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# Language Arts 2 B Unit 2: Thinking Outside the Box

## Lesson 1: Thinking Outside the Box: Genre

### Introduction

#### Learning Goals

In this unit, your student will be learning about characters that think outside the box to solve problems. There are 17 learning goals for this unit:

1. Identify whether a read-aloud text tells a story or gives information.
2. Use apostrophes to make words possessive.
3. Spell one and two syllable, open syllable words. (e.g., V, CV, CCV).
4. Read grade-level text orally with accuracy on successive readings.
5. Describe how characters in a folktale or fable respond to major events and challenges.
6. Identify conjunctions used to form compound subjects.
7. Write uppercase *M* and *B*.
8. Read one and two syllable, open syllable words (e.g., V, CV, CCV).
9. Identify differences in the point of view of characters in folktales or fables.
10. Identify conjunctions used to form compound predicates.
11. Blend one and two syllable, open syllable words (e.g., V, CV, CCV).
12. Write lowercase *m* and *b*.
13. Analyze the author's purpose in a literary text.
14. Build one and two syllable, open syllable words (e.g., V, CV, CCV).
15. With support, read a book of choice.
16. Infer relationships among words, including simple multiple-meaning words.
17. Decode one and two syllable, open syllable words. (e.g., V, CV, CCV).

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.

* Thinking Outside the Box: Genre Quick Check
* Thinking Outside the Box: Comprehension Quick Check
* Thinking Outside the Box: Speak/Listen Quick Check
* Thinking Outside the Box: Fluency Quick Check
* Thinking Outside the Box: Synthesize Quick Check

#### Spark

1. Read the first two paragraphs with your student. Discuss the meaning of the phrase “think outside the box.” **IF** your student struggles to understand this phrase, **THEN** you may need to point out that the phrase is not about an actual box. Have them think of “the box” as a small place where our brain does not always have enough room to be creative. If we think outside that box, we can think in new and different ways.
2. Together, read the first two paragraphs about Malik. Review what Malik’s problem is. Then, briefly discuss the pros and cons of Malik and his friends cleaning the park every weekend. (The pros would be a clean park; the cons would be the hard work and time to clean it.)
3. Read the last two paragraphs about Malik with your student. Discuss how the story that Malik’s uncle told him helped him to think in a new way. Discuss why Malik’s second solution could be considered as “outside the box.” (This solution is not as obvious; Malik must imagine that there are more trash cans and then figure out how to get them placed in the park.)
4. Guide your student to answer the questions about Malik’s problem and solution. **IF** your student struggles to answer any of the questions, **THEN** guide them to return to the paragraphs you read earlier, in order to find the information they need.

#### Activate Prior Knowledge

1. Read the first two paragraphs with your student. Have your student write a problem in their notebook. Then, have them add their list of ways to solve the problem.
2. **IF** your student struggles to think of a problem, **THEN** give them a few problems to choose from, such as having two different party invitations on the same day or how to get a gift for someone special without having money to spend. **IF** your student struggles to brainstorm creative solutions, **THEN** ask some guiding questions such as the following: How could other people help you solve the problem? What if you had a lot of time to solve the problem? What if you had a lot of money to spend on a solution? What if you didn’t? What unusual way can you solve the problem? What has never been tried but might work? Guide your student to use their answers to write their list. Discuss their ideas.
3. Then, 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

* informational texts – texts that tell us about real people, places, or things
* stories - texts that tell us about something 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.

[Thinking Outside the Box\_Genre Open syllables](https://cite-media.pearson.com/legacy_paths/cec98387-f999-4714-a1bf-572666d2af46/Thinking%20Outside%20the%20Box_Genre%20Open%20syllables.pptx)

#### Explain

1. Read or play the slide narration for the introduction with your student. Make sure your student understands the meaning of the key words in bold print. If necessary, point out that stories are about made-up people and things, and informational texts are about real people and things.
2. Guide your student to read the text “Trickster Tales.” Then, have them answer the question to identify the text as a story or an informational text. Discuss how your student knows that the text gives information. **IF** your student struggles, **THEN**scaffold with questions like these:
   1. Did you hear a story about a clever animal or trickster? Or did you learn information about stories with tricksters? (I learned information about stories with tricksters.)
   2. What is one true thing you learned about tricksters? (Tricksters trick others to get what they want.)
3. Have your student read “The Fox and the Crow.” Then, have them answer the question to identify the text as a story or informational text. Discuss how your student knows the text tells a story. **IF** your student needs support, **THEN** scaffold with questions like these:
   1. Did you hear a story about a made-up fox and a made-up crow? Or did you learn information about a real fox and a real crow? (I heard a story about a made-up fox and a made-up crow.)
   2. Are the fox and the crow real? (no) How do you know? (Real foxes can’t talk. Real crows can’t smile.)
4. Before you read [*The Stolen Smell*](https://cite-media.pearson.com/legacy_paths/02f4b2b0-94b7-448d-9552-6462f9404503/The%20Stolen%20Smell.pdf)aloud for your student, clarify that they should listen carefully to the text in order to identify it as a story or as an informational text.
5. Read the text to your student. Then, have them answer the question to identify whether the text is a story or an informational text. **IF** your student struggles to answer the question, **THEN** scaffold with questions like these:
   1. Did you hear a text about a real boy with a real problem? Or did you hear a text about a made-up boy with a made-up problem? (I heard about a made-up boy with a made-up problem.)
   2. Do you think the story really happened? Or did someone make it up? (Someone made it up.)

You may point out that the story ends with a lesson (“Never listen to praise from strangers.”) Explain that your student may have learned a lesson from the story, but they did not learn information about real animals.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer questions about *The Stolen Smell*.
2. Talk with your student about how they know *The Stolen Smell* is a story, not an informational text. **IF**your student needs support answering the questions, **THEN**scaffold by asking questions like these:
   1. Did you hear information about how a real boy solved a problem? Or did you hear a story about a boy who solved a problem? (I heard a story about a boy who solved a problem.)
   2. Do you think the story really happened? Or did someone make it up? (Someone made it up.)
   3. Is Pepe real? Or did someone imagine him? (Someone imagined him.)
   4. Do you think the story could have really happened? (no)

#### Practice

1. Read the directions with your student. Clarify that your student should listen as you read aloud the text “Belling the Cat.” Then, your student will complete the sentence starters to identify the text as a story or as an informational text.
2. Read aloud the text.
3. Listen as your student completes each sentence starter. If your student easily identifies one way they know the text is a story, then challenge them to identify a second way.
4. You may wish to share the sample answers with your student. Talk to your student about how their answer compares.

### Objective: In this section, you will use apostrophes to form possessive nouns.

#### Key Words

* apostrophe – a punctuation mark that shows belonging or takes the place of missing letters
* plural – describing more than one of something
* possessive noun – a noun that shows that a person, animal, place, or thing owns or has something
* singular – describing one of something

#### Explain

1. Read the key words and definitions with your student. Make sure they understand that a possessive noun is a word that shows belonging or ownership and an apostrophe is a punctuation mark that is used to form a possessive noun.
2. Guide your student to examine the image at the top of the screen. Ask them what Nia has (balloons) and who the balloons belong to (Nia). Then, have them explain why *Nia’s* is a possessive noun. (It shows that the balloons belong to Nia.) Ask your student if they know what part of the noun makes it possessive. (the *-‘s* at the end)
3. Continue reading with your student. Explain that any noun can be written as a possessive noun. If necessary, review that a noun is a word that names a person, an animal, a place, or a thing. Discuss that this kind of word can become possessive because a person, animal, place, or thing can have or own something.
4. Read with your student the first bullet about forming singular possessive nouns. Then, look at the examples together. Discuss how a possessive noun was formed from a singular noun in each case. Ask your student to point out the added *-‘s* signaling that each singular noun is possessive.
5. Next, read with your student the bulleted text about plural nouns and look at the examples together. Discuss how plural nouns are different from singular nouns. (Many plural nouns end in *-s*.) Then, discuss how these plural possessive nouns look different from the singular possessive nouns in the first set of examples. For example, the plural possessive nouns end in *-s’*, not *-‘s*. Since the plural forms already end in *-s*, they do not need an extra s to become possessive.
6. Continue to the next screen. Have your student review the image and read the sentence describing it. Then, have them answer the questions to check that they understand how to form a possessive noun. **IF** your student has difficulty answering, **THEN** review the two possible endings for possessive nouns: *-‘s* for singular nouns, and *-s’* for plural nouns. Discuss which ending applies to the noun *Tim* and why.

