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# Language Arts 2 B Unit 8: Machines at Work

## Lesson 1: Machines at Work: Genre

### Machines at Work: Introduction

#### Learning Goals

In this unit, your student will be learning about machines and how they work. 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 using sentence-level context as a clue.
3. Identify three-syllable words.
4. Revise narrative writing, with guidance and support.
5. Determine whether the text informs, explains, or describes.
6. Write number words for 1–5.
7. Edit narrative writing, with guidance and support.
8. Read three-syllable words.
9. Identify how an author uses language to inform in an informational text.
10. Determine the meaning of phrases using sentence-level context as a clue.
11. Blend three-syllable words.
12. Publish narrative writing, with guidance and support.
13. Identify how an author uses language to explain and describe in an informational text.
14. Build three-syllable words.
15. Present narrative writing, with guidance and support.
16. Write numerals for 1–5.
17. Decode three-syllable words.

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.

* Machines at Work: Genre Quick Check
* Machines at Work: Comprehension Quick Check
* Machines at Work: Speak/Listen Quick Check
* Machines at Work: Fluency Quick Check
* Portfolio
* From Here to There: Skills Check
* From Here to There: Online Practice
* From Here to There: Test

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

#### Spark

1. Read the paragraphs with your student. Discuss the meaning of the word *machine*. Explain that a machine is something people make to make work easier. It might be a tool or device that has few or multiple parts. It might be powered by hand, such as turning a lid on a jar, or it might need electricity, such as a refrigerator or other appliances we use today.
2. Check your student’s understanding of how things work in the story by asking these questions: Why do the lights go out? (A thunderstorm knocks out the electricity.) What machines lose power? (the lights, TV, computer, vacuum, and iron) What does Angelina learn from Grandpa about how machines worked in the past? (They didn’t need electricity to work.)
3. Have your student answer the questions. **IF** your student has trouble answering, **THEN** review the story together, emphasizing the difference between machines that require electricity and those that don’t.

#### Activate Prior Knowledge

1. Read the paragraphs with your student. Help them brainstorm a list of machines in their home. Provide them with a copy of the Draw and Write graphic organizer, or have them draw and write in their notebook. **IF** your student struggles to write about the machine, **THEN** ask these questions to guide them: What does the machine do? How does it work? What would life be like without the machine?
2. Read each bulleted item and have your student tell about topics they have learned about and which ones are new to them.
3. Share some examples of three-syllable words such as *important*, *understand*, and *possible* with your student to show them what they will be looking for as they read.

### Objective: In this section, you will listen to identify whether a text is a story or gives information.

#### Key Words

* **facts** – things that are true
* **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.

[Machines at Work\_Genre Consonant-le syllables](https://cite-media.pearson.com/legacy_paths/df0ac225-c0f5-45ee-9da8-61f3b9fe893f/Machines%20at%20Work_Genre%20Consonant-le%20syllables.pptx)

#### Explain

1. Read the introduction with your student and review the meaning of each bold term. Remind your student that people read informational texts to learn about the real world.
2. Help your student read the first text, and discuss how they know it tells a story. Ask your student to tell which part of the story could be real and which part could not be real. (A girl could ride on a merry-go-round, but a merry-go-round horse could not run away.)
3. Have your student read the next text and respond to the question. Use these prompts to guide your student to explain what the text tells about how a merry-go-round works:
   1. What makes the merry-go-round turn? (a large motor)
   2. What makes the horses look like they are galloping? (They hang on hooks that go up and down.)
4. Next, read A Clean Sweep aloud. Ask your student to listen carefully to identify whether what they hear tells a story or provides information.

[A Clean Sweep](https://cite-media.pearson.com/legacy_paths/f2167542-a71e-4333-9634-f6e473f2533a/A%20clean%20sweep.pdf)

#### Check-In

1. Talk with your student about the elements that suggest *A Clean Sweep* is an informational text. Make sure your student understands that the text provides facts about a certain machine and how it works.
2. **IF** your student needs help answering Question 2, **THEN** you may reread the text and have them raise their hand when they hear a fact that was new to them.

#### Practice

1. Read the directions with your student. Ask your student to listen for clues about whether the text you will read tells a story or gives information.
2. Then, read aloud “At the Car Wash.”
3. Have your student determine whether “At the Car Wash” is a story or an informational text. Make sure your student can explain why they made their choice. If your student has experience going through a car wash, discuss what they heard in the text that seems familiar.

At the Car Wash

You can wash a car with a hose and bucket. You can also take it to a car wash. At a car wash, the car moves onto a track. Next, rollers move it back and forth. Strong jets of water wash the car. Sprayers send out soapy foam. Scrubbers made of cloth brush dirt off the car. Then, the sprayers rinse the car. Sometimes a dryer uses air to dry it off.

### Objective: In this section, you will use clues in a sentence to figure out the meaning of a word.

#### Explain

1. Ask your student to recall a time they encountered a word they did not know while reading. Did they try to figure out the meaning? How did they do it?
2. Read the first two paragraphs with your student. Discuss what kinds of clues might appear in a sentence that could help readers figure out a word’s meaning. For example, the sentence could tell the word’s meaning. It could give examples related to the word. It could tell about things that are like the word.
3. Have your student read the first example sentence. Invite them to guess what *royal*means and tell why they think this is the meaning.
4. Continue reading together. Point out that different words in the sentence may help you better understand the word *royal*, but *queen*is the best clue. Before reading the definition, ask your student what *royal*likely means, based on this clue.
5. Have your student read the second example sentence and answer the questions. Note that different answers may be correct, as long as your student can explain the clue they provide. **IF** your student has difficulty answering, **THEN**ask where the dishes are rinsed and what usually happens here.

#### Check-In

1. Read the directions with your student. Explain that they will read sentences and choose the clue that helps explain the meaning of the word in italics.
2. Complete the first activity together to make sure your student understands the interactive format. **IF**they answer correctly, **THEN**have them complete the other activities on their own. **IF**they answer incorrectly or do not understand, **THEN**have them click the Hint button.
3. As your student completes the interactive activity, provide support as needed to help them answer correctly. Remind them to look for the answer choice that gives the most information about the word in italics.

#### Practice

1. Read the directions with your student. Explain that they will read sentences and answer questions about the meaning of words based on clues in the sentence. Then, they will say the sentence clues that helped them answer.
2. Complete the first item with your student. Guide them to see that the words *made no noise* tell you that *silent*means *very quiet.*
3. Have your student complete the other two activities on their own. Provide support as needed to help them locate clue words to understand the meanings of the words in bold.

