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# Language Arts 2 B Unit 9: Our Senses

## Lesson 1: Our Senses: Genre

### Our Senses: Introduction

#### Learning Goals

In this unit, your student will be learning about how our senses help us identify how we are feeling about something. There are 17 learning goals for this unit:

1. Identify whether a read-aloud text tells a story or gives information.
2. Determine the meaning of words and phrases using a glossary.
3. Spell words with digraphs.
4. Use context to self-correct word recognition, rereading as necessary.
5. Describe how specific language supplies rhythm and meaning to a text.
6. Use a print, beginners dictionary to determine the meaning of words and phrases.
7. Write number words for 6–10.
8. Read words with digraphs.
9. Explain the meaning of free verse poetry.
10. Use a digital, beginners dictionary to determine the meaning of words and phrases.
11. Blend words with digraphs.
12. Write numerals for 6–10.
13. Describe the overall structure of a poem.
14. Build words with digraphs.
15. With support, read a book of choice.
16. Write free verse poetry to express ideas, using words and phrases that form sound patterns.
17. Decode words with digraphs.

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.

* Our Senses: Genre Quick Check
* Our Senses: Comprehension Quick Check
* Our Senses: Speak/Listen Quick Check
* Our Senses: Fluency Quick Check
* Our Senses: Synthesize Quick Check

#### Spark

1. Read the title of the lesson with your student. Ask your student if they can name any of the senses (sight, hearing, taste, touch, smell). Point out that we often do not think too much about our senses in our everyday lives.
2. Read the first slide with your student. **IF**your student has difficulty understanding the concept of the five senses, **THEN** review the bulleted list. Reread the first paragraph and ask your student to name the sense being described in each sentence and what is happening that evokes that sense.
3. Watch the flipbook with your student. **IF** your student does not understand how our senses and feelings are connected, **THEN** you may pause the flipbook and introduce additional examples of the connection between our senses and feelings. For example, you might ask questions such as the following: When you see a rollercoaster, how might you feel? When you hear the hiss of a snake, how might you feel? When you taste something bitter, how might you feel? When someone you care about hugs you, how might you feel? When you smell your favorite food, how might you feel?
4. Have your student answer the questions after viewing and reviewing, either aloud or in writing, the slide as needed to gather details that help them respond.

#### Activate Prior Knowledge

1. Read the first paragraph with your student. Give them time to recall times when they have used their senses to identify how they feel about something. **IF** your student has trouble recalling an event, **THEN** provide them with a location where they might gather information through their senses, such as an amusement park, the beach, a contest, a sporting event, or a friend’s house. Ask them what they might see, hear, taste, feel, or smell. Then, ask them how a sense helped them recognize a feeling.
2. Read the activity with your student and confirm that they understand what to do. Provide the Draw and Write graphic organizer or help your student draw and write in their notebook. **IF**your student has trouble writing, **THEN**provide sentence frames: My sense of \_\_\_\_\_\_\_\_\_\_when I \_\_\_\_\_\_\_\_\_\_ makes me feel \_\_\_\_\_\_\_\_\_\_. 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.

### 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
* **poem** – writing that uses words in an interesting way to express feelings and tell a story
* **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.

[Our Senses\_Genre Vowels oo.u. as in book. oo as in spoon. short o, aw. au](https://cite-media.pearson.com/legacy_paths/527c3516-d0e5-4bc2-83c4-02a89bdcadfc/Our%20Senses_Genre%20Vowels%20oo.u.%20as%20in%20book.%20oo%20as%20in%20spoon.%20short%20o%2C%20aw.%20au.pptx)

#### Explain

1. Read or play the slide narration for the introduction with your student. Make sure your student understands the meanings of the key words in bold print.
2. Clarify that in this lesson, your student will read and listen to texts and will decide whether each text tells a story or gives information.
3. Guide your student to read the text “The Five Senses” and then answer the question. Discuss how your student knows that the text gives information. **IF** your student struggles, **THEN** scaffold with these questions:
	1. Did you read a story about the five senses? Or, did you read information about the five senses? (I read information about the five senses.)
	2. Did the ideas in the text come from real life? Or, did the author imagine them? (The ideas came from real life.)
4. Have your student read “Senses Five” and answer the question. Discuss how your student knows the text tells a story. IF your student needs support, THEN explain that even though the poem’s speaker sounds like a real person, they were made up by the author. The author imagined someone describing their five senses.
5. Before you read Hannah’s Bad Hare Day aloud or play the recorded version for your student, clarify that they should listen carefully to the text in order to identify it as a story or as an informational text. IF your student needs support, THEN remind them to think about these questions as they listen:
	1. Is this text about real people and things that really happened?
	2. Is this text about made-up people and things that happen to them?
6. If needed, introduce the concept of puns to your student before they listen to the text. Explain that a pun is a silly joke that uses words that sound the same but have completely different meanings. You may want to explain the puns in the text before your student listens.
	1. A hare is a rabbit-like animal. Hare sounds like the word hair.
	2. A bow is a ribbon tied in a knot. A long rod used to play the violin is also called a bow. The words sound the same.
	3. A moose is a large animal with big antlers. Mousse is something people use to style their hair. The words sound the same.
7. Have your student answer the question after listening. IF your student struggles, THEN scaffold with these questions:
	1. Did you hear a text about a real girl with animals and objects in her hair, or did you hear a made-up text? (I heard a made-up text.)
	2. Do you think the things in the story really happened, or did someone make them up? (Someone made them up.)

[Hannah’s Bad Hare Day](https://cite-media.pearson.com/legacy_paths/d32bb215-e378-4686-9b82-4edfecd8c6bb/Hannah%E2%80%99s%20Bad%20Hare%20Day.pdf)

#### Check-In

1. Read the directions with your student. Make sure your student understands that they will talk about how they know *Hannah’s Bad Hare Day* tells a story and is not an informational text.
2. Listen as your student answers the questions. **IF** your student needs support answering the questions, **THEN** review that a poem is a text that tells a story about made-up people, animals, places, and things. Scaffold by asking these questions:
	1. Did you hear information about the animals in Hannah’s hair, or did you hear a made-up story about animals living in Hannah’s hair? (I heard a made-up story about animals living in Hannah’s hair.)
	2. Would a real person probably notice if animals were living in their hair? (yes)
	3. Could a real moose or a real hare live in someone’s hair without them noticing? (no)

#### Practice

1. Read the directions with your student. Clarify that your student should listen as you read the text “At the Zoo” aloud. Then, your student will complete the sentence starters to identify the text as a story or as an informational text.
2. Read aloud the text.
3. Listen as your student completes each sentence starter. Your student should tell you at least one reason why they know that “At the Zoo” tells a story.

At the Zoo

William Makepeace Thackeray

First I saw the white bear, then I saw the black;

Then I saw the camel with a hump upon his back;

Then I saw the grey wolf, with mutton in his maw;

Then I saw the wombat waddle in the straw;

Then I saw the elephant a-waving of his trunk;

Then I saw the monkeys—mercy, how unpleasantly they smelt!

### Objective: In this section, you will use a glossary to find the meaning of words and phrases.

#### Key Words

* **glossary** – a list of words and their meanings found at the end of a book or text

#### Explain

Connect to Literature

In this lesson, your student will practice using a glossary to define words and phrases related to science topics. The text excerpts and glossary words come from two texts your student may have previously read, *Rock Climbing* and *Earth’s Changing Surface.* As time allows, you may want to review these texts with your student or, if they have not yet read the texts, provide a few minutes for your student to familiarize themselves with each text and its topic.

[Rock Climbing](https://cite-media.pearson.com/legacy_paths/c26fbbb4-e25c-459f-b96a-ed3f2d78ed15/Rock%20Climbing.pdf)

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.

[Earth’s Changing Surface (A)](https://cite-media.pearson.com/legacy_paths/770f100d-a0a9-4ce5-ab07-c40dcb212380/Earth%E2%80%99s%20changing%20surface%28A%29.pdf)

[Earth’s Changing Surface](https://cite-media.pearson.com/legacy_paths/5f1d0091-a8b2-4e30-8d5a-a7ecdf37c888/Earth%E2%80%99s%20changing%20surface.pdf)

[Earth’s Changing Surface (B)](https://cite-media.pearson.com/legacy_paths/a5a4efde-2a82-41e4-bffa-5971ea81cc1c/Earth%E2%80%99s%20changing%20surface%28B%29.pdf)

1. Ask your student if they have ever read a text with words that described a particular subject, such as science or social studies. Ask what the text was about and what, if anything, helped them understand the unfamiliar words.
2. Read the first paragraph with your student. Make sure your student understands that a glossary is similar to a dictionary because it lists words in alphabetical order and gives their meanings. Explain that glossaries are more common in nonfiction books than in stories and fiction. A glossary may be short and may fit on one page or less.
3. Have your student read the sentences from *Earth’s Changing Surface*. Discuss what is different about the word *surface* in the paragraph. Help your student recognize that it appears in bold, or thick and dark, print.
4. Invite your student to explore the glossary entry for *surface*. Discuss how this meaning helps them understand the rest of the sentences. Then, have them answer the question. When they say what *surface* means, encourage them to put the meaning into their own words. **IF** your student has trouble understanding the meaning of *surface*, **THEN** help build background by pointing to the surface of something nearby, such as a table or desk.
5. Explain that a glossary entry contains several different kinds of information, including a word, its pronunciation, and its meaning. Have your student point out each part as you review it together. To reinforce the meaning of the word, discuss with your student what else could have a surface (for example, water, the moon, and the object you pointed to earlier).