#### Check-In

1. Read the directions with your student. Explain that they will choose a possessive noun that completes each phrase. To do so, they will need to think about how a particular possessive noun is formed.
2. Complete the first activity together. Point out that a possessive noun must include an apostrophe.
3. Have your student complete the remaining activities independently. **IF** they struggle, **THEN** remind them that a possessive word is formed by adding *-‘s* to a singular noun or -*’* after the *-s* in a plural noun.

#### Practice

1. Read the directions together. Explain that your student will form a possessive noun using the bolded singular or plural noun in the first sentence of each item. They will use that possessive to complete the second sentence and write the full sentence in their notebook.
2. Guide your student to complete the first item. As needed, scaffold by reminding them that Lupe is one girl, and she has a bike. Guide your student to see that it is *Lupe’s* bike.
3. Have your student complete the remaining activities on their own. In Activity 2, you may wish to point out that *homes* is a clue that *animals* is plural, and that will affect where the apostrophe goes. In Activity 4, make sure your student understands that *sun* is a singular noun, even though what it has, *rays*, is plural.
4. When your student finishes, review their written answers to make sure they have correctly added the apostrophe and *-s* if necessary. Offer support as needed to help your student be successful.

### Objective: In this section, you will spell words with open syllables.

#### Key Words

* open syllable – a syllable with a long vowel sound at the end spelled with only one vowel

#### Warm-Up

Begin by having your student identify the number of sounds they hear in words with open syllables.

* Say the word.
* Have your student repeat the word.
* Say the word again slowly. Have your student clap or tap each time they hear a sound to identify the number of sounds in each word.

Use the following words:

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Description automatically generated

#### Explain

*Learning Coach Tip:* A syllable is a word part that has one vowel sound. One type of syllable is called an *open syllable*. An open syllable ends with one letter that spells a long vowel sound. An open syllable can be one letter that spells a long vowel sound, such as *I*or *a*, or it can include one or more consonants followed by a letter that spells a long vowel sound, as in *he, my, shy*, and *hero*(*he-ro*).

*Words with Open Syllables*

1. Read the introduction to your student. Remind your student that a syllable is a word part with one vowel sound. Explain that an open syllable ends with a long vowel sound that is spelled with one letter. Point out that the syllable is open because there is no other letter after the letter with the long vowel sound. Then, have your student read the words with open syllables. Call attention to the word *zero*. Say the word. Then, have your student say the word and clap the number of syllables. Point out that in this two-syllable word there are two open syllables, *he* and *ro*.
2. Then, have your student answer the questions to identify the long vowel sound at the end of each open syllable and the letter that spells the vowel sound.
3. Then, model for your student how to identify the open-syllable pattern in a word. Write the word *hi*. Mark above the *h* with *C*, then mark above the vowel *i* with a *V*.Have your student continue with the rest of the words to begin to recognize the syllable pattern for an open syllable. **IF** your student has difficulty with the words, **THEN** have them name the letter at the end of each syllable. Point out that the letter is a vowel. Then, model saying each word, emphasizing the long vowel sound of the open syllable, and have your student repeat.

*Introduce Spelling Words*: Introduce the spelling words. Say each word with your student. Then have your student say the sound of each letter in the word. Ask your student to name each letter to spell the word. **IF** your student has difficulty reading a word that ends with the letter *y*, **THEN** explain that *y* spells the long *i*vowel sound at the end of the one-syllable words *sky* and*fly* and spells the long *e*vowel sound at the end of the two-syllable words *baby* and *pony*. Model reading the spelling words that end in*y*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 underline the letter that spells the long vowel sound in each open syllable. **IF** your student has difficulty identifying the letters that spell the vowel sounds in the two-syllable words *hero baby,* and*pony*, **THEN** read each word with your student, pausing between the syllables. (*he-ro*, *ba-by*, *po-ny*) Have your student identify the long vowel sound at the end of each syllable and underline the letter that spells the long vowel sounds in the words.

* **She** is my sister. (sh**e**)
* The birds **fly** to their nest. (fl**y**)
* The market has **no**apples for sale. (n**o**)
* He is the **hero**of the story. (h**e**r**o**)
* Will **we** go to the park today? (w**e**)
* My **baby** sister likes to giggle. (b**a**b**y**)
* The **pony**looks like a small horse. (p**o**n**y**)
* They see many stars in the night **sky**. (sk**y**)

### Objective: In this section, you will practice reading a text with accuracy.

#### Key Words:

* accuracy – the quality of doing something without making mistakes
* fluently – easily and smoothly

#### Explain

*Learning Coach Tip*: In today’s lesson your student will practice strategies that will help them to read with accuracy. Prior to the start of the lesson, review why some words are easier to read than others. For example, if your student can recognize a pattern of letter sounds in a word, that word will be easier to read. Explain that today, they will learn some steps to help them to read new words that are harder, or trickier, to read.

1. Discuss the idea that you can become better at a skill if you practice. Ask your student to suggest a skill they have practiced. Explain that they have to practice reading, just like they have to practice anything else they want to do well.
2. Tell your student that they are going to read some short stories today that might have some difficult words. Read the text on the screen with your student. Go through the steps involved in reading for accuracy and make sure your student understands what each step involves.
3. Watch the video with your student. Talk about how the Learning Coach helps the student read a tricky word.
4. Continue to the next screen and have your student read the passage aloud independently, looking out for words that they find difficult. Have your student point out the words and discuss why they might be tricky to read aloud.
5. As your student reads the text aloud the first time through, make notes about where they make mistakes. For example, did they skip or repeat words, substitute words, or stumble over words? Use your notes to give your student feedback about the accuracy of their reading.
6. Have your student choose one of the words from their response to Question 1. Work with them to pronounce it accurately and smoothly. Encourage them to explain their thinking.
7. Set a goal with your student to correct the kinds of mistakes they are making.
8. Have your student read the text again and make notes. Talk with your student about whether they corrected their mistakes and how.
9. Have your student read the text a final time as you make notes on their reading. Discuss with your student what they can do to help them read the text with more accuracy. Remind them that some texts might need more readings to be read with accuracy, while others may need fewer readings.
10. **IF** your student begins to feel frustrated or tired, **THEN** have your student take a break and return to the reading at a time when they are more rested.

#### Check-In

1. Have your student answer the questions orally. Discuss each response. **IF** your student has difficulty with any of the questions, **THEN** guide them in a review of the instruction presented on the first Explain screen.
2. Comment on your student’s responses, providing feedback as needed.

#### Practice

1. Have your student read the story about Dean and the iguana, using the steps outlined in the Explain part of the lesson. Take notes about their reading so you can give them feedback after each reading.
2. When your student has read the text accurately, pose guiding questions that will allow them to reflect on their process, for example:
   1. How were you able to identify words that you thought you might have trouble reading?
   2. How were you able to sound out the words? What did you do?
   3. How many times did you reread the harder words?
   4. How did you know when your reading was accurate?

