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# Language Arts 1 B Unit 9: Dream It, Do It!

## Lesson 1: Dream It, Do It!: Genre

### Dream It, Do It!: Introduction

#### Learning Goals

In this unit, your student will understand the importance of having a dream and working to achieve it. There are 18 learning goals for this unit:

1. Listen to a text to build comprehension and identify whether the text tells a story or gives information.
2. Identify categories and sort words into categories (e.g., colors, clothing).
3. Identify and spell words with *oi* and *oy*.
4. Identify the convention for representing long vowel sounds using final -*e*.
5. Reread poems to determine who is telling the story and identify basic elements of poetry (rhyme, rhythm, repetition, and alliteration).
6. Define words by category, using a print or electronic dictionary as necessary.
7. Identify and practice writing words for 6–10.
8. Read words with *oi* and *oy*, and read high-frequency words *color*, *early*, *instead*, *nothing*, *oh*, and *though*.
9. Identify and discuss rhymes with short vowels and long vowels in poems to read with voice inflection.
10. Define words by one or more key attributes.
11. Blend words with *oi* and *oy*.
12. Identify and practice writing numerals for 6–10.
13. Identify and discuss rhythm and repetition in poems.
14. Sort words into alphabetical order to the second letter, consulting sources such as glossaries and dictionaries as needed.
15. With support, read a book of choice.
16. Build words with *oi* and *oy*.
17. Define *alliteration* and *onomatopoeia* and identify examples of both in poems.
18. Blend and build words with *oi* and *oy*.

Each learning goal will be addressed in a multipart lesson. Before 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.

* Dream It, Do It!: Genre Quick Check
* Dream It, Do It!: Comprehension Quick Check
* Dream It, Do It!: Speak/Listen Quick Check
* Dream It, Do It!: Fluency Quick Check
* Dream It, Do It!: Synthesize Quick Check

#### Spark

1. Read the title with your student. Point to the word *dream* and ask your student what the word means. Confirm with your student that in this lesson, a dream means something that you think about in your head that you want to do. Point out that a dream is usually big and takes a lot of work to achieve.
2. Read the story about Chandra to your student. **IF** your student does not know the word *astronaut,* **THEN** point to the picture for context. After reading, point out that Chandra had a dream, she worked hard, and she never stopped working toward her dream. Then, read the questions to your student and have them answer. **IF** they struggle to see the cause and effect, **THEN** use sentence frames: Chandra had a dream to . (cause) Her dream pushed her to . (effect)
3. Continue reading with your student. Help your student to understand that it is good to have dreams. Encourage your student to picture in their mind something they would like to do or someone they would like to be. **IF** they cannot think of a dream they have, **THEN** ask guiding questions such as: What do you like to do? Who would you like to be when you are older? Why? Help your student make a list of early steps to take to make their dream come true. For example, if your student has a dream of being a gymnast, they can learn more about it. They can take classes. They can practice. They can enter competitions. They can perform for family and friends.
4. View the photograph with your student. Ask them to describe what the boy is dreaming about. Then, ask them how he can make his dream come true. **IF** your student struggles, **THEN** reread the paragraph above the photo and point to the words “work hard” and “take the steps.”

#### Activate Prior Knowledge

1. Read the first paragraph with your student. Point out the phrase *put your mind to* and explain that the phrase means “put all of your attention on reaching something.” Then, view the photograph together and read the caption. Explain that this boy wants to go to Africa someday to see the animals in the wild. Talk about what he can do to make his dream come true. **IF** your student cannot think of ideas, **THEN** ask how they think the boy will get to Africa someday. You may need to show your student on a map or globe where Africa is located, so they understand that it is a continent that is a great distance from the United States. Your student may say that he will travel by plane. Then, ask your student if they think he will need to save money to get there.
2. Read the activity with your student and confirm that they understand what to do. You may use the Draw and Write graphic organizer or have your student draw and write in their notebook. **IF** your student has trouble writing a sentence about their drawing, **THEN** provide a sentence frame: My dream is . Encourage your student to tell you about their drawing and ideas.
3. Read each bulleted item. Have your student tell about topics they have learned about and which ones are new to them.
4. Share some examples of words with *oi* and *oy* like *boil,* *soil,* *toy,* and *boy* to show your student what they will be looking for as they read.

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

#### Key Words

* **facts** – things that are true
* **information** – tells about real people, places, or things
* **poem** – writing that uses words in an interesting way to express feelings and tell a story
* **stories** – tell about something that happens that may not be real

#### Decoding Routine

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

[Dream It, Do It!\_Genre diphthongs oi.oy](https://cite-media.pearson.com/legacy_paths/90361651-2b43-47e4-acc1-5c833f596a45/Dream%20It%2C%20Do%20It%21_Genre%20diphthongs%20oi.oy.pptx)

A Note to the Learning Coach

In this unit, your student will learn about some of the basic elements of poetry, including rhythm, rhyme, repetition, and sound devices. Before you begin this lesson, find a poem your student is familiar with. Discuss how the poem is like a story, pointing out that it is about something that is made-up. Discuss how the poem looks and sounds different from a story. Point out how the words are set in lines, not sentences, and sometimes the words at the ends of the lines rhyme or have the same sounds.

1. Read the introduction with your student or play the slide narration. If necessary, review how information texts and stories are different. Explain that information tells about real people, places, or things. Also, explain that a fact is something that is true. Discuss how stories tell about something that happens that may not be real. Talk about how poems can also tell a story that is not real.
2. Read the text “What Are Dreams?” to your student and discuss why it gives information. **IF** your student needs support, **THEN** explain that the text gives facts about what dreams are.
3. Read the poem “Amir’s Dream” to your student. **IF** your student needs support, **THEN** explain that it tells a story about what happens in Amir’s dream. It uses language in an interesting way to tell how Amir feels about his dream.
4. Next, read *Journey* aloud. In this poem, the author uses made-up words (*rimble-rumble, shimble-shumble, trimble-trumble*) and words set in all capital letters (*DO, NOT, ALL*) to create the rhythm of the movement a ship, rocket, or train makes. As you read the poem aloud, try to use your voice to emphasize the rhythm. Ask your student to listen to identify whether what they hear is a story or gives information.
5. Have your student answer the question. **IF** they need support, **THEN** read the text again. Make sure your student can see the pictures as you read. Then, talk with your student about what happens. Point out that the text is about how the children in the pictures use tape and string to turn cardboard boxes into a pretend train, ship, or rocket. Then, they go on pretend journeys.

[Journey](https://cite-media.pearson.com/legacy_paths/9b5597ac-cea1-4407-a9e8-da09462f65ff/Journey.pdf)

#### Check-In

1. Talk with your student about why *Journey* tells a story. **IF** your student needs additional support, **THEN** scaffold by asking questions such as the following:
   1. Did you hear a story about playing with cardboard boxes, or did you hear facts about how to turn cardboard boxes into a train, ship, or rocket? (a story)
   2. Is Journey true, or is it made-up? (made-up)

#### Practice

Read the directions with your student. Clarify that your student will listen as you read “I Wish I Could Fly” out loud for them. Point out that your student should listen and decide if it tells a story or gives information.

I Wish I Could Fly

I wish I could fly.

Well, why don’t you try?

Just flap your arms like wings.

I did. It was the craziest of things.

High up into the air I rose.

Soon the ground was far below my toes!

Have your student identify the text as telling a story or giving information. Discuss with your student what the text is about and if it tells a story about learning to fly or gives facts about flying. Make sure your student understands that the poem tells a story.

