
4. Give your student a few minutes to silently read the story about Emma and Liz. Have them briefly tell you what the story is about. Then, have your student respond to the questions about how they would use their voice to add expression to the story. **IF** your student has difficulty deciding how they would use expression to show how the girls feel, **THEN** model reading to show fright, surprise, and laughter. Ask your student how you used your voice to show feelings.
5. Give your student time to practice reading the story with expression. Then, listen to your student read aloud. Provide tips for adding expression. Then, have your student continue to practice reading.

#### Check-In

1. Read the directions with your student. Have your student answer the questions orally.
2. Discuss your student's responses. **IF** your student has difficulty answering the questions, **THEN** review the steps presented in the lesson.

#### Practice

1. Tell your student that they will be reading another story. Read the directions with your student. Give them time to read the story silently and think how they would read it with expression.
2. Review the tips for ways to read a story with expression. Then, have your student practice reading aloud. When your student is ready, invite your student to read aloud to you.
3. When your student has finished reading, discuss their reading experience. You may want to use the following questions:
	1. How did you decide how Jack felt and how he responded to trying out for a new team?
	2. How did you decide what voice to use for each character?
	3. Why would you change your voice to read the last two paragraphs? How is this different from how you read the first paragraph?
	4. How did reading with expression help your enjoyment of the story?

## Lesson 2: Stories Old and New: Comprehension

### Objective: In this section, you will identify words that begin the same way in a poem.

#### Key Words

* alliteration - words in a sentence or line that start with the same sound
* poem - writing that uses words in an interesting way to express feelings and tell a story
* repeat - to happen again and again
* rhythm - a strong pattern of beats made from words

#### Explain

* 1. Read the opening two paragraphs with your student and review the definitions of the boldfaced words. Remind them that a poem is written in lines rather than sentences and in stanzas or verses rather than paragraphs.
	2. Watch the video together, pointing out that the student looks for word parts that are stressed, or said more loudly, as she tries to find examples of alliteration. Explain that a text with rhythm has a beat that can be heard, and the beat is made up of word parts that are stressed and word parts that are not stressed. Demonstrate by tapping out the rhythm as you read one of the lines from the poem: We BUILT a SHIP upON the STAIRS.
	3. Have your student answer the questions about alliteration in the poem from the video.

**Set a Purpose:** Help your student set a purpose for reading "I Think That I'm a Dragon." Link to the text and allow them to look at the title and illustrations. Have them give a reason for reading the whole text. If necessary, use a sentence starter: I would like to read this poem because \_\_.

**Before You Read: Vocabulary:** Guide your student to use details in each sentence to infer what each vocabulary word means. Scaffold discussion of each word. For example, for the word *absurd,* you might use activities like these:

* Read the sentence with your student. Draw attention to the boldfaced vocabulary word.
* Ask questions about the word: Who is more likely to act absurd, a clown or an author? (a clown) What is more likely to sound absurd, a song or a joke? (a joke) What is another word for *absurd?* (foolish, ridiculous)
	+ - absurd: very silly or hard to believe
		- norm: the usual or expected thing
		- suspected: thought that something could be true
		- vanquished: defeated

**Read**:Review the poetic form of "[I Think That I'm a Dragon](https://cite-media.pearson.com/legacy_paths/eb4b897a-9b6f-4cf5-b981-f955fd2311da/I%20Think%20That%20I%E2%80%99m%20a%20Dragon.pdf)" before your student reads the poem: There are four stanzas of four lines each. In each stanza, lines 1 and 2 rhyme, and lines 3 and 4 rhyme.

**Check for Understanding:** Have your student explain orally why the speaker thinks they are a dragon. (For example, they belch smoke, have piles of gold and jewels, and burns things down with its sneezes.)

#### Check-In

1. Read the directions with your student. Then, allow them to complete the matching activity.
2. **IF** your student needs support matching lines to sounds, **THEN** read each line aloud, tapping out the rhythm, and have them try again.

#### Practice

1. Read the opening directions with your student and have them write the line from the poem on a sheet of paper.
2. Ask them to follow each step in the directions, tapping out the rhythm for step 3 with a pencil or finger. Encourage them to look for repeated sounds in the stressed syllables of the line. (In other words, the *t* in *to* is not as important to the alliteration and rhythm of the poem as the repeated *t* in the stressed words *tried, trade,* and *town.)*

### Objective: In this section, you will generate words that start with the same sound, using a word map.

#### Explain

1. Read about Jia and her mom and look at the illustration with your student. Explain that making lists and using word webs are two good ways to generate ideas for writing. Poets and other authors use strategies like these as they write.
2. **IF** your student could use some review of naming words and describing words, **THEN** remind them that a naming word (noun) names a person, place, or thing. A describing word (adjective) gives information about the naming word, telling about its size, shape, color, quality, number, and so on.
3. If you wish, use a whiteboard or a sheet of paper to demonstrate Jia's work. Create a word web that has the word *dragon* in a center box. Add four boxes around the center box. As your student identifies alliterative words from the word box, add them to the four boxes to complete the word web. Then, show your student how to read each word pair: *droopy dragon, dreamy dragon, dreadful dragon, drowsy dragon.*

