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# Language Arts 2 B Unit 3: Teamwork

## Lesson 1: Teamwork: Genre

### Introduction

#### Learning Goals: In this unit, your student will be learning about teamwork. There are 17 learning goals for this unit.

1. Identify whether a read-aloud text tells a story or gives information.
2. Identify coordinating conjunctions.
3. Spell two syllable words using syllable division patterns such as VCCV, VCV, and VCCCV.
4. Read grade-level text orally at an appropriate rate on successive readings.
5. Compare two or more versions of the same story by different authors or from different cultures.
6. Identify coordinating conjunctions in writing.
7. Write uppercase *H*.
8. Read two syllable words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
9. Contrast two or more versions of the same story by different authors or from different cultures.
10. Use common coordinating conjunctions when writing and speaking.
11. Blend two syllable words using syllable division patterns such as VCCV, VCV, and VCCCV.
12. Write lowercase *h*.
13. Explain the similarities and differences of characters from two or more versions of the same story by different authors.
14. Build two syllable words using syllable division patterns such as VCCV, VCV, and VCCCV.
15. With support, read a book of choice.
16. Explain the similarities and differences of settings from two or more versions of the same story by different authors.
17. Decode two syllable words using syllable division patterns such as VCCV, VCV, and VCCCV.

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.

* Teamwork: Genre Quick Check
* Teamwork: Comprehension Quick Check
* Teamwork: Speak/Listen Quick Check
* Teamwork: Fluency Quick Check
* Teamwork: Synthesize Quick Check

#### Spark

1. Read the title of the lesson with your student. Ask your student what they think the lesson will be about and invite any answer. Then, explain that in this lesson, they will learn about what stories can teach us, such as working together with others as part of a team.
2. Read the introductory paragraphs with your student. Ask your student what they picture in their minds when they hear the word *teamwork*. **IF** your student has difficulty understanding the concept of teamwork, **THEN** explain that teamwork does not necessarily mean people playing sports; instead, it means people working together toward a common goal.
3. Watch the video with your student. Then, have them answer the questions, either aloud or in writing. **IF** your student has difficulty answering the questions, **THEN** read the introductory paragraphs again, or view the comic book again, pausing at the appropriate slides that relate to a question so you can discuss them.

#### Activate Prior Knowledge

1. Read the first paragraph with your student and discuss some things we can learn from stories. **IF** your student has trouble identifying what they learned from stories, **THEN** identify some stories they may have read or know about. Ask questions such as: What was the story about? What did the characters learn in the story? What is something you learned that you didn't know before?
2. Read the activity with your student and confirm that they understand what to do. You may use the Draw and Write graphic organizer or have your student draw and write in their notebook. Remind your student about the ideas you discussed in the first paragraph. **IF** your student has trouble writing a sentence about their drawing, **THEN** provide a sentence frame: My picture shows \_\_\_\_\_\_\_\_\_\_, I learned \_\_\_\_\_\_\_\_\_\_. Encourage your student to tell you about their drawing and ideas.
3. Read each bulleted item and have your student talk 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

* author – a person who writes
* informational text – a text that tells about real people, places, or things
* story – a text that tells about something that happens that may not be real

#### Decoding Routine

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

[Teamwork\_Genre Open and closed syllables](https://cite-media.pearson.com/legacy_paths/8c29618e-2efd-43b6-a59a-42a0c13a3543/Teamwork_Genre%20Open%20and%20closed%20syllables.pptx)

#### Explain

1. Read the introduction with your student. Review the meaning of each boldfaced term. Remind your student that a story is a product of an author’s imagination. The author may have lived long ago. An informational text is a product of an author’s research and study. As we learn more about a topic, information may change.
2. Help your student read the first text and discuss how they know it gives information. Ask your student to tell something they learned from the text. (For example, snails have teeth; some snails eat animals.) Point out since snails’ teeth can only be seen with a microscope, a device used to look at tiny things, people may not always know they’re there; and information about how snails eat may have changed over time.
3. Have your student read the text about the farmer and respond to the question. Explain that this is part of an old tale told in Korea and parts of China. It has been told for many years.
4. Next, read *Brother Deer and Brother Snail Have a Race*aloud. Ask your student to listen carefully to identify whether what they hear is a story or an informational text.

#### Check-In

1. Talk with your student about the elements that make *Brother Deer and Brother Snail Have a Race*a story. Point out that the characters are based on real animals, but they have characteristics of people.
2. **IF** your student needs support to answer question 2, **THEN** ask these questions.
	1. Can real deer run fast? (yes) Can real deer brag? (no)
	2. Can real snails climb? (yes) Can real snails play tricks? (no)

#### Practice

1. Read the directions with your student. Ask them to listen to hear whether the text is a story or an informational text.
2. Then, read aloud this passage.
3. Have your student identify the type of text they heard and to tell one thing from the text that is made up. Explain that this is a retelling of an old Chinese fable, which was written to teach a lesson. Discuss what that lesson might be. (It is sometimes translated as “The selfish want everything but deserve nothing.”)

### Objective: In this section, you will tell what joining words do.

#### Key Words

* compound sentence – a sentence that tells two complete thoughts

#### Explain

Quick Review: Review joining words by presenting examples of how they connect two words or phrases, such as *red and blue*, *cats or dogs*, and *cloudy but not rainy*. Write the joining words *and*, *but*, and *or* on separate index cards, and work with your student to pair words or phrases using these joining words.

1. Read the key term, definition, and opening text with your student. Make sure they understand that a compound sentence tells at least two complete thoughts. Explain that these complete thoughts must be connected by a joining word.
2. Read the first two example sentences with your student. Remind them that joining words connect two or more words or phrases. For each example, ask your student first to identify the words or phrases being joined, and then to point out the joining word that connects the two.
3. Explain that joining words can also connect complete thoughts in sentences. Review that a sentence tells a complete idea. When two complete ideas are combined using a joining word, it is called a compound sentence.
4. Read the third example sentence (a compound sentence) together, and discuss with your student the two separate thoughts and how they form a compound sentence. Then, have your student respond to the question by identifying the joining word that connects the two thoughts in the compound sentence.

#### Check-In

1. Read the directions with your student. Explain that they will answer questions about joining words.
2. Complete the first activity with your student. Have them select the answer that tells what joining words do. **IF** they have trouble answering, **THEN** review the examples in the Explain section of the lesson. Ask your student to think about what the joining word does in each example
3. Have your student complete the other activity on their own, as they are able. To respond to the second item, your student should be able to recognize that all but one of the choices are nouns; the remaining choice is a joining word. **IF** your student needs help, **THEN** ask them to tell you the joining words they know and to look for one of them among the answer choices.

