Contents

[Language Arts K B Unit 10: Where the Wind Blows 1](#_Toc187076379)

[Lesson 1: Where the Wind Blows: Genre 1](#_Toc187076380)

[Where the Wind Blows: Introduction 1](#_Toc187076381)

[Objective: In this section, you will use details to predict what an information text will be about using details in the pictures. 3](#_Toc187076382)

[Objective: In this section, you will repeat the high-frequency word **am**. 6](#_Toc187076383)

[Objective: In this section, you will identify a syllable by its vowel sound. 7](#_Toc187076384)

[Objective: In this section, you will use action words that are antonyms. 8](#_Toc187076385)

[Lesson 2: Where the Wind Blows: Comprehension 10](#_Toc187076386)

[Objective: In this section, you will answer questions about what happens in a text. 10](#_Toc187076387)

[Objective: In this section, you will use describing words that are antonyms. 11](#_Toc187076388)

[Objective: In this section, you will identify the high-frequency word **am**. 12](#_Toc187076389)

[Objective: In this section, you will say the sound you hear in the beginning and middle of words. 13](#_Toc187076390)

[Objective: In this section, you will practice writing **Ii, Ff,** and **Tt**. 15](#_Toc187076391)

[Lesson 3: Where the Wind Blows: Speak/Listen 17](#_Toc187076392)

[Objective: In this section, you will ask **who** and **when** questions to add missing information or make an inference. 17](#_Toc187076393)

[Objective: In this section, you will match high-frequency words **said** and **am**. 19](#_Toc187076394)

[Objective: In this section, you will tell about a book. 19](#_Toc187076395)

[Objective: In this section, you will name words with the short **i** and long **i** vowel sounds. 21](#_Toc187076396)

[Lesson 4: Where the Wind Blows: Fluency 23](#_Toc187076397)

[Objective: In this section, you will answer **when** and **what** questions to add missing information or make an inference. 23](#_Toc187076398)

[Objective: In this section, you will use words that tell how you feel, what you learned, and what you think about a book. 25](#_Toc187076399)

[Objective: In this section, you will use letters to build the words **said** and **am**. 26](#_Toc187076400)

[Objective: In this section, you will build words with the short **i** and long **i** vowel sounds. 27](#_Toc187076401)

[Objective: In this section, you will practice reading fluently. 29](#_Toc187076402)

[Lesson 5: Where the Wind Blows: Synthesize 31](#_Toc187076403)

[Objective: In this section, you will answer questions about details so you can add information, or draw a conclusion. 31](#_Toc187076404)

[Objective: In this section, you will ask questions about something you don’t understand. 32](#_Toc187076405)

[Objective: In this section, you will read the word **am** in a book. 34](#_Toc187076406)

[Review 34](#_Toc187076407)

[Reflect 35](#_Toc187076408)

# Language Arts K B Unit 10: Where the Wind Blows

## Lesson 1: Where the Wind Blows: Genre

### Where the Wind Blows: Introduction

##### Learning Goals

In this unit, your student will be learning about the wind as a kind of weather. There are 20 learning goals for this unit:

1. Use key details to make predictions, with prompting and support.
2. Repeat high-frequency words.
3. Identify a syllable by pointing out its vowel sound.
4. Use action words correctly that are opposites.
5. Use key details to answer questions about a text, with prompting and support.
6. Use describing words correctly that are opposites.
7. Identify high-frequency words.
8. Pronounce words with long *i*.
9. Practice writing uppercase and lowercase *I i*, *Ff*, and *Tt*.
10. Ask *who* and *when* questions to make inferences in an informational text, with prompting and support.
11. Match high-frequency words.
12. Use words and phrases to respond to text.
13. Identify words with short *i* and long *i* (VCe; CVCe).
14. Answer *when* and *what* questions to make inferences in an informational text, with prompting and support.
15. Arrange high-frequency words with letters.
16. Build words with short *i* and long *i*.
17. Read a book of choice with support.
18. Answer *why* and *how* questions to draw conclusions in an informational text, with prompting and support.
19. Ask questions in order to clarify something that is not understood.
20. Read emergent readers with high-frequency words fluently.

Each learning goal will be addressed in a multipart lesson. Prior to each lesson section, review the Learning Coach guide for that section.

Your student’s learning within “Where the Wind Blows” will be assessed with the following items:

* Where the Wind Blows: Genre Quick Check
* Where the Wind Blows: Genre Skills Check
* Where the Wind Blows: Comprehension Quick Check
* Where the Wind Blows: Comprehension Skills Check
* Where the Wind Blows: Speak/Listen Quick Check
* Where the Wind Blows: Speak/Listen Skills Check
* Where the Wind Blows: Fluency Quick Check
* Where the Wind Blows: Fluency Skills Check
* Where the Wind Blows: Synthesize Quick Check
* Where the Wind Blows: Synthesize Skills Check

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

#### Spark

Set the Stage for Learning

Before your student begins to work on the day’s first English Language Arts lesson, create a treasure map. On paper, draw a winding dotted line from one corner to the opposite corner. Label these corners START and END. Along the dotted line, write the lesson titles. As your student completes each lesson, have them move a coin or other marker along the map. When they reach the end, have them open a treasure chest (such as a shoebox) with a small treasure inside (such as a “coupon” to play a game).

1. Read the introduction with your student. Point out that this week they will be talking about the wind as a kind of weather.
2. Watch the video together. You may want to pause at the end of each slide to discuss where the wind can be found and what things the wind can do. After viewing the video, discuss other things that wind can do.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask about their experiences with wind.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if they have ever seen the wind do what is described.

### Objective: In this section, you will use details to predict what an information text will be about using details in the pictures.

#### Key Words

* **author** – the person who wrote the words
* **title** – the name of a story

#### 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.

[Where the Wind Blows\_Genre i. i-e](https://cite-media.pearson.com/legacy_paths/d4f93848-061b-444d-ae3d-94b5dff415f2/Where%20the%20Wind%20Blows_Genre%20i.%20i-e.pptx)

#### Explain

Learning Coach Tip

You will be sharing *When the Wind Blows* with your student. They will not be expected to read the text independently. You may share the text by reading aloud the printed book, by reading aloud the text you display on the screen, or by having your student listen to the audio recording of the text.

|  |  |  |
| --- | --- | --- |
| **Reading Comprehension Instructional Focus** | | |
| **Lesson** | **Learning Goal** | **Focus** |
| Part 1 | Use key details to predict information about an information text. | **Prereading Activities**   * Pre-teach important concept vocabulary * Identify the title, author, and illustrator * Use details to predict what the text will be about. |
| Part 2 | Use key details to answer questions about an information text. | **First Reading of the Text**   * Check for overall understanding of the text. |
| Part 3 | Ask who and when questions to make inferences in an information text. | **Recounting the Text**   * Teach a comprehension skill. * Understand how to make an inference. |
| Part 4 | Answer when and what questions to make inferences in an information text. | **Recounting the Text**   * Teach a comprehension skill. * Understand how to make an inference. |
| Part 5 | Answer why and how questions to draw conclusions in an information text. | **Recounting the Text**   * Teach a comprehension skill. * Understand how to draw a conclusion. |

Learn New Words

1. It is important for your student to understand the following words to understand what is happening in *When the Wind Blows*.
2. Draw attention to the picture for the word *blows*. Have your student explain what they know about the weather on a windy day. Ask: What is happening to the tree branches? What do you think is causing the branches to move? Explain that on a windy day air moves in a certain way. The way the air moves makes things blow. Ask your student to use the word *blows* in a sentence.
3. Continue by having you student discuss the picture for the word *flies*. Ask: Where does the bird fly? The bird  in the sky. What else flies in the sky? Discuss that when something moves through the air, it flies.
4. Draw attention to the picture for the word *spins*. If necessary, identify the object as a top. Have your student describe what the top is doing. Ask: Can you move the same way? Show me. Then, explain that when something turns around and around, it spins. Sometimes the wind makes something spin. Ask: Do you think the wind is making the top spin? (no)

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| blows | when air moves |
| flies | when something moves through the air |
| spins | when something turns around and around |

Title and Author

1. Review that an information text has a cover that gives the title, or name, of the book. Have your student point to the title on the cover of *When the Wind Blows* and read it together.
2. Also review that the author of the book is the person who wrote the information text. Have your student point to the name *Katie Peters* on the first page and read it together. Ask: Does the first letter of a person’s name begin with a capital letter or a lowercase letter? (a capital letter)
3. Ask: Does this book have an illustrator? Tell why or why not. Discuss that an information text gives facts and details about a real person, place, animal, or thing. Explain that some authors include photographs instead of illustrations. Discuss why an author of an information text makes the decision to include photographs instead of illustrations. Support your student as they answer the two questions.