#### Check-In

1. Read the directions with your student. Explain that they will use a glossary from a text called *Rock Climbing* to answer questions about the meaning of each word.
2. Answer the first question together. **IF** your student struggles to answer correctly, **THEN** point out the phrase “how high a climber goes” in the question, and guide them to find a word similar to *high* in the glossary (*height*).
3. Have your student answer the other questions on their own, as they are able.

#### Practice

1. Read the directions together. Explain that your student will read paragraphs from *Earth’s Changing Surface* and look up the bold words in book’s glossary, provided. Remind your student that they should say the meanings in their own words, rather than repeating the glossary entry word-for-word.
2. Complete the first activity together. Have your student read the paragraph. Point out the bold word and read the glossary definition together. Have your student say in their own words the meaning of the bold word, based on the definition in the glossary.
3. Have your student complete the other activities on their own. Provide support and corrective feedback as needed to help your student define the meanings of words in the glossary. Remind your student that putting meanings into their own words helps show that they understand words and their definitions.

### Objective: In this section, you will spell words with vowel digraphs.

#### Key Words

* **vowel digraph** – two letters together that spell one vowel sound in a word

#### Warm Up

Begin by having your student identify the sounds they hear in words with the vowel digraphs *oo*, *aw*, and *au*. Use the following routine:

1. Say the word.
2. Have your student repeat the word.
3. 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **look**(3 sounds) | **paw**(2 sounds) | **food**(3 sounds) | **saucer**(4 sounds) |
| **lawn**(3 sounds) | **good**(3 sounds) | **cause**(3 sounds) | **root**(3 sounds) |

#### Explain

Learning Coach Tip

A vowel digraph is two letters that stands for one vowel sound in a word. Some common vowel digraphs are *oo*, *aw*, and *au*. The vowel digraph *oo* can have a short *oo* vowel sound, as in *book*, or a long *oo* vowel sound, as in *moon*. The vowel sound of the vowel digraph *aw* is the sound heard in the word *saw*. The vowel sound of the vowel digraph *au* can be heard in the word *sauce*.

1. Read the introduction to your student. Explain that a vowel digraph is two letters together that stand for one vowel sound in a word. Tell your student that the letters *oo* form a vowel digraph that can have a short *oo* vowel sound, as in *good*, or a long *oo* vowel sound, as in *tool*. Then, explain that the letter pairs *aw* and *au* are vowel digraphs that can spell the vowel sound heard in *saw*. Have your student read the words with the vowel digraphs.
2. Have your student answer the questions by identifying the vowel digraph in each word. **IF** your student has difficulty with the words, **THEN** have your student name the letters that form the vowel digraph in each word. Say the word and have your student repeat after you while listening to the sound of the vowel digraph.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter or vowel digraph stands for in the word. Ask your student to name each letter to spell the word.

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word, letter by letter, in their notebook. Ask your student to underline the vowel digraph in each word.

* His shoe leaves a **footprint** in the mud. (f**oo**tprint)
* I use a pencil to make a **drawing** of my cat. (dr**aw**ing)
* The big rocket will **launch** into the sky. (l**au**nch)
* The gray **raccoon** climbs the tree in our yard. (racc**oo**n)
* We buy **food** at the market. (f**oo**d)
* The weather is hot and sunny in **August**. (**Au**gust)
* Look at that caterpillar **crawl** along the branch. (cr**aw**l)
* They **cook** pasta in a big pot. (c**oo**k)

### Objective: In this section, you will use clues in sentences to correct mistakes you make when reading.

#### Key Words

* **context** – words around an unknown word that help to explain the new word

#### Explain

Learning Coach Tip

Today’s lesson will show your student the steps they can use to self-correct when they read a word incorrectly in a story. Your student will see how they can use context clues to reread and fix their mistake. Context clues can be found in the sentence with the incorrect word, or nearby sentences.

1. Remind your student that even careful readers can sometimes read a word incorrectly. Explain that this can happen when the word is similar to another word they know.
2. Read the introduction with your student, making sure to review the key word *context* using the definition provided. Ask your student how a reader might know that they have made a mistake while reading a story (the word they think they have read does not describe a particular character, the character’s actions don’t make sense). Then, discuss the steps your student can follow when they make a mistake while reading. Review that when they use context, they look for words and phrases in a sentence or sentences that will help them correct their mistake.
3. Watch the video with your student. Discuss how the student in the video uses context clues to read a word correctly.
4. Use the sentences about the explorer to model how Nessa uses context clues to fix a mistake she made while reading.
5. **IF** your student has trouble understanding what Nessa’s mistake was, **THEN** read the sentence with the bold word incorrectly, substituting *dessert* for *desert*. Ask your student if the sentence makes sense. Then, ask what words describe what the explorer saw (dry land, went on for miles). Read the sentence together, pronouncing *desert* correctly.

#### Check-In

1. Read the directions with your student. Explain that Josh has made a mistake while reading. Read the sentence with the bold word as Josh read it, reading *quite* for *quiet*. Discuss why the sentence doesn’t make sense.
2. Have your student answer the first question about what Josh should do to fix his mistake. Reinforce that reading a sentence again helps the reader find clues. Nearby sentences can also have clues.
3. Allow your student to respond to the second question independently. **IF** your student has difficulty identifying context clues after they reread the passage, **THEN** ask why Lisa tiptoes to the door and holds her breath.
4. Have your student read the sentence correctly. Ask them to explain why *quiet* makes sense in the sentence.

#### Practice

1. Review the steps that careful readers can follow when they make a mistake. Then, read the directions with your student. Remind them that it is easy to make a mistake while reading, especially if a word looks like another word.
2. Have your student read the sentences silently before reading them aloud to you. Give them time to find context clues and self-correct as needed. Have your student read a sentence correctly before moving on to the next sentence.
3. When your student has read all six sentences correctly, discuss the look-alike words in the sentences (*pitcher/picture, giggle/goggles, chief/chef*). Ask your student to point out the context clues in each sentence that helped them read the look-alike words.

## Lesson 2: Our Senses: Comprehension

### Objective: In this section, you will describe how words add rhythm, or beats, and meaning to a poem.

#### Key Words

* **line** – a row of words in a poem
* **repeat** – to happen again and again
* **repetition**– the same words or phrases again and again in a text
* **rhythm** – a strong pattern of beats made by words

#### Explain

1. Read or play the slide narration for the instruction with your student. Review the meaning of each key word in bold print.
2. Demonstrate how to clap or tap out the strong or stressed beats in words. Say the word *potato* (pronounced “po-TAY-to”) for your student as you tap out the syllables. Tap harder on the middle beat, which is stressed. Try saying and tapping out the beats in these words with your student:
3. star (pronounced “star,” with one strong beat)
4. awful (pronounced “AW-ful,” with one strong beat)
5. important (pronounced “im-POR-tant,” with one strong beat)
6. Clarify that a line is a row of words in a poem. Explain that a line is like a sentence in a story, but it does not have to express a complete thought or end with a period.
7. Read aloud the two lines from the poem “Trees” by Joyce Kilmer. Tap or clap out the four strong beats in each line. Have your student copy you.
8. Have your student read about repeated words and lines in poems. Read or have your student read “Star Light, Star Bright” out loud. Have your student answer the question. **IF** your student struggles, **THEN** read the poem out loud again. This time, emphasize the repeated words *star*, *tonight*, and *wish.*
9. Read with your student about how rhythm and repetition add to a poem’s meaning.
10. Watch the video with your student. Guide your student to listen carefully as the student and the Learning Coach read the poem “Pease Porridge” out loud.
11. Guide your student to answer the questions. **IF** your student needs support, **THEN** replay the beginning of the video so they can listen again to the student and Learning Coach read the poem aloud. Have your student raise a finger or make a check mark on a sheet of paper every time they hear a repeated word. Tell your student to look for repeated words in the poem’s text, which is shown on the screen.