#### Practice

1. Read the directions together. Explain that your student will find the joining word in each sentence.
2. Complete the first activity together. Ask your student to tell you the joining word in the sentence. Then, have them tell you which parts of the sentence the joining word connects. Point out that in this sentence, the joining word connects a phrase (*ride bikes*) to a word (*hike*).
3. Have your student complete the other activities independently. Provide support to help them succeed, and offer feedback to guide learning and understanding.

### Objective: In this section, you will spell words by using syllable patterns.

#### Key Words

* closed syllable – a syllable with a vowel followed by one or more consonants
* open syllable – a syllable with a long vowel sound at the end spelled with only one vowel

#### Warm-Up

Begin by having your student separate words into syllables. Model, using the word *student*. Say the word and have your student repeat it. Then, repeat the word, breaking it into syllables: *stu-dent*. Continue, using the following routine:

* Say the word.
* Have your student repeat the word.
* Tell your student to say the word again, breaking it into syllables.

Use the following words:



#### Explain

*Learning Coach Tip*: There are several common syllable patterns that students learn to help the figure out the sound of a vowel, how to read a syllable, and eventually read multisyllabic words. In syllable patterns, the letter *V* stands for *vowel* and the letter *C* stands for *consonant*.

* VCV: Some words have one consonant between two vowels. If the first vowel sound is short, the syllable is closed and the word usually divides after the consonant, as in *mel-on*. If the first vowel sound is long, the syllable is open and the word usually divides after the first vowel, as in *o-pen*.
* VCCV: When there are two consonants between two vowels, the word divides between the two consonants, as in *pub-lic* and *muf-fin*.

Words with the VCCV and VCCCV patterns sometimes include consonant blends or consonant digraphs between the vowels. The consonants forming the blend or digraph stay together in one syllable, as in *ro****ck****-et, pro-****gr****am,* and *wa****sh****-****cl****oth*.

Words with Vowel-Consonant-Vowel Syllable Pattern

1. Read the introduction to your student. Remind your student that they have learned about closed syllables and open syllables. Explain that knowing these syllable patterns in words can help them spell and read longer words. Then, have your student read the two-syllable words with one consonant between two vowels.
2. Then, have your student say the word *robin* again. Point out that the pattern of Vowel-Consonant-Vowel (*obi*). Explain that the *V* stands for *vowel* and the *C* stands for *consonant*. Point out that the first syllable has a short *o* vowel sound and the syllable is closed, so the consonant *b* is part of the first syllable.
3. Continue by having your student say the word *music* again. Point out that the pattern of Vowel-Consonant-Vowel (*usi*). Explain that the first syllable has a long *u* vowel sound and the syllable is open. Remind your student that an open syllable is open because no other letter follows the vowel sound, therefore the first syllable ends with the letter *u*.
4. Have your student answer the questions to identify the vowels and the consonant between the vowels in each word. Discuss how the word divides into syllables after the middle consonant if the first vowel sound is short and how the word divides into syllables after the first vowel if its vowel sound is long. **IF** your student has difficulty with the words, **THEN** model saying each word, emphasizing the short or long sound of the first vowel, and have your student repeat.

Words with the Vowel-Consonant-Consonant-Vowel Syllable Pattern

1. Continue by having your student read the introductory text. Have your student read the two-syllable words with two or three consonants between the vowels.
2. Then, have your student say the word *napkin* again. Point out that the pattern of Vowel-Consonant-Consonant-Vowel (*apki*). Explain that the word divides into syllables between the consonants *p* and *k*. Add that the first syllable has a short *a* vowel sound and the syllable is closed. The last syllable also has a short vowel sound, short *i*, so the last syllable is also closed. Point out that when two consonants have vowels on either side, the word usually divides into syllables between the consonants.
3. Continue by having your student say *control* again. Point out the consonant blend *tr*. Tell your student that consonant blends and consonant digraphs (*sh, th, wh, ch, ph*) usually stay together in one syllable. Have your student explain why the word *control* is divided between the consonants *n* and *t*.
4. Have your student answer the questions to identify the consonants between the vowels in the remaining words. Use the questions to discuss how the consonants *ck* and *th* stay together in the first syllable of the words *rocket* and *bathtub*, with the word dividing into syllables after the second consonant between the vowels. (*ro****ck****-et, ba****th****-tub*) **IF** your student has difficulty with the words, **THEN** model saying each word, pausing between syllables, and have your student listen for the sounds of the consonants between the vowels in each word.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, say the words again, pausing between the syllables of each word, and have your student repeat. Ask your student to name each letter to spell the word. **IF** your student has difficulty reading a two-syllable word, **THEN** model reading the word slowly, emphasizing the vowel sounds and the division of syllables, and have your student repeat.

#### Check-In

Listen as your student reads the words with two syllables, using the pictures as clues. **IF** your student has difficulty reading a word, **THEN** point to the picture and say the word with your student. If needed, say the words again, pausing between the syllables, and have your student repeat.

#### 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 indicate the syllables by drawing a line between the syllables in each word. **IF** your student has difficulty identifying the division of syllables, **THEN** read each word with your student, pausing between the syllables, and have your student mark where the syllables divide in each word.

* A **robot** is a machine that can move on its own. (ro-bot)
* Today is full of bright **sunshine**. (sun-shine)
* The **kitten** likes to play with its cat toys. (kit-ten)
* Do you like **lemon** in your tea? (lem-on)
* I have art class every **Monday.** (Mon-day)
* A **tiger** is a large, strong animal. (ti-ger)
* I have a **hundred** pennies in my piggy bank. (hun-dred)
* They fix the **problem** with the car. (prob-lem)

### Objective: In this section, you will practice reading a text at a good rate.

#### Key Words

* fluent – smooth
* rate – speed

#### Explain

*Learning Coach Tip*: In this lesson, your student will practice reading aloud at an appropriate rate. Before the lesson, model reading part of a new story aloud too quickly, too slowly, and at an appropriate rate. After each reading, stop and ask your student if they understood the text and what made the text harder or easier to understand. Then, explain that today they will practice reading at just the right speed.

1. Remind your student that good readers practice reading just as they practice anything else they want to do well.
2. Tell your student that they are going to read parts of two stories today. They will practice reading at an appropriate rate, which is an important part of fluent, or smooth, reading.
3. Read the introductory text and discuss how fluent readers adjust their rate as they read. Ask your student why they think a reader might want to read an exciting part of a story more quickly or a part with difficult words or ideas more slowly. Point out that this is often something careful readers do even when reading to themselves.
4. Go through the steps readers take to read at an appropriate rate and make sure your student understands what each step involves. Stress that when your student reads, the goal is to sound as if they are speaking to an audience.
5. Watch the video with your student. Talk about how the Learning Coach helps the student practice reading a story with a good rate, or speed.
6. Continue to the next screen and work with your student to read through the story. As able, print out a copy of “[Playing in Puddles](https://cite-media.pearson.com/legacy_paths/a98846ca-3092-43dc-b3aa-23d2e821e65f/Playing%20in%20Puddles.pdf)” for your student to work with. If a printer is not available, have your student read the story onscreen.