### Objective: In this section, you will identify words with three syllables.

#### Key Words

* **syllable** – a word part with one vowel sound

#### Warm Up

Begin by having your student separate words into syllables. Model using the word *tomato*. Say the word and have your student repeat it. Then, repeat the word with your student, breaking it into syllables: *to-ma-to*. Continue by having your student break other two- and three-syllable words into syllables using the following routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **newspaper**  (news-pa-per) | **applesauce**  (ap-ple-sauce) | **customer**  (cus-tom-er) | **powerful**  (pow-er-ful) |
| **blueberry**  (blue-ber-ry) | **rattlesnake**  (rat-tle-snake) | **tomorrow**  (to-mor-row) | **dinosaur**  (di-no-saur) |

#### Explain

Learning Coach Tip

A syllable is a word part with one vowel sound. Identifying the number of syllables in a word can help your student read longer words. Your student will learn to identify words with three syllables by counting the vowel sounds in words. A word with three syllables has three vowel sounds.

1. Have your student read the introduction. Review that a syllable is a word part with one vowel sound. Explain that some words have three syllables and three vowel sounds. Tell your student that they can count the number of vowel sounds they hear in a word to identify the number of syllables. Then, have your student read the words with three syllables.
2. Have your student answer the questions to identify the number of syllables in each word. **IF** your student has difficulty identifying the number of syllables in a word, **THEN** remind your student that each syllable has one vowel sound. Say each word aloud, pausing between the syllables, and have your student clap or tap the number of vowel sounds they hear. (*sev-en-teen*, *bas-ket-ball*, *ba-na-na*, *el-e-phant*)

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student identify the number of syllables 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 the word, letter by letter, in their notebook. Ask your student to draw lines between the word’s syllables.

* I think the story you wrote is **wonderful**! (won-der-ful)
* Do you **remember** her name? (re-mem-ber)
* The package will arrive **tomorrow**. (to-mor-row)
* The children went to the park **yesterday**. (yes-ter-day)
* A tiger is a wild **animal**. (an-i-mal)
* My **family** has dinner together every night. (fam-i-ly)
* The leader of the country makes an **important** speech. (im-por-tant)
* Do you **understand** what she said? (un-der-stand)

### Objective: In this section, you will revise your story.

#### Key Words

* **revise** – reread what you have written and make changes

#### Set the Stage for Learning

Before beginning the lesson, confirm that your student has a copy of their draft story and review the work they have done so far. Remind your student that they have planned and written the first draft of a story. Explain that in this final series of lessons, your student will do the following:

* Read their story again.
* Revise to make their writing better.
* Edit their writing to fix mistakes.
* Add a picture to their story text.
* Prepare a final copy of their work and share it with others.

Review any feedback provided as part of the review of your student’s draft before beginning this series of lessons. Incorporate specific feedback into the revising, editing, and publishing-focused lessons as needed.

#### Explain

1. Have your student read the introduction and review the definition provided for the key word *revise*. Explain to your student that when a writer revises a text, they focus on how the story is told. They add or take away words, details, and information to make the characters, setting, and events clearer and more interesting. They may add or remove entire sentences.
2. Review with your student that they have written a story that has a beginning, middle, and ending. Remind them that these three parts are the basis for a good story. They will look at these sections while they revise the story, but they will also look at other factors. These include adding details about the characters and setting and deleting information that is not important to the story. Explain to your student that adding details can make their story more interesting.
3. Have your student read the questions writers can ask themselves as they revise their story. Explain that these same questions appear on a checklist that they can use as a guide during the revision period.
4. Have your student read and answer the question, explaining their thinking to you. **IF**your student has difficulty answering, **THEN** reread the first two paragraphs together and discuss why writers revise their work.
5. Continue to the next screen. Have your student read the introduction. Explain that they are going to read two sentences, BEFORE and AFTER. The AFTER sentences show changes that the writer made. Have your student read the first pair of sentences and think about the changes the writer made. Then, have your student read and answer the question. **IF**your student is not sure how to explain the changes, **THEN**reread the two sentences with your student and discuss what was added and how the changes improve the sentence.
6. Have your student read and answer the remaining questions. Provide feedback as needed.

[Revising Checklist](https://cite-media.pearson.com/legacy_paths/74c89836-c88a-486c-abdc-cd56ecd03bea/Revising%20Checklist_Narrative.pdf)

Learning Coach Tip

If you are able, consider printing out the revision checklist and displaying it in an area your student can easily view as they revise their own writing later in the lesson. If you do not have a printer, copy the list onto a sheet of paper for your student.

#### Check-In

1. Have your student read the instructions and the story. Explain to your student that this is Gemma’s draft story and that she is ready to make some revisions.
2. Have your student read and answer the first question. **IF** your student is struggling with their answer, **THEN** reread the first sentence in the draft with your student. Discuss why readers may find the beginning confusing. Then, add each answer choice to the beginning of the story and discuss how it might help readers understand what Prima is doing.
3. Have your student read and answer the remaining questions. Ask your student to explain their thinking and provide feedback as needed.

#### Practice

1. Have your student read the directions. Make sure they understand that they will now spend time revising their own story so that it is clear and interesting to readers.
2. Review the narrative text rubric with your student. Have them focus on the first three rows. Explain that these rows focus on the content of the story.
3. Provide time for your student to review and revise their draft story. Encourage your student to work independently and use the revising checklist to identify the changes they want to make.
4. Suggest that your student use sticky notes or a different color pencil to mark the changes they want to make. Then, conference with your student to review the changes they want to make. Ask them to explain why they want to make each change.
5. Provide time for your student to make their changes to their draft. Finally, have your student reread their story with the changes and discuss how the changes make the story better.

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

## Lesson 2: Machines at Work: Comprehension

### Objective: In this section, you will decide whether a text informs, explains, or describes.

#### Key Words

* **describe** – use details to tell who or what something is like
* **explain** – tell the reason for or cause of something
* **inform** – tell about real people, places, or things
* **purpose** – why an author writes a text

#### Explain

1. Read the opening paragraph with your student and review the definitions of the boldface words. Explain that these purposes pertain to informational texts, not to stories. Many informational texts have more than one purpose, but most focus on one of these three: to inform, to explain, or to describe.
2. Look at the picture of the vacuum cleaner, and have your student read the three rows of the chart. Point out the words that tell who and what in the first sentence (Hubert Booth, vacuum cleaners). Talk about the second and third sentences: one explains how the vacuum cleaner works while the other describes how it looks.
3. Watch the video together, pointing out that the student finds all three types of text in the book. Have your student answer the questions. **IF** your student needs support, **THEN** return to the chart for clues.

