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# Language Arts 2 B Unit 5: Staying Fit

## Lesson 1: Staying Fit: Genre

### Staying Fit: Introduction

#### Learning Goals

In this unit, your student will be learning about how to move in order to stay fit. There are 18 learning goals for this unit:

1. Identify whether a read-aloud text tells a story or gives information.
2. Use spelling patterns with writing words with long vowels.
3. Spell one- and two-syllable *r*-controlled vowel words with -*ar*.
4. Identify features of a narrative.
5. Explain shifts in thinking based on further reading in an informational text.
6. Write uppercase *Q*.
7. Read one- and two-syllable *r*-controlled vowel words with -*ar*.
8. Create a list of topics for a narrative to discuss with your Learning Coach.
9. Identify the main topic of a multi-paragraph text.
10. Write words with short vowels using known spelling patterns.
11. Blend one- and two-syllable *r*-controlled vowel words with -*ar*.
12. Place events from a model narrative in the proper sequence.
13. Explain how ideas and topics are depicted in a variety of media.
14. Build one- and two-syllable *r*-controlled vowel words with -*ar*.
15. Write lowercase *q*.
16. Identify three or more events related to a narrative topic and write sentences that sequence them correctly.
17. Explain how ideas and topics are depicted in a variety of formats.
18. Expand a narrative by including some details to describe actions, thoughts, and feelings as well as appearance.

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.

* Staying Fit: Genre Quick Check
* Staying Fit: Comprehension Quick Check
* Staying Fit: Speak/Listen Quick Check
* Staying Fit: Fluency Quick Check
* Staying Fit: Synthesize Quick Check

#### Spark

1. Read the title of the lesson and the first paragraph with your student. **IF** your student is unfamiliar with the idea of “staying fit,” **THEN** explain that the word “fit” in this case means “healthy.” Explain that in this lesson, they will learn different ways that people move their bodies in order to stay fit.
2. Read the slide with your student. Ask your student about some activities that they do to help them stay fit. Discuss the reasons to exercise in the bulleted list. **IF** your student needs help understanding the reasons, **THEN** act out simple activities that involve strength, flexibility, and endurance. For example, you might lift up objects in the house, bend over to tie your shoe, and walk up and down the stairs. Explain how staying fit makes tasks easier to accomplish.
3. Read the questions with your student. **IF** your student cannot provide answers, **THEN** go back and reread the sections with your student, identifying the key details that help to answer the questions.

#### Activate Prior Knowledge

1. Read the first paragraph with your student. Discuss any additional benefits to staying fit and exercising.
2. Read the activity with your student and confirm that they understand what to do. Have your student write their sentences in their notebook. **IF** your student has trouble writing the sentences, **THEN** provide sentence frames: I move to stay fit by . It is my favorite because . Encourage your student to tell you about their ideas.
3. Read each bulleted item and have your student tell about topics they have learned about and which ones are new to them. Give some examples of words with long and short vowels, such as *cake* and *cat* and explain they will learn more words soon.

### 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

#### 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.

[Staying Fit\_Genre Vowel team and vowel-r syllables](https://cite-media.pearson.com/legacy_paths/efa368a1-a50e-4b8b-a200-00c4ef29d09e/Staying%20Fit_Genre%20Vowel%20team%20and%20vowel-r%20syllables.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, they will read and listen to texts and then use what they learned to decide whether each text tells a story or gives information.
3. Guide them to read the text “Staying” and then answer the question. You may wish to read the story aloud as they listen and think.
4. Discuss how your student knows that the text tells a story. **IF** they need support, **THEN** explain that even though Koda and Cala seem like real people, they are not. The author used their imagination to invent or make up the people in the story.
5. Have your student read or listen to you read the text “In the Long Run” and then respond to the question. **IF** they need support, **THEN** scaffold with questions like these:
   1. Did you read or hear facts about running a marathon? Or did you read or hear a made-up story about characters who run a marathon? (I read/heard facts about running a marathon.)
   2. Did the ideas in the text come from real life? Or did the author make them up? (The ideas came from real life.)
6. Before you read*Move, Balance, Stretch* 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)

[Move, Balance, Stretch](https://cite-media.pearson.com/legacy_paths/bae18284-8838-4ca9-96aa-66c899bacbba/Move%2C%20Balance%2C%20Stretch.pdf)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer questions about *Move, Balance, Stretch*.
2. Talk with them about how they know *Move, Balance, Stretch* is an informational text, not a story. **IF** they need support, **THEN** review that an informational text gives facts and information, and scaffold by asking these questions:
   1. Did you hear facts about how real muscles work? Or did you hear a made-up story about muscles? (I heard facts about how real muscles work.)
   2. Did you learn that there are 600 muscles in the human body? (yes)
   3. Did you learn that one way to test your balance is to stand on one leg? (yes)
   4. Did you learn that young people can reach farther than grown-ups? (yes)
3. Listen as your student shares a fact from the text. **IF** they struggle to recall a fact they heard in the text, **THEN** review the definition of a fact (something that is true). Then, read the first page of the text aloud again to them. Offer this sentence starter to help them identify one fact they heard: One fact I learned from listening to the text is .

#### Practice

1. Read the directions with your student. Clarify that they will listen as you read the text “Breathe with Your Hands.” Then, they will identify whether the text they heard is an informational text or a story.
2. Read aloud the text. You may wish to demonstrate the technique as you read it aloud. You may read it more than once, as needed.
3. Listen as your student chooses the letter of the phrase that completes each sentence frame to identify the text as a story or an informational text. Have them read each complete sentence aloud. If needed, discuss why the text is an informational text. (It gives facts about a breathing exercise. It is not made-up and does not tell a story.)

### Objective: In this section, you will use long vowel spelling patterns to spell words you write.

#### Key Words

* **vowel team** – two or more letters that come together to create one vowel sound

#### Explain

Quick Review

Review vowels with your student. Have them tell you the five vowels: *a*, *e*, *i*, *o*, and *u*. Remind your student that long vowels make the same sound as the letter. Work with your student to say a few words with each long vowel, such as *late*, *bean*, and so on.

1. Read the opening text with your student. Discuss why it is important for writers to spell words they write correctly. Then, explain that careful writers learn spelling patterns, or rules, that help them remember how to spell words with long vowel sounds.
2. Review the CVCe spelling pattern with your student. Explain that words with this pattern have a consonant, vowel, consonant, and a silent *e* at the end. These words have a long vowel sound. Have your student read the words in the first chart. **IF** your student has difficulty understanding the pattern, **THEN** take one of the words from the chart and break it down: *cone* is spelled *c-o-n-e*. That is a consonant, vowel, consonant, and silent *e*. Ask: What vowel sound do you hear in *cone*? (long *o*)
3. Read the key word *vowel team* and definition together. Make sure your student understands that a vowel team is a group of two or more vowels that create one long vowel sound. Draw your student’s attention to the second chart of long vowel patterns. Explain that these words use a vowel team to make a long vowel sound. Read each word with your student and define any words they do not know. Make sure they understand the long vowel sound each vowel team makes.
4. Have your student look at the first photo and identify what the object is (*cane)*. Then, have them identify the spelling pattern (CVC*e*) and spell the word. Continue the activity with the word *soap*.
5. **IF** your student has difficulty, **THEN** have them say the word aloud and identify the long vowel sound. Have them suggest a few ways to spell the long *a* (or long *o*) sound. Help them identify which spelling pattern is correct and then have them spell the word.

#### Check-In

1. Read the directions with your student. Explain that they will sort pictures into columns that show the long vowel spelling for each word.
2. Do the first activity together to make sure your student understands. Guide your student to read the pattern in each column head and identify the long vowel sound that they will be working with (long *a*). Have them say the name of the first picture they see and identify the spelling pattern that makes the sound of long *a*, and then have them place the picture into the column that matches how the vowel sound is spelled.
3. **IF** your student answers correctly, **THEN** have them continue the second activity on their own. **IF** your student needs help, **THEN** encourage them to try to spell the word with each spelling pattern. Guide them to think about which version is the correct spelling.