Set a Purpose for Reading

1. Help your student set a purpose for reading the text *Hannah’s Bad Hare Day*. Have your student read the title and look at the pictures in the text.
2. If needed, review the concept of puns for your student before they read the text. Remind your student that a pun is a silly joke that uses words that sound the same but have completely different meanings. Explain the puns in the text before your student reads.
	1. A hare is a rabbit-like animal. Hare sounds like the word hair.
	2. A bow is a ribbon tied in a knot. A long rod used to play the violin is also called a bow. The words sound the same. They are pronounced “boh.”
	3. A moose is a large animal with big antlers. Mousse is something people use to style their hair. The words sound the same.
3. Ask your student to share what they think the poem will be about. **IF** your student has difficulty, **THEN** focus on the illustrations in the text. Scaffold by asking these questions:
	1. What do you see in the pictures? (I see a girl with lots of hair. She has stuff stuck in her hair.)
	2. What do you see in the girl’s hair? (I see a rabbit. I see bows. I see a big moose jumping toward her hair.)
	3. What is the title of the poem? (*Hannah’s Bad Hare Day*)
	4. Do you think Hannah is going to have a good day? (probably not)

[Hannah’s Bad Hare Day](https://cite-media.pearson.com/legacy_paths/d32bb215-e378-4686-9b82-4edfecd8c6bb/Hannah%E2%80%99s%20Bad%20Hare%20Day.pdf)

Before You Read: Vocabulary

1. Have your student focus on the sentences. Tell your student to use details in each sentence to infer what each vocabulary word means. For example, for the word *ungainly*, scaffold with activities such as these:
	1. Read the sentence with your student and draw attention to the bold vocabulary word.
	2. Use your body to act out the sentence. Pretend you are carrying a heavy box up a set of stairs. Your movements should be awkward, unbalanced, and clumsy.
	3. Ask questions based on your student’s own experiences: Have you ever walked or moved in an ungainly way? What happened? (One time I had my leg in a cast. I walked in an ungainly way.) Did you move in a smooth way, or did you move in an awkward or clumsy way? (I moved in an awkward and clumsy way.)
2. Have your student use the vocabulary word in a sentence. **IF** your student has difficulty, **THEN** provide this sentence frame: One thing that can make you walk in an ungainly way is \_\_\_\_\_\_\_\_\_\_. (having a cast on your leg or foot; carrying something big and heavy)
3. **refuge:** a place that is safe from danger
4. **denied:** to not be given something
5. **mousse:** a foam used to style hair
6. **destination:** a place to go
7. **ungainly:** in an awkward, clumsy, or unbalanced way
8. **nestled:** laid close to or against someone or something

Read

Have your student read the text. Have them pause occasionally as they read to tell you what they understand so far. Encourage them to talk about the parts of the poem that make them laugh.

Check for Understanding

Use the questions to quickly assess whether your student understands the text. **IF** your student struggles to explain how Hannah feels about her hair, **THEN** have them look again at the pictures in the text and reread the last page. Make sure your student understands that Hannah really likes her hair.

#### Check-In

1. Read the directions with your student. Clarify that your student will read each statement about rhythm and repetition. Then, they will decide if the statement is true or false.
2. Listen as your student says whether each statement is true or false. **IF** your student struggles, **THEN** have them reread the instruction in the Explain section. Have them focus on the definition of each key term.

#### Practice

1. Read the directions with your student. Clarify that your student will read aloud pages 1–2 of *Hannah’s Bad Hare Day*. As they read, your student should pay attention to the rhythm and repeated words and lines. Then, they will answer the questions.
2. Listen as your student reads the text to you. If you prefer, you may play the recorded version as you both listen. Encourage your student to tap or clap the beat as they listen.
3. Listen as your student tells you the answer to each question.
4. You may wish to share the sample answers with your student. Compare and contrast them with your student’s answers.

### Objective: In this section, you will show how to be open to the experience of reading a poem.

#### Key Words

* **repeat** – to happen again and again
* **repetition** – the same words or phrases again and again in a text
* **rhymes** – words that end with a similar sound
* **rhythm** – a strong pattern of beats made by words

#### Explain

1. Before you begin the lesson, review a few rules for discussion. Remind your student that it is important for you both to do the following things:
	1. Ask to speak before speaking.
	2. Do not interrupt or talk over each other.
	3. Listen carefully to each other’s ideas.
2. Model the rules as you talk briefly with your student about how they feel about poetry. Ask these questions:
	1. Do you enjoy reading or listening to poems?
	2. What kind of poems do you like? Do you like silly poems or serious ones? Do you like poems that tell a story?
	3. Do you find poems easy or hard to read or listen to? Why?
3. Point out that some people find poems difficult to read or listen to because they are different from stories and other kinds of writing. Tell your student that in this lesson they will learn some steps for being open to reading poetry.
4. Read the introduction or play the slide narration with your student. Be sure to review the meanings of the key words in bold print.
5. Read the poem “Chinese Lullaby” with your student. Then, read what Amani thinks about the poem. Ask your student if they agree or disagree with Amani. Encourage them to tell you why.
6. Have your student read about what Amani’s Learning Coach tells her. Focus your student’s attention on the steps in the chart. Point out that the chart has steps for what to do before, during, and after reading a poem.
7. Guide your student to read about how Amani uses the steps to reread the poem “Chinese Lullaby.” Ask your student if they also like the poem better now. Have them tell you why.
8. **IF** your student needs support, **THEN** point out how Amani uses the steps in the chart to be open to reading the poem. You may also ask these scaffolding questions:
	1. What does Amani do before she reads? (She reads the title. She thinks about what the poem may be like. She notices that the poem is short and the words are in neat rows.)
	2. What does Amani do as she reads? (She reads the words out loud. She notices they don’t have rhymes or rhythm. She sees two words that repeat. She thinks they must be important.)
	3. What does Amani do after she reads? (She thinks about the poem’s meaning. She decides she likes the poem.)

#### Check-In

1. Have your student read the directions. Tell your student to use what they learned to answer each question. Encourage your student to answer the questions independently.
2. Listen as your student answers each question orally. **IF** your student struggles, **THEN** have them reread the chart in the Explain section. Remind them to think about how Amani used the steps in the chart to read the poem a second time.

#### Practice

1. Read the directions with your student. Clarify that your student will use the steps they learned in the lesson to be open to reading the poem “Mud.” Then, they will complete the sentence starters to tell you about their experience.
2. Allow time for your student to preview, read, and think about the poem.
3. Listen as your student completes the sentence starters.
4. You may wish to share the sample answer with your student. Your student may have a different response to the poem. Discuss how the sample answer is similar to and different from your student’s answer.
5. Remind your student to follow the rules for discussion as you talk about their responses.

### Objective: In this section, you will find meanings of words and phrases in a print dictionary.

#### Key Words

* **guide words** – the first and last words on a dictionary page
* **print dictionary** – a book that lists words in alphabetical order and tells their meanings

#### Explain

Learning Coach Tip

Explain that there are different places to look up unknown words and phrases. Ask students to recall one resource that they have already learned about (a glossary). Help them recall that they can find word meanings from a book or reading selection in an accompanying glossary. Then, explain that a dictionary is another place to find word meanings.

1. Ask your student to recall a time they read, saw, or heard a word whose meaning they did not know. Ask questions like these: Did you figure out its meaning? If so, how? Did you use a dictionary?
2. Read the first two paragraphs with your student and introduce the key word *print dictionary*. Show your student a print dictionary for children or beginning readers. Make sure they understand that a print dictionary is a resource that lists words in alphabetical order and tells what the words mean.
3. Continue reading the third paragraph with your student and review the definition of the key word *guide words*. Ask your student to find the guide words at the top of a page in their print dictionary. Be sure they understand that guide words are the first and last words that appear on a given page and that the other words on the page come between the guide words in alphabetical order. Show how this is true for one or two of the example words on the page. If possible, have your student practice finding a simple word, such as *red*, using guide words and alphabetical order.
4. Together, look at the sample dictionary entry for *frighten*. Explain that the dictionary entry begins with the word the entry is about. It also includes the word’s pronunciation (or how it sounds when spoken), its part of speech, its meaning (or definition), and an example sentence that uses the word. Ask your student what they notice about the entry. For example, the word *frighten* comes first and appears in bold. The pronunciation of the word includes some symbols that are different from regular letters. The word *verb* and the sentence at the end appear in italics. To find the meaning, your student must be able to recognize which information is included in the meaning and which is not.
5. Have your student answer the questions out loud. **IF** they have trouble finding the meaning of *frighten* in Question 1, **THEN** remind them about the different kinds of information in the dictionary entry. Invite your student to point to each piece of information as you review it together. To reinforce the meaning, ask your student to use the word *frighten* in their own sentence. Make sure the sentence reflects the meaning of the word and uses the word correctly.
6. As your student answers Question 2, encourage them to look up the word *frighten* in their own print dictionary. Remind them to use the guide words at the top of the page to help.

#### Check-In

1. Read the directions with your student. Explain that they will answer questions about a dictionary entry.
2. Complete the first item with your student. Guide them to find the word, pronunciation, part of speech, meaning, and sample sentence in the dictionary entry to help them answer the questions. **IF** your student struggles to answer correctly, **THEN** review the parts of the dictionary entry for *frighten*.
3. Have your student answer the other questions on their own, as they are able. Provide support as needed to help your student answer the questions successfully.