As your student reads, have them take notes (either on a copy of the story or in their notebook) about where they might want to read at a slower or faster rate. Then, guide your student to answer questions 1 and 2 and discuss their ideas.

1. Have your student read the story aloud. Take notes as they read to assess their initial rate. Use your notes to give your student additional feedback about the speed of their reading. **IF** your student rushes through punctuation, **THEN** have them track the text, line by line, and pinch their fingers together when they come to end punctuation marks (periods, question marks, and exclamation marks). This will remind them to pause.
2. Have your student read the story aloud several more times independently. If you have access to a recorder, such as the one on a smartphone, record your student reading the story. Then, you can both listen to it together.
3. Give feedback to your student about where you think they could have sped up or slowed down, and why. For example, reading the first paragraph more slowly will help set the scene. Speeding up a little when Niles falls in the puddle or when both children fall in might make the incidents more dramatic. Pausing before the last sentence and reading it more slowly might make the text more humorous.

#### Check-In

1. Have your student answer the questions orally or in their notebook.
2. Review their responses and discuss any concepts they still find confusing.
3. **IF** your student needs additional support, **THEN** review the instruction at the beginning of the section.

#### Practice

1. Tell your student they will read another story so that they can practice their fluency. Print out the story or have your student read it online.
2. Have your student read the story using the steps outlined in the Explain section. Take notes about their reading so that you can give them feedback after each reading.
3. When your student has completed their final reading, pose guiding questions that will allow them to reflect on their process, for example:
	1. How did you decide when to speed up or slow down?
	2. How did slowing down or reading faster affect your accuracy?
	3. How did reading at just the right rate affect your enjoyment of the text?

[Lights in the Sky](https://cite-media.pearson.com/legacy_paths/735fa458-46e7-4ccf-8b53-d273420e8fd1/Lights%20in%20the%20Sky.pdf)

## Lesson 2: Teamwork: Comprehension

### Objective: In this section, you will compare two versions of the same story.

#### Key Words

* characters – people or animals in a story
* compare – tell how things are the same
* events – things that happen in a story
* setting – where and when a story takes place

#### Explain

1. Read the opening paragraph with your student. Focus on the definitions of the boldfaced words. Explain that stories may have been told aloud for many years before being written down. Sometimes, travelers took the stories from one place to another. The stories changed a bit each time they were told.
2. Watch the video together. Explain that the words *both*and *similar* may be used to compare two things. *Both*means “one and also the other.” *Similar*means “alike but not exactly the same.” In this case, the student in the video is comparing two versions of an old story that is known most commonly as “Little Red Riding Hood.”
3. Have your student answer the questions about the video.

*Set a Purpose*

Help your student set a purpose for reading *Brother Deer and Brother Snail Have a Race.* Link to the text and allow your student to look at the title and illustrations. Have them give a reason they would like to read the whole text. If necessary, use a sentence starter: I would like to read this story to find out \_\_\_\_\_\_\_\_\_\_.

*Before You Read: Vocabulary*

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

* Read the sentence with your student. Draw attention to the boldfaced vocabulary word.
* Ask questions about the word: Is there a grocery store in your community?; When do the people in your community get together?; What could you do to help your community?

community: a group that lives together in the same area

heartily: with a lot of energy

sprinted: ran fast for a short distance

strutted: marched around proudly

*Read*

Read the column on Trickster Tales to your student before they begin to read the story. Point out that the trickster in [*Brother Deer and Brother Snail Have a Race*](https://cite-media.pearson.com/legacy_paths/4b69d359-7962-476f-8705-c412b89e34e2/Brother%20Deer%20and%20Brother%20Snail%20Have%20a%20Race.pdf)is an unusual character—not the expected rabbit or spider. Have your student read while thinking about who tricks whom.

*Check for Understanding*

Have your student consider the character of the Deer and then explain why the animals preferred the Snail to the Deer as the winner of the race. Make sure your student understands that the Deer’s bragging annoyed all of the other animals, not just the Snail.

#### Check-In

1. Read the directions with your student and duplicate the chart or have your student complete it orally.
2. **IF** your student needs support, **THEN**ask these guiding questions.
	1. Which two characters race each other? (Brother Deer and Brother Snail)
	2. What does the first paragraph tell you about the setting? (The animals gathered at the lagoon.)
	3. What happens first, next, and last in the story? (The Deer brags, so the Snail challenges him to a race. The two animals race. The Snail wins by hanging onto the Deer.)

#### Practice

1. Read the directions with your student and have your student read “The Tortoise and the Hare” independently.
2. When your student has completed the reading, ask them to focus on characters and events to tell two ways in which “The Tortoise and the Hare” and *Brother Deer and Brother Snail Have a Race* are similar.
3. Explain that “The Tortoise and the Hare” is an old fable told in ancient Greece, and *Brother Deer and Brother Snail Have a Race* is an old tale first told in parts of Africa. Similar tales of animal races like these are told around the world.

### Objective: In this section, you will identify animal traits that can help a group of animals solve a problem.

#### Explain

1. Read the opening paragraphs with your student. Remind your student that a *community*is a group that lives in the same area. In a neighborhood community, people with different jobs can work together to help make the neighborhood good for everyone. In a real-life animal community, different animals do work for everyone, too. Some animals keep the forest floor clean. Some help flowers or fruit grow. Some make holes where other animals can live. All of the animals work together to help their community succeed and thrive.
2. Look at the illustrations and ask your student to name the animals from the story. (Deer, Snail, Elephant, and Mouse) Then, let your student refer to the story to decide which animal is in charge of the community system. Accept any answer your student can support with evidence from the text or illustrations.

#### Check-In

1. Read the directions with your student.
2. Ask your student to use the text or their own knowledge to match each animal to its skill. **IF** your student needs support, **THEN** ask these guiding questions.
	1. Which animal considers itself the fastest? (Deer)
	2. Which animal looks like it is the strongest? (Elephant)
	3. Which animal has sharp teeth for biting and chewing? (Mouse)
	4. Which animal is left? (Snail) Which skill is left? (has gluey goo for sticking)
3. If necessary, explain that snails produce a mucus that helps them hang onto and climb up objects.

#### Practice

1. Read the directions with your student. Have them read the short text independently.
2. Now, have your student copy and complete the story or allow them to finish the story aloud. Remind them to give each of the four animals a task to complete so that each animal plays a part in solving the monkeys’ problem.
3. If your student completed the story in writing, have them read it aloud to you.