#### Check-In

1. Read the directions with your student. Have them read the first sentence starter aloud.
2. Ask your student to provide a describing word that starts with the same sound as each bold naming word. Then, have them read the completed sentences aloud. **IF** they need additional support, **THEN** break down the task into steps.
	1. What is the bold word in question 1? (cow)
	2. What sound does the word start with? (the k- sound)
	3. What is a describing word that has the same starting sound? (crazy, colorful, cuddly)

#### Practice

1. Have your student select one naming word from the word box.
2. Give them a [concept web](https://cite-media.pearson.com/legacy_paths/e8aec70a-c987-491c-8799-610f9c2669cc/Concept%20Web_Naming%20Word.pdf) and have them follow Jia's directions, using the word they chose. Then, let them read aloud the word pairs (describing word + naming word) they created. Examples might be "wicked wizard'" "weak wizard'" "wonderful wizard'" and whiny wizard."
3. They may wish to use some of the word pairs they created to write a short poem.

### Objective: In this section, you will use adjectives to describe nouns when you write and speak.

#### Key Words

* adjective - a word that describes a noun

#### Explain

1. Read the key word, definition, and first paragraph with your student. Remind them that adjectives tell us more about nouns.
2. Explain that, in addition to describing the size, shape, color, or number of something, adjectives can also give details about how things sound, look, feel, smell, or taste. Explain that these words describe the five senses. If needed, review the senses with your student by explaining that they are ways your body receives information. They include hearing, sight, touch, smell, and taste.
3. Look at the chart with your student. Read the sensory words together. Invite your student to think of nouns that some of these adjectives could describe.
4. Explain that adjectives make writing more interesting because they add details about nouns. Have your student look at the image at the top of the page and say some adjectives that describe how the dog might look, feel, or smell. Then, with your student, read the first example sentence that Roland wrote. Have your student answer the first question and discuss what the adjective *soft* tells a reader about the dog.
5. Ask your student to read the second example sentence that Roland wrote. Have them answer the second question to gauge their understanding of adjectives and where they go in a sentence. Contrast the position of the adjectives in the two sentences. Explain that an adjective can either go before a noun, or after a verb. **IF** your student has difficulty understanding, **THEN** display a second example:
6. Have your student read the last example sentence that Roland said to his friends. Then, have them answer the third question and identify the two new adjectives that Roland said. Discuss which of Roland's sentences provides readers with the clearest picture of the guide dog and why. Point out that Roland's third sentence has two adjectives, while the other sentences each have only one adjective.
7. Reiterate to your student that when they write with adjectives, their writing becomes more interesting to read. Discuss why this is so.

The smart dog can shake hands.

The dog is smart and can shake hands.

Note that both examples convey the same idea; however, the adjective *smart* appears before the noun it describes in the first sentence and after the noun in the second sentence.

#### Check-In

1. Read the directions with your student. Explain that they will choose the adjective that makes sense to complete each sentence. Then, they will say the sentence aloud.
2. Complete the first activity together. Have your student read the sentence and each of the adjective answer choices. Guide them to select the adjective that makes sense and then say the sentence. **IF** your student answers correctly, **THEN** have them complete the remaining activities on their own. **IF** your student answers incorrectly, **THEN** have them look for clues in the sentence about which of the five senses the sentence refers to *(noise* refers to hearing). Guide your student to understand that the adjective that makes the most sense in the first activity will describe sound. Point out that each multiple-choice activity has a Hint button if your student needs additional help.
3. Provide any necessary support as your student works. Help them understand any adjectives they do not know. Provide feedback to your student's answers to help them know what they got right, and see where they could use additional practice about adjectives. Allow your student to try again if they make any mistakes.

#### Practice

Read the directions together. Explain that your student will write sentences with two adjectives that describe the noun in each activity. You may wish to suggest that they think of adjectives related to how things look, sound, feel, smell, or taste before writing their sentences. When your student finishes the activity, review their written sentences. Be sure they include adjectives that make sense with each noun and that they varied the position of the adjective from sentence to sentence.

Provide support and feedback as necessary.

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

#### Explain

*Quick Review:* Before reading the lesson, remind your student that they have already written other capital letters with slanted lines that connect to straight lines, as in capital Mand capital *N.* Tell your student that today they will learn to write capital *K,* which also has slanted lines that connect to a straight line.

1. Read the introduction and review the image of the capital *K.* Have your student point to the straight line and then to the two slanted lines.
2. Have your student point to the place where the slanted lines connect to the straight line.