#### Practice

1. Read the directions together. Explain that your student will spell and write words with long vowels.
2. Complete the first activity together. Have your student look at the picture and identify what it shows (*flute*). Have your student identify the vowel sound (long *u*). Then, have them spell the word. They may find it helpful to first sound out the word and identify the letters that match the sound before they spell the word. As needed, have them revisit the charts at the beginning of the lesson to review different spelling patterns that make a particular sound.
3. For extra practice, have your student write each word in their notebook. When they finish, check their spelling. Provide feedback and allow them to correct any mistakes they may have made.
4. Have your student continue with the rest of the items. Support them as they identify the objects and use what they know about spelling patterns to spell and write each word.

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

#### Key Words

* ***r*-controlled vowel** – a vowel followed by the letter *r*; the vowel and the *r* make a unique vowel sound that is neither long nor short

#### Warm Up

Begin by having your student identify the sounds they hear in words with the *r*-controlled vowel *ar*. 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **art**  (2 sounds) | **mark**  (3 sounds) | **solar**  (4 sounds) | **car**  (2 sounds) |
| **march**  (3 sounds) | **hard**  (3 sounds) | **spark**  (4 sounds) | **collar**  (4 sounds) |

#### Explain

Learning Coach Tip

Vowels that are followed by the letter *r* are called *r*-controlled vowels. The vowel and the *r* together make one unique vowel sound that is neither long nor short. Some words have one syllable with the *r*-controlled vowel *ar*, as in *car*. Some two-syllable words have a syllable with the *r*-controlled vowel *ar*. The vowel sound of *ar* in two-syllable words can have the vowel sound heard in *art* (*harness*) or the vowel sound heard in *fir* (*cheddar*).

1. Have your student read the introduction. Explain that a vowel followed by *r* is called a *r*-controlled vowel. The vowel and *r* together spell one vowel sound in a word. Point out that *ar* together is an *r*-controlled vowel. The letters *ar* spell one vowel sound, usually the sound heard in *car*. Then, have your student read the first two words with the *r*-controlled vowel *ar*. Call attention to the last two words. Say *party*. Then, have your student say the word and clap the number of syllables. Point out that in this two-syllable word, there are two syllables, *par* and *ty*. Follow the same procedure for *lizard*. Point out that the vowel sound in the second syllable in *lizard* is different from the other *r*-controlled vowels spelled *ar*. The sound of *ar* is the sound heard in *fir*.
2. Have your student answer the questions to identify the letters that spell the *r*-controlled vowel sound in each word. Then, have your student answer the last question to identify the number of sounds and letters 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 *ar* spell one vowel sound in each word.

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 *ar* 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.

* She buys apples at the **market**. (m**ar**ket)
* I put a **bookmark** on the page where I stop reading. (bookm**ar**k)
* One hundred pennies equal a **dollar**. (doll**ar**)
* We see a bright **star** in the night sky. (st**ar**)
* I use my library **card** to check out a book. (c**ar**d)
* The **polar** bear has thick, white fur. (pol**ar**)
* We run and play at the **park**. (p**ar**k)
* A **shark** is a large fish with sharp teeth. (sh**ar**k)

### Objective: In this section, you will tell what a narrative is and identify the parts it has.

#### Key Words

* **characters** – the people or animals that a story is about
* **narrative** – a story with a beginning, a middle, and an end
* **narrator** – the voice that tells what happens in a story
* **setting** – where and when a story takes place

#### A Note to the Learning Coach

During the next month, your student will be learning how to write a narrative text. Each day, they will spend time learning about the characteristics of a narrative. They will also work through the stages of the writing process: prewriting, drafting, revising, editing, and publishing.

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

|  |  |
| --- | --- |
| **Staying Fit** | * Understand what a narrative is and identify the parts of a story. * **Prewrite/Draft:**List topics for a story and write the beginning of a story. * Understand how to sequence events in a story. * **Draft:** Write events in the correct sequence and add details to describe actions, thoughts, feelings, and appearance. |
| **From Farm to You** | * Understand how temporal words are used to signal event order. * Understand how a narrative text provides closure. * **Draft:** Add temporal words to show sequence of events. * **Draft:**Write an ending to a narrative text. |
| **Move It!** | * **Teacher feedback:** Understand how to improve a story. |
| **Machines at Work** | * **Revise:** Make content changes to a story. * **Edit:** Check for grammar, spelling, and punctuation mistakes. * **Publish:** Write a final copy of the narrative and share it. |

#### A Note to the Learning Coach

The Peer Model video discusses the fairy tale *Little Red Riding Hood*. Your student will likely be familiar with the story; if not, locate a copy to read to them or retell the story as you remember it before watching the video.

#### Explain

1. Read the opening paragraphs and bulleted text with your student and review the definitions of the key words *narrative*, *characters*, *setting*, and *narrator* using the on-screen definitions. Discuss a story they have read recently and connect the key words to parts of the story. Point out that a narrative can be about a true event as well as one the writer makes up. Ask your student to briefly describe a funny event that happened to them recently, and then point out that their description is a narrative because it tells a story off something that happened.
2. Help your student understand the function of a narrator by discussing the different ways stories are told. Help them understand the difference between a story that is told by one of the characters and one that is told by a voice or speaker that is not part of the story. If possible, share examples of both with your student. Point out that when a character is also the narrator, that character uses pronouns like *I* and *my* to talk about what happens.
3. Watch the video with your student. Discuss the difference between an informational text, such as a how-to text, and a story or narrative text.
4. Continue to the next screen. Together, read the text about the beginning, middle, and end of a story and discuss the function of each part. Ask your student to tell why each part is important and what might happen if any of the three parts were missing. Read “A Canoe Ride” with your student. Explain that the writer, Janard, wrote the story about two characters and what happens when they take a ride in a canoe.
5. Have your student read and answer each question about the student model. Discuss how they are able to identify the characters, setting, and narrator.
6. Introduce the narrative text rubric to your student. Explain that this rubric will help them write a better narrative text. They will refer to it while working on their own text. Reassure your student that they may not understand all of it right now, but they will as they work through this unit.

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

Learning Coach Tip

If you are able to do so, print out the student model. Your student can use the printed copy to annotate various elements as they are introduced in the story and note the events in the story’s beginning, middle, and end.

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

#### Check-In

1. Read the instructions and the student model with your student. Remind them that they have already read Janard’s story.
2. Have your student read the first question and explain their answer to you. **IF** your student has difficulty answering, **THEN** have them reread the first several sentences of the student model. Discuss what the writer is telling the reader about the characters and setting.
3. Have your student respond to the remaining questions orally. Provide help and feedback as needed.

#### Practice

1. Have your student read the directions and the story. Confirm that they understand what they will need to do to complete the activity.
2. Remind them that they are going to use the story to answer each question.
3. Have them read and answer each question, recording their answers in their notebook. Review their responses and provide feedback as needed.

## Lesson 2: Staying Fit: Comprehension

### Objective: In this section, you will explain changes in your thinking as you read more in an informational text.

#### Key Words

* **shifts** – changes
* **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. Review that the purpose or reason for reading an informational text is to get information, and that information helps your student learn. Clarify that by reading more, they gain more information that may help them better understand a topic.
3. Explain that it is important for your student to think about what they know. Point out that reading more information adds to and possibly changes what they already know and think.
4. Have your student read the questions they can ask as they read. Point out when to ask them. Direct them to the chart. Explain where to write the answer for each question in the chart.
5. Watch the video with your student. Have them focus on listening to how the student has a shift in thinking about dolphins. At first, the student thinks that dolphins are fish. After reading, the student learns that dolphins are mammals. The student has changed their thinking about dolphins based on the text.
6. Read about Shara with your student. Discuss the process Shara uses:
   1. First, Shara reads part of an informational text about bones and teeth. Then, she stops to think about what she knows about the topic. She writes her ideas in the first column of the chart.
   2. Next, Shara reads more. She notices what she learns. She writes that information in the second column of the chart.
   3. Finally, Shara thinks about what she thinks or knows now, after reading more of the informational text. She writes her ideas in the third column of the chart.
7. Have your student answer the questions about the shift in Shara’s thinking. IF they struggle, THEN have them refer back to Shara’s chart. Ask scaffolding questions like these:
   1. How can you tell if Shara had a shift in her thinking? (I can look at the first column to see what she already thinks. Then, I can look at the third column to see what she thinks now.)
   2. Did Shara have a shift in her thinking? (yes)
   3. What was the shift? (At first, she thinks teeth are bones. But after reading more, she thinks teeth are not bones.)