### Objective: In this section, you will sort words into groups that show how the words are alike.

#### Explain

Get Ready for Learning

Have your student look at their clothing. Tell them to identify the color of each item: red, blue, brown, etc. Ask your student what the words they said have in common. Elicit that they are all colors. Next, have your student point to their shirt, their pants, their socks, etc. Explain that these are all words for clothes. Explain that words can be sorted into different groups based on what they describe. Help your student understand that words in a group have something in common. **IF** your student struggles to understand the concept, **THEN** say: Red, blue, and brown do not look alike, but they are ALL colors. They have that in common.

1. Read the opening text with your student. Explain that sorting words means putting them into groups. Groups can be made based on what the words tell about. For example, a group could have animal words. Elicit a few words that could go in this group, like *cat*, *dog*, *horse*, and so on. Let your student give another example.
2. Have your student look at the picture. Ask them what they see. Work together to come up with a few groups the words could be sorted into, such as *Things Along the Wall*. Then, have your student say a few words that would fit into this group.
3. Read with your student the words under the picture. Explain that these words could all be sorted into a group called Clothing.
4. Check for understanding by having your student answer the questions.
5. **IF** your student needs more practice with the sorting concept, **THEN** give them a few other groups to sort words into. Choose groups with items that can be found around the house. For example, suggest these groups: Toys and *Things with Wheels*. Let your student name words they can sort into each group.

#### Check-In

1. Read the directions with your student and make sure that they understand the interactive format.
2. Read the bold words together. Make sure your student understands that these words name groups and that the pictures can be sorted into these groups. Then, have them select the pictures that belong in each group. Encourage them to say the word that describes the picture as they sort. **IF** your student has trouble answering or answers incorrectly, **THEN** read the hint and also review that all words in a group have something in common. The words should all describe something about the group.
3. Have your student continue sorting on their own. Provide support as needed.

#### Practice

1. Read the directions together. Explain that your student will sort words into groups in a three-column chart.
2. Then, read with your student the words in the box. Let your student know these are the words they will sort.
3. Work together to help your student get started. Read the first word together, and then compare it to each of the three groups listed on the chart. Ask your student to tell which group the word is an example of.
4. Have your student continue independently, providing support as needed. When your student finishes the activity, have them compare their completed chart with the sample chart provided. Reiterate that all the words in the first column are foods, all the words in the second column are shapes, and all the words in the third column are sports. Invite them to name another word that belongs in each group. Then, discuss how sorting the words into groups helps them better understand each word.

### Objective: In this section, you will spell words after naming the **oi** and **oy**vowel sound.

#### Warm Up

Begin by having your student identify the sounds they hear in words with *oi* and *oy*. 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 the word.

Use the following words:

|  |  |  |
| --- | --- | --- |
| **oil**  (2 sounds) | **boy**  (2 sounds) | **broil**  (4 sounds) |
| **choice**  (3 sounds) | **joy**  (2 sounds) | **voice**  (3 sounds) |

#### Explain

Learning Coach Tip

Some words have two vowels that blend together that make one vowel sound. These vowels are called *vowel digraphs*. This vowel sound is a unique sound that is neither long nor short, such as the vowel sound of *oi* in *oil*. The most common spellings of this vowel sound are as follows:

* the letters *oi* as in *oil*
* the letters *oy* as in *boy*

Words with *oi* and *oy*

1. Have your student read the words with *oi* and *oy*. Then have your student answer the first question to identify that the words have the same vowel sound. Explain that the letters *oi* and *oy* blend together to make one vowel sound in these words.
2. Have your student answer the remaining questions to identify the spelling of the vowel sound in the words. Then, have your student name the letters in each word and say the sound each letter stands for. Explain that the vowels *oi* and *oy* make one vowel sound in each word (*b-oi-l, p-oi-n-t, b-oy, t-oy*). **IF**your student has difficulty with the words, **THEN**say the sound of each letter and vowel digraph in the word and have your student repeat after you.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student say the sound of each letter or pair of letters in the word. Ask your student to name each letter to spell the word.

#### Practice

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

* They plant the flowers in the **soil**. (s**oi**l)
* The new puppy is a **joy**for the family. (j**oy**)
* I **point**to the bird in the tree. (p**oi**nt)
* The **boy**likes to eat lunch with his friends. (b**oy**)
* The cat plays with a **toy**. (t**oy**)
* We **join**the soccer team. (j**oi**n)

### Objective: In this section, you will tell how final **e** changes a vowel sound from short to long.

#### Explain

Learning Coach Tip

Your student will explain how the short vowel sound of a CVC word changes to a long vowel sound when an **e** is added to the end of the word. Examples are *tap–tape*, *dim–dime*, *hop–hope*, *cut–cute*, *pet–Pete*. The final *e* is silent, or not spoken when the word is read.

1. Tell your student they are going to discover how the letter *e* added to the end of a CVC word can change the vowel sound from short to long. Review the names of the vowels with your student. Remind them that a long vowel says its letter name while a short vowel does not.
2. Watch the video with your student. The student and the Learning Coach in the video examine how an *e* added to the end of a short vowel word changes the vowel sound from short to long. Point out how the student discovers that the *e* is silent, or not said when the word is spoken.
3. Explain to your student that seeing a final *e* in a CVC*e* word will help them know that the vowel sound is long when they read the word. Your student may at first try to pronounce the *e* at the end of word as the student did in the video. Continue to reinforce that the final *e* is silent.
4. Ask your student to look at the picture of the can and say its name. Then, have them answer the questions about the vowel in sound.
5. Next, have your student look at the picture of the cane and say its name. Compare the word *cane* with the word *can*. Note how the words are the same and different. Have your student answer the questions about how the final *e* changes the vowel sound *cane*.
6. **IF** your student has difficulty recognizing that the final e changes the vowel sound from short to long, **THEN** practice with another example such as *tub* and *tube*.

#### Check-In

1. Read the directions with your student. Have them read the names of the pictures and then answer the questions.
2. Check that your student is correctly pronouncing the words *pin* and *pine*. **IF** your student continues to try to pronounce the final *e*, **THEN** have them say the words *pin* and *pine* a few times, listening to the vowel sounds and how they change from short to long. Point out that each word has only one vowel sound.

#### Practice

1. Read the directions with your student and make sure they know what to do. Then, have your student look at the first picture in each pair and read the word. Have them add an *e* to the word and say the name of the second picture.
2. **IF** your student needs additional practice, **THEN** write several short and long vowel word pairs and have your student read them. Examples include *mad–made, not–note*, and *rip–ripe*.

## Lesson 2: Dream It, Do It!: Comprehension

### Objective: In this section, you will reread a poem to identify its elements, including who is telling the story.

#### Key Words

* **poem** – writing that uses words in an interesting way to express feelings and tell a story
* **repeat** – to happen again and again
* **reread** – to read again
* **rhyme** – words that end with a similar sound
* **rhythm** – a strong pattern of beats made by words

#### Explain

A Note about this Lesson

The learning goal for this lesson focuses on rereading a text, so it begins with having your student read the poem "Journey" for understanding and enjoyment first. The Explain part of the lesson, where your student will reread parts of it, follows.

Show your student the poem and count the groups of lines that are together. There are five sections of lines. Tell your student that just like a story has paragraphs about one idea and rhythm pattern, a poem's parts are called *stanzas*. This poem has five stanzas. Each stanza has a topic or rhyming pattern.

Also point out that each line in a stanza may not be a complete sentence. Sometimes lines in poems break in the middle of a sentence. This is called a *line break*. Line breaks are often used to help keep the same rhythm in the poem. Words at the end of some line breaks rhyme with words in other line breaks.

The lesson also defines some basic elements of poetry, including rhyme, rhythm, repetition, and alliteration. You may wish to have a copy of your student’s favorite poem or nursery rhyme on hand to refer to throughout the lesson.