**How to Write Capital *K***

1. Watch the video with your student to learn how to form capital *K.*
2. Have your student follow along to write capital Kin the air. Point out the strokes for the two slanted lines, specifically, where they begin and end.
3. Read the steps together about how to form capital *K.*

#### Check-In

*Learning Coach Tip***:** Writing letters with a finger on a foggy mirror or window can help make writing practice more fun. Have your student breathe on a hand mirror to create the "fog" and then write the letter or letters they'd like to practice.

1. Print the [Capital *K*](https://cite-media.pearson.com/legacy_paths/e893d933-6ee3-4255-86fe-8870918a39da/Capital%20K.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 *K* as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** your student has difficulty deciding how far from the starting point they should begin the slanted line down to the left, **THEN** have them use one of their fingers to measure how far apart the points are on the example capital *K.* This may help them picture the space needed when they write the letter on their own.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/6752c233-8b1a-49ee-9a13-664212672ad6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions 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 *K* on their own, **THEN** encourage them to watch the video again until they feel confident enough to try again.

### Objective: In this section, you will read words with a vowel followed by a consonant and the letter **e**.

#### Warm Up

Remind your student that long vowels are pronounced the way the name of a letter is spoken. Say the vowels a, *e, i,* o, *u,* and have your student repeat them. Then, have your student identify words with a long vowel sound 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 long vowel sound.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| hat-hate | fine-fin | tub-tube | hope-hop |
| (hate, long *a)* | (fine, long *i)* | (tube, long *u)* | (hope, long o) |
|  |  |  |  |
| made-mad | huge-hug  | cut-cute | not-note |
| (made, long *a)* | (huge, long *u)* | (cute, long *u)* | (note, long o) |

#### 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.

*Words with a Vowel-Consonant-e Syllable*

1. Use the word in the first box to review how to read words with a vowel-consonant-e syllable. Review that a syllable is a word part with one vowel sound. Remind your student that when a syllable has a vowel followed by a consonant and *e,* the vowel and *e* can spell a long vowel sound in the syllable, as in *hose.* Review that thee at the end of the syllable is silent.
	1. Read the word in the first box.
	2. Name the letters that spell the long vowel sound in the vowel­ consonant-e syllable.
	3. Say the long vowel sound of the vowel-consonant-e syllable. Read the word again and have your student repeat it after you.
2. Continue by using the remaining words to review how to read one­ syllable and two-syllable words with a vowel-consonant-e syllable. **IF** your student has difficulty reading a word. If needed, guide your student in identifying the vowel-consonant-e spelling and long vowel sound in the first syllable of *sidewalk (side-walk)* and in the second syllable of *remote (re-mote).*

*Two-Syllable Words*

1. Help your student apply what they have learned about words with a vowel-consonant-e syllable to reading two-syllable words. Read aloud the introduction and the word *invite.* Review with your student that the first syllable is closed because the letter *i* is followed by a consonant and *i* spells a short vowel sound. Point out the *V* and *C* above the syllable and explain that the letters stand for *vowel* and *consonant.* Then, have your student look at the second syllable and identify the vowel-consonant-e pattern in the syllable. Review that the *i* and *e* spell the long *i* vowel sound in the syllable, and remind your student that the *e* at the end of the syllable is silent. Have your student use the syllables to read the word.
2. Continue by having your student look at the syllables in the remaining words and read the words. Have your student answer the questions to focus on the long vowel sound and the letters that spell the vowel sound in the vowel-consonant-e syllables.

*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 long vowel sound in each word. Then, have your student sort the words with the vowel-consonant-e syllable 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 |
| bikehivewhaleskate | homemadespaceshipinsidemistake |

#### Check-In

Listen as your student reads the words in the box. Then, have your student use the two-column chart to sort the one-syllable and two-syllable words with a vowel­ consonant-e syllable. Listen as your student reads the words in the box. Then, have your student use the two-column chart to sort words by the number of syllables in each word. **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-consonant-e syllable in the words and the long vowel sound of the syllable.

#### Practice

Use the sentences to confirm that your student can read words with a vowel­ consonant-e syllable. Have your student write the words with the vowel-consonant­ *e* syllables in their notebook. **IF** your student has difficulty reading a word, **THEN** have your student identify the letters that spell the long vowel sound in the syllable with the vowel-consonant-e spelling.