Set a Purpose for Reading

1. Help your student set a purpose for reading the text. Invite them to read the text’s title and look at the pictures on each page. Encourage them to look at the subheadings, which appear in colorful bold print on each page.
2. Ask your student to use these text features to predict what they will learn from reading the text. **IF** they have difficulty, **THEN** focus on the pictures on the first page of the text and scaffold by asking questions like these:
   1. What do you see in the photo near the top? (A boy is bending his arm to show his muscle.)
   2. What do you see in the illustrations or drawings? (Another boy is bending his arm to show his muscle.)
   3. What do you think this part of the text will be about? (arm muscles and what they do)

[Move, Balance, Stretch](https://cite-media.pearson.com/legacy_paths/bae18284-8838-4ca9-96aa-66c899bacbba/Move%2C%20Balance%2C%20Stretch.pdf)

Before You Read: Vocabulary

1. Focus your student’s attention on the sentences. Tell them to use details in each sentence to infer what each vocabulary word means. For example, for the word *straighten*, scaffold with activities such as these:
   1. Read the sentence with them and draw attention to the boldface vocabulary word.
   2. Use your legs and arms to illustrate the concept of straighten and bend. Point out that straighten and bend are opposite actions.
   3. Give your student a bendable object, such as a piece of paper or a grocery store twist-tie that you have twisted or bent. Ask them to straighten it.
   4. Have them use the word straighten in a sentence to tell you what they did with the object. **IF**they have difficulty, **THEN**then give them these sentence frames to complete: I took this (twisted / bent) \_\_\_\_\_. I used my fingers to straighten it. Now it looks \_\_\_\_\_.
2. **muscles**: special body parts that help the human body stand, move, and bend
3. **straighten**: to unbend something to make it straight, even, or flat
4. **tilt**: to tip something a little so that it slants
5. **balance**: to stand upright with the weight even on all sides
6. **flexible**: able to bend without breaking
7. **tissues**: materials in the body made up of cells

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, as the title suggests, the text talks about how the body uses muscles to move, to balance, and to stretch. Each page of the text focuses on a different way the body’s muscles work.

Check for Understanding

Use the questions to quickly assess if your student understands the information in the text. **IF** they struggle to answer the questions, **THEN** have them reread the first paragraph on page 3. Use your body to model the difference between exercise and stretching. With your student, run in place for a moment to illustrate exercising and reach your arms high in the air to illustrate stretching.

#### Check-In

1. Read the directions with your student. Clarify that they will use the information in Hector’s chart to answer the questions about whether Hector had a shift in thinking. You may wish to work with them to answer the questions.
2. Read Hector’s chart with them. Point out that his chart is just like Shara’s chart in the Explain section.
3. Listen as they answer the questions. **IF** your they struggle, **THEN** ask them scaffolding questions, such as:
   1. How can you tell if Hector had a shift in his thinking? (I can look at the first column to see what he already thinks. Then, I can look at the third column to see what he thinks now.)
   2. Did Hector have a shift in his thinking? (yes)
   3. What was the shift? (At first, he thinks walking is not exercise. But after reading more, he thinks walking is exercise.)

#### Practice

1. Read the directions with your student. Clarify that they will first read a few sentences from an informational text about muscles. They will think about what they already know or think about the topic. Then, they will read more and fill out a three-column chart. Finally, they will use sentence starters to decide if reading more caused a shift in their thinking.
2. In your student’s notebook, draw a three-column chart like the one on the screen’.
3. Have your student read the first part of the informational text and fill out the first column of the chart.
4. Then, have them read the rest of the text and complete the chart.
5. Listen as they use the sentence starters to tell you about any shift in their thinking. Remind them to refer back to their completed chart.
6. You may wish to share the sample answer with your student. It may help them to view and discuss the sample answer. Talk with them about how the sample answer is similar to and different from their answer.

### Objective: In this section, you will work independently to learn about a topic that interests you.

#### Key Words

* **topic** – who or what an informational text is about

#### Explain

1. Read the introduction or play the slide narration with your student. Be sure to review the meaning of the key word in bold print.
2. Take a moment to ask your student about some topics that interest them. Make a list of the top two or three topics. **IF** they need support, **THEN** share a topic that particularly interests you. Tell how you like to learn about it on your own. For example, if cooking or baking is a topic of interest, then explain how you read cookbooks or watch cooking programs to learn more about it. Tell how you remember what you learn, such as by jotting on sticky notes or keeping a notebook or video journal.
3. Have your student read the list of questions they can answer to keep track of what they learn on their own. Point out that they may record these topics and answers in their notebook. Or they might make audio or video recordings or drawings.
4. Have your student read about Kira. If needed, point out that Kira answers the same questions that they learned on the previous screen. Have them read Kira’s answers to the questions.
5. Point out that there is no one correct way to answer the questions. Kira’s answers reflect her experience as a learner. **IF** your student needs support, **THEN** have them reread Kira’s notes and then ask scaffolding questions like these:
   1. What did Kira learn from the book she read? (Riding a bike takes the same strength as walking.)
   2. What does Kira still want to know about bikes? (She wants to know how bikes work.)
   3. Where can she find the information? Who can she ask? (She will ask her brother. She will watch a video.)
6. You may challenge your student to think of other ways Kira can learn about how bikes work, such as by reading another book, looking for online articles, listening to a podcast, or going to a bike shop to ask questions.

#### Check-In

1. Read the directions with your student. Work with them to do the activity.
2. Read the directions together. Tell your student to use what they learned to complete each question stem.
3. Listen as your student completes each question stem. **IF** they struggle, **THEN** have them reread the instruction in the Explain section and revisit the list of questions Kira answered about what she learned on her own about bicycles.

Practice

1. Read the directions with your student. Clarify that they will choose a topic that interests them and learn one fact about it. Then, they will keep track of what they learned by answering the questions in a chart. Finally, they will tell you what they learned.
2. Encourage your student to choose a topic from the list you made together at the beginning of the lesson. You may allow time for them to find information about the topic or have them recall a fact they have learned on their own. Alternately, you may have them read *Move, Balance, Stretch* to learn about how muscles in the body work.
3. If needed, help your student access the interactive chart. You may wish to print a copy of the two-column chart for them to complete or you may wish to help them draw a two-column chart in their notebook.
4. Allow time for your student to write their answers in the right-hand column of the chart. If needed, you may write as they dictate to you.
5. Listen as your student uses their completed chart and the sentence frames to share what they have learned on their own.
6. You may wish to share the sample answer with your student. It may help them see an example of a fact learned from reading Move, Balance, Stretch. Review that different people can learn different things and have different questions about the same topic.

[Move, Balance, Stretch](https://cite-media.pearson.com/legacy_paths/bae18284-8838-4ca9-96aa-66c899bacbba/Move%2C%20Balance%2C%20Stretch.pdf)

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

#### Explain

Quick Review

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

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

How to Write Capital *Q*

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

#### Check-In

Learning Coach Tip

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

1. Print the [Capital *Q*](https://cite-media.pearson.com/legacy_paths/7db5d7b9-4b90-4940-b7c1-9b38b87f58cb/Capital%20Q%20Worksheet.pdf)handwriting worksheet. If you do not have a printer, use a sheet of lined paper for your student and write any models or letters that will need to be traced. Then, read the directions with your student.
2. Discuss the letter model that is on the worksheet. Review the steps to forming capital *Q* as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** your student has difficulty forming the letter, **THEN** point out that the first line curves all the way around to form a circle and your student should close the circle before lifting their pencil to add the straight line.

Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions with your student for what to write on each row. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty writing the words and names with capital *Q* on their own, **THEN** say each letter aloud slowly, giving them enough time to write each one.