[Journey](https://cite-media.pearson.com/legacy_paths/7c434cad-4441-49d5-a608-56ed219a900e/Journey.pdf)

Set a Purpose

Help your student set a purpose for reading "Journey." Have your student look at the title, pictures, and how the words are arranged on the page. Then, have your student tell what they think the poem will be about. **IF** your student has difficulty predicting what the poem will be about, **THEN** ask your student to identify what is shown in the pictures. (Children playing in cardboard boxes that have been turned into a rocket, a train, and a ship.)

Before You Read: Vocabulary

1. Guide your student to use details in each sentence to infer what each vocabulary word means. For example, for the word *jolly*, scaffold by doing the following:
2. Read the sentence with your student. Draw attention to the vocabulary word in bold. Ask questions such as these:
   1. What words tell about Uncle Leo? (happy, cheerful)
   2. What is another word for happy and cheerful? (jolly)
   3. What does jolly describe? (someone who is happy and cheerful)
3. Have your student use the vocabulary word in a sentence.**IF** your student has difficulty, **THEN** scaffold by asking questions such as these:
   1. Who is someone you know who is jolly?
   2. Why is that person jolly?
4. **track:** the metal bars a train rides on
5. **jolly:** happy and cheerful
6. **travel:** to go from one place to another
7. **journey:**a long trip

Read

Count each stanza and discuss what each one focuses on. Explain that stanzas often have one idea and rhyme pattern.

Introduce the made-up words that appear in the poem: *rimble-rumble*, *shimble-shumble*, *trimble-trumble*. Have your student practice saying them once or twice. Talk about how poets sometimes use made-up words to make the poem fun to read out loud. Allow time for your student to read the poem silently or out loud.

Check for Understanding

1. Quickly assess whether your student understands what happens in the poem. **IF** your student has difficulty telling what happens, **THEN** have your student focus on the pictures as you read the poem out loud. Ask questions to clarify, such as these:
   1. What do you see? (children playing in cardboard boxes)
   2. What do the boxes look like? (a rocket, a train, a ship)
   3. What are the children doing? (pretending, playing)
2. Read the instruction about elements of poems with your student. Make sure your student understands the meaning of each key word. You may wish to have your student give additional examples of words that rhyme, words that have rhythm, words that repeat, and sounds that repeat. You may also wish to refer to your student's favorite poem or nursery rhyme to point out and reinforce the concepts of rhyme, rhythm, repetition, and alliteration. Point out to your student that these elements are not always in every poem. Some poems may have all, and some poems may not have any.
3. Watch the video with your student. Tell your student to watch for how the student in the video talks about the words in the poem "Three Little Kittens." The student finds words that rhyme, words that repeat, and that the poem has a rhythm like a song.
4. Now explain to your student that they will reread *Journey*. Explain that rereading means to read again, and that when your student rereads, they should focus on the types of words used in the poem. Tell them to look for examples of rhyme, rhythm, repeated words, and repeated sounds. Allow your student time to reread.
5. Share the first excerpt from*Journey*. If your student feels comfortable, have them read the first passage out loud. Talk about the words that repeat ("Don't forget your") and the words that rhyme ("bands" and "hands"). Point out that the repeated words give the poem rhythm. You may ask your student to find other examples of words that rhyme or repeat in the poem.
6. Share the second excerpt from *Journey*. Explain that this is an example of sounds that repeat. The words rimble, rumble, and rocket all begin with the letter r. Have your student find an additional example of repeated sounds in Journey (for example, “jolly journey” or “shimble-shumble ship”).
7. Next, read the instruction about how to identify who tells the story in a poem. Clarify that if a poem uses*I*, then someone inside the poem is telling what happens. If the poem (like *"Journey"*) is being told by someone outside the story, then the word *I* will not be used, and they tell what happens. If a poem is told by someone outside the story, the poem may use words like *you, he, she, or they.*

#### Explain

As your student reads the stanza above, ask what the main idea is.  They could say it describes things they could bring with them on a make-believe trip. Ask what main ideas are found in the other stanzas.

This stanza has the rhyme bandand handpattern. Look at the rhymes in the other stanzas and ask your student to find them. Ask where the line break is in this stanza. It is the last two lines. Have them explain how they know. Line breaks separate a whole sentence into more than one line. Line breaks help poems keep the rhyme pattern.

Reread to Identify Parts of Poem

A poem can tell a story. You can find out who tells the story.

Sometimes they are inside the poem. Look for the word "I."

The person telling "Amir's Dream"is inside the poem.

**Amir’s Dream**

1. Look at me on a bus. Oh, it’s too slow.
2. Whoosh. Now I’m in a rocket. Up in the air I go.
3. Now I’m under the sea in a submarine.
4. I wake up laughing. What a great dream!

Sometimes the person is outside of the poem. They tell what happens.

1. Cardboard boxes,
2. tape and string—
3. stick them all together
4. and you have a new thing:

The person telling "Journey"is outside the poem.

#### View Learning Coach Guide

Check-In

1. Read the directions with your student. Make sure they understand the task. If necessary, assist your student in accessing the interactive task.
2. Have your student read each element and description before matching the term to the correct meaning. **IF** your student struggles to match the term to its meaning, **THEN** have them reread the list of words and their definitions in the Explain section. Your student may confuse *rhyme* and *rhythm* because they have similar spellings. Point out that the two-syllable word *rhythm* has a pattern of beats: RHY-thm.

#### Practice

1. Read the directions with your student. Make sure they understand the task. They will read and then reread the poem "My Dog Finn" before answering the questions.
2. Read the poem once. You may wish to read out loud or have your student read out loud. Then, allow time for your student to reread the poem. Tell your student to focus on the words when they read again. They should look for rhymes, words, or sounds that repeat, and notice if the poem has a beat or pattern.
3. Have your student answer the questions in conversation with you. Discuss correct responses.

### Objective: In this section, you will decide if you like a poem by answering questions about it.

#### Key Words

* **decide** – to choose
* **rhyme** – words that end with a similar sound

#### Explain

1. Read or play the slide narration about Nala with your student. Read the poem *I Wish* together. Or read it out loud as your student listens and follows along.
2. Explain how Nala decides if she likes the poem. Review the meaning of the word “decide,” as needed. Point out that Nala rereads the poem and thinks about it. Read the questions Nala asks as she rereads the poem.

#### Explain

1. Read and discuss Nala’s conversation with her Learning Coach. Point out that Nala tells why she thought the poem was fun to read by answering the questions her Learning Coach asks. Review the meaning of “rhyme,” as needed.
2. Explain that Nala’s answers to the questions help her decide that she likes the poem. Point out that she rereads the poem and thinks about it before deciding if she likes it. She is able to tell why she likes it.

#### Check-In

1. Read the directions with your student. Make sure they understand the task.
2. Read the questions with your student. Listen as your student completes each question stem. **IF** your student struggles, **THEN** have them review the list of questions in the Explain section.

#### Practice

1. Read the directions with your student. Make sure they understand the task. They will read a poem and use questions to decide if they like a poem.
2. Allow time for them to reread *Journey* and to think about the questions.

### Objective: In this section, you will use groups to tell what words mean.

#### Explain

1. Remind your student that they can use what they already know to tell the meaning of a word. Then, review groups of words with your student. Remind them that words in a group tell about the same things. Suggest a group like Things with Wheels and invite your student to say words that belong in the group, such as *car*, *train*, and *skateboard*.
2. Point out the table. Help your student read each word aloud. Talk about how each word fits in each group.
3. Explain that groups can help us tell what a word means. Have your student look at the photo. Ask guiding questions: What do you see in the photo? (a fish) What is a fish? Elicit that it is an animal, so the word *fish* could go in the Animal group. This group also tells you what the word means. Prompt your student to say, “A fish is an animal.”
4. Have your student look at the questions. First, have them identify what group the word belongs in. Then, have them use that group to say what the word means.
5. **IF** your student has difficulty telling what the words mean, **THEN** walk them through the word groups again. For example, for the word *duck*, start by asking what a duck is. Elicit that a duck is a bird or an animal. Help your student confirm word meanings by looking them up in a dictionary.