### Objective: In this section, you will identify joining words that connect ideas in sentences.

#### Explain

1. Read the opening text with your student. Briefly review joining words *and*, *but*, and *or*. Explain that *so* is another joining word. It shows that one idea leads to another. Give this example: It is dark, so I will turn on a light.
2. Read the chart with your student. Point out the examples, and make sure your student understands how each joining word connects ideas.
3. Then, read together the first example sentence under the photo. Explain that the joining word *so* connects two complete ideas. The first complete idea is *We did our chores*.The second complete idea is *we can watch TV*.Point to the joining word *so*. Ask: How does this joining word connect ideas? Elicit that it shows that one thing leads to the other. Say: Since we did our chores, we are able to watch TV.
4. **IF**your student has difficulty understanding how each joining word connects ideas, **THEN**have them refer back to the chart, and provide a few additional examples. You could show objects like crayons to demonstrate. Say: I have a yellow crayon and a green crayon. This crayon is yellow but not green. Would you like to draw with yellow or green? I took away the green crayon, so yellow is the only one left.
5. Have your student read the next example sentence and answer the questions to check their understanding about joining words.

#### Check-In

1. Read the directions together. Explain that your student will find the joining word in each item. Then, they will choose the answer that correctly states how the joining word connects ideas.
2. Complete the first activity with your student. Guide them to identify the joining word and then say how it connects ideas in the sentence. **IF**your student answers correctly, **THEN**have them continue with the other activities on their own. **IF**your student answers incorrectly, **THEN** review what the joining words are and the different ways that they connect ideas. Reread the examples in the chart to help build understanding.
3. As your student completes the remaining activities, provide any necessary support to help them be successful.

#### Practice

1. Read the directions together. Explain that your student will find the joining words in the paragraph. Then, they will tell you how the joining word in each sentence connects ideas.
2. Read the paragraph together. Help your student read any words they do not know.
3. Look at the first sentence with your student and guide them to identify the joining word. Then, have them tell you how that joining word connects ideas in the sentence.
4. Provide any needed support as your student identifies the remaining joining words and tells how they connect ideas. When your student has completed the task, discuss their efforts, and provide feedback as needed.

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

#### Explain

*Quick Review*: Before reading the lesson, remind your student that they have already learned to write many letters that use only straight lines, such as capital *L*and capital *T*. Tell your student that today they will learn to write another letter that only has straight lines.

Read the introduction and review the image of the capital *H*. Have your student point to the two straight lines that go down, and then to the straight line that goes across.

How to Write Capital *H*

1. Watch the video with your student to learn how to form capital *H*. Have your student follow along to write capital *H* in the air. Point out that the first steps are to write two side-by-side lines that go straight down but do not touch.
2. Read the steps together about how to form capital*H*.

#### Check-In

*Learning Coach Tip*: If your student’s letters look messy or uneven, they may be moving the paper as they write. Encourage your student to hold the paper steady with one hand while they write with the other.

1. Print the Capital *H* handwriting worksheet. If you do not have a printer, use a sheet of lined paper for your student and write any models or letters that will need to be traced. Then, read the directions with your student.
2. Discuss the letter model that is on the worksheet. Review the steps to forming capital *H*as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** your student has difficulty deciding where to begin the second straight line down, **THEN** suggest that they put the little finger of their non-dominant hand to the right of their first straight line down. Then, they can draw the second line to the right of their finger.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/6752c233-8b1a-49ee-9a13-664212672ad6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions with your student for what to write on each row. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty copying words and sentences from the screen, **THEN**write them on a sheet of paper for your student to copy from.

### Objective: In this section, you will read words with more than one syllable by using syllable patterns.

#### Warm-Up

Begin by having your student separate words into syllables. Model, using the two-syllable word *magnet*. Say the word and have your student repeat it. Then, repeat the word with your student, breaking it into syllables: *mag-net*. Continue using the following routine:

* Say the word.
* Have your student repeat the word.
* Say the word again slowly with your student, breaking it into syllables.

Use the following words: camel, panda, pilot



#### Explain

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

Words with Two Syllables

1. Read the word in the first box to review how to read two-syllable words by focusing on syllable patterns, vowel-consonant-vowel (VCV) and vowel-consonant-consonant-vowel (VCCV) (VCCCV).
	1. Read the word.
	2. Name the vowels and the consonant between the vowels.
	3. Say the sound of the first vowel and point out that the first syllable is closed.
	4. Read the word again and have your student repeat after you.
2. Continue to review how to use syllable patterns to read two-syllable words, using the words in the remaining boxes. Remind your student to identify the vowels and the letters between the vowels to determine the syllable pattern. Review with your student that the syllable is closed if the first vowel sound is short, as in *camel (cam-el)*. Review that the syllable is open if it has a long vowel sound, as in*pilot (pi-lot)*. Review that when words have two or three consonants between the vowels, the vowel is usually short and is followed by the first consonant, as in *panda (pan-da)* and *children (chil-dren)*.**IF** your student has difficulty reading a word, **THEN** model how to determine the syllable pattern by marking the vowels and consonants. Write the letter *V*above the *a* and *e* in camel. Write a letter*C* above the*m.* Then, work with your student to determine the syllables. Continue with the remaining words.

Read Longer Words

1. Have your student apply what they have learned about using syllable patterns to reading other two-syllable words. Read aloud the introduction and the word *magic.*Have your student identify the vowels and the consonant between the vowels in the word. Review that the syllables in the word with one consonant between two vowels will usually divide after the consonant if the first vowel has a short vowel sound. Have your student use the syllables to read the word.
2. Continue by having your student identify the vowels and the consonant between the vowels in the word *silent.*Review that the syllables in the word with one consonant between two vowels will usually divide before the consonant if the first vowel has a long vowel sound. Have your student use the syllables to read the word.
3. Continue by having your student look at the syllables in the remaining words. Have your student answer the questions to identify the vowels and consonants in the words to determine the syllable pattern. Review that words with two or three consonants between the vowels usually divide after the first consonant (*rab-bit, sub-tract)*. Then, have your student use the syllables to read each word. **IF** your student has difficulty reading a two-syllable word, **THEN** have your student write the word on a sheet of paper. Have them write a *V* above the vowels and a C above the consonant or consonants between the vowels. Say the word slowly, pausing between the syllables, and have your student draw a line to indicate the syllables. Say the word again, and have your student repeat.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student draw a line between the syllables of each word. Then, have your student sort the words by the number of consonants between the vowels in each word.

|  |  |  |
| --- | --- | --- |
| One Consonant Between Vowels | Two Consonants Between Vowels | Three Consonants Between Vowels |
| robottigerlemon | kittenproblemMonday | hundredsunsine |

#### Check-In

Listen as your student reads the words in the box. Then, have your student use the Three-Column chart to sort words based on the syllable pattern. Have your student indicate the syllables by drawing a line between them in the words.**IF** your student has difficulty sorting the words, **THEN** have your student write *V* above the vowels and *C* above the consonant or consonants between the vowels in each word. Read each word, pausing between syllables, and have your student draw a line between the syllables in each word. Guide your student in sorting the words according to the syllable pattern and the sound of the first vowel.