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

#### Warm Up

Remind your student that some words have the *r*-controlled vowel *ar*, as in *car* or *dollar*. Say the word *car* and have your student repeat the word. Then, have your student identify words with the *r*-controlled vowel *ar* 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 *ar*, as in *car*.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **cart-cat**  (cart) | **back-bark**  (bark) | **pat-part**  (part) | **arm-am**  (arm) |
| **harsh-hash**  (harsh) | **chat-chart**  (chart) | **ban-barn**  (barn) | **park-pack**  (park) |

#### 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.

[Two-Column Chart](https://cite-media.pearson.com/legacy_paths/2dc0e883-1895-4e03-88d1-869c4d81a2ea/Two-Column%20Chart_ar%20Vowels.pdf)

Words with ar

1. Use the first word to review how to read words with the *r*-controlled vowel *ar*. Review that a syllable is a word part with one vowel sound and that some words have a syllable with the *r*-controlled vowel *ar*. Remind your student that the letters *ar* can spell the vowel sound heard in *car*. It can also spell the vowel sound heard in the last syllable of *dollar*. Follow these steps:
   1. Read the word.
   2. Name the letters that spell the r-controlled vowel sound.
   3. Say the vowel sound spelled ar.
   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 one-syllable and two-syllable words with the*r-*controlled vowel *ar*. If needed, guide your student in identifying the*r-*controlled vowel sound in the first syllable of *carpet (car-pet)* and in the second syllable of*vineyard (vine-yard).*

Two-Syllable Words with ar

1. Help your student apply what they have learned about words with the *r*-controlled vowel *ar* to reading two-syllable words. Review that a syllable is a word part. Read aloud the introduction and the word *artist*. Look at the first syllable in the word *artist* with your student. Remind your student that the letters *ar* spell one vowel sound in the syllable. Then, look at the second syllable with your student and identify the short *i* vowel sound of the syllable. Have your student 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 spelling of the *r*-controlled vowel sound 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** |
| star  shark  park  card | polar  market  bookmark  dollar |

#### 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 the *r*-controlled vowel *ar*. **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 *ar*.

#### Practice

Use the sentences to confirm that your student can read words with the *r*-controlled vowel *ar*. Have your student write the words with the *r*-controlled vowel *ar* 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 list topics for a story so that you can talk about them with your Learning Coach.

#### Key Words

* **topic** – what a story is about

#### Explain

1. Have your student read the first paragraph. Review the definition of the key word *topic* using the on-screen definition. Discuss a recent story you and your student read and ask your student to identify the topic.
2. Have your student read the next two paragraphs and discuss the difference between the topic for a story and the topic for an informational text.
3. Explore with your student the importance of making a plan for writing anything. Then, have your student read the list of Janard’s possible topics. Discuss why it might have been helpful for Janard to review his ideas with his Learning Coach. For example: Janard’s Learning Coach could provide him with objective feedback, could weigh in on which ideas were most entertaining, and could help Janard recognize an idea that reflects informational text or that might be too difficult to convey in a story.
4. Have your student answer the question. **IF** your student is struggling with the answer, **THEN** have them reread the information on this screen. Review that careful writers plan what they are going to write before they begin writing. Review that making a list of possible topics makes it easier to compare them and think about which would make the most entertaining story.
5. Continue to the section titled “Topic and Title” on the next screen. Have your student reread Janard’s story. Remind them to read the title as well as the text.
6. Have your student read and answer each question. Remind them that the topic of a story is what it’s about. Explain that writers often choose a title that has a connection to the story’s topic.
7. Continue to the section titled “Plan the Beginning of a Story” on the next screen. Explain that once a writer has decided on a topic, they can begin to plan their story.Have your student read about the importance of the beginning of a story.
8. Have your student read what Janard did to plan the beginning of his story. Discuss the information in the chart. Confirm that your student understands that Janard is listing the characters by name and is determining both when and where the story takes place.
9. Have your student reread the beginning of Janard’s story and answer the questions that follow, making sure to explain their answers to you.

Learning Coach Tip

If your student has not printed out a copy of “A Canoe Ride,” this may be a good time to do so. Have your student identify the beginning of the story. Then, have them draw a box around the names

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

#### Check-In

1. Read the instructions with your student. Explain that they will read a series of possible topics for a text. For each choice, they should indicate if they think the topic would work for a story or an information text.
2. Have your student read each possible topic and select the correct button in each row. **IF** they have difficulty determining the category in which a particular topic falls, **THEN** pose guiding questions to scaffold their thinking; for example: What does the word *facts* tell you about this topic? Could a boy really sneak on a spaceship going to Mars?
3. Review your student’s responses and provide feedback as needed.

#### Practice

1. Read the directions and introduce your student to the topic chart graphic organizer. If possible, print out the topic chart. Otherwise, have your student copy it in their notebook. Refer to the sample completed chart as needed.
2. Have your student read Activity 1 and make a list of possible topics for their story. Have your student record their ideas on the Topic Chart.
3. Discuss your student’s ideas. Encourage them to describe what would happen in each story idea. Then, have your student select one topic and record their choice.
4. For Activity 2, have your student record their characters’ names and any additional information about them as needed. Remind them that a story character can be a human, an animal, or even an object like a robot. Then, have your student record where and when their story takes place. Discuss your student’s ideas for characters and setting. Provide feedback as needed.
5. Have your student write the beginning of their story in their notebook. Have them refer to the information in their topic chart as well as to the Beginning row of the narrative text rubric as they work.
6. Discuss your student’s beginning and provide feedback, as needed.

[Topic Chart](https://cite-media.pearson.com/legacy_paths/05da9073-65a8-441b-a56a-f6760d608a45/Topic%20Chart.pdf)

[Topic Chart Answers](https://cite-media.pearson.com/legacy_paths/844e31e1-cd91-4204-8606-6f4966491113/Topic%20Chart%20Answers.pdf)

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

## Lesson 3: Staying Fit: Speak/Listen

### Objective: In this section, you will identify the main topic of an informational text with more than one paragraph.

#### Key Words

* **key words** – important words in a text
* **paragraph** – a group of sentences about the same topic
* **topic** – who or what an informational text is about

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meaning of the words in bold print. Read and discuss the steps for finding the main topic of a text with more than one paragraph. Point out that each paragraph will have different details about the topic, but all the paragraphs will be about the main topic.
2. If needed, clarify that a topic is what an informational text is mostly about. The main topic is often expressed as a word or short phrase. The topic of a text is not the same thing as the main idea, which is the most important idea expressed in a text, usually stated as a sentence.
3. Watch the video with your student. Guide them to focus on how the student in the video identifies the main topic of an informational text. Point out that the student in the video reads the title, looks at the picture, and considers what all the paragraphs in the text are about before identifying the topic, which is bottlenose dolphins. Each paragraph has different details about bottlenose dolphins, but the main topic is bottlenose dolphins.
4. Have your student read the informational text “Stay Fit Every Day.” They will use the steps to find the main topic. Remind them to look at the title and the picture, and to notice the key words that are repeated in the paragraphs of the text.
5. Have your student find the main topic of the text by completing each sentence. **IF** they need support, **THEN** ask scaffolding questions like these:
   1. Key words are important words that are used over and over. What key word did you notice in Paragraph 2? (fitness)
   2. What did you learn about in Paragraph 2? (some ways to add fitness breaks every day)
   3. What key words did you notice in Paragraph 3? (activities, active, stay fit)
   4. What did you learn about in Paragraph 3? (doing fitness activities every day)
   5. What do all three paragraphs in the text talk about? (staying fit every day)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer questions about finding the main topic of an informational text.
2. Read the first question with your student. Point out that three of the four answer choices are correct. **IF** they struggle, **THEN** have them reread the steps for identifying the main topic of an informational text in the Explain section. You may also turn each answer choice into a question, like this:
   1. Is noticing the key words used in the paragraphs one of the steps you learned? (yes)
   2. Is looking at the pictures in the text one of the steps you learned? (yes)
   3. Is reading only the first paragraph of a text one of the steps you learned? (no)
   4. Is reading the title one of the steps you learned? (yes)
3. Read the second question with your student. They will find the main topic of an informational text. Allow time for them to read the informational text, “A Healthy Mind.” Point out that they should choose the one correct answer.
4. **IF** they struggle, **THEN** ask guiding questions about the answer choices, like these:
   1. Are puzzles and games talked about in each paragraph? (no)
   2. Is a healthy body talked about in each paragraph? (no)
   3. Is a healthy mind talked about in each paragraph? (yes)
   4. Is learning every day talked about in each paragraph? (no)
   5. What is the main topic of the text? (a healthy mind)

#### Practice

1. Read the directions with your student. Clarify that they will read the informational text *Move, Balance, Stretch*. Then, they will use the steps they learned in the lesson to identify the text’s main topic. Finally, they will complete the sentence starters to tell you the main topic of the text.
2. Allow time for your student to read the text and to follow the steps for identifying the main topic.
3. Listen as they complete the sentence starters to identify the topic of the anchor text. You may wish to ask follow-up questions like these:
   1. The text tells how to stand on one foot. Why isn’t that the topic of the text? (It is only talked about in the paragraphs on the second page, not all the paragraphs in the text.)
   2. The text tells how to stretch. Why isn’t this the topic of the text? (It is only talked about in the paragraphs on the third page, not all the paragraphs in the text.)
   3. How did the pictures help you figure out the main topic? (The pictures show people using their muscles.)
4. You may wish to share the sample answer with your student. Discuss how the sample answer is similar to and different from their answer.