## Lesson 2: Thinking Outside the Box: Comprehension

### Objective: In this section, you will describe how the characters in a fable or folktale meet a challenge.

#### Key Words

* characters – the people or animals in a story
* describe – use details to tell what happened or what someone or something is like
* details – important pieces of information
* events – things that happen in a story
* fables – very short stories about talking animals that end with a lesson
* folktales – very old stories that tell how things began

#### Explain

1. Read or play the slide narration for the instruction with your student. Review the meaning of each key word in bold print.
2. Point out that characters, like real people, have problems and important events in their lives. Explain that finding out how a character meets a challenge or handles an important life event is one of the reasons people enjoy reading stories.
3. Clarify that describing how a character meets a challenge helps your student show they understand a fable or folktale.
4. Have your student read the steps they can use to describe how a character in a fable or folktale meets a challenge or handles an important event.
5. Watch the video with your student. Guide your student to focus on how the student in the video describes the Shepherd Boy’s problem and how he handles it. Tell your student that they too will read a story about the Shepherd Boy and will answer questions about the challenge he faces.
6. Allow time for your student to read the fable “The Shepherd Boy and the Wolf.” Then, work with them to answer the questions. **IF** your student struggles, **THEN** restate the questions this way:
   1. What did the Shepherd Boy want? (He wanted to have fun and not be bored.)
   2. What happened? (He pretended a wolf was nearby. He made people come running to help him. He did it twice.)
   3. Did the Shepherd Boy get what he wanted? (No. In the end, no one came when a real wolf was near. No one believed him.)

Set a Purpose for Reading: Help your student set a purpose for reading. Invite your student to read the story’s title and look at the pictures on each page. Ask your student to use the title and the details in the illustrations to predict what the story may be about. **IF** your student has difficulty, **THEN**focus on the illustration on the second page of the text. Scaffold by asking these questions:

* What do you see in the picture? (Children and a llama are smelling the smells coming from the window. A man is feeding the birds.)
* What do you think the children smell? (They smell something delicious.)
* How can you tell? (The boy and his llama are smiling.)
* Do you think the boy should pay for enjoying the smells? Do you think the children are stealing the smells? Why or why not? (No. Smells are free.)

Before You Read: Vocabulary

1. Focus your student on the sentences. Tell your student to use details in each sentence to infer what each vocabulary word means. For example, for the word *stolen*, scaffold with activities such as these:
   1. Read the sentence with your student and draw attention to the boldface vocabulary word.
   2. Point out that *stolen* is related to the word *steal*. Show the relationship by reading these sentences: To *steal* something is to take it without paying or asking permission. Someone *stole* my pencil! My *stolen* pencil was never returned.
2. Have your student use the word *stolen* in a sentence. **IF** your student has difficulty, **THEN** then point to an object in the room and ask: Is this a stolen \_\_\_\_\_? How do you know? Give your student these sentence frames to help them reply: No, it is not a stolen  \_\_\_\_\_ because no one took it without paying for it.
   * stolen: taken without permission or without paying
   * wares: things that are sold
   * copper: a red-brown metal
   * stall: a booth or stand
   * clinking: making a ringing sound

Read

1. Before your student begins to read, explain that the text is a folktale from Peru, and that Peru is a mountainous country in South America. The story refers to llamas, panpipes, and Chancay buns, which are things often found in Peru. Guide your student to look carefully at the illustrations to see what these things look like.
2. Encourage your student to pause occasionally as they read to show they understand what is happening in the story. Point out that the main character’s problem does not become clear until the third page of the text.

Check for Understanding

Use the questions to quickly assess that your student understands the text. **IF**your student struggles to explain what Pepe wants and why he can’t have it, **THEN**have them reread the first paragraph of the story and the second page of the text. Make sure your student understands that Pepe wants more than one thing. And because he has no money, he can’t have these things.

#### Check-In

1. Read the directions with your student. Make sure they understand the task. They will complete the sentences to tell Aniya how to describe how a character meets a challenge.
2. Listen as your student completes each sentence. Encourage your student to use the Word Bank. **IF** your student struggles, **THEN** have them reread the three steps for describing how a character meets a challenge in the Explain section.

#### Practice

1. Read the directions with your student. Clarify that your student will reread *The Stolen Smell.* Then, they will use the steps they learned to describe how Pepe meets a challenge in the story.
2. Allow time for your student to reread the story.
3. If needed, help your student access the interactive flowchart. You may wish to print a copy of the flowchart for your student to complete, or you may wish to draw a flowchart in your student's notebook.
4. Have your student use the flowchart to describe how Pepe faces a challenge in the story. Your student may complete the sentence starters in each row of the chart in writing, or they may dictate their ideas for you to write.
5. Listen as your student uses their completed flow chart to describe how Pepe met his challenge.
6. You may wish to share the sample answer with your student. Discuss how the sample answer is similar to and different from your student's answer.

### Objective: In this section, you will reflect on how you met a challenge in the past in order to figure out how you can do better next time.

#### Key Words

* reflect – to think deeply about something

#### Explain

1. Read or play the slide narration for the instruction with your student. Be sure to review the meaning of the key word in bold print.
2. Invite your student to share some challenges or big changes they have faced in their lives. **IF** your student hesitates or struggles, **THEN** share an appropriate challenge or change you faced during your own childhood and how it helped you learn and grow. For example, perhaps you suffered a broken bone or other temporary injury and had to learn how to let other people help you.
3. Have your student read about the importance of reflecting on past experiences. Clarify that *reflecting* means “looking back”. Tell your student that it is often easier to understand things that happened in the past more clearly after they happen.
4. Have your student read the questions they can ask about a past challenge or change. Explain that your student can learn from their experiences and use what they learn the next time they face a similar challenge.
5. Have your student read about Harun. If needed, point out that the questions in the chart are the same reflection questions your student just learned. Have your student read Harun’s answers to the questions.
6. Point out that Harun uses the questions to reflect on his experience and learn something about himself. **IF** your student needs support, **THEN** ask scaffolding questions like these:
   1. What was Harun’s challenge? (He got a cold when his family as at the beach.)
   2. What did Harun do? (He had to miss out on fun. He was sad. He felt left out. He got grumpy.)
   3. What did Harun do well? (He stayed in bed until he got better.)
   4. What did Harun learn from this challenge? (He learned that he gets grumpy when he is sick and missing out. He will try not to be so grumpy next time he is sick.)

#### Check-In

1. Read the directions with your student. Make sure they understand the task. They will complete sentences to tell how to reflect on past challenges.
2. Read each sentence with your student. Listen as your student completes each sentence. Encourage them to use the word bank. **IF** your student struggles, **THEN** have them reread the instruction in the Explain section. Then, ask these scaffolding questions:
   1. What can reflecting on past challenges help you do? (It can help me learn and grow.)
   2. How does it help you do that? (It makes me think about what I did well and what I can do better next time.)
   3. What can you do when you reflect? (I can ask questions.)
   4. What questions can you ask yourself? (What challenge did I face? What happened? What did I do well? What can I do differently next time?)

#### Practice

1. Read the directions with your student. Clarify that your student will choose a challenge or big change they faced in the past. Then, they will reflect on it by asking questions. They will write and draw their ideas in a graphic organizer. Finally, they will complete the sentence starters to tell you about their reflection.
2. Invite your student to choose a challenge or change to reflect on. Encourage your student to choose one of the suggestions or make your own suggestions.
3. If needed, help your student access the interactive graphic organizer. You may wish to print a copy of the draw and write page, or you may wish to draw a chart in your student's notebook.
4. Encourage your student to write or draw or do both. You may also write as your student dictates.
5. Listen as your student uses their completed graphic organizer and the sentence frames to reflect on their past experience.
6. You may wish to share the sample answer. It may be quite different from your student’s reflection. Point out similarities and differences in the two reflections.