#### Practice

Use the sentences to confirm that your student can read two-syllable words*.*Have your student write the words with two syllables in their notebook. **IF**your student has difficulty reading the two-syllable words, **THEN** say each two-syllable word slowly, pausing between syllables, and have your student repeat. (*sand-wich, din-ner, chil-dren, re-cess, dol-phins, fast-er, hu-mans, ti-ny, kit-ten, sis-ter, wag-on*)

## Lesson 3: Teamwork: Speak/Listen

### Objective: In this section, you will contrast two versions of the same story.

#### Key Words

* characters – people or animals in a story
* compare – tell how things are the same
* contrast – tell how things are different
* events – things that happen in a story
* settings – where and when a story takes place

#### Explain

1. Read the opening two paragraphs with your student and discuss the boldfaced terms. Ask your student to demonstrate *compare*and *contrast*by comparing and contrasting a pencil and a pen. (For example, both write and have similar shapes; one makes writing that can be erased while the other uses ink, and they are different colors.)
2. Watch the video together. Point out the student’s use of the words *contrast*and *differences* as she discusses the two stories.
3. Have your student respond to the questions. **IF** your student needs support, **THEN** return to the points in the video that reveal each answer (0:19–0:23 and 2:10–2:25).

#### Check-In

1. Read the directions with your student and look at the illustration together. Have your student summarize the plot of “The Three Little Pigs” or summarize it for them. (Three little pigs lived together in houses of straw, sticks, and bricks. A big, bad wolf came and tried to blow each house down. He succeeded with the house of straw and the house of sticks, and the pigs ran to their brother's house of bricks. The wolf could not blow down that house, so he tried to come down the chimney but fell into a pot of water.)
2. Ask your student to use the two questions to contrast the story with “Little Red Riding Hood.” **IF** your student needs support, **THEN** point to elements of the illustration that indicate differences in the events.

#### Practice

1. Read the directions with your student and have them reread “The Tortoise and the Hare” if they want or need to.
2. Have your student copy and complete the sentences to contrast the stories. Refer your student to [*Brother Deer and Brother Snail Have a Race*](https://cite-media.pearson.com/legacy_paths/4b69d359-7962-476f-8705-c412b89e34e2/Brother%20Deer%20and%20Brother%20Snail%20Have%20a%20Race.pdf)if they need reminders about the story’s plot.

### Objective: In this section, you will create a trickster tale based on the traits of such tales.

#### Explain

1. Read the opening paragraph with your student. Remind your student that the trickster in [*Brother Deer and* *Brother Snail Have a Race*](https://cite-media.pearson.com/legacy_paths/4b69d359-7962-476f-8705-c412b89e34e2/Brother%20Deer%20and%20Brother%20Snail%20Have%20a%20Race.pdf)is a clever snail. He tricks Brother Deer by clinging to its tail as Deer runs a race.
2. Look at the chart together. If you wish, point out the Northwest, Northern Plains, and Southeast on a map of North America. Review the list of trickster animals, making sure your student knows that a raven is a big, black bird, and a mink is a member of the weasel family. Explain that different groups of people tell stories about different animals. The people choose animals that are familiar to them and live in their part of North America.
3. Discuss the fact that many trickster tales told in North America and elsewhere in the world follow a typical pattern. Read the numbered list together.
4. Explain that point 2 refers to a character trait of the trickster’s that gets them into trouble. Sometimes the trickster just wants to play a trick, but many times, the trickster’s own bad behavior gets them into a sticky situation.
5. Define outwits in point 4 as “beats by being clever and sly.”

#### Check-In

1. Read the directions with your student and review the chart and numbered steps in Explain.
2. Give your student a copy of the flowchart to use as a planning chart for their story.
3. Have your student read each section of the planning chart and fill in their ideas. **IF** your student needs support, **THEN** work on each section of the chart orally before having your student record their ideas. Save the chart to use in the Practice activity.

#### Practice

1. Give your student their planning chart from Check-In and read the activity directions together. Let your student review the planning chart and read the sentence starters before beginning the oral activity.
2. Review speaking skills such as speaking in complete sentences, speaking clearly and loudly, and looking at the listener.
3. Have your student use their planning chart and the sentence starters to tell you a trickster tale. Provide encouraging feedback. You may wish to record the tale to discuss later, as well.

### Objective: In this section, you will use joining words in writing and speaking.

#### Key Words

* compound sentence – a sentence that tells two complete thoughts

#### Explain

1. Review the purpose of joining words with your student—joining words such as *and, or, but,* and *so* join words, phrases, and ideas within a sentence. Tell your student that using joining words can help make their writing and speaking better.
2. Read the example sentences about Shawna with your student. Discuss how the sentence in the second example was formed by using the joining word *and* to join the two sentences in the first example. Draw your student’s attention to the joining word *and* in the new sentence. Explain that Shawna (the subject of both sentences in the first example) likes to do two things: sing and play the piano. Therefore, *and* is the best joining word because it joins two similar ideas.
3. Use the on-screen definition to review the meaning of the key work *compound sentence.* Remind your student that a simple sentence tells a complete thought. Explain that you can connect two complete thoughts into a compound sentence by using a joining word like *and*,*but*,*or*,and *so*.
4. Have your student read the next set of sentences about dogs and cats. Explain that you can combine two complete ideas from two sentences with a joining word to make one new sentence. Tell your student this is done by adding a comma before the joining word. Make sure your student understands that the comma comes at the end of the first complete idea but before the joining word. Explain that, when writing a compound sentence with commas, the second complete idea that comes after the joining word begins with a lower-case letter, even if it previously began a sentence. (An exception is if the second idea begins with *I* or a proper noun.)
5. Look again at this example sentence together: Dogs bark, *but* cats meow. Point to the comma, the joining word *but*, and the word *cats* that now begins with a lower-case letter. Discuss why the joining word *but*is the best choice to join the two ideas (the ideas are different).
6. Explain that short sentences can sometimes sound choppy or repetitive. By combining ideas, writers and speakers make their writing sound more clear and natural. Discuss the previous examples and how adding a joining word improves the way the sentence sounds.
7. Review the joining words in the chart and remind your student that each tells something about the connection between the two ideas being joined. Careful writers and speakers choose the joining word that best helps readers and listeners understand this connection. Point out that sometimes, more than one joining word may be an option.
8. Have your student read Tarik’s sentences. Talk about how to combine the sentences first. Then, have your student answer the question to choose a joining word that combines the sentences. **IF** necessary, have your student take another look at the chart to remind themselves of the meaning of each joining word. **THEN**, have your student tell you the new compound sentence. If time allows, write the new sentence, and have your student write the comma where it belongs.
9. **IF**your student has difficulty answering the question, **THEN**talk about more examples. Write these simple sentences: I like tea. You like juice. I like tea, but you like juice. Point out the comma after the first complete idea but before the joining word and also that the word *you* is lower-case in the last (compound) sentence.