Set a Purpose

Help your student set a purpose for reading *A Clean Sweep*. Link to the text and allow your student to look at the title and illustrations. You may wish to explain that “a clean sweep” is a phrase that may be used to mean "a victory in which one person or team wins every game." Here, though, it just refers to a particular kind of machine, one that cleans streets by sweeping them. Have your student set expectations for what they might find out as they read.

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 *bin*, you might use activities like these:

* Read the sentence with your student. Draw attention to the boldface vocabulary word.
* Ask questions like these about the word:

1. What kind of bins do you have at home? (Possibilities include a trash bin, recycling bins, and storage bins.)
2. What materials might be used to make a bin? (Possibilities include metal, plastic, and wood.)
3. **bin:** a closed box for holding or storing something
4. **compost:** a mixture of decaying leaves and other matter used to make the soil better for growing crops
5. **landfill:** a place to get rid of waste by burying it and covering it with soil
6. **narrow:** not wide

Read

As they read the text, have your student notice all the parts that make up a street sweeper and how those parts contribute to the work the machine performs.

[A Clean Sweep](https://cite-media.pearson.com/legacy_paths/f2167542-a71e-4333-9634-f6e473f2533a/A%20clean%20sweep.pdf)

Check for Understanding

Have your student explain what becomes of the materials that end up in the holding bin. (They are dumped into the landfill or used as compost.)

#### Check-In

1. Read the directions with your student. Then, have your student complete the activity independently.
2. **IF** your student needs support, **THEN** return to the chart in Explain and help your student identify which sentence uses words that tell why, which sentence uses words that tell how something looks, and which sentence uses words that tell where and when.

#### Practice

1. Read the opening directions with your student, and have them read “The Dishwasher” independently.
2. Have your student complete the first sentence in writing. For the second sentence, you may wish to have your student discuss their reasoning with you before writing a response.

### Objective: In this section, you will identify some purposes for communicating.

#### Key Words

* **describe** – use details to tell who or what something is like
* **explain** – tell the reason for or cause of something
* **inform** – tell about real people, places, or things

#### Explain

1. Read the opening paragraph with your student and look at the cave art together. Explain that this drawing was found in the hills of East Africa, in a country now called Mozambique.
2. Continue with the next two paragraphs, focusing on the boldfaced terms. Explain that the ways we communicate may have changed, but our reasons for communicating have not. We still like to tell stories, and we also like to inform, explain, and describe.

#### Check-In

1. Look at the cave painting and read the directions together with your student.
2. Have your student read each statement independently and label it *inform, explain*, or *describe.* **IF** your student needs additional support, **THEN** remind them to look for these clues:
   1. Text that informs may tell who, what, when, and where.
   2. Text that explains may tell how and why.
   3. Text that describes may tell the way something looks or feels.

#### Practice

1. Look at the pictures together and have your student choose one machine to write about.
2. Read the directions together and have your student use the photograph and their own knowledge to complete each sentence.
3. Discuss why the first sentence informs (it tells a fact about the machine), why the second sentence explains (it tells why or how you would use the machine), and why the third sentence describes (it tells what the machine looks like).

### Objective: In this section, you will write number words for **1**, **2**, **3**, **4**, and **5**.

#### Key Words

* **number words** – the names of numbers spelled out in letters

#### Explain

Quick Review

Before reading the lesson with your student, count to five together. Remind your student that numbers can be written two different ways: as a numeral or in letter form. Tell your student that while they will often write numbers as numerals, they may sometimes need to write a number word.

Read the introduction and review the images of the number words *one*, *two*, *three*, *four*, and *five*. Review some of the letters used in each word, such as *e*, *f*, *w*, and *r*. Explain to your student that they will write number words in lowercase and they will use straight and curved strokes to write *one*, *two*, *three*, *four*, and *five*.

Write Number Words *1*, *2*, *3*, *4*, and *5*

1. Together with your student, read the paragraph about putting letters together to form a number word. Point out that the order of the letters is important to spell out each number word. Then, discuss using correct spacing between letters. Ask your student to look closely at the spacing in the images of the number words.
2. Encourage your student to answer each question aloud before showing the sample answers. **IF**your student has trouble answering the third question, **THEN**write an example of a word in which the letters are too close together or too far apart. Ask your student how easy or difficult it is to read the word.

Check-In

1. Print the [Number Words 1–5](https://cite-media.pearson.com/legacy_paths/640fee91-8819-4933-a43f-53265997322e/Number%20Words%20for%201%2C%202%2C%203%2C%204%2C%205.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 letter as your student traces the words.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty using correct spacing between letters, **THEN** remind your student to pick up their pencil and move it over a bit before they begin forming the next letter.

#### Practice

Learning Coach Tip

Spacing between letters requires your student to use hand-eye coordination. Give your student practice tracing simple words so they begin noticing the spacing between the letters and judging the distances between them. After they write a word, you can use a yellow highlighter and draw a line between each letter to help them visualize the spacing.

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 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 consistently has difficulty with any particular letter, **THEN**review the steps for forming the letter with your student.

### Objective: In this section, you will edit your story.

#### Key Words

* **edit** – reread what you write and fix mistakes

#### A Note About This Lesson

In this lesson, your student will focus on editing their story. Have your student look for spelling, punctuation, and grammar errors, and missing or incorrect words. You may want to suggest that your student focus on one area at a time and reread their story several times.

#### Explain

1. Have your student read the first paragraph. Review the definition of the key word *edit*, using the definition provided. Remind your student that, when writers edit their writing, they focus on the technical elements of writing, such as grammar, punctuation, capitalization, and word use. Discuss the difference between revising, which focuses on the content, and editing, which focuses on identifying and correcting errors. However, remind your student that they can fix content errors while editing if they see something they want to change.
2. Have your student read the next paragraph and the questions on the editing checklist. Explain that the checklist asks questions that students can ask themselves as they review their story. Tell your student that they can add additional questions if they want.
3. To gauge your student’s understanding, have them read the questions and explain their answers to you.
4. Continue to the next screen. Explain to your student that they are going to look at some edits a writer made. They will read two sentences and look at the changes. Have your student read the BEFORE and AFTER sentences and identify the changes. IF your student is not sure what the changes mean, THEN reread the sentences together. If necessary, point out the difference between the adjective quick and the adverb quickly. Discuss how each word tells more about a noun or a verb.
5. Have your student answer the remaining questions, sharing their answers with you. Provide feedback as needed.