Learning Coach Tip

In this section, your student may need to use a dictionary. Help by showing them a student-friendly, online dictionary or dictionary app or a print dictionary. Explain the difference between searching by keyword online and looking up a word in a print dictionary (using the guide words and finding the words by letter), if needed. Your student may find picture dictionaries helpful to find the meaning of words they do not know.

#### Check-In

1. Read the directions with your student. Explain that they will choose and say the correct meaning for each word. If needed, they can use a dictionary.
2. Do the first activity together. Read the word and ask if your student knows what it means. Guide them to choose the correct meaning. **IF** they do not know, **THEN** work with them to put the word in a group and to use the group to say the meaning.
3. **IF** your student understands the activity and answers correctly, **THEN** have them complete the rest of the activities on their own. Provide support as needed. **IF** your student has trouble answering or answers incorrectly, **THEN** review the process of using groups to find the meaning.

#### Practice

1. Read the directions together. Explain that your student will use the group listed under the word to tell the meaning of each word. Then, they will write the answer in their notebook.
2. Do the first activity with your student. Work together to use the indicated group to tell the meaning. Provide a frame to help your student say the meaning in a sentence: A(n)  is a(n) . (Sample answer: A deer is an animal.) If needed, your student can use a dictionary to find the meaning of words they do not know.
3. Have your student continue with the other items independently as they are able. Otherwise, support them as they read and define each word. Help them identify a group for each word and look up in the dictionary any words they do not know.

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

#### Explain

Quick Review

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

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

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

#### Check-In

1. Print the Number Words for *6*,*7*,*8*,*9*, and *10* handwriting worksheet. If you do not have a printer, use a sheet of lined paper for your student and write any models that need to be traced. Then, read the directions with your student.
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** suggest that your student place their index finger after each letter they write so they leave a space.

#### Practice

Learning Coach Tip

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

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and, with your student, read the directions 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 consistently has difficulty with any particular letter, **THEN** review the steps for forming the letter.

### Objective: In this section, you will read words with **oi** and **oy** and the words **color, early, instead, nothing, oh,** and **though**.

#### Warm-Up

Have your student say words with *oi*and *oy* by blending the sounds the letters make.

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **join**  (3 sounds) | **toy**  (2 sounds) | **spoil**  (4 sounds) | **oyster**  (4 sounds) |
| **enjoy**  (4 sounds) | **broil**  (4 sounds) | **royal**  (3 sounds) | **moist**  (4 sounds) |

#### Explain

Read Words with *oi*and *oy*

1. Use the words to review how to read words with the vowel sound spelled *oi* and *oy*.
2. Continue to review the remaining words. Remind your student that the letters oi and oy blend to make one vowel sound in the words. **IF** your student has difficulty reading the words, **THEN** model how to use the picture as a clue.
   1. Look at the picture in the first box and read the word.
   2. Name the letters that stand for the vowel sound.
   3. Say the vowel sound.
   4. Read the word again and have your student repeat after you.

Read High-Frequency Words

Review the routine for learning how to read high-frequency words. These are sight words that appear frequently in texts.

High-Frequency Words Routine

* Look at the word.
* Say the word.
* Spell the word.
* Write the word.

Then, have your student follow the routine for each high-frequency word.

**Learning Coach Tip**

Have your student add the lesson’s high-frequency word cards to their O-ring and use the cards to practice reading high-frequency words.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the letters that stand for the vowel sound in each spelling word. Then, have your student sort the words by writing the words with the vowel sound spelled *oi* in the first column and spelled *oy*in the second column.

|  |  |
| --- | --- |
| oi | oy |
| join  soil  point | boy  toy  joy |

#### Check-In

1. Use the sentences to confirm that your student can read the words *color, early, instead, nothing, oh,* and *though*. **IF** your student has difficulty reading a high-frequency word, **THEN** review by using the high-frequency word routine introduced in Explain.
2. Also, pay attention to how your student reads the words *toy, noise, coin, boil,*and *boy*to confirm that your student can read words with *oi*and *oy* correctly. Remind your student that when the vowels *oi*and *oy*blend to make one vowel sound.

#### Practice

1. Have your student read “Art Class” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with *oi* and *oy*.
2. Print “Art Class.” Have your student reread the text silently. Then, have your student follow the directions to hunt for the high-frequency words*color, early, instead, nothing, oh,* and*though,* and words with *oi* and*oy.*

[Art Class](https://cite-media.pearson.com/legacy_paths/57684239-b425-415c-bd37-11035a1876bd/Art%20Class.pdf)

## Lesson 3: Dream It, Do It!: Speak/Listen

### Objective: In this section, you will identify rhymes with long and short vowels before reading a poem out loud.

#### Key Words

* **rhymes** – words that end with a similar sound

#### Explain

1. Read or play the slide narration for the first paragraph with your student. Make sure your student understands that rhymes are words that end with a similar sound. **IF** your student needs support, **THEN** give some examples of words that rhyme such as “bend” and “send” or “tin” and “win.”
2. Remind your student that the letters*a*, *e*,*i, o*, and *u* are vowels.
3. Tell your student about rhymes that use short vowel sounds and long vowel sounds. Explain that words with the same short vowel and ending sound rhyme with each other as in “tin” and “win.” Similarly, explain that words with the same long vowel and ending sound rhyme with each other as in “mile” and “smile.”
4. Say the example words clearly so your student can hear the vowel sounds and how the words rhyme. Encourage your student to think of other words that rhyme.
5. Read the chart with your student. Help your student understand the difference between short vowel sounds and long vowel sounds by pronouncing the words clearly and loudly. Have your student repeat after you.
6. Have your student answer the question. **IF** your student needs support, **THEN**have them review the first row of the vowel sound chart. Point out that the *a* in the word “lake” sounds like the *a* in the word “cape,” which uses a long vowel sound.
7. Continue reading the instruction with your student. Talk to your student about the steps for reading a poem out loud. Explain how your student can change their voice to match the feeling of a poem. Explain that your student can use a different kind of voice to read something that is happy than when they read something that is sad.
8. Watch the video with your student. Guide them to pay attention to how the student uses his voice to read the poems out loud. Point out that when the student reads using a “robot voice,” he finds the experience boring. So does the listener. But when he reads in his natural voice or in a singing voice, the poem is more interesting to listen to. The ups and downs of the student’s voice make the experience of listening enjoyable.

#### Check-In

1. Read the directions with your student. Make sure your student understands the task. If needed, help your student access the activity.
2. Guide your student to select the button to identify if the rhyme uses short vowel sounds or long vowel sounds. **IF** your student struggles, **THEN** encourage them to read each set of rhymes out loud. Or you may read each set of rhymes for your student. Then ask guiding questions, such as these:
   1. Do the words use a short vowel sound, as in *cat, get, hit, pop, or shut?*
   2. Do the words use a sound that names the letter, as in *clay, feel, kite, boat, or flute?*

#### Practice

1. Read the directions with your student. Clarify that your student will follow the steps for reading aloud the poem *To the Tip-Top!*
2. Allow time for your student to prepare. Answer any questions your student has about the poem. Consider reading the poem out loud for your student so they can hear it read with expression before they try it on their own.

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.