Use Details to Predict

1. Explain that before you listen to or read a story it is important to think about what the text might be about. One way to do that is to look at the pictures in a text. Sometimes that is called going on a “Picture Walk.”
2. Discuss that pictures in a text can give you an idea of what the information text will be about. Allow time for your student to look at the pictures in *When the Wind Blows*. Then, support them as they answer the two questions about the text.
3. Scaffold as your student uses details they see in the pictures to predict what they think the story will be about. Use the sentence frames to help them speak in complete sentences and explain why they think the way they do.

[When the Wind Blows](https://cite-media.pearson.com/legacy_paths/dea63689-f4df-4dc5-8f50-fc4560c2b64e/When%20the%20Wind%20Blows_Rev.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at some of the pictures in *When the Wind Blows*.
2. With your student, look at the pictures. **IF** they have difficulty using details to describe what they see in each picture, **THEN** think aloud about what you see. For example: *I see a sailboat on the water. It is moving across the water. What do you think is making it move?*

#### Practice

1. Review that the pictures in *When the Wind Blows* give information. Have your student think about what they noticed by looking at the pictures. Ask them to tell what they think the text will be about just by looking at the pictures. Explain that there isn’t a right or wrong answer to the question. **IF** they have difficulty making a prediction, **THEN** scaffold by modeling with the sample response. Explain that there isn’t a right or wrong answer to the question.
2. **Daily Writing:** You may want to have your student respond to the following writing prompt: Write about something you can do on a windy day. Draw a picture and write sentences about it. Encourage them to write independently and to read their writing to you.

### Objective: In this section, you will repeat the high-frequency word **am**.

#### Explain

Quick Review

Remind your student that they will see some words many times in the books they read. Have your student use the high-frequency word cards they created for *a*, *I*, *look*, *is*, *you*, *we*, *the*, *who*, *he*, *she*, *one*, *can*, *what*, *do*, *are*, *they*, *have*, *went*, *like*, *to*, *my*, *go*, *me*, and *said* to quickly read the words. **IF** your student has difficulty reading a word, **THEN** point to the word and say it clearly. Have your student repeat the word.

1. Have your student talk about the first picture. Ask questions such as these: Is the girl wet or dry? Is the sentence below the picture a telling sentence or an asking sentence? Read the sentence below the picture. Continue with the second picture and sentence. Explain that you use the word *am* when you tell or ask about yourself or something you are doing.
2. Point to the word *Am*, say the word, and have your student repeat. Continue with the word *am*. Explain that *am* is a word that they will see many times in books they read. The word is used when talking or asking about yourself.

#### Check-In

1. Read the question for the first picture aloud. Ask questions such as these: What is the boy doing? Is the sentence below the picture a telling sentence or an asking sentence? Continue with the second sentence.
2. Tell your student that you will point to a word and say it. Then, they should repeat the word. Confirm understanding that *Am* and *am* are used when telling or asking about yourself. Tap on the table and ask, “Am I tapping?” Say, “That’s right. I am tapping.” **IF** your student has difficulty reading the word *am*, **THEN** point to each word card, say the word, and have your student repeat it after you.

#### Practice

1. Print the Practice worksheet. If you do not have a printer, then draw the outline of capital *A* and lowercase *m* on a blank sheet of paper. Point to *Am* and read it aloud with your student. Repeat with the word *am*. Have your student use a different color crayon or marker to color each letter in *Am* and *am*.
2. Have your student use safety scissors to cut each word card. You may keep the word cards in a resealable bag with other high-frequency word cards. Or, you may choose to punch a hole in the top left corner and add the cards to a small metal ring, such as a key ring.

[Make Word Cards](https://cite-media.pearson.com/legacy_paths/49f158cf-9c0d-447e-a0a9-8f3cf39b0ad3/Make_Word_Cards_Am.pdf)

### Objective: In this section, you will identify a syllable by its vowel sound.

#### Key Words

* **vowels** – the letters a, e, i, o, and u
* **syllable** – a word or word part with one vowel sound

#### Explain

Learning Coach Tip

In today’s lesson, your student is exploring syllables, which are small parts of words that have one vowel sound. The vowel sounds are made by the letters *a, e, i, o*, and *u*. In one-syllable words with a consonant-vowel-consonant spelling pattern, the vowel sound is usually short, as in *cat* and *jet*.

1. Read the introduction with your student. Tell your student that they will be listening for vowel sounds in words. Read the key words *vowels* and *syllables* and their definitions. Review that vowels are the letters *a, e, i, o, u*. Explain to your student that they will use the vowel sounds in words to identify the number of syllables in the word.
2. Have your student identify the picture and the word *cat*. Monitor their ability to say and hear the vowel sound of the letter *a* in the word *cat.* Explain that the sound made by *a* in *cat* is a short vowel sound.
3. Then, have your student identify the syllable. Explain that because there is only one vowel sound in *cat*, there is one syllable. Guide your student to clap for the number of syllables they hear in *cat.*
4. Next, have your student look at the picture of the sunset and say the picture name. Repeat the word as your student listens for and says the vowel sounds. Then, have them clap the number of syllables. Explain that because there are two vowel sounds, there are two syllables in *sunset*.
5. **IF** your student struggles to hear and name the vowel sounds and syllables, **THEN** have your student listen carefully as you say the words aloud. Stress the vowel sounds so your student can then repeat the words successfully. Review that each syllable has one vowel sound.

#### Check-In

1. Read the directions to your student. Then, support your student as they complete the first activity by naming the picture and the vowel sound.
2. Repeat with the remaining activities.

#### Practice

1. Read the directions together. Make sure that your student can identify each picture.
2. Have your student clap for the syllables in each word and say the vowel sound.

### Objective: In this section, you will use action words that are antonyms.

#### Key Words

* **antonyms** – words that have opposite meanings
* **opposite** – different
* **verb** – an action word

#### Explain

Quick Review

Remind your student that they have learned about action words, or verbs. They have also learned about words that are opposites, or have meanings that are different from each other.

1. Demonstrate some opposite actions. Ask your student to stand up and then to sit down. Point out that *stand* and *sit* are action words that show opposite, or different, ways to move.
2. Review the meanings of the key terms using the on-screen definitions. Use the first pair of photos and say the action words aloud. Have your student repeat the verbs after you. Talk about what actions the two verbs tell about and how they are opposites. **IF** your student needs more help understanding opposites, **THEN** show how different the meanings of the verbs are by asking the following: Would you laugh if you were happy, or would you cry if you were happy?
3. Continue the activity with the second pair of photos. Say the verbs aloud and have your student repeat them. Discuss why the verbs have opposite meanings. Ask your student to demonstrate the verbs *open* and *close*, if possible, by opening and closing a door or opening and closing a book. Point out that the actions are different and have an opposite meaning.