[Editing Checklist](https://cite-media.pearson.com/legacy_paths/79019e5a-d1ce-4607-8df4-078869cee15d/Editing%20Checklist_Story.pdf)

Learning Coach Tip

If you are able, consider printing out the editing checklist and displaying it in an area that your student can easily view as they edit their own writing later in the lesson. If you do not have a printer, copy the checklist onto a sheet of paper for your student. Invite your student to add more focus questions they can ask as they go through their text in search of errors in grammar, capitalization, punctuation, and spelling.

#### Check-In

1. Have your student read the instructions. Discuss the activity, and make sure your student understands. Explain that they will read a sentence with an error in it. They are going to decide what needs to be fixed and select the correct action.
2. Have your student read the first sentence and decide what needs to be done. Then, have them read each option and select the best correction or change. **IF** your student is struggling, **THEN** have your student look at each option and decide if the problem being described is actually a mistake.
3. Have your student read and complete the second activity. Discuss their answer with them. Provide feedback, as needed.

#### Practice

1. Have your student read the directions. Suggest that your student read and review the story rubric. Have them pay special attention to the *Sentences and Spelling* row.
2. Have your student access the editing checklist. Be sure they understand each item on the checklist, and suggest they add other things they want to check for. Then, have them independently review their text and identify edits. Provide assistance as needed. Suggest that your student use sticky notes or a different color pencil to make corrections.
3. After your student has marked their corrections, hold a conference with them. Encourage them to explain the errors and how the corrections fix their writing.
4. Finally, have your student make their corrections. Then, have your student reread the text again and explain how the corrections improve their writing.

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

[Editing Checklist](https://cite-media.pearson.com/legacy_paths/79019e5a-d1ce-4607-8df4-078869cee15d/Editing%20Checklist_Story.pdf)

### Objective: In this section, you will read words with three syllables.

#### Warm Up

Begin by having your student identify the number of syllables they hear in words. Have your student clap or tap the number of syllables in each word. Use the following routine:

* Say the word.
* Have your student repeat the word.
* Say the word again slowly, pausing between each syllable of the word.
* Have your student clap or tap the number of syllables in each word.

Use the following words:

|  |  |  |
| --- | --- | --- |
| **umbrella**  (um-brel-la, 3 syllables) | **tornado**  (tor-na-do, 3 syllables) | **newspaper**  (news-pa-per 3 syllables) |
| **grasshopper**  (grass-hop-per, 3 syllables) | **octopus**  (oc-to-pus, 3 syllables) | **pajamas**  (pa-ja-mas, 3 syllables) |

#### Explain

A Note about the Lesson

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

[Two-Column Chart](https://cite-media.pearson.com/legacy_paths/ca913311-80ef-40d7-b256-60777496e341/Two-Column%20Chart_Two%20or%20Three%20Syllables.pdf)

Words with Three Syllables

1. Read the word and review how to read words with three syllables. Remind your student that a syllable is a word part with one vowel sound and that words with three syllables have three vowel sounds:
   1. Read the first word.
   2. Clap or tap each vowel sound to count the number of syllables in the word.
   3. Read the word again, and have your student repeat it after you.
2. Continue by using the remaining words to review how to read three-syllable words. Say the sound of each syllable of the word, and then say the sounds of the syllables together to read the word.

Reading More Three-Syllable Words

1. Help your student apply what they have learned to reading other three-syllable words. Review that some words have three syllables and each syllable has one vowel sound. Read aloud the introduction and the word *fantastic*. Tell your student that something that is fantastic is great or wonderful. Then, look at each syllable of the word with your student. Explain that the letter *a* is followed by a consonant and spells the short *a* sound in the first and second syllables. Point out that the syllables are closed syllables. Then, explain that the letter *i* is followed by a consonant and spells the short *i* sound in the last syllable. Add that this syllable is also a closed 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 the remaining words and read the words. Have your student answer the questions to focus on the spelling and vowel sounds of the syllables in each word.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student draw a line between the syllables in each word. Then, review three kinds of syllables your student has learned:

* Open syllable: a consonant followed by a long vowel
* Closed syllable: a short vowel followed by a consonant
* *r*-controlled vowel syllable: a vowel followed by the letter *r*

Read each spelling word again with your student and look closely at the last syllable of each word. Have your student sort the words by the kind of last syllable of each word.

|  |  |  |
| --- | --- | --- |
| **Open** | **Closed** | ***r*-controlled vowel** |
| fami**ly**  yester**day**  tomor**row** | under**stand**  impor**tant**  wonder**ful**  ani**mal** | remem**ber** |

#### Check-In

Listen as your student reads the words in the box. Then, have your student use the two-column chart to sort the words by the number of syllables in each word. **IF** your student has difficulty sorting the words, **THEN** say each word slowly and have your student clap or tap the syllable or syllables of each word.

#### Practice

Use the sentences to confirm that your student can read words with three syllables. Have your student write the words with three syllables in their notebook. **IF** your student has difficulty reading a three-syllable word, **THEN** say the word slowly, emphasizing the vowel sound in each syllable. Then, repeat the word with your student.

## Lesson 3: Machines at Work: Speak/Listen

### Objective: In this section, you will identify how an author uses language to inform.

#### Key Words

* **facts** – things that are true
* **inform** – tell about real people, places, or things
* **purpose** – why an author writes a book
* **topic** – who or what an informational text is about

#### Explain

1. Read the opening paragraph with your student. Make sure your student understands the meaning of the boldfaced terms.
2. Look at the chart together. If you wish, give examples of words and phrases that tell who, what, where, and when (for example, *the mayor, picture, city hall, Tuesday*).
3. Watch the video together. Explain that numbers in a text give specific information, often about when something happened or how many or how much. Help your student respond to the questions.