## Lesson 3: Stories Old and New: Speak/Listen

### Objective: In this section, you will identify rhymes and repeated lines in a poem.

#### Key Words

* pattern - a repeated arrangement
* repeat - to happen again and again
* rhyme - words that end with a similar sound
* rhyme scheme - the pattern of rhyme in a poem
* rhythm - a strong pattern of beats made from words

#### Explain

1. Read the opening two paragraphs with your student and discuss the boldfaced terms. Ask them to name some words that rhyme. Ask them to identify the rhyme scheme.
2. Watch the video together. Point out that the pairs of rhyming words are highlighted in different colors.
3. Have your student respond to the questions. **IF** they need help with question 2, **THEN** offer some beginning letters and ask them to think of a word that rhymes with *stairs* and starts with, for example, *b, c, d,* and *f* (bears/bares, cares, dares, fares/fairs)

#### Check-In

1. Read the directions with your student and read the lines from the poem together.
2. Have your student answer the questions about the stanza. **IF** they have trouble with question 2, **THEN** ask them to complete this sentence: Line\_\_ rhymes with line , and line rhymes with line . (1,2;3,4)

#### Practice

1. Read the directions with your student and allow them time to reread the poem.
2. Have your student use the text to answer the questions. Explain that the repeated line in this case is a phrase rather than a whole line or sentence.
3. To reinforce the skill, ask your student to provide evidence to support their choice in question 3, producing rhyming words from the poem that prove their point.
4. Remind your student to look for lines that end in the same sound to find the rhyme scheme.

### Objective: In this section, you will find rhyming words in languages other than English.

#### Key Words

* rhyme - words that end with a similar sound

#### Explain

*A Note to the Learning Coach*: This lesson is meant to make your student aware that different languages have different words for the same things. The pronunciations given are very simple; you may find and play recordings of more accurate pronunciations using any online language dictionary.

1. Read the opening paragraph and look at the picture with your student. Have them repeat the words *hat* and *cat* to hear the rhymes.
2. Continue with the paragraph about the French words for *hat* and *cat.* Use the pronunciation guide to say the words, and have your student repeat them to hear that they do not rhyme (although they start the same way).
3. Look at the chart together. Explain that French is spoken in France, in Belgium, in parts of Canada, in Haiti, and in many countries in Africa. Swahili is spoken in Kenya, Uganda, Tanzania, and other eastern African countries. Japanese is spoken in Japan and written using a different alphabet from ours. (The Japanese translations here are simplified for English speakers.)
4. Explain that all the words in column 2 of the chart mean "hat." Use the pronunciation guide to say the words on the chart. Have your student repeat the words. Point out that although the word for *hat* does not rhyme with the word for *cat* in other languages, it does rhyme with some other words. In French, it rhymes with the word for *flag.* In Swahili, it rhymes with the word for *dry.* In Japanese, it rhymes with the word for *star.*

#### Check-In

1. Read the directions with your student.
2. Help your student read each question. Then, allow them to choose the answer independently. **IF** they have trouble finding the answer, **THEN** use the pronunciation guide to read the choices aloud. Point out that looking at the letters at the ends of words can often­ although not always-be a means of telling whether the words rhyme.

#### Practice

1. Explain that Spanish is a language spoken in Spain, Mexico, and many countries in Central and South America.
2. Ask your student to listen and follow along as you read the Spanish and English stanzas of this old folk song. If you do not speak Spanish or have trouble with pronunciation, find the Spanish version of the song online (there are several versions available for streaming) and play the first verse.
3. Have your student identify the rhyming words. Then, discuss that the English translation has no rhyming words, because the English words are very different from the Spanish words.

### Objective: In this section, you will use adverbs to describe actions when you write and speak.

#### Key Words

* adverb - a word that describes a verb

#### Explain

1. Read the first paragraph, using the definition on the screen to review the meaning of the key word *adverb.* Explain that adverbs tell how, when, or where an action happens. Discuss why adverbs are important to use when writing and speaking. Guide your student to understand that adverbs are a tool writers and speakers use to provide more details about an action and help readers and listeners better imagine the action happening.
2. Look at the photo with your student and talk about the action the penguin is doing. Then, ask your student *where* this action is happening. Elicit that the penguin is moving underwater. Read the text together, about Maya and the two example sentences she writes. Ask your student to answer the first question. **IF** your student needs support, **THEN** remind them that adverbs tell how, when, or where
3. something is done. Clarify that the adverb in the sentence is *underwater.* Ask whether *underwater* tells how, when, or where penguins swim. Discuss how the two example sentences are alike and different.
4. Have your student answer the second question and explain their answer. Ask your student to point out the verb *(swim)* and the new adverb that tells more about it *(gracefully).* Note that, in this case, the adverbs *gracefully* and *underwater* come after the verb *swim.* Explain that an adverb that tells how can be written either before the verb or after the verb phrase that it describes; for example: Penguins gracefully swim underwater. Discuss what readers learn about the verb *swim* from the adverbs that Maya uses.
5. Have your student read the additional information Maya discovers about how penguins move. Then, guide your student to answer the third question. Work with them to write a sentence that uses an adverb to tell more about how penguins waddle. IF your student is unsure about how to describe the verb, THEN point out the phrase *not fast walkers* in the text above the question and ask them to explain what that means. Guide your student to reread the question carefully and pick out the word describing *how, when,* or *where* to help them know how to answer.
6. Reiterate that your student can use adverbs to add details to their sentences. Adding an adverb tells more about *how, when,* or *where* an action happens, so using an adverb gives a listener or reader a clearer picture of the action it describes.