#### Check-In

1. Read the directions and be sure your student understands that a thumbs-up means *yes* and a thumbs-down means *no*. Explain they will listen to two sentences with action words.
2. Read the sentences aloud. Point out the action words and have your student give a thumbs-up or a thumbs-down. **IF** your student has difficulty determining if the action words have opposite meanings, **THEN** discuss the actions of waking and sleeping and point out some ways they are different. For example, most people wake in the morning and sleep at night; and people get up when they wake but lie down when they sleep.
3. Have your student continue with the remaining questions, following the same procedure, and provide support as necessary.

#### Practice

1. Read the directions aloud. Explain that they will listen to two sentences and use an action word with the opposite meaning in the second sentence.
2. Work together with your student on the first activity. Read aloud the first sentence and have your student point to the verb *win*. Then, read aloud the second sentence. Have your student look at the two verbs that are answer choices and choose the verb that has the opposite meaning of *win*. **IF** your student answers correctly, **THEN** have them complete the remaining items independently. **IF** your student answers incorrectly, **THEN** discuss the opposite meanings further, pointing out that to *win* in a game means you are successful in beating the other team, but *lose* means that you are unsuccessful and did not beat the other team.
3. Continue with the remaining questions, providing support as needed.

## Lesson 2: Where the Wind Blows: Comprehension

### Objective: In this section, you will answer questions about what happens in a text.

#### Key Words

* **details** – important information

#### Explain

1. Tell your student that today they are going to listen to *When the Wind Blows*. First, they will learn how to answer questions about the text that will help them understand what happened. Then, they will think about why that happened. The questions begin with the *words what happened* and *why*.
2. If you have the print version of *When the Wind Blows*, then show it to your student. Review that an author writes an information text to give information about a real person, animal, place, or thing. Ask: What does the author of *When the Wind Blows* give information about?
3. Watch the video with your student. Explain that details in an information text may tell about what happened and why it happened. Encourage them to follow along as the student in the video uses details to tell about cause and effect relationships in the information text. After viewing the video, support your student as they answer questions about what the wind causes leaves to do.
4. Read aloud or have your student listen to a recording of *Why the Wind Blows*.
5. After reading the text, ask your student to select one picture to talk about. Ask questions such as: What happened? Why did it happen? Remind them that details in the pictures can give important information about the topic of wind.

[When the Wind Blows](https://cite-media.pearson.com/legacy_paths/dea63689-f4df-4dc5-8f50-fc4560c2b64e/When%20the%20Wind%20Blows_Rev.pdf)

#### Check-In

1. Read the directions with your student. Guide them through each question about a picture from *When the Wind Blows*. Each question asks your student to use details in the pictures to help explain what is happening and why it is happening.
2. **IF** your student has difficulty identifying what is happening in the picture and why, **THEN** ask a question such as:. Why do you think that is happening? Did the wind have something to do with it? How do you know?

#### Practice

1. Remind your student that you can use key details, or important information, and the pictures in an information text to think about what is happening and why.
2. Scaffold as your student uses details and the sentence frames to explain what they have learned about the wind. **IF** they have difficulty explaining what they learned about the wind, **THEN** revisit the text and have them identify two examples of what happens when the wind blows. Then, use the sample response to model a response before your student uses the details they identified to respond.
3. **Daily Writing:** If time permits, you may want to have your student write a response to the question. Have them read what they have written to you.

### Objective: In this section, you will use describing words that are antonyms.

#### Key Words

* **antonyms** – words that have opposite meanings
* **describing word** – a word that describes a person, animal, place, or thing
* **opposite** – different

#### Explain

1. Remind your student that describing words tell more about a noun. Use the on-screen definitions to review the meanings of the key terms. Explain that describing words can have opposite meanings and words with opposite meanings are called antonyms.
2. Use the first pair of photos to discuss describing words that have opposite meanings. Read the describing words aloud, and have your student repeat them. Ask: Who do these describing words tell about? (the girls) Explain that *hot* and *cold* tell how the girls feel very differently from each other and the words have opposite meanings.
3. Continue the activity with the second pair of photos. Say the describing words aloud and have your student look carefully at the photos. Read aloud the question and have your student answer. **IF** your student has difficulty, **THEN** point out the pictures that show the meanings of the describing words and explain that the glasses look different—something that is *full* is filled up, but something that is *empty* has nothing in it.

#### Check-In

1. Read the directions to your student. Explain that they will look at photos and listen to a sentence with a describing word. Then, they will listen to a second sentence and complete it with a describing word that has the opposite meaning.
2. Read the first sentence aloud. Talk about the picture and ask your student to point to the describing word in the sentence. Read the second sentence and the two describing words that are answer choices. Ask your student to choose the describing word that has the opposite meaning of the describing word in the first sentence. **IF** your student has difficulty, **THEN** ask: How do you feel when you are happy? After your student answers, ask: If you feel glad, is that a different feeling from happy or are the feelings pretty much the same? (same) Ask: If you feel sad, is that a different meaning from happy? (yes)
3. Continue with the remaining questions, supporting your student as necessary.

#### Practice

1. Read the directions aloud. Explain that your student will listen to a sentence with a describing word and then pick a sentence with a describing word that has the opposite meaning.
2. Work together with your student on the first activity. Read aloud the sentence and point out the describing word *tall*. Then, read the sentences that are the answer choices. **IF** your student has difficulty choosing the sentence with a describing word that has the opposite meaning of *tall*, **THEN** discuss the meaning of each describing word in the answer choices, asking the following: Does this describing word mean something different from *tall*? Eliminate answer choices until your student recognizes that the sentence with *short* has the opposite meaning of *tall*.
3. Have your student continue with the remaining items, following the same procedure, and supporting your student as needed.

### Objective: In this section, you will identify the high-frequency word **am**.

#### Explain

Learning Coach Tip

Your student will have multiple opportunities to read the high-frequency word *am* during the unit. If you observe your student having difficulty reading the word, follow this routine.

* Point to the high-frequency word, say the word, and have your student repeat it.
* Have your student identify the number of letters in the word.
* Have your student name the letters in the word.
* Point to the word again, say the word, and have your student repeat it.

1. Have your student take out the *Am* and *am* word cards they created. Point to the word *Am*, say the word, and have your student repeat it. Continue with *am*.
2. Review that words have letters. Explain that today your student will look closely at the letters in the word *am*. Begin by having your student talk about what is happening in each picture. Read aloud the question or sentence that tells about each picture. Review that the word *am* is used when talking about yourself.
3. Have your student point to the word *Am* in the first question. Say the word together. Then, have them respond to the prompt by identifying the number of letters in *Am*. Continue with the word *am*.
4. Next, have your student name the letters in *Am* and *am*. Explain that some words can begin with a capital letter or a lowercase letter. Even so, the word is the same.

#### Check-In

1. Read the directions aloud. Then, have your student complete the activity. **IF** your student has difficulty identifying *Am* correctly, **THEN** remind them that *Am* has two letters.
2. Continue with the second activity. **IF** your student has difficulty identifying *am* correctly, **THEN** remind them that *am* begins with *a*.

#### Practice

1. Read *The Wind* with your student. Talk about what happens in the story.
2. Then, have your student identify the number of times they see *am* in the story. Have them draw a happy face on a sticky note or a sheet of paper each time they find the word *am*.