#### Check-In

1. Read the directions with your student and give them a copy of the two-column chart or draw it in their notebook. Point out the headings at the top of the chart.
2. Have your student read the text independently. Then, have them copy the underlined words in column 1 of the chart. Let them look back at the passage if necessary to decide whether each word tells *who, what, where,* or *when*. **IF** your student needs assistance, **THEN** help your student answer these questions, stressing the underlined words:
   1. Who flew first? (Orville Wright)
   2. What did he fly? (an airplane)
   3. When did this happen? (in 1903)
   4. Where did it happen? (in North Carolina)
   5. Who flew the airplane longest? (Wilbur Wright)

#### Practice

1. Read the directions together and help your student access the text.
2. Have your student locate the information in the text that answers each question. Point out that one piece of information tells what, and the other piece tells where.

[A Clean Sweep](https://cite-media.pearson.com/legacy_paths/f2167542-a71e-4333-9634-f6e473f2533a/A%20clean%20sweep.pdf)

### Objective: In this section, you will identify ways in which people get information.

#### Key Words

* **inform** – tell about real people, places, or things
* **topic** – who or what an informational text is about

#### A Note to the Learning Coach

An important initial part of ICT (information, communications, and technology) literacy is learning to define an information problem. At your student’s level, asking questions that can be answered by accessing information from a variety of sources is a valuable introductory skill.

#### Explain

1. Read the opening paragraph and look at the graphic. Explain that *media* is a word that means “sources of information.” Those sources may be things you can hold in your hands, such as magazines and newspapers, or they may be sources that relay information to you, such as television, radio, or the internet.
2. Read the steps for learning information and review the example of Miles and his questions about Steve Jobs. Remind your student that material that informs often answers the questions *who, what, where,* and *when*.

#### Check-In

1. Give your student a copy of the two-column chart, and read the list of inventions together.
2. Read the directions for Activity 1. Have your student write a question in column 2 for each invention in column 1. **IF** your student repeats the same question for multiple inventions, **THEN** encourage them to try to use each of the question words at least once.
3. For Activity 2, discuss your student’s ideas about where they might locate information to answer each question they wrote. Use the illustration in Explain as a guide.

#### Practice

1. Read the directions with your student. Then, ask your student to read the three questions aloud before listening to you read this text. Remind your student to use these rules for good listening:
   1. Look at me as I read.
   2. Avoid being distracted. Repeat what you hear in your head if that helps.
   3. Think about what you are hearing.
2. Have your student respond to the questions by writing a sentence or two. Discuss whether they found it easy or difficult to listen for information.

Steve Jobs

Steve Jobs was a very smart man. He was a smart man with a lot of ideas. He did many things in his short life. He is best known for his work with a company called Apple.

Steve Jobs was born in 1955. He met Steve Wozniak when he was in his teens. Steve Wozniak taught his friend about computers. They started the Apple Computer Company. For a while, they worked out of a garage.

Steve Jobs did not invent the personal computer. He did invent ways to make it easier to use. He invented ways to make it look better.

An iPhone is an Apple product. So is an iPad. Steve Jobs did not invent those products. He had ideas. He talked about his ideas. Then, other people made them happen.

Steve Jobs died in 2011. His company kept going. It still makes products today.

### Objective: In this section, you will use clues in a sentence to figure out the meaning of a phrase.

#### Explain

Quick Review

Review with your student that looking for clues in a sentence can help them figure out the meaning of a new or unknown word. Note that clues can tell the meaning of a word, give examples, or show how it is like or unlike other things. Ask your student to recall a time they used a clue to figure out a new word. Then, point out that clues in a sentence are not only for one word at a time. They can also help your student figure out groups of words (called phrases) that have one meaning.

1. Read the opening text with your student. Make sure they understand that a phrase is two or more words that go together. (These words may or may not have a single meaning.)
2. Discuss with your student how clues about a phrase’s meaning are similar to clues about a word’s meaning. Explain that the clues work the same way. Revisit the Quick Review to talk with them about all the ways that sentence clues can help them understand the meaning of unknown words or phrases.
3. Have your student read the first example sentence. Explain that *walking stick* is a phrase. Ask them what information the sentence provides about the *walking stick*. (It looks like a twig. It is really an insect.)
4. Continue reading together. Point out that this sentence includes more than one clue about what a *walking stick* is. Note that the definition combines the information in these clues.
5. Have your student read the second example sentence and answer the questions. Remind them that there may be more than one clue in a sentence, and combining the clues can help them find the meaning of the phrase *blends in*. **IF**they have difficulty answering, **THEN** rephrase the question and ask what happens when the walking stick *blends in*. Where does it do this action? Guide them to understand that the combination of details show what *blends in*means.

#### Check-In

1. Read the directions with your student. Explain that they will read sentences and choose a clue that can help them determine the meaning of the phrase in bold.
2. Complete the first activity together. **IF** your student answers correctly, **THEN** have them complete the other activities on their own. **IF** they answer incorrectly or do not understand, **THEN** provide guiding questions such as: What might someone do at the post office? Have them look within the sentence to find the answer. Point out that the word *mails*can help them determine the meaning of the phrase *post office*.
3. Remind your student to look for clues in each sentence that can help them determine the meaning of the phrase in bold. Provide guidance and feedback as needed to help them understand how to find the meaning of unknown phrases and to see where they might need additional practice.

#### Practice

1. Read the directions with your student. Explain that they will read sentences and identify clues that point to the meaning of phrases in bold. Then, they will say the sentence clues that helped them figure out the meaning of each bolded phrase.
2. Complete the first item with your student. Guide them to see that the words *more like raccoons* are sentence clues that can help them figure out the meaning of the phrase *red pandas*.
3. Have them complete the other two activities on their own. Provide feedback and support as needed. If necessary, help them locate clue words that will help them determine the meanings of the bolded phrases. As a follow-up, ask them to explain how the clues helped them figure out the meaning of the phrases.

### Objective: In this section, you will blend sounds in words with three syllables.

#### Warm Up

Have your student blend syllables to say words with three syllables:

* Say each syllable in a word slowly.
* Have your student repeat the sounds in each syllable.
* Have your student blend the syllables and say the word.

Use the following words:

|  |  |  |
| --- | --- | --- |
| **but-ter-fly**  (butterfly) | **grand-fa-ther**  (grandfather) | **as-tro-naut**  (astronaut) |
| **daf-fo-dil**  (daffodil) | **pine-ap-ple**  (pineapple) | **cheese-burg-er**  (cheeseburger) |

#### Explain

Blend Compound Words

Remind your student that a word with three syllables has three vowel sounds. Have your student say the word *volcano*, and 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 together.