#### Check-In

1. Read the directions with your student. Explain that they will choose an adverb that makes sense from the box to complete each sentence. They will say each complete sentence out loud.
2. Read the words in the box together. Make sure your student understands what each adverb means.
3. Read the first activity with your student. Have them identify the verb that the adverb will describe. Then, have them choose an adverb from the box that makes the most sense in the sentence. IF your student answers correctly, THEN have them complete the rest of the activities on their own. IF your student answers incorrectly, THEN review with them that adverbs tell how, when, or where an action happens. Finding the verb and reading clues in the sentence can help your student choose the correct verb. Help your student understand that the adverb *outside* tells *where, softly* tells *how,* and *now* tells *when.*
4. Provide feedback and support as needed. Let your student fix any mistakes they may have made on their first try.

#### Practice

1. Read the directions together. Explain that your student will use adverbs to complete sentences that answer specific questions.
2. Have your student complete the activities independently. Provide support as needed. Point out to your student that Activity 3 asks for two adverbs, and ask them whether the adverbs must tell when, where, or how. Remind your student that adverbs that tell how can either go before the verb or after the verb phrase that they describe.
3. When your student finishes, review their written sentences. Make sure they have used adverbs correctly in their answers and that their sentences make sense. Provide feedback to help your student understand how to correct any mistakes they may have made and to better understand the skill.

### Objective: In this section, you will blend sounds in words with a vowel-consonant-**e** syllable.

#### Warm Up

Have your student blend sounds to say words with a vowel followed by a consonant and the letter e:

* 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:

|  |  |  |  |
| --- | --- | --- | --- |
| mule | alone | spoke | rise |
| (3 sounds) | (4 sounds) | (4 sounds) | (3 sounds) |
| erase | cube | slide  | snake |
| (4 sounds) | (3 sounds) | (4 sounds) | (4 sounds) |

#### Explain

Words with One Syllable

Remind your student that some words have one syllable with a vowel followed by a consonant and the letter e. Remind your student that the vowel and the letter e can spell a long vowel sound in the word. Review that the vowel before the consonant has a long sound and the letter e is silent. Have your student say the word *grape.* 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 long vowel sound and blend the sounds together.
* Add the sound of the consonant and *e,* then blend. Remind your student that the *e* is silent.
* Say the word.

Have your student use the routine to blend the long vowel sounds in other one­ syllable words with a vowel-consonant-e syllable.

Words with Two Syllables

Continue by having your student blend the sounds in two-syllable words with a vowel-consonant-e syllable. Remind your student that a syllable with the vowel­ consonant-e spelling usually has a long vowel sound, and review that thee at the end of the syllable is silent. Use letter tiles to form the word *bedtime.* Space the letters to form the syllables of *bedtime.* Have your student identify the syllable with the vowel-consonant-e spelling and the long vowel sound. Then, blend the sounds of each syllable and move the syllables together as you blend the sounds of the two syllables together.





Use the following routine:

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

Continue by having your student blend the sounds of the syllables in *statement.* Have your student say the word and listen to the vowel sounds in the word. Tell your student that a statement is a sentence that tells something. Have your student identify the syllable with the vowel-consonant-e spelling and the long vowel sound. Then, use letter tiles to blend the sounds of each syllable and then blend the syllables together. **IF** your student has difficulty blending the syllables to say the word, **THEN** repeat the routine with the words *sunrise* and *outside.*

Blend Sounds in Spelling Words

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

blending the sounds in a word, **THEN** identify the vowel-consonant-e syllable and the long vowel sound of the syllable. 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.
3. Say the sound of the second letter if it is a consonant and blend the sounds together.
4. Add the long vowel sound and blend the sounds together.
5. Add the sound of the consonant and *e,* then blend. Remind your student that the *e* is silent.
6. Say the word.

Then, review the blending routine for two-syllable words:

1. Say the word.
2. Say the sounds of the first syllable and blend the sounds together.
3. Say the sounds of the second syllable and blend the sounds together.
4. Blend the sounds of the two syllables together.
5. Say the word.

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 a consonant-vowel-e syllable. **IF** your student has difficulty reading the words with a vowel-consonant-e syllable, **THEN** have your student use letter tiles to build the boldface words. Work with your student to have them blend the sounds to read the words.

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

#### Explain

*Quick Review*: Before reading the lesson, remind your student that they have learned how to write capital *K,* which has a straight line and slanted lines. Tell your student that today they will write lowercase *k,* which is very similar to capital *K,* but not exactly the same.