[The Wind](https://cite-media.pearson.com/legacy_paths/4daa6867-b20a-42de-84c7-476eb36a6087/The%20Wind.pdf)

### Objective: In this section, you will say the sound you hear in the beginning and middle of words.

#### Explain

Beginning Sound

1. Review that every word is made up of letters and their sounds. Tell your student that their job in this lesson is to listen to sounds in words. First, they will tell how many sounds they hear. Then, they will tell what sound they hear at the beginning of a word. Model with an example.
2. Point to the photo of an ice cube. Then, say *ice* slowly, clapping for each sound in the word. Have your student repeat the word with you, clapping the sounds. Ask your student to tell how many sounds they hear. (2) Say *ice* again and have your student say the sound they hear at the beginning of the word.

Beginning Sound Routine

* I like ice in my drink. [Say: *ice*.]
* Say the word *ice* with me: *ice*.
* Now listen to me say *ice* slowly: *i-ce*.
* Listen as I say the word again. This time I will clap each time I hear a sound: *i-ce*.
* Now say the word slowly with me. Clap each time you hear a sound: *i-ce*.
* You hear two sounds in the word *ice*: *i-ce*.
* Now I will say the word again. Listen for the beginning sound in *ice*: *i-ce*.
* Say the beginning sound you hear in *ice*.

Middle Sound

1. Now tell your student that they will listen for the middle sound in a word. Model with an example. If possible, have a dime available.
2. Point to the photo of the tree and explain that this kind of tree is a pine tree. Then, say *pine* slowly, clapping for each sound in the word. Have your student repeat the word with you, clapping the sounds. Ask your student to tell how many sounds they hear. (3) Say *pine* again and have your student say the sound they hear in the middle of the word.

Middle Sound Routine

* I found a dime in my pocket. [Say: *dime*.]
* Say the word *dime* with me: *dime*.
* Now listen to me say *dime* slowly: *d-i-me*.
* Listen as I say the word again. This time I will clap each time I hear a sound: *d-i-me*.
* Now say the word slowly with me. Clap each time you hear a sound: *d-i-me*.
* You hear three sounds in *dime*: *d-i-me*.
* Now I will say the word again. Listen for the middle sound in *dime*: *d-i-me*.
* Say the middle sound you hear in *dime*.

Learning Coach Tip

The vowel letters are *a, e, i, o, u*. Many words have one vowel followed by a consonant and the letter *e*. In these words, the vowel usually has a long sound and the *e* at the end is silent. The long sound of a vowel sounds like the name of the letter. For example, these words have the long *i* sound: *hike, dime, ride*.

#### Check-In

1. If needed, help your student identify the picture of a kite. Guide them to say the word *kite*, then say the word slowly as they clap for each sound they hear. **IF** your student cannot identify the middle sound, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *k—i—te*. Ask your student to say the beginning sound. Then, say the word slowly a second time and ask them to say the middle sound. Finally, say the word slowly a third time and ask your student to identify the ending sound.
2. Continue with the second item. Confirm that your student can identify the picture as a bike before guiding them through the directions.
3. Say the words *kite* and *bike* with your student and discuss that *kite* and *bike* have the same middle sound. Have them say the middle sound they hear in *kite* and *bike*.

#### Practice

1. Confirm that your student can name each picture: lime, pipe, vine. Explain that grapes and certain flowers grow on a vine. Guide your student through the steps of the routine for naming the middle sound they hear in a word. **IF** your student has difficulty clapping the number of sounds in a word, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *l—i—me, p—i—pe, v—i—ne*.
2. Say the words *lime, pipe,* and *vine* again. Ask your student if they hear the same middle sound in each word.

### Objective: In this section, you will practice writing **Ii, Ff,** and **Tt**.

#### Explain

1. Read the introduction and review the types of handwriting strokes illustrated. Point out the difference between the stroke that is straight and goes from top to bottom, and the stroke that is straight and goes from left to right. You may want to model how to write each stroke on unlined paper.
2. Have your student revisit the rainbow letters they created for the letters *Mm, Ss, Tt, Pp, Aa, Nn, Cc, Oo, Dd, Bb, I i, Ff, Gg, Ee, Hh, Ll, Uu, Rr, Vv, Kk, Jj, Ww, Yy, Zz, Qq,* and *Xx*. Ask questions such as: Which letters have curved lines? Which letters have straight lines? Which letters have slanted lines? Explain that today they will be practicing how to write capital and lowercase *I i, Ff,* and *Tt*.

How to Write Capital *I*

1. Use the step-by-step strokes to discuss how to write capital *I*. Then, model how to write capital *I* as you explain the sequence of line strokes: First, you make a straight line from top to bottom. Lift your pencil and go to the top. Then, you make a straight line from left to right. Lift your pencil and go to the bottom. Last, you make a straight line from left to right.
2. Have your student finger write in the air capital *I* along with you as you name each line stroke.
3. Remind your student that capital *I* can be shown two ways. Point to an example of a text *I* and review that capital *I* is frequently shown this way in books. Then, point to the handwriting model of the capital *I* and review that this is how capital *I* looks when you write.

How to Write Lowercase *i*

1. Use the step-by-step strokes to discuss how to write lowercase *i*. Then, model how to write lowercase *i* as you explain the sequence of line strokes: First, you make a straight line. Lift your pencil. Then, you add a dot above the line.
2. Have your student finger write in the air lowercase *i* along with you as you name each line stroke.

How to Write Capital *F*

1. Use the step-by-step strokes to discuss how to write capital *F*. Then, model how to write capital *F* as you explain the sequence of line strokes: First, you make a straight line from top to bottom. Lift your pencil. Then, you make a straight line from left to right. Lift your pencil. Last, you make another straight line from left to right.
2. Have your student finger-write in the air capital *F* along with you as you name each line stroke.

How to Write Lowercase *f*

1. Use the step-by-step strokes to discuss how to write lowercase *f*. Then, model how to write lowercase *f* as you explain the sequence of line strokes: First, you make a curved line to the left. Then, you move in a straight line to the bottom. Finally, you lift your pencil and draw a straight line from left to right.
2. Have your student finger write in the air lowercase *f* along with you as you name each line stroke.

How to Write Capital *T*

1. Use the step-by-step strokes to discuss how to write capital *T*. Then, model how to write capital *T* as you explain the sequence of line strokes: First, you make a straight line from top to bottom. Then, you make a straight line from left to right.
2. Have your student finger write in the air capital *T* along with you, as you name each line stroke.

How to Write Lowercase *t*

1. Use the step-by-step strokes to discuss how to write lowercase *t*. Then, model how to write lowercase *t* as you explain the sequence of lines strokes: First, you make a straight line from top to bottom. Then, you make a straight line from left to right.
2. Have your student finger write in the air lowercase *t* along with you as you name each line stroke.
3. Remind your student that lowercase *t* can be shown two ways. Point to an example of *t* in the text and review that lowercase *t* is frequently shown in books with a curve at the bottom. Then, point to the handwriting model of the lowercase *t* and review that this is how lowercase *t* looks when you write.

#### Check-In

1. Have your student look at the images of the capital and lowercase letters. Read aloud each direction and have your student point to the letters. (capital letters with straight lines are *I, F, T*; lowercase letters with straight lines are *i, f, t*; capital letter with curved lines are *none*; lowercase letter with curved line is *f*)
2. **IF** your student has trouble identifying the kinds of lines in the letters, **THEN** use the images of the letters to review the line strokes, having your student trace with their finger as they identify each line.