### Objective: In this section, you will identify words used to join more than one subject of a sentence.

#### Key Words

* subject – the part of a sentence that names *who* or *what*

#### Explain

1. Review joining words with your student. Remind them that the word *and* joins words or ideas that are alike, while the word *or* gives a choice.
2. Read the opening text, key word, and definition with your student. Make sure that your student understands what a subject is. Explain that the subject of a sentence is usually the first part of a sentence. It has a noun that tells *who* or *what* does the action named by the verb in the sentence.
3. Use the first example sentence to demonstrate that some sentences have one subject. This subject does the action stated by the verb. Ask your student to identify the subject in the first example and the action it does.
4. Then, explain that some sentences contain two subjects. When this is the case, both subjects in the sentence do the action named by the verb. Have your student read the second example sentence and identify the two subjects. Explain that both the brown dog and the spotted dog do the action stated by the verb *run*.
5. Explain that when a sentence contains two subjects, the subjects are connected by the joining word *and* or *or*. Remind your student that these joining words indicate how two ideas are connected, and then discuss the connection between the two subjects in the example sentence (they both do the action). Explain that when the word *or* joins two subjects, it indicates that one of the subjects does the action and one does not do the action.
6. Have your student read the example sentence under the photo. Ask them to count the number of subjects it contains and identify each one. Have your student answer the questions and explain what the joining word *or* tells them about the subjects (either Tisha or Zach will win; the other will not win).
7. **IF** your student struggles to answer the questions, **THEN** give more examples of sentences with two subjects joined by *and* or *or*. For example: Apples and pears grow on trees. Help your student identify that the subjects are *apples* and *pears*. The joining word *and* indicates that both fruits grow on trees.

#### Check-In

1. Read the directions with your student. Explain that they will find the two subjects and the joining word in each sentence.
2. Read the first activity with your student. Have them try to identify the two subjects on their own. Then, guide them to say what joining word connects the subjects. Tell your student that each sentence has two subjects, so they should look for the joining word between the subjects. **IF** your student struggles, **THEN** remind them that small words like *or* and *and* are joining words that connect subjects.
3. Continue with the second and third activities. If your student is able, have them work independently and respond to the items orally. Remind them that each answer will consist of two subjects and a joining word.

#### Practice

1. Read the directions together. Explain that your student will identify whether each sentence has one or two subjects. If it has two, they will write the joining word that connects the subjects in their notebook.
2. If needed, remind your student that a compound subject has two words or phrases that tell *who* or *what* the sentence is about.
3. Complete the first activity together. Have your student identify whether the sentence has a compound subject. If it does, have them look for the joining word and write it in their notebook.
4. Set your student up for success by giving them support as needed. If your student is able, have them work independently.

### Objective: In this section, you will write capital **M** and capital **B**.

#### Explain

*Quick Review*: Before reading the lesson with your student, remind them that they have already learned to write some letters for which they have to lift their pencil. Two examples are capital *D* and capital *E*. Tell your student that they will also have to lift their pencil today, as they learn to write capital *M* and capital *B*.

1. Read the introduction and review the image of the capital *M* and capital *B*. Have your student point out the straight lines and the slanted lines in the capital *M*. Ask your student to tell in which direction each slanted line slants.
2. Have your student point out the straight lines and the curved lines in capital *B*.

*How to Write Capital M*

1. Watch the video with your student to learn how to form capital *M*. Have your student follow along to write capital *M* in the air. Draw attention to the fact that the letter has two slanted lines: one that goes up and one that goes down.
2. Read the steps together about how to form capital *M*.

*How to Write Capital B*

1. Watch the video with your student to learn how to form capital *B*. Have your student follow along to write capital *B* in the air. Make sure your student understands that there are two curved lines in capital *B*.
2. Read the steps together about how to form capital *B*.

#### Check-In

Learning Coach Tip: If possible, have your student practice writing letters on an electronic touchpad or sand. Writing on a different surface this way can give your student a touch sense of letters. This can add to their understanding of how to form them.

1. Print the Capital *M* and Capital *B* 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 letter model on the worksheet. Review the steps to forming each letter as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming either letter, **THEN** watch the videos again.

#### Practice

1. Print the Handwriting Practice worksheet and read the directions for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty copying words from the screen, **THEN** write the words on a sheet of paper for your student to copy from.

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

#### Warm-Up

Begin by having your student identify the sounds they hear in words with open syllables. Use the following routine:

* Say the word.
* Have your student repeat the word.
* Say the word again slowly. Have your student clap or tap each time they hear a sound to identify the number of sounds in each word.

Use the following words:

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#### 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 Open Syllables*

1. Use the word in the first box to review how to read words with open syllables.
   1. Read the word.
   2. Name the letter at the end of the syllable or syllables.
   3. Say the long vowel sound of the letter.
   4. Read the word again and have your student repeat after you.
2. Continue to review words with open syllables. Remind your student that an open syllable has one letter that spells a long vowel sound at the end of the syllable.
3. Follow up by having your student mark the vowels and consonants in each word. Model using the word*me*. Write the word*me*. Then write a letter*C* above *m*and write*V* above the letter *e.* Direct your student to mark the other words to reinforce the patterns of words with open syllables.

*Longer Words with Open Syllables*

1. Help your student apply what they have learned about open syllables to reading words with more than one syllable. Review that a syllable is a word part with one vowel sound. Read aloud the introduction and the word *zero.*Point out the letter *e* is open at the end of the first syllable because there is no other letter after it. Remind your student that *ze*is an open syllable, and the vowel *e*spells the long *e* sound. Then explain that the last syllable ends with the letter *o*, which spells a long *o*sound. Have your student blend the sounds of the two syllables to read the word.
2. Continue by having your student look at the syllables in *begin*. Remind your student that the first syllable is open because there is no other letter after the long vowel. Reinforce that the last syllable is closed because the letter *n* follows the vowel *i*. Have your student blend the sounds of the two syllables to read the word. Point out that many two-syllable words are made up of an open syllable and a closed syllable.
3. Have your student look at the syllables in the remaining words. Have your student answer the questions to focus on the open syllables in longer words. **IF** your student has difficulty identifying the open syllable in a word, **THEN** have your student identify the vowel sound in each syllable. Help your student identify the syllable or syllables in which one letter spells a long vowel sound at the end of the syllable. (men**-u**, **i**-**cy**)

*Read Spelling Words*

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the letter that spells the long vowel sound in each open syllable. Then, have your student sort the words by the number of open syllables in each word.

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#### Check-In

Listen as your student reads the words in the box. Then, have your student use the Two-Column chart to sort words by listing the words with an open syllable and long vowel sound in the first column and words with a closed syllable and short vowel sound in the second column.**IF** your student has difficulty sorting the words, **THEN** help your student identify the syllable pattern in each word by marking the consonants and the vowels. Guide your student in understanding that the open syllable ends with a letter with a long vowel sound and the closed syllable has a short vowel followed by a consonant. Have your student sort the words according to their long or short vowel sounds.

#### Practice

Use the sentences to confirm that your student can read words with open syllables*.*Have your student write the words with open syllables in their notebook. **IF**your student has difficulty distinguishing a short vowel sound from a long vowel sound, **THEN** have your student look closely at the word and determine if the consonants follow the vowel. If necessary, have your student mark the letters as consonants or vowels.