[To the Tip-Top! (A)](https://cite-media.pearson.com/legacy_paths/c95181d3-8b16-48f7-98d6-ecc25e7e6b0c/To%20the%20Tip-Top%28A%29.pdf)

[To the Tip-Top!](https://cite-media.pearson.com/legacy_paths/94e809ab-9d37-4f3b-8535-efcf9875bdf1/To%20the%20Tip-Top.pdf)

[To the Tip-Top! (B)](https://cite-media.pearson.com/legacy_paths/840a4d5c-52f6-4a03-9696-0ccc26769320/To%20the%20Tip-Top%28B%29.pdf)

1. Listen as your student tells you about one set of rhymes they notice in the poem. Your student should be able to tell you why the words rhyme and which kind of vowel sound the rhyming words use (short vowel sound).
2. Listen as your student reads the poem out loud.
3. Listen as your student tells you how the poem made them feel and how they used their voice to read it out loud. You may provide these sentence starters to aid discussion:
   1. The poem To the Tip-Top! made me feel .
   2. I used my voice to read it in a  way.

### Objective: In this section, you will follow rules for listening and speaking during the reading and discussion of a poem.

#### Explain

1. Read the instruction about listening in a group with your student. Talk with your student about occasions when they have listened with others in a group, perhaps at a story time session at the local library, or at a family or social gathering. Point out that there are rules for listening in a group.
2. Read the list of rules with your student. Clarify that these rules help make sure everyone can listen and understand. **IF** your student needs additional support, **THEN** scaffold with questions that directly relate to your student:
   1. What happens if you do not pay attention when you listen in a group? (I do not understand what is said.)
   2. Why is it important to not talk to your neighbor when you listen in a group? (So everyone can listen.)
   3. Why nod, smile, or laugh? (to show I am listening and paying attention)
   4. Why clap at the end? (to show I enjoyed it)
3. Read the instruction about speaking in a group with your student, including the list of rules. Point out that these rules help make sure everyone gets a chance to speak and be heard. Without these rules, people might all try to talk at once. They might interrupt each other.

#### Check-In

1. Read the questions about Tara with your student. Listen as your student completes the sentence frames in conversation.
2. **IF** your student struggles to complete the sentence frames, **THEN** have them review the lists of rules for listening and speaking in groups in the Explain section.

#### Practice

1. Read the directions with your student. Clarify that you will play the recording of the poem *Journey*, as you and your student listen to it together. You will follow the rules for listening with others as you do.
2. Then, lead your student in a discussion of the poem. Listen as your student tells you one thing they liked about the poem. Remind your student to use the rules for speaking with others. You may provide these sentence starters to aid discussion:
   1. One thing I liked about the poem was \_\_\_\_\_\_\_\_\_\_.
   2. I liked the rhymes/rhythm/repetition in the poem because \_\_\_\_\_\_\_\_\_\_.
   3. I thought the poem was  because \_\_\_\_\_\_\_\_\_\_.
3. Discuss the rules for listening and speaking in a group with your student. Listen as they tell you how the rules helped them in this activity. You can initiate the discussion by asking these questions:
   1. How did the rules help you?
   2. Which rule was most helpful?
   3. Which rules will help you the next time you listen or speak in a group?

[Journey](https://cite-media.pearson.com/legacy_paths/87bea95a-ddeb-45b0-a763-2fca98e72eb2/Journey.pdf)

### Objective: In this section, you will tell the meaning of a word by describing what it is like.

Explain

1. Remind your student that they can use information they already know to tell what a word means, and they can use a dictionary to find out the meaning of words they do not know. Review sorting, or putting words into groups. Explain that once your student knows which group a word belongs to, they can build on the word’s meaning based on what they already know about it.
2. Read the opening text with your student. Remind them that once they have put words into groups, such as animals or foods, they can use the group name to define the word. For example, your student might put the word *tiger* into a group such as Animals or Cats. Work with your student to identify traits that tigers have, such as stripes. Prompt them to say, “A tiger is a cat with stripes.” **IF** your student struggles, **THEN** provide a few more examples, such as the following: A blue jay is a bird with blue feathers. A leopard is a cat with spots.
3. Have your student look at the photo and tell you what they see. Guide them to name describing words that tell more about the bat and what it is like. Elicit traits such as these: small, brown, has wings, flies, has pointy ears.
4. Read the describing words with your student, making sure to note if either word is a suggestion they previously provided. Then, read the example sentences with your student. Help them make the connection between the first sentence and the definition of *bat* derived from the group it belongs to. Then, have them point to the describing word added to the first sentence (*small*). Have them answer the questions, encouraging discussion and providing any necessary assistance as your student identifies the new word and explains how it adds to their understanding.
5. Continue to the next example sentence and demonstrate how a second description can be added to the definition. Then, have them answer the question and discuss their response. Challenge them to add a third description to the sentence, for example: A bat is a small, brown animal with wings.
6. Continue to discuss how your student can use what they already know to tell what a word means. They can put the word into a group, such as Animals, Foods, Toys, or something else, and they can think about its traits, such as stripes, color, shape, or size.

#### Check-In

1. Read the directions with your student. Explain that they will choose and say the correct meaning for each word.
2. Read the first item with your student and guide them to choose the correct meaning. If they do not, work with them to come up with a group for the word and think about a trait that belongs to that word.
3. **IF** your student understands and answers correctly, **THEN** have them complete the rest of the activity on their own. **IF** your student has trouble answering or answers incorrectly, **THEN** review the process of using groups and describing words to state the meaning of a word. If your student knows the word, they can choose a category, or group (such as Animals or Cats), and then a describing word (such as *big* or *small*).

#### Practice

1. Read the directions together. Explain that your student will build on each meaning sentence by adding the describing word indicated. They should say the sentence aloud; as time allows, you may also want them to write the sentence in their notebook.
2. Do the first activity with your student. Work together to expand on the original meaning of the word. Remind them that the word *animal* names the group to which a dog belongs, and that the describing word *tail* indicates that this is a quality all dogs have. Help your student put this information together to tell what the word *dog* means.
3. Have your student complete the next item as independently as possible. Discuss their responses when they have finished. As time allows, challenge your student to add another describing word to their meaning sentence. Show them pictures online of each animal to help them identify traits to write the meaning of each word.

### Objective: In this section, you will blend sounds in words with **oi** and **oy**.

#### Warm-Up

Have your student blend sounds to say words with *oi* and *oy* using the following routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **boil**  (3 sounds) | **joy**  (2 sounds) | **noise**  (3 sounds) | **boy**  (2 sounds) |
| **Roy**  (2 sounds) | **voice**  (3 sounds) | **enjoy**  (4 sounds) | **foil**  (3 sounds) |

#### Explain

Blend Words with *oi*

Explain that the letters *oi* stand for the vowel sound in many words. Use letter tiles to form the word *boil*. Space the letters. Move the letter tiles together as you blend the sounds.







Use the following routine.

* Say the word.
* Say the sound the first letter makes.
* Add the sound the letters *oi* makes and blend the sounds.
* Add the sound for the last letter and blend.
* Say the word.

**IF** your student has difficulty blending the sounds to say the word, **THEN** repeat the routine with words from the Warm-Up. Review that the letters *oi* stand for the vowel sound.

Blend Words with *oy*

Explain that the vowel sound of *oi* in *boil* can also be spelled with the letters *oy*. Use letter tiles to form the word *soy*. Space the letters. Move the letter tiles together as you blend the sounds. If your student is unfamiliar with the word *soy*, explain the meaning of the word by telling your student that *soy* is a food made from soybeans, such as soy sauce, soy flour, or soy milk.





Use the following routine.

* Say the word.
* Say the sound the first letter makes.
* Add the sound the letters *oy* makes and blend the sounds.
* Say the word.

**IF** your student has difficulty blending the sounds to say the word, **THEN** repeat the routine with words from the Warm-Up. Review that the letters *oy* stand for the 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.