#### Practice

1. Have unlined paper available. Ask your student to use the rainbow letters in their handwriting folder as models as they practice writing *I i, Ff,* and *Tt*. Then, have your student practice writing their name.
2. **IF** you observe that your student is having difficulty distinguishing between lowercase *f* and lowercase *t*, **THEN** point out that you start writing lowercase *f* with a curved line.

## Lesson 3: Where the Wind Blows: Speak/Listen

### Objective: In this section, you will ask **who** and **when** questions to add missing information or make an inference.

#### Key Words

* **details** – important information

#### Explain

Ask Questions

1. Review with your student that details in an information text give important information. The details in the pictures and words give information about the topic. Check for understanding that an information text gives information about a real person, animal, place, or thing. The topic of an information text is what the text gives information about. Ask: What is the topic of *When the Wind Blows?*
2. Read the introduction together. Explain that today they will learn why it is important to ask questions about details in an information text. The answers can help them add to the information the author has given. You may want to explain that when a reader thinks about details and adds information the author did not provide, they are making an inference.
3. If you have the print version of *When the Wind Blows*, show it to your student. Encourage them to follow along as the student asks and answers questions to find details and make an inference.
4. After viewing the video, support your student as they answer two questions about how to ask a question about a person or about when something happens.

[When the Wind Blows](https://cite-media.pearson.com/legacy_paths/dea63689-f4df-4dc5-8f50-fc4560c2b64e/When%20the%20Wind%20Blows_Rev.pdf)

Use Details to Add Information

1. Scaffold as your student finds details in a picture, thinks about the details, and then makes an inference about when the child may go inside. **IF** they have difficulty inferring, **THEN** model with a think aloud such as: I see the child is playing outside. There is snow on the ground. Even though the child is dressed warmly, I think they will go inside when they get cold.

#### Check-In

1. Review that it is important for a reader to ask questions when they read an information text. Readers answer the questions with details the author has given. Explain that when readers think about the details, they can add information the author did not give in the information text. You may want to explain that when a reader makes an inference, they think about details the author gave and add more information. When a reader does this, they understand what they read better.
2. Have your student read or listen to *When the Wind Blows*. First, have them ask two questions to identify details the author gives. Then, ask them to think about the details and add information to make an inference. **IF** they have difficulty asking a question that begins with the word *when*, **THEN** provide a sentence frame such as: When do you ?
3. **IF** your student has difficulty making an inference, **THEN** scaffold by asking questions such as: What detail does the author give about what helps a kite fly? Does the author tell when the girl will stop flying the kite?

[When the Wind Blows](https://cite-media.pearson.com/legacy_paths/dea63689-f4df-4dc5-8f50-fc4560c2b64e/When%20the%20Wind%20Blows_Rev.pdf)

#### Practice

1. Have your student read *The Wind*.
2. Then, support them as they ask and answer a *who* and a *when* question about a picture they select. **IF** they have difficulty using the sentence frames to make an inference, **THEN** model using the sample answer.
3. **Daily Writing:** Have your student write about the picture they selected to ask and answer questions about. Ask them to explain what they learned about wind. Encourage them to read what they have written to you.

[The Wind](https://cite-media.pearson.com/legacy_paths/4daa6867-b20a-42de-84c7-476eb36a6087/The%20Wind.pdf)

### Objective: In this section, you will match high-frequency words **said** and **am**.

#### Explain

Get Ready for Learning

Have your student locate the word cards for *said*, *Am*, and *am*. Point to each word, say it, and have your student repeat the word. Then, have your student match the words that are the same.

1. Talk with your student about what is happening in the first picture. Then, read the sentence. Continue with the second picture and sentence. Review that *said* is used when telling about words that are spoken already and *Am* is used when telling or asking about yourself.
2. Use the prompts to have your student find the high-frequency word in each sentence and then compare the number of letters in *said* and *Am*. Remind your student that words have letters, but the number of letters in a word varies. Also, explain that some words have similar letters, and other words have completely different letters. You may want to ask questions such as these: Do *said* and *Am* have the same number of letters? Do *said* and *Am* have any letters that are the same?

#### Check-In

1. Review the directions with your student. Confirm that they understand that a thumbs-up means the words are the same and a thumbs-down means the words are different. Observe as your student completes the first activity. **IF** your student has difficulty, **THEN** have them count and name the letters in each word. Once your student answers correctly, read each word pair together.
2. Continue with items 2–4.

#### Practice

1. Read *The Wind* aloud with your student. As you read together, model how to use your finger to track the print on the page or screen. Pay attention to how well your student reads the high-frequency word *am*.
2. Then, have your student hunt for the words *said*, *Am*, and *am*. You may want to have the word cards for *said*, *Am*, and *am* available. Have your student sort the word cards into two piles: one pile for the word that is in *The Wind* and another pile for the words that are not in *The Wind.*

[The Wind](https://cite-media.pearson.com/legacy_paths/4daa6867-b20a-42de-84c7-476eb36a6087/The%20Wind.pdf)

### Objective: In this section, you will tell about a book.

#### Key Words

* **topic** – who or what a text is about

#### Explain

Connect to Literature

Ask your student to show you a book they like. Discuss who or what the book is about and what happens in the book. Then ask your student why they liked the book. Explain that telling about a book can help you understand it better.

1. Use the onscreen definition to talk about the key word. Explain to your student that every book is about someone or something, and that is called the topic. Read aloud the question and have your student answer. Discuss other ideas your student could tell about. **IF** your student needs help, **THEN** point out that *what happens* is the action, *where* tells a place, and *when* tells a time.
2. Continue to the next slide, pointing out that your student can also tell about a book by using words that tell how they feel about it. Remind them to ask themselves what they liked or didn’t like. Discuss other things about a book, such as pictures, that your student might have feelings about. Then discuss words that could describe their feelings, such as *excited*, *happy*, *sad*, *like*, *dislike*, or *interested*. Then, read aloud the question and have your student answer, emphasizing that what Mia likes about the book is one way to tell others about it.

#### Check-In

1. Read the directions and be sure your student understands that a thumbs-up means *yes* and a thumbs-down means *no*. Point out the sentences about a book, and explain they will use the sentences to answer each question with a thumbs-up or a thumbs-down.
2. Read the sentences about a book aloud with your student. Then, read the first activity and have your student give a thumbs-up or thumbs-down. **IF** your student has difficulty, **THEN** reread the first sentence in the word box that tells about the book, and remind your student that a topic is what or who a book is about. Help your student determine that *whales* is the topic and have them give the thumbs-up.
3. Continue with the remaining activities, following the same procedure. Provide support to your student as necessary.

#### Practice

1. Read the directions and listen to the text again with your student if necessary.
2. Remind your student that there are many ways to tell about a book. **IF** your student needs to review ways to tell about a book, **THEN** have them look at the Explain slides again.
3. Read aloud the first question with your student and have them answer. **IF** your student has difficulty telling what the book is about, **THEN** point out the title of the book, the pictures, and the word *wind* on various pages of the book that tell what the wind does.
4. Have your student continue with the remaining activities, referring to *The Wind*, as needed. Provide support to your student as necessary.