#### Check-In

1. Read the directions with your student. Explain that they will read sentences and choose the correct way to combine them.
2. Complete the first activity with your student. Before they look at the answer choices, have them think about how they would combine the ideas by thinking of a joining word. Have them tell you how they would combine the sentences. Then, have them read the answer choices and say the correct answer. **IF**your student answers incorrectly, **THEN** review how each joining word works. (For example, *and* joins two similar ideas, *but* joins two different ideas, and so on.)
3. Have your student continue with the second and third activities. If they are able, have them work independently.

#### Practice

1. Read the directions together. Explain that your student will write sentences that combine ideas.
2. Complete the first activity with your student. It might be helpful to talk about whether the ideas are similar, different, show a choice, or show one thing leading to another. Guide your student to see that the ideas are similar in the first activity. Then, have them choose the joining word that best connects these ideas. Work with them to write a new sentence that combines the ideas.
3. If your student is able, have them work independently to complete the second and third activities. If not, support them by helping them choose a joining word to combine each sentence. Remind them that when they are writing a compound sentence, they should add a comma in the correct place and also begin the second idea with a lower-case letter.
4. After your student has finished the activities, provide feedback to help them better understand joining words so they can use them in their own writing and speaking.

### Objective: In this section, you will use syllable patterns to blend sounds in words.

#### Explain

*Words with Vowel-Consonant-Vowel Syllable Pattern*

Remind your student that they can read and blend the sounds in two-syllable words by looking at the syllable patterns. Have your student say the word *seven* and identify the vowels and the consonant between the vowels. Have your student identify the sound of the first vowel. Review that a word with one consonant between two vowels will usually divide after the consonant if the first vowel sound is short. Use letter tiles to form the word. Space the letters to form syllables. Blend the sounds of each syllable and then move the syllables together as you blend them.



Use the following routine:

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

Have your student use the routine to blend the sounds of the syllables in the word *item*. If needed, guide your student in identifying that the sound of the first vowel is long *i* and the word divides into syllables after the vowel. Have your student say the word by blending the sounds of each syllable and then blending the syllables together.

*Words with Vowel-Consonant-Consonant-Vowel Syllable Pattern*

Continue by having your student blend the sounds in two-syllable words with two consonants between the vowels. Remind your student words with this syllable pattern usually divide after the first consonant between the vowels. Use letter tiles to form the word *ribbon*. Space the letters to form syllables. Blend the sounds of each syllable and then move the syllables together as you blend them.



Use the following routine:

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

**IF** your student has difficulty blending the syllables to say the word, **THEN** repeat the routine with words from the Warm Up.

*Blending Sounds in Spelling Words*

Review the spelling words using the blending routine. As an option, have your student say or write a sentence for each word. **IF** your student has difficulty blending the sounds in a word, **THEN**identify the vowel sounds and the consonant or consonants between the vowels. Then, guide your student in dividing the syllables in the words. Model blending the sounds of the syllables and have your student repeat.

#### Check-In

Have your student use letter tiles to spell each word. Review the blending routine:

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

Listen as your student reads each word. If needed, help your student divide the syllables in the words and blend the sounds in each syllable. (*mel-on, fro-zen, ham-mer, in-sect, kit-chen, ad-dress*) **IF** your student has difficulty blending the sounds in a word, **THEN** model saying the word with your student. Then, have your student say the word independently.

#### Practice

Use the paragraph to confirm that your student can blend sounds to read words with two syllables. **IF**your student has difficulty reading the two-syllable words, **THEN**have your student use letter tiles to build the boldface words. Work with your student to determine the syllables in the words and blend the sounds of the syllables to read the words. (*sec-ond, A-pril, Em-ma, sev-en, ba-con, I-ris, pic-nic, sal-ad, sand-wich, blan-ket, af-ter, din-ner, , e-ven, muf-fins*)

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

#### Explain

Quick Review: Before reading the lesson, remind your student that while capital *H*has only straight lines, lowercase *h*has both a straight line, which they will retrace, and a curved line.

Read the introduction and review the image of the lowercase *h*. Point out that the straight part of the letter reaches all the way from the top line to the bottom line, while the curved part of the letter reaches only from the middle line to the bottom line.

How to Write Lowercase *h*

1. Watch the video with your student to learn how to form lowercase *h*. Have your student follow along to write lowercase *h* in the air. Point out that, as when they wrote lowercase *m*, they will retrace a line to write lowercase *h*.
2. Read the steps together about how to form lowercase*h*.

#### Check-In

*Learning Coach Tip*: If your student is not holding the pencil correctly, try the following idea: Have your student hold the pencil quite near the writing tip with their thumb and index finger. Then, have them flip the pencil over so that it rests on their hand. That action usually results in a proper pencil grip.

1. Print the [Lowercase *h* handwriting worksheet](https://cite-media.pearson.com/legacy_paths/59f71b1f-d336-4544-8300-6f5ddafb7c9d/Lowercase%20h.pdf). If you do not have a printer, use a sheet of lined paper for your student and write any models or letters that will need to be traced. Then, read the directions with your student.
2. Discuss the letter model that is on the worksheet. Review the steps to forming lowercase *h*as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty retracing the line to form the letter, **THEN** have them practice by writing some vertical straight lines and then retracing them.

#### Practice

1. Print the [Handwriting Practice worksheet](https://cite-media.pearson.com/legacy_paths/6752c233-8b1a-49ee-9a13-664212672ad6/TripleTrack_lines_blank_5.pdf) and read the directions with your student for what to write on each row. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty copying words and sentences from the screen, **THEN**write the words and sentences on a sheet of paper for your student to copy from.

## Lesson 4: Teamwork: Fluency

### Objective: In this section, you will compare and contrast characters in two versions of the same story.

#### Key Words

* characters – people or animals in a story
* compare – tell how things are the same
* contrast – tell how things are different

#### A Note to the Learning Coach

The Practice activity in this lesson introduces a Venn diagram, which is a tool for comparing and contrasting two things. It may be challenging for your student to use, so expect to offer some assistance. You may wish to preview the skill by printing out a blank Venn diagram and using it to compare and contrast two simple objects; for example, an apple and an orange. If you do not have a printer, draw a version on a sheet of paper. Ask your student to tell how the objects are alike and different. On the apple side, you might record that it is red and has a smooth, thin peel. On the orange side, you might record that it is orange and has a bumpy, thick peel. In the center, you might record that both are fruits and both grow on trees.