Use the following routine:

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

Have your student use the routine to blend the sounds in other three-syllable words. **IF** your student has difficulty blending the sounds in a word, **THEN** read the word again, pausing between the syllables (*to-ma-to, un-der-neath*). 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 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:

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 two syllables together.
5. Say the sounds of the last syllable and blend the sounds together.
6. Blend the three syllables together.
7. 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 three syllables. **IF** your student has difficulty reading the three-syllable words, **THEN** review by having your student use letter tiles to build the boldface words. Work with your student to have them blend the sounds of the syllables to read the words.

### Objective: In this section, you will publish your story.

#### Key Words

* **publish** – make a final copy and share with others

#### Get Ready for Learning

During this lesson, your student will need to type or handwrite a final copy of their story. Make sure they have their completed draft along with any revisions or edits they have not yet incorporated.

If your student is not familiar with using a word processing program, you may want to provide a brief tutorial using the word processing program on the computer your student normally uses. If a spell-check program is available, review it before your student uses it for the first time.

If your student is not able to use a computer, then have them handwrite their final copy on separate pieces of paper.

#### Explain

1. Read the introductory paragraphs with your student and review the meaning of the key word *publish* using the definition provided. Remind your student that writers want their writing to be neat and easy to read. Discuss what your student needs to do to get their final copy ready.
2. Continue to the section titled “Add a Picture.” Discuss with your student the value of images in a story. Ask your student about stories they like and about the pictures in the books. Have your student read the text, and then listen to the podcast together. Remind your student that Janard is the writer of the story they have been reading, *A Canoe Ride*. Pause the podcast as needed to discuss what Janard learns about images and how they can add to the experience of reading a story.
3. After they have listened to the podcast, have your student read and answer the question. **IF** your student is not sure of the answer, **THEN** have your student reread the Explain text and discuss the reasons why writers publish their stories and add pictures to their stories. Ask them to tell you what part of Janard’s story the image helps readers understand and how it does so.
4. Continue to the “Make a Plan” section on the next screen, and have your student read the first paragraph. Discuss how your student has planned each step of writing their story, and point out that planning how to publish their story is a continuation of the process.
5. Read the text about Janard and the process he followed to create a publishing plan. Discuss each step he took and how it contributed to the overall planning process.
6. Review that the title page of a book provides important information about the text. It usually includes the title of the book and the name of the author; it can also include a picture or information about when the text was written.
7. Have your student review the chart showing Janard’s publishing plan. Discuss how putting each part of the story on a separate page adds to the reader’s experience. Then, have your student answer the question to explain how Janard’s plan will help him publish his work.
8. Continue to the section titled “Write a Final Copy” on the next screen. Have your student read the text and tell why they think Janard might have chosen to type his story instead of handwrite it. Have your student answer the question to explain why careful writers avoid mistakes in their writing.
9. Read the final paragraph with your student. Make sure they understand that they will be compiling their own story book by drawing pictures to show the characters and events, putting together a plan, and preparing the final copy. Answer any questions they have about the publishing process prior to getting started.

Learning Coach Tip

Much of the remainder of the lesson discusses Janard’s story, *A Canoe Ride*. If your student would benefit from a brief review of the story, have them reread it and orally summarize the events in a sentence or two.

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

Learning Coach Tip

If your student has not already thought of a title for their story, provide some direction for them. Point out that story titles often give a hint about what the story is about or what might happen. Discuss the title of Janard’s story, *A Canoe Ride*. Ask your student to explain what the title helps readers understand about the story and what the characters might do.

#### Check-In

1. Have your student read the directions. Explain that they are going to read a sentence from a story and then decide which picture best shows what is happening.
2. Do the first item with your student. Have them read the sentence and tell what they think might be happening. Then, have them describe what they see in each image choice and choose the image that the sentence most closely describes. **IF** your student has difficulty, **THEN** reread the sentence and ask them to describe a picture they might draw to show this event. Point out that the sentence describes more than one chicken, so the corresponding picture should do so as well.
3. Have your student respond to the remaining question orally. Discuss your student's thinking, and provide feedback as needed.

#### Practice

1. Have your student read the directions. Review the three activities, explaining that together, they make up the process of what your student needs to do in order to publish their text. Remind your student that they are going to put each part of the story (title page, beginning, middle, and ending) on a separate sheet of paper, just like a real book.
2. To complete the first activity, guide your student to determine the parts of their story they want to illustrate, and then work to create images on paper or digitally. Review their work to help them evaluate how well each image shows a particular character or event.
3. Next, have your student make a plan for how they will put together their own story book. They can use the chart discussed earlier or, if they prefer, they can come up with their own idea for an organizer. Guide them to indicate the content on each page of their book. Remind them to include the title and their own name as the author of the book. When they have finished, review their plan and provide any needed feedback.
4. Continue by guiding your student to complete the third activity by following their plan to create their book. Make sure they have the most recent draft that includes revisions as well as edits. If they choose to type their pages, work with your student to open a file in a word processing program and type each page of the book on a separate page of the file. Remind your student that they should leave space at the top of each page for an image. If your student chooses to handwrite their text, review the importance of spacing words and sentences correctly. Explain that if the handwriting is difficult to read, then the person who reads their story will not enjoy it as much.
5. After your student has finished preparing their text, review it with them to make sure they have typed or written it correctly. Help your student identify and fix any typing errors. Reassure them that writers always check their work because it is easy to make a mistake when typing or copying something over.
6. Help your student add their images to their file. First, convert them to a digital format if needed. If possible, scan the image to create a .jpg, .png, .pdf, or another image file. If a scanner is not available, use your phone to take pictures of your student’s drawings, and then export them to the word processing file. Help your student place the images on the correct pages. If your student has chosen to handwrite their story, help them attach images to the pages or create a separate page for images.
7. Help your student complete the process by saving the file. You may want to have your student save their file frequently while working on it.
8. Confer with your student about the changes they made and how the changes and additions make their story better.
9. Have your student check their story against the rubric again. Suggest that they make any necessary changes. Reassure them that they will have more time to work on publishing in the next lesson if they need it.

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

## Lesson 4: Machines at Work: Write

### Objective: In this section, you will identify how an author uses language to explain or describe.

#### Key Words

* **describe** – use details to tell who or what something is like
* **explain** – to tell the reason for or cause of something
* **purpose** – why an author writes a book
* **topic** – who or what an informational text is about

#### Explain

1. Read the opening paragraph with your student, reviewing the meanings of the boldfaced terms.
2. Look at the chart together. **IF** your student could benefit from a model, **THEN** hold up a pencil and share these details or use your own as needed:
   1. I could use the words yellow and long to describe this pencil. They tell how it looks.
   2. To explain how this pencil works, I might say it uses a thin tube of graphite to leave marks on paper.
3. Watch the video together. Point out that words that describe often give specific details about the topic.
4. Read *New Heights* with your student. Make sure they can identify the topic (elevators). Point out that this informational text has multiple purposes: It gives information about elevators, it describes elevators, and it explains how elevators work.