#### Practice

1. Provide your student with a print dictionary for children or beginning readers.
2. Read the directions together. Explain that your student will look up words or phrases in a print dictionary and will write the words or phrases and their meanings in their notebook.
3. Complete the first activity together. Have your student read the word aloud. Then, help them look up the word in their print dictionary for beginners. When they find the word *specific* in the print dictionary, help them locate the guide words at the top of the page. Point out that *specific* comes between these guide words alphabetically.
4. Have your student complete the other activities independently, as they are able. Provide guidance and feedback as needed to make sure your student understands how to use a dictionary to look up words and their meanings.

### Objective: In this section, you will write number words for **6**, **7**, **8**, **9**, and **10**.

#### Explain

Quick Review

Before reading the lesson with your student, remind them that numbers can be spelled with letters. Explain that today, they will learn how to write number words for *6, 7, 8, 9,*and *10*. Tell your student that they will use the letters they have already learned when they write number words.

Read the introduction and review the images of the numbers and number words *six, seven, eight, nine,*and *ten*. Review some of the letters used in each word, such as *s, g, n,* and *e*. Point out that your student will use letters with straight, curved, and slanted lines to write these number words.

Write Number Words for *6, 7, 8, 9,* and *10*

1. Together with your student, read the paragraphs about the letters used and how they are spaced. Ask your student to identify some letters that use straight, curved, and slanted lines. Have your student look closely at the spacing in the images of the number words.
2. Encourage your student to answer each question aloud before revealing the sample answers. **IF**your student has difficulty answering the first question, **THEN**point out the slanted lines of *x*in *six*and *v*in *seven*. Remind them that some slanted lines point up and some point down.

#### Check-In

1. Print the [Number Words for *6, 7, 8, 9,*and *10*](https://cite-media.pearson.com/legacy_paths/e8f437e9-1658-4f7a-9782-6f2702a4ec23/Number%20Words%206%2C%207%2C%208%2C%209%2C%2010.pdf)handwriting worksheet. Then read the directions with your student. If you do not have a printer, use a sheet of lined paper, and write any models that need to be traced.
2. Discuss the models that are on the worksheet. Review the steps to forming each letteras your student traces the words.
3. Observe as your student completes the worksheet. **IF** you notice that your student has difficulty using correct spacing between letters, **THEN** suggest that your student place their index finger after each word they write so they leave the right amount of space.

#### Practice

Learning Coach Tip

For your student to learn the proper spacing between letters, it may help them to watch someone else write. Consider writing the number words and having your student watch while you talk through the spacing between each letter.

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 for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** you notice that your student consistently has difficulty with any particular letter(s), **THEN**review the steps for forming the letter(s).

### Objective: In this section, you will read words with vowel digraphs.

#### Warm Up

Begin by having your student identify the sounds they hear in words with the vowel digraphs *oo*, *aw*, and *au*. Use the following routine:

1. Say the word.
2. Have your student repeat the word.
3. 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **pause**(3 sounds) | **wooden**(5 sounds) | **hawk**(3 sounds) | **bamboo**(5 sounds) |
| **hook**(3 sounds) | **faucet**(5 sounds) | **goose**(3 sounds) | **crawfish**(6 sounds) |

#### 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.

[Three-Column Chart](https://cite-media.pearson.com/legacy_paths/73416866-1b83-4954-a14b-d2cd92bf0ce6/Three-Column%20Chart_oo%20aw%20au%20Vowels.pdf)

Words with Vowel Digraphs

1. Use the words to review how to read words with a vowel digraph. Remind your student that a vowel digraph is two letters together that spell one vowel sound in a word.
	1. Read the word.
	2. Name the two letters that spell one vowel sound in the word.
	3. Say the sound of the vowel digraph.
	4. Read the word again and have your student repeat it after you.
2. Continue by using the remaining words to review how to read words with vowel digraphs. Help your student to understand that the truck is hauling or carrying logs. If needed, review that the vowel digraph *oo* spells both the short*oo* vowel sound in*wood* and the long *oo* vowel sound in *broom*. Remind your student that the vowel digraphs*aw* and *au* spell the same vowel sound found in the words*straw* and*haul.*

Longer Words with *oo*

1. Help your student apply what they have learned to reading two-syllable words with the vowel digraph *oo*. Review that a syllable is a word part with one vowel sound. Read aloud the introduction and the word *bookcase*. Point out the vowel digraph *oo* in the first syllable, and say the sound of the vowel digraph together with your student. Explain that *oo* spells the short *oo* vowel sound of the first syllable. Then, look at the second syllable of the word with your student. Explain that the letter *a* is followed by a consonant and *e*, and that the letters *a* and *e* spell the long-*a* sound of the syllable. Have your student blend the sounds in each syllable, and then say the syllables together to read the word.
2. Continue by having your student look at the syllables in *shampoo* to identify the vowel sounds of each syllable. Point out the vowel digraph *oo* in the second syllable, and explain that this vowel digraph spells the long *oo*vowel sound in *shampoo*.

Longer Words with *aw* and *au*

1. Continue by having your student read two-syllable words with the vowel digraphs *aw* and *au*. Review that the letters *aw* and *au* are vowel digraphs that spell one vowel sound in a word. Read aloud the introduction and the word *rawhide*. Explain that rawhide is a stiff leather and often used for dog chew toys. Look at the first syllable of the word with your student. Point out the vowel digraph *aw* and explain that the two letters spell one vowel sound in the syllable. Then, say the sound of the vowel digraph together with your student. Look at the second syllable with your student. Explain that the letter *i* is followed by a consonant and *e*, and that the*i* and *e* spell the long-*i* sound of the syllable. Have your student blend the sounds in each syllable, and then say the syllables together to read the word.
2. Continue by having your student look at the syllables in *laundry*. Have your student answer the questions to focus on the vowel digraph *au* in the first syllable and identify that the letters *au* spell the vowel sound of the first syllable.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Next, have your student write each word in their notebook. Have your student underline the vowel digraph in each spelling word. Then, have your student sort the words by writing words with the short *oo* vowel sound in the first column, words with the long*oo* vowel sound in the second column, and words with the vowel sound spelled *aw* or*au* in the last column. **IF** your student has difficulty sorting the words, **THEN** say each word slowly, emphasizing the sound of the vowel digraph. Next, repeat the word with your student to identify the vowel sound of the digraph in each word.

|  |  |  |
| --- | --- | --- |
| Short *oo*(as in *book*) | Long *oo*(as in *moon*) | Vowel Sound for *aw*, *au*(as in *saw*and*haul*) |
| cookfootprint | raccoonfood | Augustdrawinglaunchcrawl |

#### Check-In

Listen as your student reads the words in the box. Then, have your student use the chart to sort the words by the vowel sound of the vowel digraph in each word.**IF** your student has difficulty sorting words with the vowel digraph *oo*, **THEN** review the short and long sounds of the vowel digraph by saying the words *book* and *moon* aloud and having your student repeat after you. Next, read each word with the vowel digraph *oo* slowly with your student, emphasizing the vowel sound. Have your student listen to identify whether the sound of the vowel digraph is short, as in *book*, or long, as in *moon*.

#### Practice

Use the sentences to confirm that your student can read words with vowel digraphs. Have your student write the words with vowel digraphs in their notebook. **IF** your student has difficulty reading a word with a vowel digraph, **THEN** review the sound of the vowel digraph and read the word together with your student.

## Lesson 3: Our Senses: Speak/Listen

### Objective: In this section, you will explain the meaning of a free verse poem.

#### Key Words

* **free verse poem** – a poem that does not have regular rhyme or rhythm and can sound like a person talking
* **repetition** – use the same words or phrases again and again in a text
* **rhymes** – words that end with a similar sound
* **rhythm** – a strong pattern of beats made by words

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meanings of the key terms in bold print.
2. **IF** your student needs to revisit a poem that uses rhymes, rhythm, and repetition, **THEN** have them read or listen to part of “Hannah’s Bad Hare Day.” Work with your student to find words that rhyme, tap out the rhythm, and identify repeated words or lines.
3. Explain that not all poems must have rhyme, rhythm, and repetition. Poems that do not have these elements are called free verse poems.
4. Watch the video with your student. Focus your student’s attention on the Learning Coach’s explanation of free verse. Make sure your student understands that free verse is free from all the rules. However, free verse does sometimes use rhyme, rhythm, and repetition. Point out that the student in the video writes a free verse poem about free verse poetry.
5. Read the poem “The Dog on Her Walk” to your student as they listen and follow along. Afterward, ask scaffolded questions like these:
	1. Did you notice any rhymes? (no)
	2. Did you notice a regular beat or rhythm? (no)
	3. Did the poem sound like someone talking? (yes)
	4. Did you notice any repeated words or lines? (Yes, the poem uses the words *sniff* and *smell* over and over.)
	5. Can a free verse poem use some rhyme, rhythm, or repetition? (yes)
6. Have your student read about how to explain the meaning of a free verse poem. Focus on the four questions they can ask about free verse poems. You may point out that these questions can be used to explain the meaning of any poem, not just free verse.
7. Guide your student to read about Chi. Explain that Chi will apply the questions to explain the meaning of the poem, “The Dog on Her Walk.”
8. Have your student read the poem out loud.
9. Read Chi’s explanation of the poem with your student. Point out that Chi thinks about the words, what they make her imagine, and how they make her feel. These ideas help her understand and explain the poem.
10. Ask your student if they agree with Chi’s explanation of the poem. If not, they may have a different explanation of the poem. Offer them this sentence frame: I think the poem means \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_.