## Lesson 3: Thinking Outside the Box: Speak/Listen

### Objective: In this section, you will identify the points of view of different characters in a folktale or fable.

#### Key Words:

* character – a person or animal in a story
* events – things that happen in a story
* point of view – what a person sees or thinks

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meaning of the words in bold print. **IF** your student needs support with the concept of point of view, **THEN** guide them to look at the illustration on the screen and ask these scaffolding questions:
   1. What does the character on the left see? (a half empty glass)
   2. What does the character on the right see? (a half full glass)
   3. Are they looking at the same thing or a different thing? (the same thing)
   4. Do they have the same point of view or different points of view? (different)
2. Review that the different characters in a fable or folktale can have different points of view. Your student can figure out the points of view by looking at the details.
3. Watch the video with your student. Guide your student to focus on how the student in the video determines each character’s point of view in the fable. Point out the way the student notices how each character feels about the boy crying, “Wolf!”
4. Then, have your student read the fable “The Wind and the Sun.” Encourage them to think about each character’s point of view as they read. If necessary, point out that Wind, Sun, and the man are the three characters in the story, and each sees, feels, or thinks in their own way.
5. Have your student read the chart that tells each character’s point of view. Make sure your student understands that the three characters have different points of view before they answer the question. **IF** your student needs support, **THEN** ask these guiding questions:
   1. What does Wind think? (Wind thinks it is stronger than Sun.)
   2. What does Sun think? (Sun thinks it is stronger than Wind.)
   3. What does the man feel when Wind blows? (He gets cold. He holds his coat tightly around himself.)
   4. What does the man feel when Sun shines? (He gets hot. He takes off his coat.)
   5. Do the three characters have points of view that are the same or different? (different)

#### Check-In

1. Read the directions with your student. Clarify that they will read a fable and then match each character to their point of view. Then, your student will identify if the three characters have the same or different points of view.
2. Read the fable “The Donkey in Lion’s Clothes” with your student.
3. Listen as your student answers. **IF** your student struggles, **THEN** ask scaffolding questions like these:
   1. What is Donkey’s point of view about dressing like a lion? (It’s fun to pretend to be a lion.)
   2. What is the owner’s point of view about Donkey dressing like a lion? (The owner says Donkey frightened everyone.)
   3. What is Fox’s point of view of the donkey dressing like a lion? (Fox says Donkey’s voice gave him away. She knew he wasn’t a lion.)
   4. Are their points of view the same or different? (different)
4. Listen as your student answers the question. They should recognize that each character in the fable has a different point of view.

#### Practice

1. Read the directions with your student. Clarify that your student will read the folktale [*The Stolen* *Smell*](https://cite-media.pearson.com/legacy_paths/02f4b2b0-94b7-448d-9552-6462f9404503/The%20Stolen%20Smell.pdf). They will notice of the points of view of the different characters and take notes in a chart. Then, they will identify if the characters’ points of view are the same or different.
2. Have your student read the story. If needed, help your student access the interactive T-chart. You may wish to print a copy for your student to complete, or you may wish to draw a T-chart in your student's notebook.
3. Allow time for your student to write their ideas about the Baker and the Instrument Maker’s points of view. Or you may wish to record your student's thoughts as they dictate. You may wish to ask these questions to help them get started:
   1. What does the Baker think about Pepe? (He thinks Pepe is a thief for stealing the smell of his baked goods.)
   2. What does the Instrument Maker think about Pepe? (He trusts Pepe. He thinks Pepe has a true heart.)
4. You may wish to share the sample answer with your student to see how your student's response compares.
5. Then, listen as your student uses their completed chart to tell you about the two characters’ different points of view. Encourage your student to use the sentence starters.

### Objective: In this section, you will share your point of view about a folktale or fable with someone.

#### Key Words:

* point of view – what a person sees or thinks

#### Explain

1. Read or play the slide narration for the introduction with your student. Be sure to review the meaning of the key word in bold print. **IF** your student needs support, **THEN** guide them to look at the illustration on the screen and ask these scaffolding questions:
   1. What do you see in the picture? (A girl is pointing and thinking something, but the boy doesn’t know what she means.)
   2. Does the boy (on the left) know what the girl (on the right) is thinking? (no)
   3. How can you tell? (They looks confused.)
   4. How can the girl help the boy understand her point of view, or what she sees or thinks? (by telling him clearly)
2. Have your student read the steps for sharing a point of view clearly so others can understand it. **IF** your student hesitates or struggles, **THEN** demonstrate how to use the steps to express a clear point of view in a single sentence. For example, I *think* it’s important to express your point of view clearly because it helps people understand what you think.
3. Have your student read about Ilya and Po. It may help if you read the dialogue out loud. Have your student listen and notice each time Ilya and Po use the words*I, think, feel*, and *because*. Review that those words help the children express their different points of view clearly.
4. Have your student read the list of good speaking and listening skills. If necessary, revisit the dialogue with your student and point out when Ilya or Po uses one of the skills.

#### Check-In

1. Work with your student to do the activities.
2. Read Activity 1 together. Encourage your student to use what they learned in the lesson to complete each sentence starter. **IF** your student struggles, **THEN** have them reread the instruction in the Explain section. Then, ask these scaffolding questions:
   1. When you want to share a point of view clearly, how do you start your sentence? (You start it with I.)
   2. What comes next? (I add an action word like think or see.)
   3. What do you end the sentence with? (I end by telling why. I use the word because.)
3. Have your student list at least three speaking and listening skills. **IF** your student struggles, **THEN** have them review the list of skills that Ilya and Po used.

#### Practice

1. Read the directions with your student. Clarify that your student will reread *The Stolen Smell*. Then, they will use a sentence starter to share their point of view about the story. Finally, they will listen as you share your point of view about the story.
2. Allow time for them to reread the story. Or they may listen to the recording.
3. Listen as your student uses the sentence frame to express their point of view clearly.
4. Demonstrate good speaking and listening skills by responding to your student’s question. Share a point of view about the story. For example, you may say you liked the illustrations in the story because they are colorful and cheerful.
5. You may click on the Reveal Answer button to read another student’s point of view. It may be different from your student’s and your own. Use it as an opportunity to remind your student that everyone has their own point of view.

### Objective: In this section, you will identify words used to join more than one predicate in a sentence.

#### Key Words

* predicate – the part of a sentence that names the action

#### Explain

1. Review joining words with your student. Remind them that the word *and* joins words or ideas that are alike, *but* joins words or ideas that are different, and *or* join words or ideas that give a choice.
2. Read the opening text, key word, and definition with your student. Make sure they understand what a predicate is. Explain that the predicate of a sentence is usually the second part of a sentence and includes a verb that tells the action the subject does, is, or has. Have your student read the first example sentence and identify the predicate (*runs outside*).
3. Continue reading with your student. Explain that some sentences have more than one predicate. Guide your student to identify the two predicates in the second example sentence (*listens to music*, *reads a book*). Then, point out the joining word *and*. Ask your student to tell you what it indicates about the two predicates (they are alike in some way).Explain that they are alike because they are both actions that the subject, *Tim*, does.
4. Have your student read the third example sentence. Explain that Aisha is the subject of the sentence. Discuss the number of actions stated in the second part of the sentence and ask your student to explain what that indicates about the number of predicates the sentence contains. Then, have your student identify the joining word they see. Ask them to respond to the questions to check their understanding about joining words that connect two predicates.
5. **IF** your student struggles to answer the questions, **THEN** give more examples of sentences containing two predicates connected by a joining word. Point out that two predicates name two actions. You might demonstrate by jogging in place and dancing in a circle while saying: I jog in place and dance in a circle*.* Encourage your student to do two actions at once and say a sentence about both things they do. Point out the joining word they use to connect the predicates.

#### Check-In

1. Read the directions with your student. Explain that they will find the two predicates and the joining word in each sentence. Tell them they should respond orally.
2. Complete the first activity with your student. It may be helpful to have them identify the joining word in each sentence first and then say what the two predicates, or actions, are. **IF** your student struggles, **THEN** remind them that joining words can connect ideas that are alike, different, or that give a choice. **IF** your student needs additional support, **THEN** point out that the first predicate begins with the verb that comes after the subject and ends just before the joining word, and the second predicate begins with the verb that comes after the joining word and ends at the end of the sentence.
3. Continue with the second and third activities. If your student is able, have them work independently. Remind them that each answer will consist of two predicates and a joining word.