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.

[New Heights (A)](https://cite-media.pearson.com/legacy_paths/667ce0cb-e1fe-4813-bdb8-aff1a3b5f0c1/NewHeights%28A%29.pdf)

[New Heights](https://cite-media.pearson.com/legacy_paths/e326536f-03e8-40f6-bae8-a7aa9c3b7222/NewHeights%28O%29.pdf)

[New Heights (B)](https://cite-media.pearson.com/legacy_paths/a2a8a41f-5af8-4806-88a3-bd60d62dc961/NewHeights%28B%29.pdf)

#### Check-In

1. Read the directions with your student and look at the chart together. You may make a copy of the chart for your student to complete in writing, or you may have them respond orally.
2. **IF** your student has difficulty, **THEN** have them answer this question about each sentence: Does this sentence tell how the elevator looks (describe) or how it works (explain)?

#### Practice

1. Read the directions together and help your student access the text.
2. Have your student begin by locating the one sentence that describes. Any of the sentences that follow may be considered sentences that explain.

### Objective: In this section, you will identify how language can explain ways to do things safely.

#### Key Words

* **explains** – tells the reason for or cause of something

#### Explain

1. Read the opening paragraph and look at the first graphic. Discuss the meaning of *caution* (“be careful”). Talk about the fact that signs often give information in just a few words. The information can keep the reader safe. Then, have your student answer the question.
2. Look at the next picture and have your student read the sign aloud. Point out that the sign tells what the reader must do and why. Have your student answer the question.

#### Check-In

1. Read the directions together with your student. Then, have them use each sign to complete the sentence frame.
2. **IF** your student could benefit from more discussion, **THEN** talk about how each sign gives information that keeps the reader safe. (The first sign explains that buckling seat belts saves lives. The second sign explains that staying away from the dog prevents bites.)

#### Practice

1. Read the directions with your student and give your student a copy of the flowchart worksheet. Then, explain that your student will read the text aloud to you twice. The first time, they should read through without interruption, trying to read smoothly and sounding out any hard words. The second time, they will read for understanding.
2. Avoid interrupting your student as they complete their first reading. Afterward, you may offer pronunciations or corrections as needed before your student reads aloud again.
3. On the flowchart worksheet, have your student list the four most important steps from the text in the order in which they should occur.

### Objective: In this section, you will build words with three syllables.

#### Warm Up

Begin by having your student identify the number of syllables in a word. Have your student blend the sounds of each syllable. Use the following routine:

* Stretch each word by saying each syllable in the word. *(hol-i-day)*
* Ask your student to blend the sounds to say the word. *(holiday)*

Use the following words:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| gorilla  (3 syllables) | rattlesnake  (3 syllables) | alien  (3 syllables) | gardener  (3 syllables) | potato  (3 syllables) |

#### Explain

Gather the following letter tiles: *a*(3)*, b*(2)*, c, d, e*(2)*, f, g, h, i, k, l*(2)*, m, n*(2)*, o, r, s*(3)*, t*(2)*, u, v, w, y, z.* Use the letter tiles to model with your student how to build words with three syllables.

#### Check-In

1. Gather the following letter tiles: *a, b, e* (2)*, f, h, i, j, l* (2)*, n, p*(2)*, r, s, w, y*.
2. Read each set of directions to your student. Observe your student build the words with three syllables. Have your student identify the number of syllables in each word. **IF** your student is not quickly blending the sounds when reading the words 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 present your story to your Learning Coach.

#### Key Words

* **present** – tell about a text as people listen
* **publish** – make a final copy and share with others

#### Show What You Know

1. Have your student read the introduction. Review the definition of the key word *publish*. Remind them that when writers publish their work, they create a text that they can share with others.
2. Have your student read about how people can share their writing. Then, have them read the question and explain their answers to you. **IF** your student is struggling, **THEN** review the Explain section and discuss what your student has learned about how to share their story.
3. Continue to the section titled “Present Your Story” on the next screen. Have your student read the first three paragraphs. Use the on-screen definition to define the key word *present*. Discuss why a writer might present their writing and how the way they present it might change depending on the audience.
4. Have your student read tips for practicing a story presentation. Explore why people practice (to be better, to be more comfortable) and why tone and speed can make a presentation better. You may want to demonstrate how changing your speed and tone can alter the listeners’ understanding and enjoyment. Read the same paragraph very quickly, very slowly, at a normal speed, in a monotone, and with more variety in your tone. Discuss how the changes made the reading better or less enjoyable.
5. Provide time for your student to practice presenting their story. **IF** your student seems to be struggling to practice different skills, **THEN** have them work on one at a time or focus on only one or two skills.
6. Then, help your student record their presentation. You can use a tape recorder or the record function on your phone. Then, listen to your student’s recording together. Point out things your student does well, and provide one or two areas that they should work on.
7. Have your student read the questions and share their answers with you. Provide feedback, as needed.

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

* **Less Successful** – My student had difficulty understanding why a writer wants to present a story and how to prepare for or make a presentation of their how-to text.
* **Moderately Successful** – My student understands why a writer wants to present a story but is unsure of how to practice and present a story of their own.
* **Very Successful** – My student understands the purpose for presenting a story and is able to prepare to present their own story.

#### Try This

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

* **Less Successful** – Review the lessons in this unit. Have your student look at the lists and examples provided. Support your student as they prepare to present their story. If possible, have your student practice with another supportive family member to increase their confidence before they make their final presentation to you.
* **Moderately Successful** – Praise your student for the skills they are doing well, and then ask them to focus on one or two other skills. Provide time for them to practice again before they make their final presentation.
* **Very Successful** – Have your student complete the activities independently.

1. Have your student read the introduction and first activity. Have them review what they have learned through their practice sessions.
2. Have your student present their story to you. When they have completed their presentation, encourage them to share how they thought they did. Then, share what they did well and at least one thing they can improve next time.
3. To complete the second activity, have your student reread and finalize their story, checking that everything is as complete as possible and in the right place. Then, have your student do a final check of the story rubric and make any necessary last-minute fixes.
4. Finally, work with your student to submit their story for grading. If they chose to handwrite their text, help them convert the pages to a digital format by saving it as a pdf or by using a phone or digital camera to take a picture of the text. Then, guide your student in submitting their story to their Drop Box. Any additional image files should be converted to digital format and submitted with the text.