[Move, Balance, Stretch](https://cite-media.pearson.com/legacy_paths/bae18284-8838-4ca9-96aa-66c899bacbba/Move%2C%20Balance%2C%20Stretch.pdf)

### Objective: In this section, you will identify information that will help you make good choices about your health.

#### Key Words

* **facts** – things that are true

#### Explain

1. Read the introduction or play the slide narration for your student. Be sure to review the meaning of the key word in bold print.
2. Read Rashid’s health-related questions with your student. Ask them if they have ever wondered about these same questions, or if they have other questions related to their health.
3. Have your student read about where Rashid can find facts that will help him answer his health-related questions and make informed decisions about his health. Challenge your student to think of other places where Rashid might find facts and information, such as the dentist, a family member who is a nurse, or the local health clinic or hospital. Talk briefly about the importance of getting health information from people who are experts, like doctors and hospital or medical center websites.
4. Have your student read about how Rashid gets information from his doctor. Point out that Rashid uses the information to make a choice about his health.
5. Read the list of speaking skills with your student. Talk about how each of these skills will help Rashid communicate his ideas clearly. **IF** your student needs support, **THEN** ask scaffolding questions like these:
   1. Why does Rashid speak in a clear voice? (It helps his Learning Coach hear what he says.)
   2. Why does Rashid say the words slowly and carefully? (It helps his Learning Coach understand what he says.)
   3. Why does Rashid look at his Learning Coach as he speaks? (It shows that Rashid knows what he is talking about. Also, it is respectful to look at the person you are talking to.)
   4. Why does Rashid use complete sentences? (It helps his Learning Coach understand his ideas.)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer questions about how to find facts to make a healthy choice and how to use speaking skills.
2. Read each question with your student. Tell them to use what they learned to choose the three correct answer choices.
3. Listen as your student answers each question. **IF** they struggle, **THEN** have them reread the instruction in the Explain section, focusing on where Rashid can find health-related information and information about speaking skills.

#### Practice

1. Read the directions with your student. Clarify that they will choose a question. Then, they will look for facts to help answer it. Next, they will make a health-related decision. They will keep track of their ideas in a chart. Finally, they will share what they learned with you, using speaking skills.
2. Encourage your student to choose one of the questions. Have them find facts and information by reading the texts *Move, Balance, Stretch* or *Greeting the Sun*. If you prefer, you may help them find other facts and information at a reliable website. Consider visiting websites maintained by government agencies or respected medical facilities.

[Move, Balance, Stretch](https://cite-media.pearson.com/legacy_paths/bae18284-8838-4ca9-96aa-66c899bacbba/Move%2C%20Balance%2C%20Stretch.pdf)

Audio: Move, Balance, Stretch

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.

[Greeting the Sun (A)](https://cite-media.pearson.com/legacy_paths/6cf78d63-a492-41c4-8172-ee4180a4ef43/Greeting%20the%20Sun%28A%29.pdf)

[Greeting the Sun](https://cite-media.pearson.com/legacy_paths/b2dcaf63-cde6-4ad6-beb7-59f3e2588aed/Greeting%20the%20Sun%28O%29.pdf)

[Greeting the Sun (B)](https://cite-media.pearson.com/legacy_paths/43d149e4-8844-402f-bd43-f6d83323d4ce/Greeting%20the%20Sun%28B%29.pdf)

1. Allow time for your student to read or research.
2. If needed, help them access the interactive flowchart. You may wish to print a copy of the blank flowchart for them to complete or you may wish to help them draw a flowchart in their notebook.
3. Allow time for your student to write their ideas in the flowchart. If needed, you may write as they dictate.
4. Listen as your student uses their completed flowchart and the sentence frames to share what they have learned and their decision. Remind them to use good speaking skills.
5. You may wish to share the sample answer with your student. Discuss how the sample answer is similar to and different from their answer.

### Objective: In this section, you will use short vowel spelling patterns to spell words you write.

#### Explain

1. Review short vowels with your student. Remind them that a short vowel does not make the same sound that the name of the letter makes. Give them a few words and have them identify the short vowel sound each one makes: *bat*, *get*, *fin*, *not*, *bug*.
2. Read the opening text together. Remind your student that careful writers learn spelling patterns that they can apply to words with long vowel sounds and spell them correctly. Explain that the same is true with words that contain short vowel sounds. They can learn specific patterns of spelling that combine consonants and vowels to form words with short vowel sounds.
3. Read the information about CVC, CVCC, and CCVC spelling patterns and examples in the chart together, and make sure your student understands each spelling pattern. Define any words your student does not know.
4. Look at the pictures with your student. Have them identify the objects (*cub*, *tent*, *flag*) and spelling patterns. Then, have them spell each word.
5. **IF** your student has difficulty, **THEN** break down each word into sounds, and have your student identify the letter that matches each sound. Make sure your student identifies the correct spelling pattern, and make sure their spelling matches the pattern.

#### Check-In

1. Read the directions with your student. Explain that they will choose the sentence where the bold word is spelled correctly. Then, they will identify the spelling pattern that the word follows. Point out that each of these words will follow the CVC, CVCC, or CCVC pattern.
2. Read the first activity with your student. It may be helpful to have your student first try to spell the word aloud before they select the sentence with the correct spelling. Encourage your student to sound out the word, choose a pattern for it, and then find the spelling that matches the pattern.
3. **IF** your student answers correctly, **THEN** have them continue with the second and third activities on their own. **IF** your student answers incorrectly or does not know the answer, **THEN** help them identify the consonants and vowels in each of the bold answer choices to find one that matches a spelling pattern in the chart.

#### Practice

1. Read the directions together. Explain that your student will spell words correctly to complete sentences, identify the spelling pattern of each word, and write the full sentence with the correctly spelled word in their notebook.
2. Read the first incomplete sentence with your student. Then, have them identify the word that names the picture (*sink*) and have them spell it aloud. Next, have them identify its spelling pattern. Finally, have them write the complete sentence in their notebook.
3. If your student answers the first item correctly, have them work mostly independently. If your student struggles, support them by helping them identify the spelling pattern for each word (CVCC, CVC, and CCVC).
4. When your student finishes writing their sentences, review their work. Confirm that they have spelled the words correctly. Provide feedback as needed to help them learn from their mistakes. Allow them to spell any words they may have missed the first time.

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

#### Warm Up

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

* Say each sound in a word slowly.
* Have your student mark each sound with a tap.
* Have your student say the word sound by sound.
* Have your student blend the sounds and say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **cart**  (3 sounds) | **collar**  (4 sounds) | **barn**  (3 sounds) | **start**  (4 sounds) |
| **market**  (5 sounds) | **yard**  (3 sounds) | **argue**  (3 sounds) | **harm**  (3 sounds) |

#### Explain

Words with One Syllable

Remind your student that some words have one syllable and one vowel sound. Review that some words have a syllable with the *r*-controlled vowel sound spelled *ar*. Remind your student that the letters *ar* spell one vowel sound in the syllable. Have your student say the word *smart*. 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 two letters that represent one vowel sound and blend the sounds together.
* Add the sound of any remaining letters and blend.
* Say the word.

Have your student use the routine to blend the sounds in other one-syllable words with the *r*-controlled vowel *ar*. If needed, remind your student the digraph *ch* spells one consonant sound in the word *charm*.

Words with Two Syllables

Continue by having your student blend the sounds in two-syllable words with *r*-controlled vowel *ar*. Remind your student that the letters *ar* spell one vowel sound in a syllable. Point out that *ar* can spell the vowel sound heard in *car* or as the sound heard in the last syllable of *dollar*. Use letter tiles to form the word *carpet*. Space the letters to form syllables of *carpet*. Have your student identify the syllable with the *r*-controlled vowel *ar*. 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 *cellar*. Tell your student that a cellar is a room that is below the ground level of a building. A cellar is often used for storing food, such as canned vegetables. Have your student say *cellar*and listen to the vowel sounds. Have your student identify the syllable with the *r*-controlled vowel *ar* and the vowel sound. Then, use letter tiles to blend the sounds in *cellar*. Use the routine to blend the sounds in the word. **IF** your student has difficulty blending the syllables to say the word, **THEN** repeat the routine with the words *collar* and *market*.