#### Check-In

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

1. Say the word.
2. Say the sound the first letter or letters makes.
3. Say the sound the letters *oi* or *oy* make and blend the sounds.
4. Add the sound for the last letter or letters and blend.
5. Say the word.

Listen as your student reads each word. **IF** your student has difficulty blending the sounds, **THEN** model saying the word with your student. Then, have your student say the word independently. Point out that *Troy* is the name of a person. It should begin with a capital letter.

Practice

1. Listen as your student reads “[Art Class](https://cite-media.pearson.com/legacy_paths/09a2d467-9f24-41d6-8792-46eb2d253a04/Art%20Class.pdf)” aloud. **IF** your student struggles to blend the sounds in words with *oi* and *oy*, **THEN** use the letter tiles to blend the sounds the letters make. Remind your student that the letters *oi* and *oy* spell the vowel sound in the words.
2. Also check for the correct pronunciation of the week’s high-frequency words *color, early instead, nothing, oh,* and *though*.

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

#### Explain

Quick Review

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

Read the introduction and review the images of the numbers *6* through *10*. Encourage your student to point out straight lines, curved lines, curved lines that are closed (circle lines), and slanted lines.

How to Write Number 6

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

**Remember**

Here is how to write number **6**.

Start at the top line.

Draw a curve left and down to the bottom line.

Curve back up and around to the middle line.

Close the loop.

**Remember**

Here is how to write number **7**.

Start at the top line.

Draw a straight line to the right.

Draw a slanted line down toward the left, to the bottom line.

**Remember**

Here is how to write number **8**.

Start right below the top line.

Curve around to the left to the middle line.

Curve around right to the bottom line.

Curve back up to the left to the middle line.

Slant up to the right, slightly past the starting line.

**Remember**

Here is how to write number **9**.

Start just below the top line.

Draw a curve up and to the left, touching the top line.

Continue to draw a curve down to the left, and touch the middle line.

Continue the curve right, touching the top line.

Draw a straight line down to the bottom line.

**Remember**

Here is how to write number **10**.

Start at the top line.

Draw a line straight down to the bottom line.

Lift your pencil and begin again just below the top line.

Draw a curve left and down to the bottom line.

Continue the curve right and up to close the shape.

#### Check-In

Learning Coach Tip

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

1. Print the [Write Numbers *6*, *7*, *8*, *9*, and *10*](https://cite-media.pearson.com/legacy_paths/6e0c24cc-3e6e-4687-9af7-60b780903f24/Write%20Numbers%206%2C%207%2C%208%2C%209%2C%20and%2010.pdf)handwriting worksheet. If you do not have a printer, use a sheet of lined paper for your student and write any models 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 number as your student follows the arrows on the number form.
3. Observe as your student completes the worksheet. Explain to your student that the number *10* is made up of a *1* and a *0*. Encourage your student to put the *1* and *0* close together and to leave a space between them.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and, with your student, read the directions 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.

## Lesson 4: Dream It, Do It!: Fluency

### Objective: In this section, you will identify rhythm and repetition by discussing poems.

#### Key Words

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

#### Explain

1. Read or play the slide narration for the first paragraph of instruction with your student. Make sure your student understands the meaning of the key words “rhythm” and “repetition.”
2. Read the instruction about rhythm with your student. **IF**your student needs support, **THEN**model clapping your hands or tapping a fingernail as you say the word “potato” out loud. Model finding the beats in other words, such as “cat” (one beat), “zebra” (two beats, the first beat is strong), and “bicycle” (three beats, the first beat is strong).
3. Then read the instruction about repetition with your student. Make sure your student understands that “repeat” means “to happen again and again.” **IF** your student needs support, **THEN** share the poem *Zoom, Zoom, We’re Going to the Moon*. Read the poem out loud for your student. Point out the repeated words and phrases—*zoom, we’re going to the moon*. Talk about how they help create a marching rhythm.
4. Watch the video with your student. Tell your student to focus on the student in the video. The student in the video reads a poem out loud with her Learning Coach to get a better sense of its rhythm. Encourage your student to tap or clap along with the rhythm.
5. Next read the poem *Miss Mary Mack* out loud as your student listens and reads along. Guide them to notice the rhythm and any repeated words. Have your student answer the question. **IF** they struggle to identify which words repeat, **THEN** read the poem aloud again and have your student listen with their eyes closed. Have them raise a finger each time they hear a repeated word.
6. Talk to your student about the rhythm in *Miss Mary Mack.* You may wish to read the poem aloud together, clapping along with the repeated words.

Zoom, Zoom, Zoom

We’re going to the moon.

Zoom, Zoom, Zoom

We’re going to the moon.

If you want to take a trip,

Climb aboard my rocket ship.

Zoom, Zoom, Zoom

We’re going to the moon.

5, 4, 3, 2, 1,

Blast off!

#### Check-In

1. Read the directions with your student. Make sure they understand the task.
2. Guide your student to complete the sentences. You may wish to read the sentence frame and have your student say the word that completes the sentence. **IF** your student struggles to complete the sentence frames, **THEN** have them review the instruction in the Explain section.

#### Practice

Read the directions with your student. Clarify that your student will read the poem *To the Tip-Top!* to identify and discuss the poem’s rhythm and use of repetition.

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.

[To the Tip-Top! (A)](https://cite-media.pearson.com/legacy_paths/5fc646dc-11c1-4d6f-a824-13dbdf88b822/To%20the%20Tip-Top%28A%29.pdf)

[To the Tip-Top!](https://cite-media.pearson.com/legacy_paths/0b7311fd-90f9-48e9-8a37-bd4aace50315/To%20the%20Tip-Top.pdf)

[To the Tip-Top! (B)](https://cite-media.pearson.com/legacy_paths/f3302683-3d7b-42ce-9e60-aeeb05824024/To%20the%20Tip-Top%28B%29.pdf)

1. Allow time for your student to read the poem once or twice silently before reading it out loud to you. As you listen, gently clap or tap the rhythm, especially at the end of each line (“hip-hop,” “clip-clop,” and so on). Doing so will help your student identify the rhythm.
2. Listen as your student answers the questions. You may offer these sentence starters to aid discussion:
   1. The words \_\_\_\_\_\_\_\_\_\_\_  are used over and over.
   2. I wanted to clap my hands when I read \_\_\_\_\_\_\_\_\_\_\_.

### Objective: In this section, you will read a poem out loud with feeling by working together with your Learning Coach.

#### Explain

1. Before you begin the lesson, talk to your student about their experiences reading poetry (or any text) out loud. Ask if they enjoyed the experience, and to tell why or why not. Share your own experiences. Remind your student that poetry is meant to be read out loud. Reading poetry out loud makes it more enjoyable. Explain that in this lesson, you and your student will work together to read a poem out loud with feeling.
2. Read or play the slide narration for the instruction with your student, including the steps Asher and his Learning Coach use to work together to read a poem out loud. Discuss what happens at each step. Point out that Asher and his Learning Coach read the poem at least four times. Make sure your student understands that Asher’s Learning Coach was there to help and support him in the first three steps, and you will do the same for your student.
3. Continue reading the instruction about how Asher uses clues in the poem to read it with feeling. Review that exclamation points and question marks are punctuation marks. Demonstrate how to use your voice to read an exclamation and a question:
   1. Hold on a minute!
   2. What did you say?
4. Brainstorm a list of feelings that poems can make readers feel—sad, mad, excited, scared, thoughtful, and so on. Choose one and have your student think about what a person’s voice sounds like when they feel this way. Model using your voice to show the feeling. **IF** your student needs additional support, **THEN** scaffold with questions like these that relate directly to your student:
   1. What does your voice sound like when you feel sad? (quiet)
   2. What does your voice sound like when you are excited or happy? (loud, squeaky)

#### Check-In

1. Read the directions with your student. Make sure they understand the task.
2. Guide your student to use what they learned about the steps to read a poem with feeling to answer the questions about Sonya. **IF** your student struggles to answer a question, **THEN** have them reread the list of steps in the Explain section.