#### Explain

1. Read the opening two paragraphs with your student and discuss the boldfaced terms. Explain that two characters may be alike or different in the way they look. For example, they may be the same size, or they may be different sizes. They may be alike or different in the way they act. For example, they may both be kind, or one may be kind and the other unkind.
2. Watch the video together. If you wish, explain that physical traits have to do with how a character looks, and personality traits have to do with how a character acts.
3. Read *Bear and Turtle Have a Race* together. Encourage your student to think about how it is similar to and different from *Brother Deer and Brother Snail Have a Race.* Point out that the two stories come from different cultures. *Bear and Turtle Have a Race* is from the Mohawk people of North America. *Brother Deer and Brother Snail Have a Race* was told in Africa and later retold in America.

*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.

[Bear and Turtle Have a Race (A)](https://cite-media.pearson.com/legacy_paths/39c1b8cb-b484-43a2-8123-beaada125316/Bear%20and%20Turtle%20Have%20a%20Race%28A%29.pdf)

[Bear and Turtle Have a Race](https://cite-media.pearson.com/legacy_paths/27f61087-4e6e-49c3-a7f1-d2e755659a54/Bear%20and%20Turtle%20Have%20a%20Race%28O%29.pdf)

[Bear and Turtle Have a Race (B)](https://cite-media.pearson.com/legacy_paths/d1885612-367b-4b82-89f0-bec19206d7cb/Bear%20and%20Turtle%20Have%20a%20Race%20%28B%29.pdf)

#### Check-In

1. Read the directions with your student and look at the word box and the chart together. Make sure your student can define the words *compare* and*contrast.*
2. Help your student access both stories before they try to complete the chart.
3. Duplicate the chart for your student or draw a big version on chart paper for the two of you to complete together. **IF** your student is unsure of how to interpret the chart, **THEN** explain that two details under “Compare” will show how Snail and Turtle look and act alike, and two details under “Contrast” will show how Snail and Turtle look and act differently.
4. Have your student use the text and illustrations in both stories to compare and contrast the characters. Encourage your student to refer to the words in the word box for clues.

#### Practice

1. Read the directions with your student and help them access the two stories.
2. Give your student a copy of the Venn diagram and have them use the numbered directions to compare and contrast Brother Deer and Bear. When they finish, point out that the details in the outer circles contrast the two animals, whereas the details in the overlapping area compare the two animals.

### Objective: In this section, you will perform a dialogue, using expression to show characters’ feelings.

#### Key Words

* characters - people or animals in a story

#### Explain

1. Read the opening paragraphs with your student. Remind your student that characters may be in a story or in a play. They may be people or animals.
2. Look at the illustration together and have your student name the three characters (a prince, a princess, a dragon). Read the description of the plot and have your student answer the questions, explaining why each character sounds the way they do.
3. Continue with the final paragraph. Ask your student to say something in an angry voice, an excited voice, a frightened voice, and a shy voice. Discuss how the voices sound different. Explain that people may use different voices for different characters as they read a book aloud.

#### Check-In

1. Read the directions with your student. Point out the play structure used in the passage and explain that an actor reads the lines that appear after the character’s name.
2. Encourage your student to read the entire dialogue, just reading the speech lines and changing their voice to match the character’s feelings.
3. **IF** your student could use more modeling, **THEN** take one of the parts for yourself and show how you can change your voice to read with expression.

#### Practice

Turn to page 2 of *Bear and Turtle Have a Race*. Read the directions together. Explain that you will play Turtle and your student will play Bear. You will read from “I am Okwari” to “a hand’s width in the sky.

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.

[Bear and Turtle Have a Race (A)](https://cite-media.pearson.com/legacy_paths/39c1b8cb-b484-43a2-8123-beaada125316/Bear%20and%20Turtle%20Have%20a%20Race%28A%29.pdf)

[Bear and Turtle Have a Race](https://cite-media.pearson.com/legacy_paths/27f61087-4e6e-49c3-a7f1-d2e755659a54/Bear%20and%20Turtle%20Have%20a%20Race%28O%29.pdf)

[Bear and Turtle Have a Race (B)](https://cite-media.pearson.com/legacy_paths/d1885612-367b-4b82-89f0-bec19206d7cb/Bear%20and%20Turtle%20Have%20a%20Race%20%28B%29.pdf)

1. Point out the words in quotation marks and explain that those are the lines each of you will read. If you wish, create and print out a version of the page that includes only the dialogue, with each character’s lines labeled as in a play.
2. Read through the passage aloud once. Ask questions of your student after each line of dialogue:
	1. How does Bear feel as he says these words?
	2. How should Bear’s voice sound?
3. Read the passage aloud again, focusing on using your voices to show how the characters feel.
4. For the third reading, consider inviting someone else to listen to your performance.

### Objective: In this section, you will use syllable patterns to build words with two syllables.

#### Warm Up

Begin by having your student identify the division of syllables in two-syllable words. Use the following routine.

* Say the word.
* Have your student repeat the word.
* Say the word again slowly with your student, pausing between syllables, to divide the word.

Use the following words:

 

#### Explain

Gather the following letter tiles: *a* (2)*, b, c, d, e* (2)*, h, i* (2)*, k, l, m, n* (2)*, o, p, r, s, t* (2)*, v, w, y*. Use the letter tiles to model with your student how to divide the two-syllable words. Then, use the letter tiles to build new words by changing letters in the first or last syllables of the words.

Check-In

1. Gather the following letter tiles: *a, b, c, d, e, g, i, m, n* (2)*, o, s, t, x*.
2. Read each set of directions to your student. Observe your student build the words with two syllables. Have your student identify the syllable that changes in each new word formed. **IF** your student struggles to blend the sounds of the syllables in a word, **THEN** model reading the word correctly. Use the letter tiles to divide the syllables of the word and move the letter tiles together as your student blends the sounds of the syllables. (*bon-net, mag-net, in-dex, in-sect*) Guide your student in identifying the syllable that is changed to form the new word.

#### Practice

Read aloud each set of directions as your student builds the words independently. Have your student apply what they have learned about syllable patterns to build new words and 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 generate questions and answers about a story, using your own experiences to guide you.

## Lesson 5: Teamwork: Synthesize

### Objective: In this section, you will compare and contrast settings in two versions of the same story.

#### Key Words

* compare – tell how things are the same
* contrast – tell how things are different
* setting – where and when a story takes place

#### Explain

1. Read the opening paragraph with your student and review the boldfaced terms. Give some examples of settings: One story might take place in a city long ago, another story might take place on a ship on a summer night, and a third story might take place on the moon in the future.
2. Watch the video together. Point out the similarities in setting (both stories end up at Grandma’s house) and the differences (one house is near a mill, and the other is under oak trees and nut trees).
3. Look at the two illustrations together and have your student name several ways in which the cottages are alike and different. Explain that in a story, the author would use words to describe each cottage so that readers could picture it clearly.