Read the introduction and review the image of the lowercase *k.* Have your student identify which is the straight line and which are the slanted lines. Ask your student how lowercase *k* looks different from capital Kand how it looks the same.

How to Write Lowercase *k*

1. Watch the video with your student to learn how to form lowercase *k.* Have your student follow along to write lowercase *k* in the air. Point out that both capital Kand lowercase *k* start with a straight line down from the top line to the bottom line, but that lowercase *k* then continues from the middle line. Have your student practice starting the slanted line from a lower position as they practice writing lowercase *k* in the air.
2. Read the steps together about how to form lowercase *k.*

#### Check-In

*Learning Coach Tip*: If your student has trouble writing a specific letter, it may help them to first practice writing letters that have similar strokes. For example, if they have difficulty writing lowercase *k,* you might have them warm up by practicing capital *Kor* lowercase *y,* both of which have slanted lines that meet.

1. Print the [Lowercase *k* handwriting worksheet](https://cite-media.pearson.com/legacy_paths/9b7e2735-98fe-4500-9da7-e14521ea9080/Lowercase%20k%20Worksheet.pdf). 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 *k* 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** watch carefully as they try to write it to pinpoint exactly where they have trouble. Have them practice the letter a few more times, slowing down to focus on the problem area.

#### Practice

1. Print the [Handwriting Practice worksheet](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) 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 a particular letter in one of the words, **THEN** have your student practice writing that letter individually before returning to write it as part of the word.

## Lesson 4: Stories Old and New: Fluency

### Objective: In this section, you will identify syllables and beats in a poem.

#### Key Words

* beats - pieces of a pattern that makes up a rhythm
* pattern - a repeated arrangement
* rhythm - a strong pattern of beats made from words
* stress - to give special attention to one word part over others

#### Explain

1. Read the opening two paragraphs with your student and discuss the boldfaced terms. Point out that many poems have a musical sound when they are read aloud. That musical sound is caused by a pattern of beats in the words in each stanza.
2. Watch the video together. Replay the segment where the student claps along with her Learning Coach (1:36-1:48) and allow your student to clap along as well.
3. Ask your student to read *The Duck and the Kangaroo* silently, making an attempt to "hear" it in their mind as they read. They will have a chance to hear and read portions aloud in Check-In and Practice.

*Using Leveled Readers to Support Student Reading*

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

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

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

*The Five-Finger Test*: Help the student select the best leveled reader for their reading level using the five-finger test.

[The Duck and the Kangaroo (A)](https://cite-media.pearson.com/legacy_paths/dcc3437c-fd33-4727-bee4-25d4f9a4205b/The%20Duck%20and%20the%20Kangaroo%28A%29.pdf)

[The Duck and the Kangaroo](https://cite-media.pearson.com/legacy_paths/9b779b84-82df-49f2-ba8c-ef2283788d67/The%20Duck%20and%20the%20Kangaroo%28O%29.pdf)

[The Duck and the Kangaroo (B)](https://cite-media.pearson.com/legacy_paths/23abd314-2193-442c-90a5-cf7de503ad47/The%20Duck%20and%20the%20Kangaroo%28B%29.pdf)

#### Check-In

1. Read the directions with your student and then listen to the podcast together. If possible, ask them to follow along in the poem as the students in the podcast read the first stanza aloud.
2. Have your student answer the questions about the syllables. **IF** they have difficulty, **THEN** ask them to count with you as you tap out the syllables in line 2 of the poem. Tap loudly for the stressed syllables and quietly for the unstressed syllables, counting as you go.

#### Practice

1. Read the directions with your student and help them locate the second stanza of the poem. Ask them to clap or tap the beats to show which syllables should be stressed. Point out the singsong quality that occurs because of the pattern of beats in the lines.
2. Ask your student to answer the questions. Encourage them to clap or tap the beats in each line to check their answers.

### Objective: In this section, you will plan a recital of a stanza from a poem.

#### Explain

*A Note to the Learning Coach*: This lesson requires your student to make a long-term plan for memorizing and reciting a stanza from the reading. Get your student started with the Explain and Check-In sections but allow them to make a plan that covers multiple days of practice before allowing them to recite the memorized stanza. You may set a limit on the number of days according to your schedule, or you may allow your student to set a schedule that makes sense to them. You may choose to use recording tools to record their recital or keep track of their progress as they learn the stanza.

1. Read the opening paragraphs about Cam and look at the photograph together. Point out that Cam is not reading aloud; he is reciting a poem that he has learned by heart or memorized.
2. Review the calendar with your student, pointing out the days of the week and Cam's plans for each day. Discuss the fact that Cam starts by reading the poem aloud. Doing so lets him decide whether there are any hard words or places that might cause him trouble as he starts to memorize the poem.
3. Have your student respond to the question, explaining that there is not one right answer. Cam might go on to stanza 2, or he might keep working on stanza 1 until it seems perfect to him.