#### Practice

1. Read the directions with your student. Clarify that you and your student will work together to follow the steps for reading a poem out loud with feeling.
2. Follow the first step. Read *To the Tip-Top*! aloud as your student follows along and listens.

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.

[To the Tip-Top! (A)](https://cite-media.pearson.com/legacy_paths/5fc646dc-11c1-4d6f-a824-13dbdf88b822/To%20the%20Tip-Top%28A%29.pdf)

[To the Tip-Top!](https://cite-media.pearson.com/legacy_paths/0b7311fd-90f9-48e9-8a37-bd4aace50315/To%20the%20Tip-Top.pdf)

[To the Tip-Top! (B)](https://cite-media.pearson.com/legacy_paths/f3302683-3d7b-42ce-9e60-aeeb05824024/To%20the%20Tip-Top%28B%29.pdf)

1. The next step is to echo read with your student. Read one or two lines out loud. Then, pause to allow your student to read the same line or lines aloud. Guide your student to make their voice rise and fall as yours does.
2. Then, read the poem with your student, together in unison or one voice. Tell your student that you should listen to each other as you read so your voices stay together. Make your voices sound the same.
3. Listen as your student reads the poem out loud on their own. Praise them for their hard work.
4. Listen as your student tells you which step helped them the most in reading the poem out loud with feeling. You may give them these sentence starters to aid discussion:
   1. I think the step where we \_\_\_\_\_\_\_\_\_\_ helped the most.
   2. It helped because \_\_\_\_\_\_\_\_\_\_.
   3. Working together helped me read out loud because \_\_\_\_\_\_\_\_\_\_.

### Objective: In this section, you will put words in ABC order.

#### Key Words

* **dictionary**– a list of words and their meanings, parts of speech, and other information
* **glossary**– a list of hard words and their meanings

#### Explain

Quick Review

Review the alphabet with your student by singing the ABC song or saying the letters in order. Then, ask them a few questions to check their understanding. Consider the following:

* What letter comes first, *A* or *G*? (*A*)
* What letter comes first, *C* or *W*? (*C*)

Then, tell your student that they will use the alphabet to put words in ABC order.

1. Point out that words are made of letters. Tell your student they will focus on the first letter of each word. They will use this letter to put the words in ABC order. Help your student build background by reviewing the definitions of the key words, *dictionary* and *glossary*. Explain that each is a resource that lists words in ABC order and gives the meaning of those words.
2. Read the text of the lesson with your student. Explain that when putting words in ABC order, they look at the first letter of each word to see which comes first in the alphabet. If two words start with the same letter, then your student can look to the second letter of each word to see which comes earlier in the alphabet. Help your student see, for example, that the words *pig* and *put* both start with *p*; but *i* comes before *u*, so *pig* comes before *put* in ABC order.
3. Work with your student to read the examples and make sure they understand how to put words in ABC order based on the first, and sometimes the second, letter. **IF** your student has difficulty putting words in order, **THEN** suggest they sing the ABC song to themselves to remember the order the letters go in. Then, work with them to follow that order when putting the words in ABC order.
4. Guide your student to complete the activities on each screen in the Explain section out loud. Have them identify the first letter in each bold word in the first activity. Help them see that, since both words start with *l*, they will need to look at the second letter of each word to determine alphabetical (ABC) order.

#### Check-In

1. Read the directions with your student. Explain that they will use what they know about ABC order to find which list has words in the correct order.
2. Read the first list of words with your student. Help them work through understanding which set of words are in ABC order. Remind your student to look at the first letter of each word. Tell them to look to the second letter only if two words start with the same letter. **IF** your student answers incorrectly, **THEN** have them sing the ABC song or state the letters in order. Have them use that as a guide for ordering words. **IF** your student still struggles to understand ABC order, **THEN** help them look up each of the words in the answer choice in the dictionary. Have them notice which word is first in the dictionary, which is next, and which is last. Remind your student that a dictionary puts individual words in alphabetical (ABC) order.
3. Have your student continue with the second and third activities on their own, as they are able. Provide support as needed.

#### Practice

1. Read the directions together. Explain that your student will now put words in ABC order. Remind them to focus on the first letter of each word. Have them look at the second letter only if two or more of the words begin with the same first letter.
2. Complete the first activity together. Encourage your student to write the words in the correct order in their notebook. First, help them break down the words into letters. Have them identify the first letter of each word. Then, have them put those letters in order. When two or more words start with the same letter, remind them to look to the second letter. Then, have them put all this information together and put the words in ABC order. Help your student double-check their work by making sure the first letter of each word (or second letter, if applicable) is in the correct order.
3. Have your student complete the other activities independently as able. As needed, help them see and understand which first or second letter of each word comes first, next, and last in a dictionary or glossary. Provide feedback as needed once your student is finished.

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

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/f7e57966-2a93-425e-a338-468aad4e4283/Suggested%20Reading%20Lists%20K%E2%80%932.pdf)

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

Simultaneous Oral Reading

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

Repeated Readings

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

Partner Reading

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

#### Try This

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

### Objective: In this section, you will build words with **oi** and **oy**.

#### Warm-Up

Begin by having your student identify the number of sounds in a word with *oi* and *oy*. Have your student blend the sounds. Use the following routine.

* Stretch each word by saying each sound in the word. (j-oy)
* Ask your student to say the word. (*joy*)
* Then, have your student identify the vowel sound of the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| toy | coin | moist | boy |

#### Explain

Gather the following letter tiles: *b, c, f, i, j, l, n, o, s, t, y*. Use the letter tiles to model with your student how to build words with *oi* and *oy*. If necessary, remind your student that the letters *oi* or *oy* spell one vowel sound in the words.

#### Check-In

1. Gather the following letter tiles: *b, i, j, l, o, p, r, s, y*.
2. Read each set of directions to your student. Observe your student build the words with *oi* and *oy*. Have your student identify the vowel sound in each word. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Then, have your student use the letter tiles to build spelling words.
2. Have your student continue to practice reading the week’s high-frequency words. If your student has written each high-frequency word on an index card, punch a hole in the top left corner of each card and add it to the O-ring with high-frequency word cards from previous activities.

## Lesson 5: Dream It, Do It!: Synthesize

### Objective: In this section, you will locate examples of words that begin with the same sound and words that sound like the sound they stand for in poems.

#### Explain

1. Read or play the slide narration for the introduction with your student. Explain that the lesson will discuss two kinds of sound words in poetry — words that start with the same sound and words that sound like sounds.
2. Listen to the podcast with your student. You may pause it at any time to answer your student’s questions. You may wish to have your student name examples of words that start with the same sound or words that sound like a sound as you listen. You may play the podcast more than once for your student.
3. Watch the video with your student. Pause to explain that alliteration means words that start with the same sound (such as *Bree bakes banana bread*), and that onomatopoeia means words that sound like sounds (for example, *splat*, *buzz*, or *boom*).
4. Have your student read the line of poetry from the video and then answer the questions about it. **IF** your student needs additional support, **THEN** read the line out loud at least once, placing emphasis on the words *Bah*, *bah*, *black* *sheep*. Tell your student to look at the words and listen to how they sound. Guide your student by asking scaffolded questions, such as these:
   1. What do the words bah and black have in common? (They both start with b.)
   2. What sound does a sheep make? (bah)

#### Check-In

1. Read the directions with your student. Work with your student to answer the questions.
2. In the first question, your student will identify two sets of words that start with the same sound. **IF** your student needs additional support, **THEN** read each set of words out loud for your student, placing emphasis on the starting consonant sound for each of the words. Ask your student what they hear at the beginning of each word.
3. In the second question, your student will identify three words that sound like the sound the word means. **IF** your student needs additional support, **THEN** read each word out loud, using your voice to emphasize the sound effects for *gulp*, *pop*, and *ding-dong*. You may also act out the sounds by pretending to gulp a glass of water, pop a balloon, or make the sound of a doorbell.