#### Check-In

Read the directions with your student and help them access Let’s Practice and the two stories.

[Brother Deer and Snail Have a Race](https://cite-media.pearson.com/legacy_paths/4b69d359-7962-476f-8705-c412b89e34e2/Brother%20Deer%20and%20Brother%20Snail%20Have%20a%20Race.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.

[Bear and Turtle Have a Race (A)](https://cite-media.pearson.com/legacy_paths/39c1b8cb-b484-43a2-8123-beaada125316/Bear%20and%20Turtle%20Have%20a%20Race%28A%29.pdf)

[Bear and Turtle Have a Race](https://cite-media.pearson.com/legacy_paths/27f61087-4e6e-49c3-a7f1-d2e755659a54/Bear%20and%20Turtle%20Have%20a%20Race%28O%29.pdf)

[Bear and Turtle Have a Race (B)](https://cite-media.pearson.com/legacy_paths/d1885612-367b-4b82-89f0-bec19206d7cb/Bear%20and%20Turtle%20Have%20a%20Race%20%28B%29.pdf)

Have your student read each statement and label it *true* or *false*. **IF** they need support, **THEN** encourage them to refer back to the stories to check their answers.

#### Practice

1. Read the directions with your student and remind them of their work in Check-In.
2. Ask your student to copy and complete each sentence to write a brief essay comparing and contrasting the settings in *Brother Deer and Brother Snail Have a Race* and *Bear and Turtle Have a Race.*
3. Have your student read their completed essay aloud. Discuss why the river setting matters to the race between Bear and Turtle. (Turtle swims while Bear runs.) Then, discuss why the winter setting matters. (The Turtle’s friends poke through the ice to fool Bear.)

### Objective: In this section, you will contrast different animal habitats.

#### Key Words

* setting – where and when a story takes place

#### Explain

1. Read the opening paragraph with your student. Define *habitat* as “the place in nature where an animal or plant lives.” If you wish, describe your local habitat, using words that tell about the climate and landscape.
2. Continue with the next paragraph, reminding your student that *Bear and Turtle Have a Race* is set in a cold place in winter near a river. The illustrations help to show the setting.

*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)

[Bear and Turtle Have a Race (A)](https://cite-media.pearson.com/legacy_paths/39c1b8cb-b484-43a2-8123-beaada125316/Bear%20and%20Turtle%20Have%20a%20Race%28A%29.pdf)

[Bear and Turtle Have a Race](https://cite-media.pearson.com/legacy_paths/27f61087-4e6e-49c3-a7f1-d2e755659a54/Bear%20and%20Turtle%20Have%20a%20Race%28O%29.pdf)

[Bear and Turtle Have a Race (B)](https://cite-media.pearson.com/legacy_paths/d1885612-367b-4b82-89f0-bec19206d7cb/Bear%20and%20Turtle%20Have%20a%20Race%20%28B%29.pdf)

Read the flipbook with your student. Make sure they understand that different kinds of bears live in different habitats. A polar bear would not do well in the habitat of a panda bear. Different kinds of turtles live in different habitats. A sea turtle could not survive in a river, and a river turtle could not survive in the ocean.

#### Check-In

1. Read the directions with your student. Then, have them complete each sentence with two describing words from the word box.
2. **IF** your student could benefit from additional practice, **THEN** have them come up with other words to describe the two habitats they see. (For example: icy, white; sunny, sandy.)

#### Practice

1. Read the directions with your student and look at the two photographs and captions together. Explain that a desert cottontail is closely related to an eastern cottontail. Both eat only plants.
2. Have your student respond to the questions. Discuss the reasoning behind their answer to question 2. Point out that the eastern cottontail has an easy time finding food in summer but may find it much more difficult in winter.
3. If you like, share some comparisons of the cottontails:
	1. Both rabbits are named for their habitats and their tails, which look like small balls of cotton.
	2. Both rabbits are active in the early morning, late afternoon, and night.
	3. Both rabbits eat grasses and shrubs and may also eat the bark of trees.
	4. Both rabbits like to live in holes that other animals have made.

### Objective: In this section, you will use syllable patterns to build words and blend the sounds to read them.

#### Warm Up

Have your student say two-syllable words by blending the sounds of the syllables.

* Tell your student to listen as you say a word.
* Say each syllable in the word slowly.
* Have your student blend the syllables together to say the word.

Use the following words:

 

#### Explain

*Quick Review*: Remind your student that recognizing syllable patterns can help them read longer words. Review the vowel-consonant-vowel syllable pattern. Remind your student that the syllables of words with this pattern usually divide after the consonant if the first vowel has a short vowel sound, as in *rob-in*, and the syllables divide after the first vowel if it has a long vowel sound, as in *fo-cus*.

Review that some words have two vowels with two or three consonants between them. Remind your student that the syllables in these words usually divide after the first consonant, as in *ten-nis* and *mon-ster*. Review that letters in consonant digraphs and blends usually stay together in one syllable, as in *pock-et* and *sub-tract*. Other words with these common syllable patterns include *plan-et, pi-lot, cac-tus, con-tract,* and *lock-et*. You may want to use letter tiles to provide examples.



1. Read the introduction and have your student divide the syllables of the words and then read the words. (*ev-er, nev-er, lev-er, clev-er*) Note if your student is saying the words correctly and define any unknown words. Then, have your student answer each question about the words.
2. Explain that one way to build words is to keep the letters in the last syllable the same and change the letter or letters of the first syllable. Discuss the letters in the words that are different and the letters in the last syllable of the words that are the same.
3. Have your student divide the syllables of the words in the chart to read the two-syllable words. **IF** your student does not blend the sounds of a word correctly, **THEN** have your student use letter tiles to divide the syllables of the words. Position the letter tiles to show each syllable in the word. Then, have your student say the word by blending the sounds of each syllable and then blending the syllables together.

#### Check-In

1. Gather the following letter tiles: *a, b, c, e* (2)*, f, h, p, r, t* (2)*.*
2. Read each of the directions with your student. Observe your student build the words with two syllables. Have your student identify the division of syllables in each new word formed. (*af-ter, bet-ter, chap-ter*) Remind your student that the first syllable changes as your student builds a new word. **IF** your student is not blending the sounds of the letters together when saying the word, **THEN** model dividing the word into syllables and reading the word correctly. Position letter tiles for reinforcement.

#### Practice

 

#### 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, **THEN**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, **THEN**refer back to earlier practice activities and scored assignments.