#### Practice

1. Read the directions together. Explain that your student will identify the number of predicates in each sentence. If a sentence has more than one predicate, they will write the joining word that connects the predicates in their notebook.
2. If needed, remind your student that a predicate shows action. A predicate phrase usually begins with a verb. Two (or more) predicates are connected by a small joining word such as *and*, *but*, or *or*.
3. Guide your student to complete the first activity. Have them first identify whether the sentence has more than one predicate. If it does, have them look for the joining word and write it in their notebook.
4. Give your student support if needed to help them be successful. If your student is able, have them work independently to complete the remaining activities.

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

#### Warm-Up

Have your student blend sounds to say words with open syllables.

Say each sound in a word slowly.

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

Use the following words:

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#### Explain

*Words with One Syllable*: Remind your student that some words have an open syllable that end with one letter that spells a long vowel sound. Have your student say the word *try*. Then, identify that the letter *y* spells the long *i* vowel sound at the end of the syllable. Use letter tiles to form the word. Space the letters. Move the letters together as you blend the sounds.

A screenshot of a computer

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Use the following routine:

* Say the word.
* Say the sound the first letter makes.
* Add the sound of the second letter, if it is a consonant, and blend the sounds together.
* Add the long vowel sound and blend the sounds together.
* Say the word.

**IF** your student has difficulty blending the sounds to say the word, **THEN** repeat the routine with words *why* and *fry*. Review that the letter *y* in the word has a long *i* vowel sound.

*Words with Two Syllables*: Continue by having your student blend the sounds in two-syllable words. Use letter tiles to form the word *tidy*. Tell your student that something that is tidy is clean or neatly organized. Explain that *tidy* has two open syllables. Space the letters to form syllables. Blend the sounds of each syllable and then move the syllables together as you blend them.

A close-up of a computer screen

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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 the words *bony* and *gravy*. Review that the letter at the end of each open syllable has a long vowel sound.

*Blend Sounds in Spelling Words*: Review the spelling words using the blending routine. As an option, have your student say or write a sentence for each word. **IF** your student has difficulty blending the sounds in a word, **THEN** identify the letter that spells the long vowel sound at the end of each open syllable. Then, model blending the sounds of the consonants with the long vowel sound in each open syllable and have your student repeat.

#### Check-In

Have your student use letter tiles to spell each word. Review the blending routine for one-syllable words:

1. Say the word.
2. Say the sound the first letter makes if it is a consonant.
3. Say the sound the second letter makes if it is a consonant and blend the sounds together.
4. Add the long vowel sound and blend.
5. Say the word.

Listen as your student reads each one-syllable word. If needed, explain that each word is an open syllable with a long vowel sound. Then, have your student blend the sounds of each open syllable in *crazy* and then blend the syllables together. Follow the same routine for the words *ivy* and *navy*. **IF** your student has difficulty blending the sounds, **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 open syllables. **IF** your student has difficulty reading words with open syllables, **THEN** review by having your student use letter tiles to build the boldface words. Work with your student to have them blend the sounds to read the words.

### Objective: In this section, you will write lowercase **m** and lowercase **b**.

#### Explain

*Quick Review*: Before reading the lesson with your student, remind them that some letters use both straight and curved lines. Explain that lowercase *m* and lowercase *b* both use both types of lines.

1. Read the introduction and review the image of the lowercase *m* and lowercase *b*. Have your student point out the curved lines in the lowercase *m*.
2. Ask your student to describe the differences between capital *M* and lowercase *m* and the differences between capital *B* and lowercase *b*.

How to Write Lowercase *m*

1. Watch the video with your student to learn how to form lowercase *m*. Have your student follow along to write lowercase *m* in the air. Draw attention to the fact that the letter has straight lines and curved lines. As your student practices writing lowercase *m* in the air, have them say which parts are straight and which are curved.
2. Read the steps together about how to form lowercase *m*.

How to Write Lowercase *b*

1. Watch the video with your student to learn how to form lowercase *b*. Have your student follow along to write lowercase *b* in the air. Draw attention to the fact that lowercase *b* has a straight line and a curved line. As your student practices writing lowercase *b* in the air, have them say which part is straight and which is curved.
2. Read the steps together about how to form lowercase *b*.

#### Check-In

Learning Coach Tip: If your student has trouble forming letters, it may be because their finger muscles get tired quickly. One way to help is to have your student try pencil grippers, which fit onto pencils and can help fingers relax as they write.

1. Print the Lowercase *m* and Lowercase *b* 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 letter models on the worksheet. Review the steps to forming each letter as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming either letter, **THEN** have them name each stroke aloud as they write it.

#### Practice

1. Print the Handwriting Practice worksheet and read the directions for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty writing the words, **THEN** write each word on a sheet of paper to give them a model. Have your student identify each letter in each word. Then, have your student say the name of each letter aloud before writing it as they write the words.

## Lesson 4: Thinking Outside the Box: Fluency

### Objective: In this section, you will analyze the author’s purpose for writing a story, such as a fable or folktale.

#### Key Words

* entertain – to please or amuse someone
* inform – to give facts or information
* persuade – to get others to do something or think a certain way
* purpose – why an author writes

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meaning of the words in bold print.
2. Have your student read the chart. Make sure your student understands that they can ask these questions about a text they are reading in order to analyze the author’s purpose.
3. Watch the video with your student. Guide your student to focus on how the student in the video analyzes the author’s purpose for writing the fable “The Shepherd Boy and the Wolf.” Point out that the student decides that the author has more than one purpose—to entertain and to persuade.
4. Have your student apply what they learned from the video to the fable “The Two Friends and the Bear.” Encourage your student to think about author’s purpose as they read the fable. Then, have your student answer the questions. **IF** your student needs support, **THEN** ask these guiding questions:
   1. Did you notice any facts or information about bears in the story? (no)
   2. Did you notice a lesson about life in the story? (Yes, the bear tells the one friend an important lesson about friendship.)
   3. Did you think the story was fun or interesting to read? (yes)
   4. What is the author’s purpose for writing a story that is fun to read? (to entertain)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will determine if statements about the author's purpose are true or false. Then, they will explain why the statement is true or false.
2. Read each statement with your student. Encourage your student to think out loud before choosing an answer.
3. Listen as your student answers. **IF** your student struggles, **THEN** have them review the instruction in the Explain section. If they answer incorrectly, encourage them to use the incorrect feedback to choose the correct answer.
4. Listen as your student completes each sentence starter orally. You may wish to share the sample answer with your student. Discuss how it is similar and different from your student's explanation.

#### Practice

1. Read the directions with your student. Clarify that your student will read the folktale *I Won’t Sneeze* and analyze the author’s purpose for writing it. They will answer questions about the author’s purpose in a two-column chart. Then, they will share their ideas by completing sentence starters.
2. Allow time for your student to read the text.

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.

[I Won’t Sneeze (A)](https://cite-media.pearson.com/legacy_paths/871afac2-f595-4b36-9643-a9c89ec9cd7e/IwontSneeze%28A%29.pdf)

[I Won’t Sneeze](https://cite-media.pearson.com/legacy_paths/e2be620b-36f1-429b-a186-55ca7175f020/IwontSneeze%28O%29.pdf)

[I Won’t Sneeze (B)](https://cite-media.pearson.com/legacy_paths/7a47bb10-3723-4f97-9916-04a3521a29a6/IwontSneeze%28B%29.pdf)

1. If needed, help your student access the interactive chart. You may wish to print a copy of the two-column chart, or you may wish to draw a two-column chart in your student's notebook.
2. After your student reads, have them answer the questions in the chart. You may have your student answer independently or you may wish to record your student's thoughts as they dictate to you.
3. Listen as your student tells you their ideas about the author’s purpose or purposes for writing *I Won’t Sneeze*. Encourage your student to refer to the answers in their completed chart or in the answer version of the chart as they complete the sentence starters.
4. You may wish to share the sample answer with your student. Discuss how the sample answer is similar and different from your student's answer.