[Hannah’s Bad Hare Day](https://cite-media.pearson.com/legacy_paths/d32bb215-e378-4686-9b82-4edfecd8c6bb/Hannah%E2%80%99s%20Bad%20Hare%20Day.pdf)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will complete sentences about free verse poems and how to find the meaning of a free verse poem. Encourage your student to use the word bank.
2. Listen as your student completes each sentence. **IF** your student struggles to find the right word to complete the sentences, **THEN** have them revisit the Explain section. Have them focus on the first slate if they are having trouble with the first sentence. Have them focus on the list of questions to ask about a free verse poem if they are having trouble with the second, third, or fourth sentences.

#### Practice

1. Read the directions with your student. Clarify that your student will read the poem *At the* *Aquarium.* Then, they will explain how they know the poem is a free verse poem. Next, they will use a graphic organizer to answer the questions they learned to find the meaning of a free verse poem. Finally, they will explain the poem’s meaning.
2. Allow time for your student to read the poem.
3. Listen as your student completes the sentence starter to explain how they know it is a free verse poem. You may wish to share the sample answer with your student. Discuss how the sample answer compares to your student’s.
4. If needed, help your student access the interactive four-square chart. You may wish to print a copy of the chart, or you may wish to draw a four-square chart in your student's notebook.
5. Have your student answer each of the questions about "At the Aquarium." Your student may write their responses, or you may wish to record as your student dictates. You may wish to share the sample answers with your student. Discuss how the sample answers are similar to and different from your student's answers.
6. Then, listen as your student uses the sentence starter to explain the poem’s meaning. Encourage your student to refer to their completed chart. You may wish to share the sample explanation. It may be different from your student’s explanation. Discuss how your student's explanation compares.

[At the Aquarium (A)](https://cite-media.pearson.com/legacy_paths/ca82fdba-aa2c-4482-bd7f-a477e0bbe7e1/At%20the%20Aquarium%28A%29.pdf)

[At the Aquarium](https://cite-media.pearson.com/legacy_paths/4dfacb6d-1a2c-4488-8900-4505b905f336/At%20the%20Aquarium%28O%29.pdf)

[At the Aquarium (B)](https://cite-media.pearson.com/legacy_paths/4154cba5-bd39-47e6-a28f-d659a64cc857/At%20the%20Aquarium%28B%29.pdf)

### Objective: In this section, you will show how to listen thoughtfully to a free verse poem.

#### Key Words

* **free verse poems** – poems that do not have regular rhyme or rhythm and can sound like a person talking
* **repetition** – the use of the same words or phrases again and again in a text
* **rhymes** – words that end with a similar sound
* **rhythm** – a strong pattern of beats made by words

#### Explain

1. Before you begin the lesson, review two rules for discussion. Remind your student that it is important for you both to avoid interrupting each other and to listen respectfully to each other’s ideas.
2. Read the introduction or play the slide narration with your student. Be sure to review the meanings of the key words in bold print.
3. Point out that some people, like Tova, find free verse poems challenging to listen to because they don’t have regular rhythm, rhyme, and repetition.
4. Read the list of listening skills Tova uses to listen thoughtfully to free verse poems. You may point out that your student can ask these questions about any poem or story, not just free verse.
5. Read aloud the free verse poem *At the Aquarium* as your student listens so that they can understand Tova’s experience.

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.

[At the Aquarium (A)](https://cite-media.pearson.com/legacy_paths/ca82fdba-aa2c-4482-bd7f-a477e0bbe7e1/At%20the%20Aquarium%28A%29.pdf)

[At the Aquarium](https://cite-media.pearson.com/legacy_paths/4dfacb6d-1a2c-4488-8900-4505b905f336/At%20the%20Aquarium%28O%29.pdf)

[At the Aquarium (B)](https://cite-media.pearson.com/legacy_paths/4154cba5-bd39-47e6-a28f-d659a64cc857/At%20the%20Aquarium%28B%29.pdf)

1. Encourage your student to use the steps they learned as they listen. Remind them to listen for important words and to think about what they hear, imagine, and feel. Ask your student if they need to hear you read the poem aloud a second time.
2. Have your student read what Tova does. **IF** your student needs support, **THEN** point out how Tova used the steps to listen thoughtfully to the poem. Ask scaffolding questions like these:
	1. What does Tova do first? (She listens carefully to the poem.)
	2. What questions does Tova ask as she listens? (What important words do I hear? What do I picture in my mind? What am I feeling?)
	3. What does Tova do last? (She shares her ideas with her Learning Coach.)
3. Have your student read what Tova tells her Learning Coach. Ask your student if they responded to the poem in the same way. If not, ask your student to share their thoughts. You may offer them this sentence starter: The poem made me (think / feel) .

#### Check-In

1. Read the directions with your student. Make sure your student understands that they will answer questions about listening to free verse poems.
2. Have your student read the question stem for each question. Point out that for each question your student should choose the three correct answers by clicking on the buttons.
3. **IF** your student struggles, **THEN** have them reread the steps in the Explain section. Remind them to think about how Tova used the steps to listen to, enjoy, and understand a free verse poem.

#### Practice

1. Read the directions with your student. Clarify that your student will listen as you read a free verse poem out loud. They will use and identify the steps they used to listen to the poem. Then, they will share their response to the poem.
2. Read the poem aloud.
3. Allow your student a moment to think about the poem. Offer to read it a second and even a third time.
4. Listen as your student completes the first sentence starter. They should identify the steps they used. 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.
5. Allow time for your student to think more about the poem. Then, have your student write or draw their ideas. If needed, help your student access the interactive draw and write chart. Or you may wish to have your student write or draw their ideas in their notebook.
6. Listen as your student completes the second sentence starter. Again, you may wish to share the sample answer. Your student may have different thoughts about the poem. Discuss how the sample answer is similar to and different from your student's answer.

A Garden for the Senses

Tiny seed goes into the soft, wet dirt. I wait.

Oh! I see a sprout. Oh! I see a bud. Oh! I see a flower!

I smell sweetness. I touch soft petals. I hear buzzing bees.

### Objective: In this section, you will find meanings of words and phrases in a digital dictionary.

#### Key Words

* **digital dictionary** – a website or app that tells the meanings of words and phrases

#### Explain

Quick Review

Review that there are different resources to use to find the meanings of unknown words and phrases. Ask your student to recall them. Remind your student that they can find the meanings of bold words or phrases in a book or other text in an accompanying glossary. They can find the meanings of any words and some phrases in a print dictionary. Explain that a digital dictionary has much of the same information as a print dictionary, but it has a different format.

1. Provide your student with access to a beginner-level digital dictionary. Take a minute or two to access a few of the features.
2. Read the key word, definitions, and first three paragraphs with your student. Make sure they understand that a digital dictionary is accessed online rather than through a print text. Ask your student why a digital dictionary might be useful. For example, it is easy to access from anywhere. Explain that a digital dictionary does not have guide words, but your student can type into a search bar the word or phrase whose meaning they would like to know.
3. Continue reading the remaining paragraphs together. Discuss with your student ways that a digital dictionary is similar to and different from a print dictionary, as well as possible advantages and disadvantages of each. If possible, have your student practice searching for a word of their choice.
4. Allow your student to explore the example entry in a digital dictionary. Then, have them answer the questions. **IF** your student has trouble finding the answers, **THEN** name the different kinds of information that the dictionary entry contains. Have your student point out each part as you review the dictionary entry together.

#### Check-In

1. Read the directions with your student. Explain that they will answer true-or-false questions to show what they know about finding the meanings of words and phrases in a digital dictionary.
2. Complete the first activity together to make sure your student understands the interactive format. **IF** your student understands and answers successfully, **THEN** have them complete the other activities independently. **IF** your student struggles to understand, **THEN** reread together the opening text and have them pay close attention to the characteristics of a digital dictionary and how it can help them find the meanings of words and phrases.

#### Practice

1. Read the directions together. Make sure your student has access to a beginner-level digital dictionary. Explain that your student will look up each word or phrase in the digital dictionary and will write the words or phrases and their meanings in their notebook.
2. Complete the first activity together. Have your student read the word aloud. Then, help them look up the word in the digital dictionary. Point out that *(verb)* appears next to the word they will look up. Explain that *assist* can also be a noun. Tell them to be sure the meaning they find and write in their notebook is a verb, rather than a noun.
3. Have your student complete the other activities independently, as they are able. Offer guidance and support as needed to make sure your student understands how to use a digital dictionary to look up words and phrases and their meanings.