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

### Objective: In this section, you will write the numbers **1**, **2**, **3**, **4**, and **5**.

#### Explain

Quick Review

Before reading the lesson, remind your student that they have learned how to write the number words for numbers *1*, *2*, *3*, *4*, and *5* and today they will learn how to write the numerals. Explain to your student that it’s very important to be able to write clear numbers because sloppy or unclear numbers can lead to wrong answers on math problems.

Read the introduction and review the images of the numbers *1* through *5*. Encourage your student to point out straight and curved lines.

How to Write Numbers *1*–*5*

1. Watch the video with your student to learn how to form number *1*. Have your student follow along to write number *1* in the air. Draw attention to the strokes used to form the number—explain that number *1* is formed by writing a straight line from top to bottom.
2. Read the steps together about how to form number *1*.
3. Repeat this process for the numbers *2*, *3*, *4*, and *5*.

**Remember**

Here is how to write number **1**.

1. Start at the top line.
2. Draw a line straight down to the bottom line.

**Remember**

Here is how to write number **2**.

1. Start just below the top line.
2. Draw a curve to the right before slanting left and down to the bottom line.
3. Draw a straight line to the right along the bottom line.

**Remember**

Here is how to write number **3**.

1. Start just below the top line.
2. Curve up and around to the right, stopping at the middle line.
3. From there, curve the line around and down again to the right to touch the bottom line before curving back up and to the left to end just above the bottom line.

**Remember**

Here is how to write number **4**.

1. Start at the top line and draw straight down to the middle line.
2. Draw a line to the right, along the middle line.
3. Lift and go to the top line, to the right of the first line.
4. Draw a line straight down to the bottom line.

**Remember**

Here is how to write number **5**.

1. Start at the top line.
2. Draw a line straight down to the middle line.
3. Draw a curve to the right and down, touching the middle line.
4. Continue the curve, touching the bottom line, and end the curve just above the bottom line.
5. Lift your pencil and go back to the starting point on the top line.
6. Draw a straight line to the right, along the top line.

#### Check-In

Learning Coach Tip

It’s important for your student to learn how to assess their own handwriting. If they learn to analyze their practice letters and numbers by comparing them to the tracing models, then they will be better equipped to correct their mistakes.

1. Print the [Numbers *1*–*5*](https://cite-media.pearson.com/legacy_paths/fe02f5bb-84f1-4dad-bd45-50ca5e5b2b89/Numbers%201%2C%202%2C%203%2C%204%2C%20and%205.pdf)handwriting worksheet. If you do not have a printer, use a sheet of lined paper for your student and write any models or letters that will need to be traced. Then read the directions with your student.
2. Discuss the 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. **IF** you notice that your student is having difficulty forming the number *5*, **THEN** remind your student that the line across the top is the last step in forming the number *5*.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/6752c233-8b1a-49ee-9a13-664212672ad6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions with your student for what to write on each row. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty writing any of the numbers, **THEN**go back and watch the videos again until your student feels confident enough to try again.

## Lesson 5: Machines at Work: Synthesize

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

#### Warm Up

Have your student delete syllables from three-syllable words.

* Tell your student to listen as you say a word.
* Then, you will ask them to delete a syllable from the word and say the new word.
* For example, say the word *butterfly*. Then, tell your student that you will say the word without the syllable *fly*. Say the word *butter*.
* Use the words that follow.

Use the following words:

|  |  |  |
| --- | --- | --- |
| **com-put-er**  (without *er*; compute) | **fin-ger-print**  (without *print*; fingerprint) | **sand-cas-tle**  (without *sand*; castle) |
| **re-main-der**  (without *der*; remain) | **screw-driv-er**  (without *screw*; driver) | **tri-an-gle**  (without *tri*; angle) |

#### Explain

Quick Review

Review that a syllable is a word part with one vowel sound. Remind your student that a word with three syllables has three vowel sounds, as in *potato*, *musical*, and*hamburger*. Other words with three syllables are *strawberry*, *customer*, and *envelope*. 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 three syllables, *gardener*, *sweetener*, and *sharpener*, correctly. Then, have your student answer the question to identify that the words have three syllables and end with the letters *ener*. Remind your student that a word with three syllables has three vowel sounds.
2. Explain that one way to build words with three syllables is to keep the last syllable the same and change letters in the first or second syllables. Discuss the letters in the words that are different in the first or second syllables and the letters in the last syllable that are the same.
3. Have your student read the three-syllable words 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 syllables in each word and remind your student to blend the sounds of the syllables together to read the word.

#### Check-In

1. Gather the following letter tiles: *b, c*(2)*, e*(3)*, m*(2)*, n, o, r*(2)*, t, u*(2).
2. Read each of the directions with your student. Observe your student build the three-syllable words that end with the syllable *ber*. Have your student identify the number of syllables in each new word formed. Remind your student that only letters in the first and second syllables change as your student builds a new word. If necessary, explain that if one team outnumbers another then that team has more players. **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 three syllables independently. Have your student read each new word aloud. Remind your student to say the sounds of the syllables together to read the words.
2. **Weekly Spelling Test:** Use the following sentences to test the week’s spelling words.

|  |  |  |
| --- | --- | --- |
| **• understand** | I **understand**the lesson. | **understand** |
| **• animal** | A cat is an **animal**that you can keep as a pet**.** | **animal** |
| **• remember** | Do you **remember**what happens in the story? | **remember** |
| **• yesterday** | We baked cookies **yesterday**. | **yesterday** |
| **• tomorrow** | My birthday is **tomorrow**. | **tomorrow** |
| **• family** | I spend the holiday with my **family**. | **family** |
| **• wonderful** | The new puppy was a **wonderful**surprise. | **wonderful** |
| **• important** | I have an **important** letter from my grandma. | **important** |

### Review

Read the information on the page out loud to your student. Point to the bulleted list and explain that it will remind them 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 they have 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 they have trouble identifying an area of difficulty or an area where more practice is needed, refer back to earlier practice activities and scored assignments.

### Study Tips

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

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

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

## Unit 6: From Here to There Unit Test

There is no Learning Coach Guide for this lesson.