### Objective: In this section, you will communicate an interesting experience that happened to you with a clear purpose.

#### Key Words

* experiences – things you have done or that have happened to you
* purpose – why an author writes

#### Explain

1. Read or play the slide narration for the introduction with your student. Be sure to review the meaning of the key word in bold print.
2. Have your student read the chart. Point out that there are several different purposes for speaking or writing. Make sure your student understands that knowing their purpose for writing or speaking will help their readers or listeners better understand their ideas.
3. Have your student read about the lesson Lamar learned. Point out that Lamar begins by stating his purpose—to share a lesson he learned.
4. Have your student read the steps for reading aloud slowly and clearly. **IF** your student needs support, **THEN** demonstrate how to read aloud slowly and clearly by reading the steps on the screen out loud. Then invite your student to read aloud. Have them read the text on the screen slowly and in a strong voice.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer questions about why and how people speak. Encourage your student to answer the questions on their own.
2. Remind your student to use what they learned in the lesson to answer each question. **IF** your student struggles with Questions 1 and 2, **THEN** have them revisit the chart in the instruction in the Explain section. You may offer your student these sentence starters to help them answer the questions in complete sentences:
   1. Neva’s purpose for writing an interesting story is to  her reader. (entertain)
   2. Diego’s purpose for teaching a friend how to play a game is to . (instruct them)
3. **IF** your student struggles to answer Question 3, **THEN** have them review the list of steps for reading aloud in the Explain section. Remind your student that there are three things they can do.

#### Practice

1. Read the directions with your student. Clarify that your student will think of an experience to share. They will write their ideas using the sentence starters. They may use the graphic organizer to write and draw their ideas. Then, your student will share their experience by reading aloud to you.
2. If needed, help your student access the interactive graphic organizer. You may wish to print a copy of the blank page or you may wish to designate a page in your student's notebook where your student may write and draw their ideas.
3. Allow time for your student to compose a few short sentences and make a drawing or sketch.
4. Then, listen as your student reads their sentences out loud. Remind them to read the words slowly, clearly, and in a strong voice.
5. Be sure to provide feedback for your student. Let your student know that you understood their purpose for sharing their experience. Let them know they should read slowly, clearly, and loudly enough for you to understand.
6. You may wish to share the sample answer. Discuss how the sample answer is similar to and different from your student's answer.

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

#### Warm Up

Begin by having your student identify the number of sounds in words with open syllables. Have your student blend the sounds. Use the following routine.

* Stretch each word by saying each sound in the word. (*f-r-y*)
* Ask your student to blend the sounds to say the word. (*fry*)
* Then, have your student identify the long vowel sound in the word. (long *i*)

Use the following words:

A close-up of words

Description automatically generated

#### Explain

Gather the following letter tiles: *b, e, g, h, m, n, o, p, r, s, w, y*. Use the letter tiles to model with your student how to build words with open syllables.

#### Check-In

1. Gather the following letter tiles: *d, e, h, i, p, r, s, y*.
2. Read each set of directions to your student. Observe your student build the words with open syllables. Have your student identify the letter that spells the long vowel sound in each word formed. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

A black and white image of a symbol

Description automatically generated with medium confidence

#### Practice

Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. If needed, explain that *sly* means “clever” and *lacy* means “made of lace.” Then, have your student use the letter tiles to build spelling words.

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

#### Explain

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 identify joining words used to connect ideas, subjects, and predicates in sentences.

#### Key Words

* predicate – the part of a sentence that names the action
* subject – the part of a sentence that names *who* or *what*

#### Show What You Know

1. Review with your student that joining words connect ideas in a sentence. Look at the first chart together. Discuss each joining word list and how it indicates a connection between the two ideas.
2. Read the opening text, key words, and definitions together. Make sure your student understands that the subject of a sentence tells who or what the sentence is about, and the predicate of a sentence tells the action done by the subject. Review that a sentence can have more than one subject or predicate.
3. Have your student read the sentences in the second and third charts. Explain that in these charts, each sentence is broken up to show the subjects, predicates, and joining words. Point out that the sentences in the second chart have two subjects, while the sentences in the third chart have two predicates. Work with your student to read the example sentences and identify each subject, predicate, and joining word.
4. Continue to the next screen and have your student answer the questions. Your student should be able to identify the joining words *and*, *but,* or *or* in the sentences, say what words each joining word connects, and tell the purpose of each joining word.
5. **IF** your student has difficulty identifying subjects and predicates, **THEN** have them look at the charts again, and remind them that the subject tells *who* or *what* and the predicate tells what action the subject does.
6. When your student finishes the activity, work with them to check their work. Assess how successful they were in completing the activity by considering the following:
   1. **Less Successful** – My student needs to review basic concepts of joining words and how they connect ideas, subjects, and predicates.
   2. **Moderately Successful** – My student was able to correctly identify the joining words, but occasionally had difficulty understanding how they connect two specific elements.
   3. **Very Successful** – My student was able to identify the joining word and explain how they are used to connect subjects and predicates.

#### Try This

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

* **Less Successful** – Review the lessons. Return to some of the Check-In and Practice exercises in the unit to reteach the concepts that your student did not master. Then, read through the sentence in each item with them, guiding them to identify the subject(s) and predicate(s). Help your student determine the number of subjects and/or predicates and identify the joining word that connects them.
* **Moderately Successful** – Reinforce the skill by asking your student to explain the differences between the joining words. Work together to find joining words in each sentence and identify whether they connect two subjects or two predicates.
* **Very Successful** – Have your student complete the activities independently.

1. Read the first sentence with your student. Guide them to determine if the sentence has a compound subject or a compound predicate. It may be easier for your student to find the joining word first and then identify if it joins subjects or if it joins actions.
2. Support your student by helping them read any unknown words.
3. When your student has finished, review their completed work. **IF** your student confused the subjects and predicates, **THEN** guide them to see that the subject is the first part of the sentence that tells *who* or *what*, and the predicate is the second part of the sentence that tells what the subject did. **IF** your student incorrectly identified a joining word, **THEN** review the definitions and charts in the Show What You Know portion of the lesson to reinforce that joining words connect ideas. Sometimes they connect subjects, and sometimes they connect predicates.

## Lesson 5: Thinking Outside the Box: Synthesize

### Objective: In this section, you will figure out the meanings of words with more than one meaning.

#### Explain

1. Read or play the slide narration for the introduction with your student.
2. Encourage your student to think of some words they know that have more than one meaning. These may be common words, such as *bark*, *leaves*, and *tie*. Help your student make a list of these words in your their notebook.
3. Explain that it is not always clear which meaning of a word is used in a sentence. Tell your student that in this lesson, they will learn how to figure out the meanings of words with more than one meaning. These words are also known as multiple-meaning words.
4. Listen to the podcast with your student. Guide your student to focus on the discussion of the words with more than one meaning. Add the words *pit* and *safe* to the list you started earlier. You may replay parts or all of the podcast as your student needs.
5. Have your student read the steps for figuring out the meaning of a word with more than one meaning. Point out that these steps were explained in the podcast.
6. Watch the video with your student. Guide your student to focus on how the student in the video figures out the meaning of *cry* from the fable *The Shepherd Boy and the Wolf*. The student uses the context of the story to determine which meaning of *cry* is used.
7. Have your student answer the questions. **IF** your student needs support, **THEN** have them watch the video again.