[The Wind](https://cite-media.pearson.com/legacy_paths/4daa6867-b20a-42de-84c7-476eb36a6087/The%20Wind.pdf)

### Objective: In this section, you will name words with the short **i** and long **i** vowel sounds.

#### Warm Up

Begin by having your student blend the beginning sound (onset) with the rest of a word (rime). Use the following routine:

* Tell your student you are going to say a word in a slow way. Stretch out the first sound, the sound of *m*, and pause before saying the next segment, *-ice*. (*m-ice*)
* Have your student listen to the word parts and put the sounds together to figure out the word. For example, if you put *m* and *ice* together, the word is *mice*.
* Continue the procedure, using the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **b-ig**  big | **r-ise**  rise | **l-it**  lit | **m-ile**  mile |

Next have your student segment the beginning sound (onset) from the rest of a word (rime). Use the following routine:

* Say a word and have your student repeat it. (*fin*)
* Now ask your student to say the word without the beginning sound. For example, say *fin* without the sound for *f*. (*in*)
* Continue the procedure, using the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **hit**  ( the beginning sound of *h*)  it | **nice**  (without the beginning sound of *n*)  ice | **win**  (without the beginning sound of *w*)  in | **time**  (without the beginning sound of *t*)  *ime* |

#### Explain

The Sound of Long *i*

1. Review that every word has letters and sounds. Remind your student that there are two kinds of letters: consonants and vowels. Have your student name the vowels *a, e, i, o, u*. Remind your student that they have learned one sound for *i*, the short *i* sound. Tell your student that today they will learn about another sound the letter *i* stands for, or makes.
2. Have your student identify the word *ice*. Guide your student as they identify the first letter in *ice*. Say the word *ice* slowly and ask your student to repeat the word. Then, ask your student to identify the beginning sound they hear in *ice*. Explain to your student that when the vowel sounds like its name, *i*, it is called a long sound. Then, have your student say *ice*, clapping the sounds. Ask your student to tell how many sounds they hear. (2) Then, have your student name the letters in *ice* and tell how many letters are in the word. (3) Name each letter and have your student say the sound. Ask your student which letter does not make a sound. Help your student conclude that the letter *e* is silent—it does not make a sound. Explain when the vowel *i* is followed by a consonant and ends with the letter *e*, the vowel sound can be a long *i* sound.

Short *i* and Long *i*

1. Remind your student that some letters have more than one sound. Review that the letter *i* is a vowel and it has more than one sound. Tell your student that they have learned about the short *i* sound and now they will learn more about the long *i* sound.
2. Have your student identify the word *pin*. Guide your student as they identify the middle letter in *pin*. Say the word *pin* slowly, asking your student to repeat. Then, ask your student to identify the middle sound they hear in *pin*. Have your student say *pin*, clapping the sounds. Ask your student to tell how many sounds they hear. (3) Then, have your student name the letters in *pin* and tell how many letters are in the word. (3) Name each letter and have your student say the sound. Help your student conclude that each letter makes a sound. Review that the letter *i* stands for the middle sound in *pin*, also known as the short *i* sound.
3. Continue by having your student identify the word *pine*. Guide your student as they identify the second letter in *pine*. Say the word *pine* slowly and ask your student to repeat the word. Then, ask your student to identify the middle sound they hear in *pine*. Reinforce that when the vowel sounds like its name, *i*, it is called a long sound. Then, have your student say *pine*, clapping the sounds. Ask your student to tell how many sounds they hear. (3) Then, have your student name the letters in *pine* and tell how many letters are in the word. (4) Name each letter and have your student say the sound. Ask your student which letter does not make a sound. Help your student conclude that the letter *e* is silent— it does not make a sound. Explain when the vowel *i* is followed by a consonant and ends with the letter *e*, the vowel sound can be a long *i* sound.
4. Have your student look closely at the words *pin* and *pine*. Ask your student to identify the letter that is added to *pin* to make the word *pine*. Help your student conclude that when the letter *e* is added to a short *i* word, the short *i* sound becomes a long *i* sound.

#### Check-In

1. Have your student identify the words *kit* and *kite*. Say each word slowly, emphasizing the middle sound in each word, and have your student repeat. Read aloud the first question and have your student identify the word with the short *i* sound. **IF** your student has difficulty following the direction, **THEN** clarify that the middle letter of a word comes after the first letter. Have your student name the letters in *kit*. Explain that *i* is the middle letter.
2. Continue by reading aloud the second question. Have your student identify the word with the long *i* sound. **IF** your student has difficulty identifying the word, **THEN** explain that the long *i* sound is the sound the letter makes, *i*. Say the word slowly and have your student repeat.
3. Have your student look closely at the words *kit* and *kite*. Ask your student name the letter that is added to *kit* to make the word *kite*. Have your student tell what happens to the vowel sound when the letter *e* is added to *kit*.
4. Help your student identify the words *rip* and *ripe*. Guide your student through the questions to name the word with a short *i* sound and the word with a long *i* sound. Have your student identify that the letter *e* was added to *rip* to make a word with a long *i* sound, *ripe*.

#### Practice

1. Print the Practice worksheet. If you do not have a printer, display the worksheet on screen. Have your student write the words on a sheet of paper.
2. Have your student cut out the word cards at the bottom of the page. Then, explain that the two boxes are labeled *Short* and *Long*. Complete the first activity together. First, have your student name the word for the first picture. Then, read the word together. Ask your student to identify if the word has a short *i* sound or a long *i* sound. Then, have your student glue the picture in the correct box. **IF** your student has difficulty pronouncing the vowel sound, **THEN** say the word slowly together. Remind your student to listen for the middle sound in the word. Then, have your student tell whether the middle sound is short or long.
3. Continue with the remaining words.

[Words with Short i and Long i](https://cite-media.pearson.com/legacy_paths/6ebf7382-458d-40aa-9a88-d44b7f4e94bb/Words%20with%20Short%20i%20and%20Long%20i.pdf)

[Words with Short i and Long i Answers](https://cite-media.pearson.com/legacy_paths/3cb98fc9-6d42-4fb2-918c-00e657ecaa78/Words%20with%20Short%20i%20and%20Long%20i%20Answers.pdf)

## Lesson 4: Where the Wind Blows: Fluency

### Objective: In this section, you will answer **when** and **what** questions to add missing information or make an inference.

#### Key Words

* **details** – important information
* **topic** – what an information text is mostly about

#### Explain

Answer Questions

1. Read the introduction with your student. Remind them that they learned they can use details in an information text to find out more about a topic. Explain that they can answer questions that start with *when* or *what* to learn more about the topic. Point out that the answers to these questions will then help them add information the author did not give in the information text. Then, watch the video with your student.
2. If you have the print version of *When the Wind Blows*, show it to your student. You may want to pause the video periodically to have them use details to answer questions before the student in the video does. After viewing the video, talk about the inference the student in the video made. Then, support your student as they answer questions about the details that helped the student add information.

[When the Wind Blows](https://cite-media.pearson.com/legacy_paths/dea63689-f4df-4dc5-8f50-fc4560c2b64e/When%20the%20Wind%20Blows_Rev.pdf)

Add Information

1. Scaffold as your student finds details in a picture, thinks about the details, and then makes an inference about what the girl will do next. **IF** they have difficulty inferring, **THEN** model with a think aloud such as: I see the girl and her mother reading a book. The girl is in bed and there is a moon in the sky. That tells me the girl will go to sleep after they finish reading the book.

#### Check-In

1. Review that when you read you can ask and answer questions about details in an information text. Remind your student that pictures and words work together to give information about the topic. Review that you can use the answers to the questions you answer to learn more about the topic. Think about the details the author gave. Then, look to use the details to add information.
2. Have your student read or listen to *When the Wind Blows*. Encourage them to look at the pictures and listen carefully to the words to identify the details that will help them answer the questions about pages 14 and 15 and add information.
3. **IF** your student has difficulty using the details to make an inference to answer question 3, **THEN** revisit pages 14 and 15. Scaffold by asking questions such as: What makes the pinwheel spin? Is the pinwheel spinning in the picture? Why or why not?