### Objective: In this section, you will blend sounds in words with vowel digraphs.

#### Warm Up

Have your student blend syllables to say words with the vowel digraphs *oo*, *aw*, and *au*. Use the following routine:

* 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 to say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **draw**(3 sounds) | **applause**(5 sounds) | **tooth**(3 sounds) | **foot**(3 sounds) |
| **hoop**(3 sounds) | **chainsaw**(5 sounds) | **cause**(3 sounds) | **wooden**(5 sounds) |

#### Explain

Words with One Syllable

Review that a vowel digraph is a pair of letters that together make one vowel sound in a word. Remind your student that the vowel digraph *oo* can have a short *oo* vowel sound, as in *book*, or a long *oo* vowel sound, as in *moon*. Review that the vowel digraphs *aw* and *au* can spell one vowel sound in words, as in *saw* and *sauce*. Have your student say the word *stood* and use letter tiles to form the word. Space the letters. Then, move the letters together as you blend the sounds.







Use the following routine:

* Say the word.
* Say the sound the first letter makes.
* Add the sound of the second letter if it is a consonant and blend the sounds together.
* Add the sound of the vowel digraph and blend the sounds together.
* Add the sound for any last letter or letters and blend.
* Say the word.

Continue by using a blending routine with the words *spoon*, *lawn*, and *haunt*. Have your student identify the vowel digraph in each word, and remind your student that the letters spell one vowel sound in the word. Have your students blend the sounds of the letters and the vowel digraph to say the word.

Words with Two Syllables

Continue by having your student blend the sounds in two-syllable words with a vowel digraph. Remind your student that a syllable is a word part with one vowel sound. Review that the two letters in a vowel digraph spell one vowel sound in a syllable. Use letter tiles to form the word *because*. Have your student identify the vowel digraph *au*, and say the vowel sound of *au* together with your student. Space the letters to form the syllables of the word. Then, blend the sounds of each syllable and move the syllables together as you blend them to say the word.





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.
1. Have your student use the routine to blend the sounds in the words *jigsaw*, *wooden*, and *rooster*. **IF** your student has difficulty blending the sounds in the words, **THEN** read the words again, pausing between the syllables*(jig-saw, wood-en, roost-er)*. Have your student identify the vowel digraph in each word, and say the vowel sound of the digraph. Then, blend the sounds of the syllables together with your student to read the word.

Blend Sounds in Spelling Words

Review the spelling words using the blending routine. As an option, have your student say or write a sentence for each word. **IF** your student has difficulty blending the sounds in a two-syllable word, **THEN** model blending the sounds in each syllable and then blending the sounds of the syllables together. Have your student repeat.

#### Check-In

Have your student use letter tiles to spell each word. Review the blending routine for the one-syllable words *took*, *sauce*, and *goose*:

* Say the word.
* Say the sound the first letter makes.
* Add the sound of the second letter if it is a consonant, and blend the sounds together.
* Add the sound of the vowel digraph and blend.
* Add the sound for any last letter or letters and blend.
* Say the word.

Then, review the blending routine for the two-syllable words *sawdust*, *balloon*, and *auto (saw-dust, bal-loon, au-to)*:

* 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.

Listen as your student reads each word. **IF** your student has difficulty blending the syllables 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 vowel digraphs *oo*, *aw*, and *au*. **IF** your student has difficulty reading the words with vowel digraphs, **THEN** review by having your student use letter tiles to build the boldface words. Work with your student to have them blend the sounds to read the words.

### Objective: In this section, you will write the numbers **6**, **7**, **8**, **9**, and **10**.

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they have already learned how to write the number words for numbers *6, 7, 8, 9,*and *10* and that today, they will practice writing the numbers, or numerals. Review circle strokes with your student and tell them that some of the numbers from 6 to 10 use circle strokes. Remind them that a circle is a curved line that is closed.

1. Read the introduction and review the images of the numbers *6*through *10*. Encourage your student to point out straight lines, curved lines, circle strokes, and slanted lines.

How to Write Number *6*

1. Watch the video with your student to learn how to form number *6*. Have your student follow along to write number *6*in the air. Draw attention to the strokes used to form the letter: explain that number *6*begins with a curve and ends with a closed loop.
2. Read the steps together about how to form number *6*.
3. Repeat this process for the numbers *7*, *8*, *9*, and *10.*

Learning Coach Tip

Left-handed students may experience more challenges with handwriting than right-handed students. A sloped writing surface may help left-handed students, making it easier to see letter and number formation as they move across the page.

1. **Row 1:** Trace numbers **6**and **7**.
2. **Row 2:** Write numbers **6**and **7**.
3. **Row 3:** Trace numbers **8**and **9**.
4. **Row 4:** Write numbers **8**and **9**.
5. **Row 5:** Trace number **10**.
6. **Row 6:** Write number **10**.

[Numbers 6, 7, 8, 9, and 10](https://cite-media.pearson.com/legacy_paths/ad267c9b-7687-4996-9e00-06ab11feb315/Numbers%206%2C%207%2C%208%2C%209%2C%20and%2010.pdf)

**Remember**

Here is how to write number **6**.

1. Start at the top line.
2. Draw a curve left and down to the bottom line.
3. Curve back up and around to the middle line.
4. Close the loop.

**Remember**

Here is how to write number **7**.

1. Start at the top line.
2. Draw a straight line to the right.
3. Draw a slanted line down toward the left, to the bottom line.

**Remember**

Here is how to write number **8**.

1. Start right below the top line.
2. Curve around to the left to the middle line.
3. Curve around right to the bottom line.
4. Curve back up to the left to the middle line.
5. Slant up to the right, slightly past the starting line.

**Remember**

Here is how to write number **9**.

1. Start just below the top line.
2. Draw a curve up and to the left, touching the top line.
3. Continue to draw a curve down to the left, and touch the middle line.
4. Continue the curve right, touching the top line.
5. Draw a straight line down to the bottom line.

**Remember**

Here is how to write number **10**.

1. Start at the top line.
2. Draw a line straight down to the bottom line.
3. Lift your pencil and begin again just below the top line.
4. Draw a curve left and down to the bottom line.
5. Continue the curve right and up to close the shape.

#### Check-In

1. Print the [Write Numbers *6, 7, 8, 9,*and *10*](https://cite-media.pearson.com/legacy_paths/ad267c9b-7687-4996-9e00-06ab11feb315/Numbers%206%2C%207%2C%208%2C%209%2C%20and%2010.pdf)handwriting worksheet. Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper and write any models that will need to be traced.
2. Discuss the number models that are on the worksheet. Review the steps to forming each numberas your student follows the arrows on the number form.
3. Observe as your student completes the worksheet. Explain to your student that the number *10*is made up of a *1*and a *0*. Encourage your student to put the *1*and the *0*close together with a small space between them.

#### 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 for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty writing any of the numbers, **THEN**go back and watch the videos again.

## Lesson 4: Our Senses: Fluency

### Objective: In this section, you will describe the structure of a poem.

#### Key Words

* **beginning** – the first part of a story or poem
* **ending** – the last part of a story or poem
* **middle** – the part of a story or poem that tells what happens
* **structure** – the way a story or poem is told

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meaning of the Key Terms in bold print.
2. Read the chart with your student. Discuss the purpose of the beginning, the middle, and the ending of a poem. Point out that a poem’s structure must have all three parts in order for the story in the poem to make sense. **IF** your student needs support, **THEN** ask questions like these that relate to their experiences:
	1. How would you feel if you started watching a movie in the middle or at the end? (confused)
	2. How would you feel if you had to stop watching a movie without seeing the ending? (wondering what happened)
	3. Why do you want to watch the beginning, middle, and ending of a movie? (So it makes sense.)
3. Read the questions your student can ask to find the structure of a poem. Explain that each part of the poem’s structure does something different.
4. Watch the video with your student. Focus on the student in the video’s descriptions of what happens at the beginning, middle, and the ending of the poem she read. If needed, point out that not every poem has numbered parts, like the one described in the video. Explain that a poem without numbered parts can still have a beginning, middle, and ending.
5. Guide your student to read the poem “It Was a Hot Summer Day” and answer the questions about each part of its structure. **IF**your student struggles, **THEN** have them review the definitions of key words *beginning*, *middle*, and *ending*. Then, scaffold by asking questions like these:
	1. Who are the characters? (Sam and the person telling the story)
	2. Which part of the poem tells you? (the beginning)
	3. What is the characters’ problem? (It’s a hot day. It’s too hot to play.)
	4. Which part of the poem tells you? (the beginning)
	5. What happens next? (The characters swim in a cold creek.)
	6. Which part of the poem tells you? (the middle)
	7. How does the poem end? (The characters are now too cold to play, so they think maybe they’ll nap for the rest of the day.)
	8. Which part of the poem tells you? (the ending)
6. Then, have your student answer the question to describe the poem's structure. You may wish to have your student use the sentence starter to aide in answering the question. Make sure your student understands that the poem has all three parts—a beginning, a middle, and an ending.

#### Check-In

1. Read the directions with your student. Clarify that they will describe the structure of a poem.
2. Read the question with your student. Guide your student to read each of the statements under “What It Does.” Clarify that your student should select the button under “Beginning” if the statement describes the beginning of a poem. They should select the button under “Middle” if the statement describes the middle of a story. They should select the button under “Ending” if the statement describes the ending of a poem.
3. **IF** your student needs support, **THEN** have them review the chart on the first Explain screen. It summarizes what the beginning, middle, and the ending of a poem can do.