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 *ar* 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 if it is a consonant.
3. Say the sound of the second letter if it is a consonant and blend the sounds together.
4. Add the vowel sound and blend the sounds together.
5. Add the sound of any remaining letters and blend.
6. Say the word.

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. Define any unfamiliar words. **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 the *r*-controlled vowel *ar*. **IF** your student has difficulty reading the words with *r*-controlled vowel sound spelled *ar*, **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 put story events in the correct order.

#### Key Words

* **events** – things that happen in a story

#### Explain

1. Have your student read the first paragraph. Discuss the three parts of a story: beginning, middle, and end. Use the definition on the screen to review the key word *events* with your student.
2. Have your student read the next paragraph and discuss why it is important for a writer to tell events in the right order. **IF** your student is unsure, **THEN** list a series of actions in the wrong order. For example: I put the leftover food in the refrigerator. I took the chicken dish out of the oven. I made the chicken casserole. Encourage your student to explain what is wrong with the series and how to fix it.
3. Have your student read “Lost Kitten” and review the Story Event chart. Discuss the events and the order in which they occur.
4. Have your student read and explain their answer to Question 1. **IF** your student has difficulty, **THEN** guide them to reread the story. Have your student identify the main character’s problem and what she did to get her kitten back.
5. Continue to the section titled “The Order of Events” on the next screen. Have your student read “A Canoe Ride” again. Remind your student that they have read this story before. Ask them to focus on the events the writer describes in the middle of the story and the order in which they are told.
6. Have your student use the story to answer Question 2. **IF** your student is struggling, **THEN** make available a copy of the text. Have your student underline what happens once the canoe trip is underway. Have your student refer to the story as they answer the remaining questions.
7. Review your student’s answers and provide feedback as needed.

[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. Explain that the events on the screen are in the wrong order. Your student should read the events and determine the correct order.
2. Have your student read and answer Question 1. **IF** your student is confused, **THEN** read each choice with them and ask questions, such as: Can Daudi have lunch on the beach before he rides to the beach? Can Daudi put his lunch in the bike basket before he makes his lunch?
3. Have your student read and answer the remaining questions. Provide help as needed. Then, review your student’s answers and provide feedback.

#### Practice

1. Have your student copy the Story Events chart in their notebook. Explain to your student that they will record the order of events from a story.
2. Have your student read the story and then record the events in the middle in the order they happen.
3. Review your student’s answers. Ask them to explain their thinking and provide feedback as needed.

## Lesson 4: Staying Fit: Fluency

### Objective: In this section, you will explain how different kinds of media present ideas.

#### Key Words

* **media** – ways to share information or entertainment with many people at the same time

#### A Note about this Lesson

As part of the Practice activity for this lesson, your student will read the text *Greeting the Sun*. They will also need to read, watch, or listen to another kind of media about the same topic. Before they begin the lesson, locate an appropriate podcast, radio segment, television program, videotape, online video, or website about yoga poses for children. Make sure you and your student can access it easily during the Practice activity.

#### Explain

1. Read or play the slide narration for the introduction for your student. Review the meaning of the word in bold print.
2. Read the list of different types of media with your student. Pause to ask them to identify the types of media they use most often. For example, they may watch television and videos on the Internet. Talk with them about what they get from reading, watching, or listening to these media. Most likely they get information or entertainment.
3. Watch the video with your student. Guide them to focus on how the student and Learning Coach in the video identify the different kinds of media and how people use them.
4. Talk to your student about how different types of media present, or share, ideas in different ways. Just as media is presented in different ways, people receive the ideas in different ways. Read the chart with your student. It shows different types of media, how the media presents ideas, and how people obtain the ideas. If possible, give relevant examples of each type of media from your student’s own reading, listening, and viewing experiences. You may wish to point out some of our own.
5. Then. have your student read about how people get the ideas from the different media. You or your student may point out exceptions or additions to the list. For example, some people listen to audio books, rather than use their eyes to read. Some people read closed captioning or subtitles to understand what is being said on television or in videos.
6. Have your student read about Femi. Have them read the chart and answer the questions. **IF** they need support, **THEN** ask scaffolding questions like these:
   1. How do most people get information from a book? (They read the words and look at the pictures.)
   2. How do most people get information from a podcast? (They listen to the sound.)
   3. How do most people get information from a video? (They watch it. They listen to the sound. Sometimes there are words to read.)
   4. How is a book different from a podcast? (A book has written words and pictures. A podcast has sound.)
   5. How is a video like a podcast? (They both use sound.) How is a video different from a podcast? (It uses words and pictures.)

#### Check-In

1. Read the directions with your student.
2. Read the question stem with your student. Point out the different kinds of media listed in the first column. Direct them to look at the headings of the other columns. Clarify that *printed words* refers to written words for reading.
3. **IF** they need support, **THEN** have them reread the Explain section to review how each type of media presents information. You may also turn each answer choice into a series of questions, like this:
   1. Does radio share information using printed words? (no) Does it use sound? (yes) Does it use moving pictures? (no)
   2. Does television share information using printed words? (yes) Does it use sound? (yes) Does it use moving pictures? (yes)
   3. Does a book share information using printed words? (yes) Does it use sound? (no) Does it use moving pictures? (no)
   4. Does an online video share information using printed words? (yes) Does it use sound? (yes) Does it use moving pictures? (yes)
   5. Does a website share information using printed words? (yes) Does it use sound? (yes) Does it use moving pictures? (yes)

#### Practice

Read the directions with your student. Clarify that they will read the informational text *Greeting the Sun*. Then, they will read, watch, or listen to another kind of media with information about the same or a related topic. Finally, they will use the sentence starters to tell you what kind of media they used and how it was similar or different from the text *Greeting the Sun*.

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.

[Greeting the Sun (A)](https://cite-media.pearson.com/legacy_paths/6cf78d63-a492-41c4-8172-ee4180a4ef43/Greeting%20the%20Sun%28A%29.pdf)

[Greeting the Sun](https://cite-media.pearson.com/legacy_paths/b2dcaf63-cde6-4ad6-beb7-59f3e2588aed/Greeting%20the%20Sun%28O%29.pdf)

[Greeting the Sun (B)](https://cite-media.pearson.com/legacy_paths/43d149e4-8844-402f-bd43-f6d83323d4ce/Greeting%20the%20Sun%28B%29.pdf)

1. Allow time for your student to read the text.
2. Then, provide access to another kind of media with information about yoga poses for children that you previewed and bookmarked before the lesson. Allow time for them to read, watch, or listen to this source of information.
3. Listen as your student completes the sentence starters. They should be able to tell you how the second type of media is similar and different from the text *Greeting the Sun*.
4. You may wish to share the sample answer with them. Discuss how the sample answer is similar and different from their answer.

### Objective: In this section, you will ask questions about an ad to decide if the ad did or did not persuade you.

#### Key Words

* **persuade** – to get others to think or do something

#### Explain

1. Read the introduction or play the slide narration for your student. Be sure to review the meaning of the key word in bold print.
2. Briefly discuss your student’s experience of reading, watching, or interacting with advertisements. Ask if they have recently seen an ad that made them want something. Tell them that they will learn to ask questions about ads that will help them understand what the ads want them to do. The questions will also help them make informed choices in response to the ads they encounter. The questions will help them decide if the ad was persuasive.
3. Have your student read about Nima’s experience of watching an ad for toothpaste on television.
4. Read the list of questions together. Point out that these questions help Nima think critically about the ad. They help her understand how the ad works and make a choice about how it will affect her.
5. After reading what Nima decides to do, ask your student if they would make the same decision and tell why.
6. Have them read the ad “Two Cups Every Day” and then answer the questions. Discuss how this ad is similar to and different from the ad that Nima watched about toothpaste. This ad is not about selling a product but about persuading young people to eat more fruits and vegetables. As a result, your student may have felt it is okay to do what the ad tells them.
7. Read the list of tips for reading out loud with fluency. **IF** your student needs support, **THEN** model reading aloud the ad “Two Cups Every Day” on the previous screen. Read it slowly and clearly, in a strong, expressive voice. Then. ask questions like these:
   1. How did my reading aloud in a strong voice help you as a listener? (It helped me hear the words you read.)
   2. How did my reading the words aloud slowly and clearly help you? (It helped me understand the words you read.)
   3. How did my reading the words with feeling help you? (It made me pay attention. It made me have certain feelings.)