[When the Wind Blows](https://cite-media.pearson.com/legacy_paths/dea63689-f4df-4dc5-8f50-fc4560c2b64e/When%20the%20Wind%20Blows_Rev.pdf)

#### Practice

1. Have your student reread *The Wind*. Review that they have learned that answering *when* and *what* questions can help them learn more about the topic of a text.
2. Read the directions aloud. Explain that they will answer questions to find details about the topic. Then, explain that they should think about the details to add information.
3. **Daily Writing:** Have your student respond to the following writing prompt: Which do you like better, a windy day or a snowy day. Tell why you feel the way you do. Encourage them to write independently and read their writing to you.

[The Wind](https://cite-media.pearson.com/legacy_paths/4daa6867-b20a-42de-84c7-476eb36a6087/The%20Wind.pdf)

### Objective: In this section, you will use words that tell how you feel, what you learned, and what you think about a book.

#### Key Words

* **opinion** – how you think or feel about something
* **topic** – who or what an information text is about

#### Show What You Know

1. Read the opening sentences. Look at the picture with your student. Explain that Kelvin is reading a book. He will ask himself questions about the book. Then, he will answer the questions to tell about the book.
2. Continue by reading the sentences and bulleted questions. Review the following points:
   1. You can tell your opinion about the book. You can tell what you like or do not like. You can tell about your favorite parts.
   2. You can tell your ideas about the book. You can tell what the topic of the book. You can tell what you learned from the book.
   3. You can tell what else you would like to know about the topic. The book does not tell everything about the topic. It may make you wonder about something that is not in the book.
3. Explain that your student's answers will start with some of the words that are in their questions.
4. Read the introductory directions about Kelvin. Then help your student read sentence pairs. Explain that Kelvin is telling about his book. Your student's job is to decide which sentence helped him tell about the book.
5. Read each sentence. Have your student decide which sentence in each pair helped Kelvin tell about his book.
6. Assess how successful your student was in completing the activities by considering the following:
   1. **Less Successful –**My student was unable to choose the correct sentence.
   2. **Moderately Successful –**My student identified some of the sentences correctly.
   3. **Very Successful –**My student identified all of the sentences that helped Kelvin tell about his book.

#### Try This

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

* **Less Successful** – Remind your student that they may give their opinion and tell what they like about a book, what is the topic of the book, or what they may still wonder about the topic that the book never explained. Have your student dictate their answers to Try This.
* **Moderately Successful** – Point out the repeated words in the questions and answers in Activities 1–4 of Show What You Know. Then, complete the Try This activity together. Have your student write their responses if they are able.
* **Very Successful** – Complete the Try This activity, having your student write their responses. Accept invented spelling.

1. Read the directions and help your student to listen to the text again if necessary.
2. Have your student read each question aloud and then complete the sentence starter orally or in writing. If they respond orally, you may record their responses in writing.
3. Point out that your student’s answers contain words from the original questions.
4. Use the questions in Talk About It to help your student assess their work. You may wish to have your student share their overall opinion of *When the Wind Blows*, telling whether they liked the book and why.

[When the Wind Blows](https://cite-media.pearson.com/legacy_paths/dea63689-f4df-4dc5-8f50-fc4560c2b64e/When%20the%20Wind%20Blows_Rev.pdf)

### Objective: In this section, you will use letters to build the words **said** and **am**.

#### Explain

1. Have available the following letter tiles: *s, a, i, d, e, g, o,* and *m*.
2. Review that words have letters and that the letters need to be in a certain order to spell a word. Have your student name the letters that spell *said*, arrange their letter tiles to spell *said*, and then read the word. Continue with the word *am*.

#### Check-In

1. Work with your student to complete the first item. **IF** your student has difficulty naming the letters, **THEN** say each letter and have your student repeat the letter name. Have your student read the word the letters spell.
2. Continue with items 2–4.

#### Practice

1. Have available the following letter tiles: *s, a, i, d, e, m, g,* and *o.*
2. Help your student identify the letter tiles for *am*, name each letter, and arrange the letter tiles to spell *am*. Then, have your student read the word. **IF** your student has difficulty reading the word, **THEN** read it together.
3. Continue with items 2–4.

### Objective: In this section, you will build words with the short **i** and long **i** vowel sounds.

#### Warm Up

Remind your student that they have learned two sounds for the letter *i*, a short *i* sound as in *kit* and a long *i* sound as in *kite*. Have your student say the two words--*kit, kite* as well as doing the following:

* Tell your student to listen as you say a pair of words.
* Say each sound in the words slowly.
* Have your student repeat the pair of words.
* Then, ask the question to identify the specific vowel sound.

Use the following words:

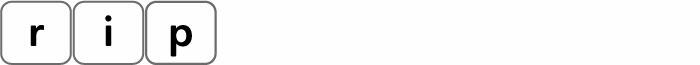
|  |
| --- |
| **rid-ride:**Which word has the long *i* sound? (ride) |
| **pin-pine:**Which word has the short *i*sound? (pin) |
| **hid-hide:**Which word has the short *i*sound? (hid) |
| **rip-ripe:**Which word has the long *i* sound? (ripe) |

#### Explain

1. Gather the following letter tiles: *d, e, h, i*.
2. Use the letter tiles to model with your student how to build a word with short *i*.
   1. Build the word *hid* with the letter cards *h, i,* and *d*.
   2. Name the letters.
   3. Blend the sounds to say the word and have your student say the word.
   4. Then, use the word in a sentence: *She hid the gift in the closet*.
3. Then, show your student how a long *i* word can be formed by adding the letter *e* to the end of a short vowel word.
   1. Name the letters.
   2. Blend the sounds to say the word and have your student repeat.
   3. Point out that the *e* is silent and by adding the letter *e* the short *i* word became a long *i* word.
   4. Then, use the word in a sentence: *I can hide behind the tree*.
   5. Have your student say the two words: *hid, hide*.

#### Check-In

1. Gather the following letter tiles: *b, e, i, p, r, t*.
2. Have your student build the word *rip* with the letter tiles *r, i,* and *p*. Read the word with your student and use the word in a sentence: *I will rip the paper into strips*. Then, read each set of directions to your student. Observe your student build the words with the short *i* vowel sound and change them to words with a long *i* vowel sound. Have your student say each word they build and together talk about its meaning. **IF** your student has difficulty blending the sounds when saying the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

1. Gather the following letter tiles: *e, f, i, n, p*.
2. Have your student build the word *pin* with the letter tiles *p, i,* and *n*. Read the word with your student and use the word in a sentence: *She has on a pink cat pin*. Then, read each set of directions aloud as your student builds the words independently. Have your student say each new word aloud and together talk about its meaning. **IF** your student has difficulty building and saying the words on their own, **THEN** help your student position the letter tiles in each word one at a time. Then, model blending the sounds of the letters to say the word and have your student repeat.
3. Listen as your student reads “I Can, We Can” aloud. **IF** your student struggles blending the sounds in words with the short *i* or long *i* vowel sounds, **THEN** use the letter tiles to blend the sounds the letters make.
4. Also check for the correct pronunciation of the high-frequency word *am*.
5. Encourage your student to pay close attention to the pictures, as they reread the story.
6. Check for overall comprehension of the text. Ask questions such as: What does the girl do? What does the boy do? What do they put on? How do they have fun?

Learning Coach Tip

In this Practice activity, your student will read the decodable reader “I Can, We Can.” The decodable reader will support your student’s understanding of the sound-letter relationship of the short *i* and long *i* vowel sounds and the high-frequency word *am*.

[I Can, We Can](https://cite-media.pearson.com/legacy_paths/34277d7f-9ca9-42e0-8efb-44ed274c80f3/I%20Can%20We%20Can.pdf)

[I Can, We Can Answers](https://cite-media.pearson.com/legacy_paths/7b838b88-bad8-4c8f-8a98-ca5d0e0060b9/I%20Can%20We%20Can%20Answers.pdf)

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

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/c6ed692b-5dbb-4d8b-a9bd-4174dc97d4f6/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.