#### Check-In

1. Read the directions with your student. Then, read the questions together and have them suggest answers.
2. **IF** your student has trouble with question 2, **THEN** point out that large tasks are often easier if we break them down into smaller tasks. Use a simple example to show that this is true; for example, cleaning a messy room may seem impossible, but if you start by putting your toys away and then move on to putting your clothes away, you can soon see real progress.

#### Practice

Read the directions with your student and help them access the poem and select one stanza to memorize.

*Using Leveled Readers to Support Student Reading*

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

* + - Approaching Level (noted with an "A" next to the title)
		- On Level (with no letter next to the title)
		- Beyond Level (noted with a "B" next to the title)

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

*The Five-Finger Test*

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

[The Duck and the Kangaroo (A)](https://cite-media.pearson.com/legacy_paths/dcc3437c-fd33-4727-bee4-25d4f9a4205b/The%20Duck%20and%20the%20Kangaroo%28A%29.pdf)

[The Duck and the Kangaroo](https://cite-media.pearson.com/legacy_paths/9b779b84-82df-49f2-ba8c-ef2283788d67/The%20Duck%20and%20the%20Kangaroo%28O%29.pdf)

[The Duck and the Kangaroo (B)](https://cite-media.pearson.com/legacy_paths/23abd314-2193-442c-90a5-cf7de503ad47/The%20Duck%20and%20the%20Kangaroo%28B%29.pdf)

1. Use a real calendar with ample space for your student to write, or print out one like the calendar shown. If you have decided on a limited number of days for the exercise, put Xs on the other days of the week.
2. Monitor your student's work as they make and carry out a plan. On the final day, arrange a presentation for you or for another audience. Plan to record the presentation if you wish.
3. Review the speaking suggestions, explaining that saying the poem at a slow, reasonable rate will help the listener or listeners understand it and be better able to appreciate the beats and rhymes.
4. Following your student's recital, ask them to assess their work using the questions in Activity 2.

### Objective:In this section, you will build words with a vowel-consonant-a syllable.

#### Warm Up

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

* Stretch each word by saying each sound in the word. *(s-m-i-l-e)*
* Ask your student to blend the sounds to say the word. *(smile)*

Use the following words:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| plane | flute | close | stale | trade | kite |
| (4 sounds) | (4 sounds) | (4 sounds) | (4 sounds) | (4 sounds) | (3 sounds) |

#### Explain

Gather the following letter tiles: a, *b, c, d, e* (2), *f, g, h, i* (2), *j, k, I, m, n,* o, *p, r, s, t, u.* Use the letter tiles to model with your student how to build words with a vowel­ consonant-e syllable. If necessary, remind your student that a vowel-consonant- *e* syllable usually has a long vowel sound and the final *e* is silent.

#### Check-In

1. Gather the following letter tiles: *a* (2), *b, c, d, e, f, k, l, n, o* (3), *p, t, u.*
2. Read each set of directions to your student. Observe your student build words with a vowel-consonant-e syllable. Have your student identify the long vowel sound with the vowel-consonant-e 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

Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Then, have your student use the letter tiles to build spelling words.

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

#### Explain

[Suggested Reading Lists K-2](https://cite-media.pearson.com/legacy_paths/94a719d7-3c0e-4670-86ac-f693bfa9fb0a/Suggested%20Reading%20Lists%20K%E2%80%932.pdf)

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

**Simultaneous Oral Reading**

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

**Repeated Readings**

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

**Partner Reading**

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

#### Try This

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

### Objective: In this section, you will generate *why* questions and answers about a text as part of a discussion with others.

#### Show What You Know

1. Read the introduction and review the rules for starting a text chat. Point out the photograph and explain that the student shown is

writing back and forth with another student about a text they both read.

1. Remind your student that thinking about their own experiences and how they might feel and act in similar circumstances is a good way to generate questions about a story.
2. Have them read the old tale that Sofia read. Then, ask them to respond to Sofia's two questions and generate a third *why* question in response to the story.

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

* **Very Successful** - My student successfully read the story, answered the questions correctly, and generated a logical *why* question.
* **Moderately Successful** - My student read the story and answered the questions without too much difficulty but needed help generating a *why* question.
* **Less Successful** - My student needed significant help to read the story, to answer the questions, and to generate a *why* question.

#### Try This

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

* + **Very Successful** - Demonstrate how to use the discussion board or videoconferencing software and allow your student to chat independently.
	+ **Moderately Successful** - Have your student read their initial why question aloud to you before posting it to the discussion board.
	+ **Less Successful** - Review the steps for starting a book chat. Brainstorm why questions about the text together, and have your student read their ideas aloud to you, before posting.

Make sure your student can access *The Duck and the Kangaroo.* Ask them to summarize the poem before they begin their chat.