#### Practice

1. Read the directions with your student. Clarify that your student will read the poem “Hannah’s Bad Hare Day” and describe its structure. To describe the poem’s structure, they will write what happens in the story’s beginning, middle, and ending in a chart.
2. Allow time for your student to read or listen to the poem. As your student reads or listens, draw a three-column chart, like the one on the screen, in your student's notebook.
3. You may wish to have your student pause to write notes as they read each part of the poem. Have them stop to write after reading the poem’s beginning on page 1, the middle on pages 2–3, and the ending on page 4.
4. You may wish to share the sample answer with your student. Your student’s answers should be similar. Point out that the middle is the longest part of the poem, so more things happen there.
5. Listen as your student completes the sentence starters to describe the poem’s structure. Remind them to refer to their completed chart as they share.
6. You may wish to share the sample answers with your student. Again, your student’s answers should be similar.

[Hannah’s Bad Hare Day](https://cite-media.pearson.com/legacy_paths/d32bb215-e378-4686-9b82-4edfecd8c6bb/Hannah%E2%80%99s%20Bad%20Hare%20Day.pdf)

### Objective: In this section, you will make a judgment about a poem after thinking about its words, ideas, and sounds.

#### Key Words

* **free verse poem** – a poem that does not have regular rhyme or rhythm and can sound like a person talking
* **judge** – to make a thoughtful decision about something
* **repetition** – use the same words or phrases again and again in a text
* **rhymes** – words that end with a similar sound
* **rhythm** – a strong pattern of beats made by words

#### Explain

1. Before you begin the lesson, review that it is important for you and your student not to interrupt each other and to listen respectfully to each other’s ideas.
2. Read the introduction or play the slide narration with your student. Be sure to review the meanings of the key words in bold print.
3. Have your student read the poem “Spider, Say Again.” Or read it aloud to your student as they read along and listen.
4. Point out that in order to judge the poem, Jeevan must think about its parts.
5. Read the list of questions Jeevan can ask. Make sure your student understands that the questions help Jeevan think about how the poem works. His answers will help him make a decision and tell why he thinks this way.
6. Have your student read what Jeevan does when he reads the poem “Spider, Say Again” out loud for his Learning Coach.
7. Listen as your student reads the poem out loud. Provide feedback to your student. Tell them if they missed or mispronounced any words, if they read too quickly or too slowly, and if they could have read with more expression. You may wish to demonstrate an expressive and accurate oral reading of the poem. If time allows, have your student read the poem aloud again.
8. Guide your student to read what Jeevan thinks about the poem. Point out that Jeevan shares his judgment (“I liked the poem”), and he also tells why (he could imagine the spider in its web on a fall day; the poem made him feel sad).
9. Encourage your student to share their thoughts about the poem. Listen as they complete the sentence starter. Make sure they provide at least one reason. **IF** your student needs support, **THEN** ask scaffolding questions such as the following:
	1. Did you like or not like the poem? Why?
	2. What did you notice about the words? Did they rhyme, or not? Did you like that?
	3. How did the poem make you feel?
	4. What did the poem make you picture in your mind?
10. You may wish to share the sample answer with your student. Talk about how it is similar or different from your student’s.

#### Check-In

1. Read the directions with your student. Clarify that your student should complete the questions to ask when they want to judge a poem. Encourage your student to use the word bank.
2. Listen as your student completes each question. **IF** your student struggles, **THEN** have them reread the list of questions Jeevan asked in the Explain section.

#### Practice

Read the directions with your student. Clarify that your student will read the poem *At the Aquarium* silently and then out loud. They will use the list of questions to decide if they like the poem and why. Then, they will share their response to the poem.

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.

[At the Aquarium (A)](https://cite-media.pearson.com/legacy_paths/ca82fdba-aa2c-4482-bd7f-a477e0bbe7e1/At%20the%20Aquarium%28A%29.pdf)

[At the Aquarium](https://cite-media.pearson.com/legacy_paths/4dfacb6d-1a2c-4488-8900-4505b905f336/At%20the%20Aquarium%28O%29.pdf)

[At the Aquarium (B)](https://cite-media.pearson.com/legacy_paths/4154cba5-bd39-47e6-a28f-d659a64cc857/At%20the%20Aquarium%28B%29.pdf)

1. Allow your student time to read the poem.
2. Listen as your student reads the poem out loud.
3. Allow more time for your student to consider the answers to the questions.
4. Listen to your student completes the second sentence starter to share their judgment of the poem. Make sure your student expresses a clear judgment or opinion. They should say if they like or do not like the poem. Make sure your student includes at least one reason for this judgment.
5. You may wish to share the sample answer with your student. Your student may have a different judgment about the poem. Discuss how your student’s judgment is similar or differs.

### Objective: In this section, you will build words with vowel digraphs.

#### Warm Up

Begin by having your student identify the number of sounds in a word with the vowel digraphs *oo, aw,* and *au*. Have your student blend the sounds in the word. Use the following routine:

* Stretch each word by saying each sound in the word. (*s-oo-n*)
* Ask your student to blend the sounds to say the word. (*soon*)

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| sh-oo-k(*shook*) | c-l-aw(*claw*) | m-oo-d(*mood*) | P-au-l-a(*Paula*) |

#### Explain

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

#### Check-In

1. Gather the following letter tiles: *a, d, f, g, h, l, n, o*(2)*, p, r, t, u, w*.
2. Read each set of directions to your student. Observe your student build the words with vowel digraphs. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

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

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

#### Practice Reading Fluently

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

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

Simultaneous Oral Reading

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

Repeated Readings

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

Partner Reading

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

#### Try This

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

### Objective: In this section, you will read aloud, using your voice to express the mood or overall feeling in a poem.

#### Key Words

* **mood** – the overall feeling in a piece of writing

#### Show What You Know

A Note to the Learning Coach

Reading aloud smoothly is called fluency. The three criteria for fluent reading are reading rate, expression, and accuracy. *Expression* refers to your student’s ability to use their voice to express the feelings behind the words in a text.

When your student reads aloud, you may tend to respond automatically to correct errors or provide assistance. During this lesson, it is important to listen silently as you notice how expressive your student’s voice is as they read. After your student reads, you can demonstrate how to read with expression or feeling and then encourage your student to mimic the sound of your voice.

1. Explain that the activities in this lesson are intended to assess and improve your student’s ability to read aloud with expression, or to use their voice to convey the overall feeling created behind the words in a poem. Your student will review some questions and a list of feeling words they may use to improve their ability to read aloud a poem with expression.
2. Read aloud or play the slide narration for the introductory sentences with your student.
3. Make sure your student understands that a poem’s mood is the overall feeling in the poem. Mood is created by the author’s choice of words. Then, read with your student the questions that can help your student identify a poem’s mood.
4. Have your student read the list of mood words. Encourage your student to think of other mood words to add to the list.
5. Read the chart together. If needed, read the following sentences out loud to demonstrate how to use your voice to convey wishful, cheerful, or loving feelings:
	1. I wish the sun would come out today.
	2. Want to see me balance a banana on my nose?
	3. I sure do love my kitten, Socks
6. Ask your student to read the lines from the poem “Action Poem” twice, first silently and then aloud.
7. Listen as your student reads the lines from the poem out loud. Notice any words or phrases that your student could read with more expression or feeling.
8. Have your student use the sentence starters to reflect on their reading. Talk with your student about the poem’s mood. Ask how the poem made your student feel. Guide your student to point out specific words, lines, or images in the poem that made them feel this way.
9. Talk about how your student used their voice to read aloud. Offer suggestions of how they can make their voice more expressive.
10. Have your student read the passage aloud a second time. Notice whether your student's voice is more expressive during this oral reading.
11. Assess how successful your student was in completing the activity, reading fluently with expression, and explaining how they determined the mood of the poem by considering the following:
	1. **Less Successful** – My student read with a flat or expressionless voice and did not use their voice to match the feeling they identified as the poem’s mood. My student needs to review basic concepts of reading with expression.
	2. **Moderately Successful** – My student mostly read the poem with expression. They mostly used their voice to match the feeling they identified as the poem’s mood.
	3. **Very Successful** – My student read the poem with an expressive voice that matched the feeling they identified as the poem’s mood.

#### Try This

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

* **Less Successful –**Review the lesson. Model reading aloud the poem “Who Has Seen the Wind?” for your student. Read the lines with a low, soft voice to express the poem’s thoughtful or wistful mood. Then, read the poem aloud as your student reads along with you. Finally, read aloud the poem again, with you and your student reading alternate lines.
* **Moderately Successful –**Give your student time to rehearse a reading of “Who Has Seen the Wind?” until they feel that they can read it with expression or feeling. Then, have your student present the reading to you. Consider recording the presentation to play back afterward. As you replay it, point out areas that show—or may still need—improvement.
* **Very Successful –**Have your student choose another poem to read aloud, such as a favorite poem or one of the unit texts. Provide time for your student to rehearse the reading. Then, have your student read the passage aloud with expression. Have your student tell you what they think the mood of the poem is and why they think this.
1. Read the directions with your student. Remind your student that reading with expression takes practice and patience. Allow your student time to read the poem silently before reading it aloud. Answer any questions about what happens in the poem or how the person telling the poem feels.
2. Ask your student to read the passage aloud to you. Do not make comments to your student during the reading. Notice places where they could read with more expression.
3. Finish the lesson by asking your student to reflect on their oral reading skills. Listen as they tell you about how they used their voice to reflect the mood and how they knew what the mood or feeling was.