## Lesson 5: Where the Wind Blows: Synthesize

### Objective: In this section, you will answer questions about details so you can add information, or draw a conclusion.

#### Key Words

* **details** – important information

#### Explain

Answer Questions to Find Details

1. Have your student discuss what they know about details in an information text. Then, review that there are times an author may not give all the information about the topic. Explain that readers can use the details and what they know about the details to add to the information the author has given. You may want to explain that when readers do that, they are drawing a conclusion.
2. Read the introduction together. Discuss that one way to find details is to answer questions that begin with the words *why* and *how*. Then, readers can think about what they know about the details to add information.
3. If you have the print version of *When the Wind Blows*, then show it to your student. Encourage them to follow along as the student in the video answers questions, thinks about what they know about details, and then adds information. After viewing the video, support your student as they answer the questions about how to use details to add information or draw a conclusion.

Think About What You Know About Details

Scaffold as your student finds details, thinks about what they know about the details, and then draws a conclusion about why the girl is sad. **IF** they have difficulty drawing a conclusion, **THEN** model with a think aloud such as: I see raindrops on the window. I know that when I have plans to do something outside, and it rains, I need to change my plans. Sometimes, that makes me sad because I can’t do what I wanted to do.

#### Check-In

1. Review that it is important to think about what you know about important details in an information text. Discuss why it is important to look for details that give information in the pictures and the words.
2. Support your student as they read or listen to *When the Wind Blows*.
3. Scaffold as your student answers questions, finds details, and thinks about what they know to draw a conclusion. **IF** they have difficulty drawing a conclusion to answer question 4, **THEN** provide a think aloud such as: The picture shows that the leaves are brown. The words tell me that the wind blows the leaves. The leaves fall to the ground. I know that in the spring and summer the leaves on most trees are green. The leaves turn brown when the weather gets colder. Then, the leaves fall to the ground. I can use details and what I know about the details to name the season. What details do you find? What do you know about the details?

[When the Wind Blows](https://cite-media.pearson.com/legacy_paths/dea63689-f4df-4dc5-8f50-fc4560c2b64e/When%20the%20Wind%20Blows_Rev.pdf)

#### Practice

1. Have your student reread *The Wind*. Remind them that they can answer questions about what they read. Some of the answers are details, or important information. Remind them that they can also answer the question: What do I know about the details? The answer to that question will help them add to the details the author included.
2. Read the directions with your student and have them tell you about details in the picture. Then, support your student as they answer questions about page 8 in *The Wind*.
3. Have your student follow the directions to draw a picture that adds information about how the girl in *The Wind* feels. Support them as they use the sentence frames to explain the conclusion they drew.
4. **Daily Writing:** Have your student respond to the following writing prompt: What makes you happy? Draw a picture and write sentences. Encourage them to write independently and to read their writing to you.

[The Wind](https://cite-media.pearson.com/legacy_paths/4daa6867-b20a-42de-84c7-476eb36a6087/The%20Wind.pdf)

### Objective: In this section, you will ask questions about something you don’t understand.

#### Explain

1. Talk with your student about why people ask questions. Point out that many times, it is because a person is confused about something. They ask a question to get information. They listen carefully to the answer. Then, they think about what the information means. That helps them to understand what was confusing them.
2. Review how to ask a question. Reintroduce the six words that begin many questions—*who*, *what*, *where*, *when*, *why*, and *how*. If needed, review what each question word asks about:
   1. *Who* asks about a person.
   2. *What* asks about a thing.
   3. *Where* asks about a place.
   4. *When* asks about a time.
   5. *Why* asks about the reason something happens.
   6. *How* asks about the way something happens.
3. As you watch the video with your student, discuss Toni’s question. Talk with your student about what Toni does not understand or wants to know about. Ask them how they can tell that Toni listens carefully to the answer. Then, point out that Toni’s question helps her get important information about what she finds confusing. By thinking about this information, she is able to understand that giving the dog too much food will make it sick.
4. After watching the video, guide your student to ask another question that might help Toni get more information to understand something about Spike. Encourage your student to use one of the question words at the beginning of the lesson to start their question. Accept any question that relates to something about Spike that Toni might find confusing.
5. If time permits, ask your student to think of a time when they, like Toni, had a question about something they did not understand. Ask your student to share the question. Talk about how the question helped your student. As needed, model an example of your own.

#### Check-In

1. Have your student look at the first picture as you read the information about what is happening. You may point to details in the picture as you read.
2. Guide your student to ask a question about Max and the tree. **IF** your student needs support, **THEN** replay the video from the Explain section, focusing again on Toni’s question. Encourage your student to come up with a question like Toni’s. If needed, provide a question starter: “Why can’t I ?”
3. Continue with the next item about Naya. **IF** your student needs support, **THEN** provide a question starter as needed.
4. Make sure your student understands that asking questions helped Max and Naya understand something they were confused by.

#### Practice

1. Guide your student to consider a topic they find confusing or don’t understand. As needed, guide their thinking with observations. (For example: I remember that you were not sure about why there were so many leaves on the ground.)
2. Guide your student to think of and ask a question that might help them understand the topic they find confusing. Remind them that they should begin their question with a question word. **IF** your student needs help, **THEN** review the meanings of the question words with them.
3. Provide a simple answer to your student’s question. Give them a few minutes to consider the answer. Then, talk about what they now understand about the topic.
4. Ask your student to tell you how asking a question and listening to and thinking about the answer helped them better understand the topic that confused them.

### Objective: In this section, you will read the word **am** in a book.

#### Explain

1. Have your student talk about what is happening in each picture. Then, read each sentence together. Ask: Is the sentence a telling sentence or an asking sentence?
2. Explain that the words *Am I wet?* makes a sentence and that every sentence has words. Have your student look at the first word in the question. You may want to ask questions such as these: What is the first word in the question? Does *Am* begin with a capital letter or a lowercase letter? Explain that the first letter in the first word in a question always begins with a capital letter.
3. Then, read the last word in the question together. Draw attention to the question mark at the end of the question. Explain that marks are used to show where an asking sentence ends. The mark at the end of *Am I wet?* is called a question mark.

#### Check-In

1. Listen as your student reads *The Wind* aloud.
2. Monitor how your student reads the high-frequency word *Am*. **IF** you notice they have difficulty reading *Am*, **THEN** have them use letter tiles to spell the word. Read the word together.
3. Have your student discuss what they have learned about wind. Provide student frames to encourage using complete sentences: *One thing I learned about wind is \_\_\_\_\_\_\_. I also learned that wind \_\_\_\_\_\_\_.*

[The Wind](https://cite-media.pearson.com/legacy_paths/4daa6867-b20a-42de-84c7-476eb36a6087/The%20Wind.pdf)

#### Practice

1. Print the practice worksheet. If you do not have a printer, provide a sheet of paper for your student.
2. Tell your student they will add a page to the book *The Wind.* Have them think about how they have fun in the wind and draw a picture. Then, have your student write a sentence that tells about their picture. Have them read the sentence and talk about their picture.

[Draw and Write](https://cite-media.pearson.com/legacy_paths/055f3d40-e63a-4b42-b9b0-fc407760d258/GO_Draw_and_Write_1.pdf)

### 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.

Encourage your student to say something out loud about each topic 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 reflect on their learning. Ask them to identify what was easy for them to learn and explain why. Continue by having them discuss what was difficult to learn. Finally, have them name the favorite thing they learned.