Using Leveled Readers to Support Student Reading

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

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

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

The Five-Finger Test

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

[The Duck and the Kangaroo (A)](https://cite-media.pearson.com/legacy_paths/dcc3437c-fd33-4727-bee4-25d4f9a4205b/The%20Duck%20and%20the%20Kangaroo%28A%29.pdf)

[The Duck and the Kangaroo](https://cite-media.pearson.com/legacy_paths/9b779b84-82df-49f2-ba8c-ef2283788d67/The%20Duck%20and%20the%20Kangaroo%28O%29.pdf)

[The Duck and the Kangaroo (B)](https://cite-media.pearson.com/legacy_paths/23abd314-2193-442c-90a5-cf7de503ad47/The%20Duck%20and%20the%20Kangaroo%28B%29.pdf)

1. You may wish to print out or write down the discussion prompt for your student to refer to as they participate in the discussion. Remind them that they will ask and answer questions about the poem as they talk to other students.
2. Review the Sample Chat, explaining that the first student asks a *why* question, and the second student provides a possible answer. Then, the first student builds on the second student's ideas. That way, the chat can keep going, and each student can learn from the other student. Make sure to point out that the second student quotes from the poem to support their ideas, and the first student uses ideas from their own experience to agree with the second student.
3. Read the prompt with your student. Make sure that they are able to use the keyboard.
4. Remind your student to use complete sentences with correct punctuation to respond to the prompt and to chat with other students.

## Lesson 5: Stories Old and New: Fluency Discussion

No Learning Coach Guide in this lesson

## Lesson 6: Stories Old and New: Synthesize

### Objective: In this section, you will build words with a vowel-consonant-**e** syllable and blend the sounds to read them.

#### Warm Up

Have your student say words with a vowel-consonant-e syllable by blending the sounds for the letters:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| broke | delete | lace | beside |
| (4 sounds) | (5 sounds) | (3 sounds) | (5 sounds) |
| use | escape | stone | chase |
| (2 sounds) | (5 sounds) | (4 sounds) | (3 sounds) |

#### Explain

Quick Review: Remind your student that some words have a syllable with a vowel followed by a consonant and the letter e, as in *face, cute, inside,* and *statement.* The vowel and letter e can spell a long vowel sound in the syllable. The vowel before the consonant has a long vowel sound, and the e after the consonant is silent. Other words with a vowel-consonant-e syllable are *brake, these, dive, joke, tube, explode,* and *classmate.* You may want to use letter tiles to provide an example.

Read the introduction and the words with your student. Note if your student is saying the words with a vowel-consonant-e syllable, fine, *nine, shine,* and *online,* correctly. Then, have your student answer each question about the words.

Explain that one way to build words is to keep the ending letters the same and change the letter or letters at the beginning of the word. Read the words with a vowel-consonant-e syllable with your student and discuss that each word ends with the letters *i, n,* and *e.* Remind your student that when a word has a vowel followed by a consonant and *e,* the vowel usually has a long sound and the *e* is silent. Then, have your student say each word with a vowel-consonant-*e* syllable in the chart. IF your student does not blend the sounds of a word correctly, THEN have your student use letter tiles to spell the word. Position the letter tiles close together to remind your student to say the sounds of the letters together.

#### Check-In

1. Gather the following letter tiles: *a, d, e, k, l, p, s, t, u.*
2. Read each of the directions with your student. Observe your student build the words with a vowel-consonant-e syllable. Have your student identify letters that spell the vowel sound in each new word formed. Discuss how the letters *up* form a two-syllable word *(up­ date).* **IF** your student is not blending the sounds of the letters together when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

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

|  |  |  |
| --- | --- | --- |
| **whale** | The blue **whale** is the biggest animal in the world. | **whale** |
| **mistake** | Did you make a **mistake** on the test? | **mistake** |
| **hive** | The bees make honey in their **hive**. | **hive** |
| **bike** | He wears a helmet when he rides his **bike**. | **bike** |
| **inside** | We sat **inside** the firetruck. | **inside** |
| **spaceship** | The **spaceship** launches up into space. | **spaceship** |
| **homemade** | I like to give **homemade** gifts to my family. | **homemade** |
| **skate** | It’s fun to skate on a frozen lake. | **skate** |

### Review

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

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

Encourage your student to say something out loud about each main idea on the list. If your student has forgotten about any of the topics, help them remember what they have learned.

### Reflect

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

### Study Tips

Read the page out loud to your student. Read each study tip to them. Discuss with your student which study tips might be most helpful for them.

Work with your student to think of any other study tips that could help them with any specific topics they need to review.

Provide time for your student to review. Tell them that they are about to take an online practice assessment. Tell your student that this assessment will not count toward their grade, but it will help them make sure they know everything they need to know before taking the unit test.

## Lesson 7: Ancient Tales Unit Test

No Learning Coach Guide in this lesson