## Lesson 5: Our Senses: Synthesize

### Objective: In this section, you will write a free verse poem using repeated words or sounds.

#### Key Words

* **free verse poem** – a poem that does not have regular rhyme or rhythm and can sound like a person talking
* **repeated** – used again and again
* **repetition** – the same words or phrases used again and again in a text
* **rhymes** – words that end with a similar sound
* **rhythm** – a strong pattern of beats made by words

#### A Note to the Learning Coach

In this lesson, your student will have the opportunity to write a free verse poem on their own. Your student will be supported by a podcast, the peer model video, and the lesson instruction. Your student may perceive that the video and the podcast make writing a free verse poem appear to be quick, easy, and fun. Your student, however, may struggle with expressing their ideas in a “poetic” way. Encourage your student to adopt a playful attitude toward the assignment. It may help if you take part in the assignment by writing your own free verse poem alongside your student. Model a playful and nonjudgmental spirit as you write and share your poem with your student.

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meanings of the Key Words in bold print.
2. **IF** your student needs a review of the concepts of rhyme, rhythm, repetition, and free verse, **THEN** have them reread the unit texts. Talk about how the free verse poem “At the Aquarium” is different from “Hannah’s Bad Hare Day,” which uses regular rhythm, rhyme, and repetition.

[Hannah’s Bad Hare Day](https://cite-media.pearson.com/legacy_paths/d32bb215-e378-4686-9b82-4edfecd8c6bb/Hannah%E2%80%99s%20Bad%20Hare%20Day.pdf)

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.

[At the Aquarium (A)](https://cite-media.pearson.com/legacy_paths/ca82fdba-aa2c-4482-bd7f-a477e0bbe7e1/At%20the%20Aquarium%28A%29.pdf)

[At the Aquarium](https://cite-media.pearson.com/legacy_paths/4dfacb6d-1a2c-4488-8900-4505b905f336/At%20the%20Aquarium%28O%29.pdf)

[At the Aquarium (B)](https://cite-media.pearson.com/legacy_paths/4154cba5-bd39-47e6-a28f-d659a64cc857/At%20the%20Aquarium%28B%29.pdf)

1. Tell your student that they will have a chance to write their own free verse poem in this lesson. Have them listen to the podcast for the steps and information. You may replay the podcast as needed.
2. Watch the video with your student. Have your student focus on the free verse poem the student in the video writes and reads aloud. Point out that the free verse poem uses some rhyme and repetition.
3. Have your student answer the questions about the video. **IF** your student needs support, **THEN** have them review the part of the video where the student reads aloud her free verse poem. Pause the video each time the student makes a rhyme or repeats a word or phrase.
4. Guide your student to read the steps for writing a free verse poem. Point out that these steps are the same steps used by the poet in the podcast to write their free verse poem.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will complete the sentences to help Deshaun list the steps to use to write a free verse poem. Encourage your student to use the word bank.
2. Listen as your student completes each sentence. **IF** your student struggles, **THEN** have them reread the list of steps for writing a free verse poem in the Explain section. Or they may listen to the podcast again.

#### Practice

1. Read the directions with your student. Clarify that your student will use the steps they learned to write a free verse poem with repeated sounds. Explain that their poem should have at least one rhyme and repeated word or phrase. They may use some or all of the sentence starters to help them write their poem. Your student should write their poem in their notebook.
2. Allow time for your student to think of details for their poem. You may wish to set a timer for three to five minutes.
3. Encourage your student to use the sentence starters to write their poem in their notebook. If you wish to participate in the activity, write your ideas on a sheet of paper.
4. Invite your student to read their poem out loud. If they hesitate, then read your poem out loud first. If you choose not to write a poem, then you may wish to read the poem in the sample answer aloud.
5. Listen as your student identifies the repeated sounds they used in their own poem. Discuss the repeated sounds in your poem or the repeated sounds in the sample answer.
6. End the lesson by talking briefly with your student about how they felt about writing a free verse poem. Ask what they found to be most challenging or most fun about the process.
7. You may also wish to share how you felt as you wrote a free verse poem.

### Objective: In this section, you will use idea-creation tools to think of ideas for writing a poem.

#### Key Words

* **brainstorm** – to come up with ideas

#### 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. Have your student read about the tools Addie uses to think of ideas for writing a poem.
3. Check to see how familiar your student is with the idea-creation tools. Ask if they have used any of the tools to think of ideas for any kind of writing or to solve a problem. **IF** your student is unfamiliar with any of the idea-creation tools, **THEN** model how to do them. For example, demonstrate how to brainstorm topics for a poem. Quickly think of at least five topics, without stopping to judge or reject any of the ideas. Then, choose the one you like best. Ask scaffolding questions like these:
4. Have your student read about how Addie comes up with ideas for her poem. Point out that Addie uses more than one tool. Read the chart with Addie’s notes together.
5. Have your student read Addie’s poem “My Day at the Beach.” You may wish to have your student read the poem out loud. Guide your student to see how Addie incorporated the ideas from her chart directly into her poem.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will complete the sentences to help Rafi think of ways to come up with an idea for a poem. Encourage your student to use the word bank.
2. Listen as your student completes each sentence. **IF** your student struggles, **THEN** have them reread the list of idea-creation tools Addie used in the Explain section.

#### Practice

1. Read the directions with your student. Clarify that your student will use idea-creation tools to think of ideas for a poem. They may use any of the tools, including brainstorming, drawing, imagining, and, if possible, listening to music. They will keep track of their ideas in a chart. Finally, they will tell you how they came up with their ideas.
2. If needed, help your student access the interactive concept web. Print a copy of the concept web for your student to work on. If you do not have a printer, draw the concept web on a sheet of paper.
3. Listen as your student shares their ideas. You may wish to share the sample answers with your student. Talk about how the student’s ideas are similar or different from your student’s.
4. Guide your student to use the sentence starter to tell you how they came up with their ideas.
5. If time allows and your student is interested, allow your student to use their completed chart to write a poem. Have your student read it aloud to you.

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

#### Warm Up

Have your student say words with the vowel digraphs *oo, aw,* and *au* by blending the sounds in the words:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **brook**(4 sounds) | **cause**(3 sounds) | **fawn**(3 sounds) | **boost**(4 sounds) |
| **auto**(3 sounds) | **noon**(3 sounds) | **slaw**(3 sounds) | **stood**(4 sounds) |

#### Explain

Quick Review

Review that a vowel digraph is two letters together that spell one vowel sound in a word. The vowel digraph *oo* can have the short *oo* vowel sound, as in *book*, or the long *oo* vowel sound, as in *moon*. The vowel digraphs *aw* and *au* can spell the vowel sound heard in *saw*. Other words with these vowel digraphs include *wood, cookie, hoop, shampoo, claw, awful, sauce,* and *autumn*. You may want to use letter tiles to provide an example.



1. Read the introduction and the words with your student. Note if your student is saying the words with the vowel digraph *oo, book, look, took,* and *shook* correctly. Then, have your student answer the question to identify that the words have a vowel digraph and end with the letters *ook*.
2. Explain that one way to build words with vowel digraphs is to keep the ending letters the same and change letter or letters at the beginning of the word. Remind your student that the two letters in a vowel digraph stand for one vowel sound in a word. Then, have your student say each word with a vowel digraph in the chart. **IF** your student does not blend the sounds of a word correctly, **THEN** have your student use letter tiles to spell the word. Position the letter tiles to show the sounds of the letters or syllables in each word, and remind your student to blend the sounds together to read the word.

#### Check-In

1. Gather the following letter tiles: *e, g, l, m, o*(2)*, s*.
2. Read each of the directions with your student. Observe your student build the words that end with the letters *oose*. Have your student identify the vowel digraph *oo* in each new word formed. **IF** your student is not blending the sounds of the letters together when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

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

|  |  |  |
| --- | --- | --- |
| **• August** | We go to the beach in **August**. | **August** |
| **• footprint** | She sees her **footprint**in the sand. | **footprint** |
| **• crawl** | My baby sister has just started to **crawl**. | **crawl** |
| **• raccoon** | The**raccoon** has a gray body and striped tail. | **raccoon** |
| **• food** | The grocery store sells many kinds of **food**. | **food** |
| **• cook** | We **cook**the soup on the stove. | **cook** |
| **• launch** | They **launch** the boat into the sea. | **launch** |
| **• drawing** | He makes a **drawing** of his sister. | **drawing** |

### 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.