#### Check-In

1. Read the directions with your student. You may wish to encourage them to answer the questions independently.
2. Read each question with your student. Tell them to use what they learned to choose the three correct answer choices.
3. Listen as they answer each question. **IF** they struggle, **THEN** have them reread the instruction in the Explain section, focusing on the questions Nima asked and on the list of tips for reading aloud.

#### Practice

1. Read the directions with your student. Clarify that they will read the ad “Yoga Kids Go!” twice—first silently and then aloud for you. Then, they will answer the three questions they learned to ask about an ad and use their answers to decide how to respond to the ad. Finally, they will share their ideas with you.
2. Allow time for your student to read the ad silently. Then, listen as they read it aloud. Notice how fluently they read aloud. You may wish to point out words they did not read correctly or to give feedback about how expressively they read the words.
3. Listen as they answer the questions and use the sentence starters to share their thoughts about the ad.
4. You may wish to share the sample answer with them. Discuss how the sample answer compares to their sample answer. For example, they may not have been persuaded to try yoga.

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

#### Warm Up

Begin by having your student identify the number of sounds in a word with the *r*-controlled vowel *ar*. Have your student blend the sounds. Use the following routine.

* Stretch each word by saying each sound in the word. (*s-p-ar-k*)
* Ask your student to blend the sounds to say the word. (*spark*)

Use the following words:

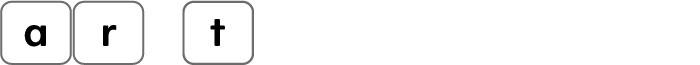
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| farm  (3 sounds) | artist  (5 sounds) | scarf  (4 sounds) | bargain  (5 sounds) | march  (3 sounds) | argue  (3 sounds) |

#### Explain

Gather the following letter tiles: *a, b, c, d, e*(2)*, f, g, h, k, l, m, n, o, p, r* (2)*, s, t* (2)*, w, y*. Use the letter tiles to model with your student how to build words with the *r*-controlled vowel *ar*. Remind your student that the letters *ar* spell one vowel sound in a word.

#### Check-In

1. Gather the following letter tiles: *a, d, e, k, m, n, p, r, t, y*.
2. Read each set of directions to your student. Observe your student build words with the *r*-controlled vowel *ar*. Have your student identify the vowel sound spelled *ar* 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. **Weekly Spelling Test:**Use the following sentences to test the spelling words.

|  |  |  |
| --- | --- | --- |
| **• shark** | The **shark**hunts fish in the ocean. | **shark** |
| **• market** | We get fresh fruit at the**market**. | **market** |
| **• card** | I write a thank-you **card**for the gift. | **card** |
| **• polar** | A **polar**bear has sharp claws. | **polar** |
| **• dollar** | I have a **dollar** in my wallet. | **dollar** |
| **• star** | The**star**looks bright in the dark sky. | **star** |
| **• bookmark** | The **bookmark** shows my place in the book. | **bookmark** |
| **• park** | I **park**my bike in the driveway. | **park** |

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

#### Explain

Quick Review

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

Read the introduction and review the image of the lowercase *q*. Point out that lowercase *q* looks very different from capital *Q*. Ask your student to name the differences between lowercase *q* and capital *Q*.

How to Write Lowercase *q*

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

#### Check-In

Learning Coach Tip

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

1. Print the [Lowercase *q*](https://cite-media.pearson.com/legacy_paths/cb61e57b-161f-4756-80f6-3e3f3b104763/Lowercase%20q%20Worksheet.pdf)handwriting worksheet. If you do not have a printer, use a sheet of lined paper for your student and write any models or letters that will need to be traced. Then, read the directions with your student. Make sure your student understands that to finish forming the letter, they will draw below the bottom line.
2. Discuss the letter model that is on the worksheet. Review the steps to forming lowercase *q* as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming lowercase *q* because they are confusing it with lowercase *p*, **THEN** remind your student that lowercase *q* points to the left while lowercase *p* points to the right.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions with your student for what to write on each row. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty tracing and writing lowercase *q*, **THEN** have them practice writing the letter in the air again.

### Objective: In this section, you will write sentences that tell the events of your story in the right order.

#### Key Words

* **events** – the things that happen in a story
* **topic** – what a story is about

#### Get Ready for Learning

In this lesson, your student will add the middle to the story they have begun. Make sure your student has their Topic Chart and story beginning available.

#### Explain

1. Have your student read the first two paragraphs. Discuss what they have done so far and what they will be doing in this lesson. Review the meanings of the key words *events* and *topic* using the on-screen definitions.
2. Review the purpose of events and how they help writers tell what happens in the story. Remind your student that the events in the story need to be in the correct order and discuss why this is so.
3. Read the section titled “Plan the Middle” and review why planning is an important part of the writing process. Then, have your student read the list of events Janard brainstormed. Discuss why it is important that all the events in a story relate to the topic, and then have your student answer the first question. **IF** your student is struggling, **THEN** reread each event in the list. For each event, ask your student if the event relates to the topic of a canoe ride.
4. Have your access and review Janard’s story events chart. Discuss the information in the chart. Remind your student that it contains notes that Janard can use to write the middle of his story. Have your student read and answer each question about the chart.
5. Continue to the section titled “Write Sentences About the Events” on the next screen. Have your student read the text and then discuss how Janard used the information in the story events chart to write sentences for the middle of the story. Point out that the sentences may not match Janard’s final story exactly, noting that writers have many opportunities to make their writing better during the writing process.
6. Have your student read the question and share their answer with you.

[Janard’s Chart](https://cite-media.pearson.com/legacy_paths/5a3be30c-8bbd-4a78-b2d6-20e10c1aefd7/Janards%20Chart.pdf)

#### Check-In

1. Confirm that your student has their Topic Chart and story beginning available. Have your student review the work they have done so far.
2. Read the directions with your student. Provide a blank story events chart for your student to use. Review important characteristics to remember about events in the middle of a story as they complete their own story event chart.
3. IF your student is struggling with completing their chart, THEN have them look at Janard’s chart again. Ask your student what information Janard wrote in this chart. Ask your student questions to help them complete their chart, such as: What happens first in your story? What happens next? How do these events cause other events?
4. Review your student’s story events chart. Provide feedback as needed.

[Story Events Chart](https://cite-media.pearson.com/legacy_paths/26e28e6e-e07d-4119-ab5c-1f4547a76a09/Story%20Events%20Chart.pdf)

[Janard’s Chart](https://cite-media.pearson.com/legacy_paths/5a3be30c-8bbd-4a78-b2d6-20e10c1aefd7/Janards%20Chart.pdf)

#### Practice

1. Read the directions and with your student. Have your student refer to their story events chart. Make sure your student understands that they are going to add to the beginning of their story and write the middle of their story.
2. Allow time for your student to write the sentences for the middle of their story. Reassure your student that their sentences do not have to be perfect at this point. They will have time to revise them. The goal now is to get the events written down.
3. Have your student review Janard’s student model if they feel that would help.
4. Have your student review their rubric—specifically, the row labeled “Middle.” Have them use the information to determine whether they need to make any changes to their sentences.

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

## Lesson 5: Staying Fit: Synthesize

### Objective: In this section, you will explain how ideas are shared in different ways.

#### Explain

1. Read or play the slide narration for the introduction for your student.
2. Watch the video with your student. Guide your student to focus on the student and Learning Coach’s discussion of the different ways to spread an important message. Make a list of the different formats, which include a flier and a website with a game.
3. Have your student read about Koa, who wants to share information about an upcoming race. Point out the information or facts that Koa wants to share with people.
4. Have your student read the chart that lists the different formats or ways Koa can share the information. Point to the middle column. Explain that, depending on the format Koa chooses, he can use words, pictures, sound, and video to share the information. Clarify that the third column shows who will see Koa’s information.
5. Have your student read about Koa’s choice to use a webpage to share the information. Ask your student if they agree with Koa’s choice. **IF** your student needs support, **THEN** have them look back at the chart as you ask scaffolding questions like these:
   1. Koa wants a lot of people to get the information, so what are his best two choices? (writing a letter to the newspaper and making a webpage or blog) Why? (Lots of people read the newspaper and look on the internet.)
   2. Why not make a poster to hang at the grocery story? (Not everyone goes to the same grocery store. More people read the newspaper and use the internet.)
   3. What about talking to someone on a podcast or radio show? (Not everyone listens to the same podcast or radio show.)