#### Check-In

1. Read the directions for the activity with your student. Clarify that your student will read a sentence from*I Won’t Sneeze* that uses the word *drew*, a word with more than one meaning. Your student will tell you how to figure out which meaning is used in the sentence. Then, your student will tell you which meaning of *drew* is used in the sentence.
2. Have your student read the sentence to you. Read the information about the meanings of *drew* together.
3. Listen as your student answers the first question. **IF** your student struggles to name the steps to use to figure out the meaning of a word with more than one meaning, **THEN** have them review the instruction in the Explain section. They may also listen to the podcast again.
4. Then, listen as your student answers the second question to tell the meaning of *drew* in the sentence from the story. Encourage your student to use the sentence starter. **IF** your student struggles, **THEN** reread the sentence and review the two possible meanings of *drew*. Ask these guiding questions:
   1. Try substituting the meaning “made a picture” for the word drew in the sentence. Does it make sense? (no)
   2. Try substituting the meaning “took in” for drew in the sentence. Does it make sense? (yes)
   3. What does the word drew mean in the sentence? (It means “took in.”)

#### Practice

1. Read the directions with your student. Clarify that your student will reread the folktale*I Won’t Sneeze* and look for the five multiple-meaning words—*head*,*can*, *cold*, *trunk*, and *felt*. They will use a chart to record the different meanings of each word. Then, they will talk about the meaning of one of the words.
2. Allow time for your student to reread the text.

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.

[I Won’t Sneeze (A)](https://cite-media.pearson.com/legacy_paths/871afac2-f595-4b36-9643-a9c89ec9cd7e/IwontSneeze%28A%29.pdf)

[I Won’t Sneeze](https://cite-media.pearson.com/legacy_paths/e2be620b-36f1-429b-a186-55ca7175f020/IwontSneeze%28O%29.pdf)

[I Won’t Sneeze (B)](https://cite-media.pearson.com/legacy_paths/7a47bb10-3723-4f97-9916-04a3521a29a6/IwontSneeze%28B%29.pdf)

1. While your student reads, draw a three-column chart in their student's notebook.
2. After your student reads the text, have them complete the chart. Your student may write the different meanings for each word in any order. They may use a dictionary if they can’t think of more than one meaning. Also, you may give hints. For example, you may act out the words or make a quick sketch. If time is short, have your student focus on only one or two of the words instead of all five.
3. Listen as your student uses their completed chart and the sentence starters to tell you what one word means as it is used in the story. If time allows and your student feels confident with the task, have them tell you the meaning of each word as used in the story.
4. You may wish to share the sample answer with your student. Discuss how the sample answer is similar to and different from your student's answer.

### Objective: In this section, you will use tools to think of ideas to fix a problem.

#### Explain

Read or play the slide narration for the introduction with your student. Talk about how the characters in the stories thought of ideas to solve their problems. **IF** your student needs to review, **THEN** recap the ideas from each story. (Pepe pays the baker for the smells with the sound of coins. Mouse Deer tricks the other animals to hide in the pit. He tells them not to sneeze. Then, he sneezes so they will throw him out of the pit.)

[The Stolen Smell](https://cite-media.pearson.com/legacy_paths/02f4b2b0-94b7-448d-9552-6462f9404503/The%20Stolen%20Smell.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.

[I Won’t Sneeze (A)](https://cite-media.pearson.com/legacy_paths/871afac2-f595-4b36-9643-a9c89ec9cd7e/IwontSneeze%28A%29.pdf)

[I Won’t Sneeze](https://cite-media.pearson.com/legacy_paths/e2be620b-36f1-429b-a186-55ca7175f020/IwontSneeze%28O%29.pdf)

[I Won’t Sneeze (B)](https://cite-media.pearson.com/legacy_paths/7a47bb10-3723-4f97-9916-04a3521a29a6/IwontSneeze%28B%29.pdf)

1. Have your student read the chart of tools for creating ideas. Point out each tool and how to use it. Ask your student if they have used any of the tools in the chart before. Talk about how well the tool or tools worked. **IF** your student has no experiences to share, **THEN** tell your student about how you have brainstormed, imagined, drawn, or role-played to come up with ideas.
2. Point out the importance of being creative when thinking of ideas and not rejecting ideas that seem too silly or crazy. Emphasize that idea creation is all about coming up with the ideas—not about whether they can be made real.
3. Read about Cruz with your student. Point out that Cruz uses three of the tools: First, Cruz brainstorms. Then, he imagines. Then, he draws. Make sure your student notices that Cruz asks for help too. Remind your student that they can always ask for help.

#### Check-In

1. Read the directions with your student. Clarify that the answer to each question appears in the word bank. Encourage your student to answer the questions on their own. Remind your student to use what they learned in the lesson to answer each question.
2. Listen as your student answers each question. **IF** your student struggles, **THEN** have them revisit the chart in the instruction in the Explain section. You may offer your student these sentence starters to help them answer the questions in complete sentences:
   1. Naomi acts out what it will be like to care for a baby, so she is using the tool of \_\_\_\_\_\_\_\_\_\_. (role-playing)
   2. Ezra pictures in his mind what each summer camp might be like, so he is using the tool of \_\_\_\_\_\_\_\_\_\_. (imagining)
   3. Luca paints a picture of her new room, so she is using the tool of \_\_\_\_\_\_\_\_\_. (drawing)
   4. Reggie's family makes a list of names for the new puppy, so they are using the tool of \_\_\_\_\_\_\_\_\_\_. (brainstorming)

#### Practice

1. Read the directions with your student. Clarify that your student will reread *I Won’t Sneeze*. Then, they will use one or more of the idea-creation tools from the lesson to think of other ways Mouse Deer could have gotten out of the hole. They may write or draw their ideas in the graphic organizer. Then, your student will share their ideas with you.
2. Allow time for your student to reread the text. Guide them to focus on the part of the text that tells how Mouse Deer gets out of the hole.
3. If needed, help your student access the interactive graphic organizer. You may wish to print a copy of the page or you may wish to designate a page in your student's notebook where your student may write and draw their ideas.
4. Allow time for your student to come up with ideas. If they brainstorm ideas, they can write on the lines in the organizer. If they draw, they can sketch in the organizer’s blank space.
5. Listen as your student shares their ideas with you and tells how they came up with them.
6. Discuss your student’s idea or ideas. Talk about whether or not their idea or ideas would work. If they came up with more than one idea, talk about which might work best and why.
7. You may wish to share the sample answer with your student. Talk about the sample answers with your student. Point out that some of the ideas are practical (asking for help), and some are silly (jumping in place). Compare the ideas to those your student came up with.

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

#### Warm-Up

Have your student say words with open syllables by blending the sounds for the letters.

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

Use the following words:

A group of words on a white background

Description automatically generated

#### Explain

Quick Review: Remind your student that a syllable is a word part with one vowel sound. Review that some words have an open syllable with one letter that spells a long vowel sound at the end of the syllable. The syllable is open because no other letter follows the long vowel sound. Review that some words have one open syllable, as in *I, go,* and *she*. Review that some words have two open syllables, as in *hero* and *navy*. Other words with open syllables include *my, a, flu, spicy,* and *photo*. You may want to use letter tiles to provide examples.

A close up of a sign

Description automatically generated

1. Read the introduction and the words with your student. Note if your student is saying the words with an open syllable*, be, he, me,* and *we,* correctly. Then, have your student answer each question about the words.
2. Explain that one way to build words is to keep the ending letters the same and change the letter or letters at the beginning of the word. Discuss the consonants at the beginning of the words that are different and the letter or letters at the end of the words that are the same.
3. Have your student read the words with open syllables in the chart. **IF** your student does not blend the sounds of a word correctly, **THEN** have your student use letter tiles to spell the word. Position the letter tiles close together to remind your student to say the sounds of the letters together.

#### Check-In

1. Gather the following letter tiles: *a, c, h, l, r, y, z.*
2. Read each of the directions with your student. Observe your student build the words with open syllables and long vowel sounds. Have your student identify the letters that spells the long vowel sounds in each new word formed. Remind your student that the only letter that changes as your student builds a new word is the consonant or consonants at the beginning of the word. **IF** your student is not blending the sounds of the letters together when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

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

A white background with black text

Description automatically generated

### Review

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

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

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

### Reflect

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