#### Practice

1. Read the directions with your student. Make sure your student understands the task.
2. Allow time for your student to reread the poem “To the Tip-Top!” Encourage them to read the poem out loud. Doing so will help them hear the sounds of the words. Or, you may read the poem aloud as your student listens for the sound words.

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.

[To the Tip-Top! (A)](https://cite-media.pearson.com/legacy_paths/a433c88a-b05a-4c3e-8fb0-38c5cbee0fbc/To%20the%20Tip-Top%28A%29.pdf)

[To the Tip-Top!](https://cite-media.pearson.com/legacy_paths/b305ae21-770b-4a34-a26a-142beb62a8fc/To%20the%20Tip-Top.pdf)

[To the Tip-Top! (B)](https://cite-media.pearson.com/legacy_paths/10627eec-6729-494b-aea7-4e97e39c6fbe/To%20the%20Tip-Top%28B%29.pdf)

1. Work with your student to complete the activities. You may provide these sentence frames to aid discussion:
   1. The words that start with the same sound are \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.
   2. Both words start with a \_\_\_\_\_\_\_\_\_\_ sound.
   3. The words that sound like sounds are \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_.
2. If your student has no difficulty identifying words that start with the same sound or words that sound like sounds, then have them find other examples in the poem. Other words that start with the same sound include *zebras, zip, and zip-zop*. Other words that sound like sounds include *zip-zop, plip-plop,* and*slip-slop.*

### Objective: In this section, you will identify elements of poems used in ads to create your own ad.

#### Key Words

* **repeat** – to happen again and again
* **rhyme** – words that end with a similar sound
* **rhythm** – a strong pattern of beats made by words

#### A Note to the Learning Coach

Before you begin the lesson, collect or bookmark links to one or two appropriate ads to share with your student. Focus on ads that use elements of poetry. For example, find ads that use repetition, rhyme, rhythm, alliteration, or onomatopoeia to get the reader’s attention and make them want to do or think something. Tell your student that they will get a chance to create their own ads in the lesson.

#### Explain

1. Read or play the slide narration for the introduction with your student. Make sure your student understands that ads try to make people do or think something. Most ads try to get people to want to buy something. Point out that many ads, like poems, use language in a creative and interesting way to get people to pay attention to them. Share the ads you collected before the lesson with your student.
2. Share and discuss the list of how ads can use words like poems do. Review the concepts of rhyme, rhythm, repetition, alliteration, and onomatopoeia that your student learned in previous lessons. Point out how the ads you collected use these elements of poetry.
3. Read about Jada with your student. Read aloud the ad she finds. Discuss with your student how the ad uses words the way a poem does. **IF** your student needs support, **THEN** read the ad aloud again and ask these guiding questions:
   1. Do you notice any words in the ad that end with the same sound? (yes, the words yummy and tummy, and the words way and day)
   2. Do you notice any words in the ad that start with the same sound? (no)
   3. Do you notice any words in the ad that sound like a sound, like blip or buzz? (no)
   4. Do you notice any words that are used over and over? (yes, the words breakfast and is)

#### Check-In

1. Read the directions with your student. Make sure your student understands the task. They will identify the kinds of words used in the ad.
2. Read the ad with your student. You may wish to first read the ad out loud, and then have your student read the ad out loud.
3. Guide your student to answer the question about how words are used in the ad. **IF** your student struggles to identify how the ad uses words, **THEN** guide your student by asking questions such as these:
   1. Do you hear words that end with the same sound? (yes, crunch, munch, and lunch)
   2. Do you hear any words that are used over and over? (no)
   3. Do you hear any words that sound like a sound? (yes, crunch and munch sound like sounds)
   4. Do you hear any words that start with the same sound? (no)

#### Practice

1. Read the directions with your student. Clarify that your student will make up a short ad about something they like. They will choose a way to use words like poems use words. Review the list of ways words can be used, as needed.
2. Allow time for your student to think of a favorite food, toy, pet, or place. Or, you may give them a specific topic.
3. Guide your student to use one of the sentence frames if it is helpful to them. They may also refer back to the ads in the lesson and to the ads you showed them earlier for ideas.
4. Listen as your student shares their ad. Ask them to tell you how they used words the way poems sometimes use words.
5. You may wish to share the sample answers with your student. Talk about each sample ad and the elements of poetry used.

### Objective: In this section, you will build words with **oi** and **oy**while blending sounds.

#### Warm-Up

Have your student say single-syllable words with *oi* and *oy*by blending the sounds for the letters. Use the following routine.

* 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 to say the word.

Use the following words:

|  |  |  |
| --- | --- | --- |
| **foil**  (3 sounds) | **boy**  (2 sounds) | **point**  (4 sounds) |
| **joy**  (2 sounds) | **voice**  (3 sounds) | **soy**  (2 sounds) |

#### Explain

Quick Review

Review that the letters *oi* and *oy* can stand for the vowel sound in words, as in *oil* and *boy*. Remind your student that the letters *oi* and *oy*make one vowel sound in a word. Other words with the vowel sound spelled *oi* and *oy*are *soil, join, choice, toy, soy,* and *enjoy*. You may want to use letter tiles to provide an example.



1. Read the introduction and the words with your student. Note if your student is saying the words with the vowel sound spelled *oi, boil, coil, foil, and spoil,* 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. Read the words with your student and discuss that each word ends with the letters *-oil*. Discuss that the consonant or consonants at the beginning of each word are different. Remind your student that the letters *oi* and *oy* spell one vowel sound in words, as in *boil* and *boy*. Then, have your student say each word that ends with the letters *-oy*. **IF** your student does not blend the sounds correctly, **THEN**have your student use letter tiles to spell each 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: *c (2), e, h, i, o, v.*
2. Read each of the directions with your student. Observe your student build the words with the vowel sound spelled *oi*. Have your student identify the letters that spell the vowel sound in each new word formed. Remind your student each word they build ends with the letters *-oice*. The only letter that changes as your student builds a new word is the beginning consonant or consonants. Remind your student that the *e* at the end of the words *voice* and *choice*is silent. **IF** your student is not blending the sounds of the letters 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. **Weekly Spelling Test:** Use the following sentences to test the week’s spelling words:
3. Have your student continue to practice reading the week’s high-frequency words. If your student has written each high-frequency word on an index card, have them review the words from this unit and high-frequency words from previous weeks.

|  |  |  |
| --- | --- | --- |
| **• toy** | The girl plays with the **toy**truck. | **toy** |
| **• soil** | We plant the tree in the **soil**. | **soil** |
| **• joy** | He is filled with **joy**. | **joy** |
| **• point** | I **point**at the fast, red car on the highway. | **point** |
| **• boy** | The **boy** reads a book in his room. | **boy** |
| **• join** | Will you **join**the team? | **join** |

### 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 remember each of the skills that they learned in this unit. It may be helpful to reread the learning goals from each lesson.

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

Read the page out loud to your student. Pause after each reflection statement. Ask your student if they agree or disagree with the statement. Ask them to tell you why they feel the way they do. Take this time to help your student reflect on their learning during this unit. Do they feel confident with what they’ve learned?