#### Check-In

1. Read the directions with your student. Clarify that your student will complete each sentence with words from the Word Bank. The words can be used more than once.
2. Read each sentence frame with your student. Listen as they complete it. **IF** your student needs support, **THEN** have them reread the chart in the Explain section. You may also turn each sentence frame into a series of questions, like this:
   1. How are ideas shared in a flier? With words? (yes) With sound? (no) With pictures? (yes) With video? (no)
   2. How are ideas shared in a webpage? With words? (yes) With sound? (yes) With pictures? (yes) With video? (yes)
   3. How are ideas shared on a podcast? With words? (no) With sound? (yes) With pictures? (no) With video? (no)

#### Practice

1. Read the directions with your student. Clarify that your student will read the informational text *Greeting the Sun*. They will think about how the text shares information using words and pictures. Next, they will think of a fitness activity they can teach you and choose the best format to share the information. Finally, they will explain their choice.
2. Allow time for your student to read the text.
3. Then, have your student read the list of formats for sharing the information with you. Allow time for your student to choose the best format for the fitness activity they have selected to share.
4. Listen as your student completes the sentence starters. Your student should tell you what they want to teach you, what format or way they will use, and why it is the best choice.
5. You may wish to share the sample answer with your student. Discuss how the sample answer is similar and different from your student’s answer.
6. If time allows, and if your student shows an interest, have them create the format for sharing their fitness activity.

[Greeting the Sun](https://cite-media.pearson.com/legacy_paths/b2dcaf63-cde6-4ad6-beb7-59f3e2588aed/Greeting%20the%20Sun%28O%29.pdf)

### Objective: In this section, you will show how to think about the information sources you use to answer a question.

#### Key Words

* **sources** – people or texts that give information

#### A Note about this Lesson

In the Practice activity for this lesson, your student will ask a fitness-related question. Then, they will need to consult two sources of information to find the answer to the question. Before your student begins the lesson, look at the suggested questions in the Practice section. Choose one that your student will be interested in. Or, think of a question that your student might want to answer. Then, find two appropriate sources of health-related information. You may look online for websites that end in *.gov* or *.org*, such as the website for the Centers for Disease Control and Prevention or another reliable medical institution. You may also check your local library for appropriate online and text-based sources of information. Make these sources available to your student as they complete the Practice activity.

#### Explain

1. Read the introduction or play the slide narration for your student. Be sure to review the meaning of the key word in bold print.
2. Clarify that a source is often a text or a person, but it may also be audio, such as a radio program or podcast, or video. **IF** your student needs support with the concept of sources, **THEN** talk about your student’s past experience finding texts with information. Make a list of places they know to look for facts and information. Your list may include informational texts, web sites, podcasts, and people who know about the topic.
3. Clarify Zan’s question: How many glasses of water should a seven-year-old child drink each day? Explain that Zan looks at more than one source because she wants to check that the information she found is accurate or correct. Point out that Zan finds two different kinds of sources—a website and an expert.
4. Have your student read the steps for using sources to find the answer to a fitness question. Clarify that your student can use these steps for almost any question.
5. Read the list of questions together. Point out that these questions will help your student think critically about the information they find in their sources. Make sure your student understands that not every source will have the same information.
6. Focus briefly on the final step. Explain that because not every source will agree or even have the most recent or accurate information, your student will have to decide which information is correct. They may have to consider another source before they can decide.

#### Check-In

1. Read the directions with your student. They will answer questions about how to think about information sources.
2. Work with your student to answer the questions. Read each question with your student. Tell your student to use what they learned to answer it.
3. Listen as your student answers each question. **IF** your student struggles, **THEN** have them reread the instruction in the Explain section, focusing on the steps for using sources of information to answer a question.

#### Practice

1. Read the directions with your student. Clarify that your student will choose or make up their own fitness-related question. Then, with your help, they will find and evaluate two appropriate sources of information. Then, they will use the information to answer the question.
2. If you selected a question and located appropriate sources before beginning the lesson, then guide your student to focus on them.
3. Allow time for your student to read the sources for information. You may need to help your student navigate the sources and find the information they need.
4. As your student reads, draw a two-column chart like the one on the screen in their notebook. Encourage them to fill it in with information from each source.
5. Listen as your student answers their question. Guide them to use the sentence frames, which will help them speak in complete sentences and provide relevant details from their sources.
6. You may wish to share the sample answer with your student. Discuss how the sample answer compares to your student’s.

### Objective: In this section, you will add details to your story to tell what happens.

#### Key Words

* **details** – information about people, places, and things

#### Show What You Know

A Note About this Lesson

In this lesson, your student will add details to the middle of their story. Be sure your student has their story with the beginning and middle that they wrote earlier available.

Learning Coach Tip

In this lesson, your student will examine the middle of stories and add details to tell more about the characters. As your student considers what details to add, have them focus on how characters in the story look, feel, and think. You can also use *who, what, when, where, why,* and *how* questions such as these to help your student identify details that can be added: Where does the character go? What must they wear or do? How does the character feel? In addition, remind your student that they can also add details to describe the setting and events in their story more clearly.

1. Have your student read the introduction and beginning paragraphs. Review the definitions for the key word *details*. Explain that careful writers want their readers to understand what they are saying. Writers add details to make their writing clearer and more interesting.
2. Discuss the type of details a writer can add. Explain that even simple details can make it easier for your reader to understand what is happening. Give your student a simple sentence such as: Leo walked to the swings. Then, add some details: Leo smiled and ran to the swings. Discuss how the changes help a reader understand how Leo is feeling,
3. Watch the flipbook with your student. Discuss how the details the writer adds help the reader know and understand the characters. Explain that writers can add details about their character’s appearance, feelings, and thoughts.
4. Have your student read the question and explain their answer to you. **IF** your student is uncertain of the answer, **THEN** have them watch the flipbook again and discuss how details help readers understand the characters in the story.
5. Continue to the next screen. Remind your student that Janard is the writer of the story “A Canoe Ride” that they have read already. Explain that once he had written sentences telling the beginning and middle of his story, he added details that helped readers better understand the characters. Guide your student to compare each **Before** and **After** example and talk about the differences they see.
6. Have your student read the question that follows each pair of examples and explain what Janard’s additional detail helps readers understand.
7. Continue to the next screen and have your student read the instructions. Explain that this is a new story. Your student will read the story and add details that help the reader better see and understand the characters.
8. After they read the story, have your student complete the activities and write their detail sentences in their notebook. **IF** your student is having trouble deciding what details to add, **THEN** ask them to describe a friend or family member. Suggest details like hair color, eye color, or what kinds of clothes they like to wear. You may want to have your student share their thoughts orally before they write their answer. Remind your student that there are many different details they might use and that they should not worry about including one specific correct answer. correct answers.

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

* **Less Successful** – My student struggled to add details to the sentences
* **Moderately Successful** – My student was able to choose a detail to describe appearance or actions but had difficulty determining details to convey thoughts and feelings.
* **Very Successful** – My student was able to add details that told more about the characters’ appearance, actions, thoughts, and feelings.

#### Try This

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

* **Less Successful** – Review the details in the student model. Work with your student to identify words that provide descriptions of how the characters look, feel, do, or think. Provide support in helping your student identify and add details to their story.
* **Moderately Successful** – Provide support to your student as they identify how to convey their characters’ thoughts and feelings. If necessary, ask questions about the events, such as: How did the character feel after this happened? What did they think about the event? How would you describe this feeling if the event happened to you?
* **Very Successful** – Have your student complete the activity independently.

1. Have your student read the directions. Discuss the type of details they might want to add to their story and what details can tell about.
2. Have your student read the middle part of their story and think about what details they might add. Discuss the details your student chose and have them explain how this will make their story better. This process will help them clarify their thinking and become more comfortable with identifying possible revisions later in the writing process.
3. Allow time for your student to mark their changes. You may want to suggest they use a colored pencil or sticky notes to note the details they wish to add.

### 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.