Contents

[Language Arts K B Unit 11: Ready for the Rain 2](#_Toc187739162)

[Lesson 1: Ready for the Rain: Genre 2](#_Toc187739163)

[Ready for the Rain: Introduction 2](#_Toc187739164)

[Objective: In this section, you will use details to predict what an informational text will be about using details in the pictures. 4](#_Toc187739165)

[Objective: In this section, you will repeat the high-frequency word **and**. 8](#_Toc187739166)

[Objective: In this section, you will add sounds to words to make new words. 9](#_Toc187739167)

[Objective: In this section, you will identify words that tell where. 10](#_Toc187739168)

[Lesson 2: Ready for the Rain: Comprehension 11](#_Toc187739169)

[Objective: In this section, you will use details to answer questions about a text. 11](#_Toc187739170)

[Objective: In this section, you will identify the high-frequency word **and**. 13](#_Toc187739171)

[Objective: In this section, you will use words that tell where in sentences. 14](#_Toc187739172)

[Objective: In this section, you will say the sound you hear in the middle of words. 15](#_Toc187739173)

[Lesson 3: Ready for the Rain: Speak/Listen 19](#_Toc187739174)

[Objective: In this section, you will make connections among people in a text. 19](#_Toc187739175)

[Objective: In this section, you will match high-frequency words **am** and **and**. 20](#_Toc187739176)

[Objective: In this section, you will use words to describe things you know. 21](#_Toc187739177)

[Objective: In this section, you will name words with the long-**o** sound. 22](#_Toc187739178)

[Lesson 4: Ready for the Rain: Fluency 24](#_Toc187739179)

[Objective: In this section, you will tell how two informational texts are alike. 24](#_Toc187739180)

[Objective: In this section, you will read words with long **o**. 26](#_Toc187739181)

[Objective: In this section, you will use letters to build the words **am** and **and**. 27](#_Toc187739182)

[Objective: In this section, you will build words with long **o**. 27](#_Toc187739183)

[Objective: In this section, you will practice reading fluently. 30](#_Toc187739184)

[Lesson 5: Ready for the Rain: Synthesize 31](#_Toc187739185)

[Objective: In this section, you will tell how information texts are different. 31](#_Toc187739186)

[Objective: In this section, you will answer questions to help you understand something. 33](#_Toc187739187)

[Objective: In this section, you will read the word **and** in a book. 34](#_Toc187739188)

[Review 35](#_Toc187739189)

[Reflect 35](#_Toc187739190)

# Language Arts K B Unit 11: Ready for the Rain

## Lesson 1: Ready for the Rain: Genre

### Ready for the Rain: Introduction

#### Learning Goals

In this unit, your student will be learning about the rain and how to stay dry. There are 20 learning goals for this unit:

1. Ask *why* and *how* questions to figure out ideas in an information text, with prompting and support.
2. Repeat high-frequency words.
3. Add individual sounds (phonemes) to one-syllable words to make new words.
4. Identify prepositions.
5. Use key details to answer questions about a text, with prompting and support.
6. Identify high-frequency words.
7. Use prepositions in sentences.
8. Pronounce words with long *o*.
9. Practice writing numbers 1–5.
10. Describe the connection between two individuals in an information text, with prompting and support.
11. Match high-frequency words.
12. Identify real-life connections between words and their use.
13. Identify words with long *o* (CVC*e*).
14. Identify similarities between two information texts on the same topic, with prompting and support.
15. Arrange high-frequency words with letters.
16. Build words with long *o*.
17. Read a book of choice with support.
18. Identify differences between two information texts on the same topic, with prompting and support.
19. Answer 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 “Ready for the Rain” will be assessed with the following items:

* Ready for the Rain: Genre Quick Check
* Ready for the Rain: Genre Skills Check
* Ready for the Rain: Comprehension Quick Check
* Ready for the Rain: Comprehension Skills Check
* Ready for the Rain: Speak/Listen Quick Check
* Ready for the Rain: Speak/Listen Skills Check
* Ready for the Rain: Fluency Quick Check
* Ready for the Rain: Fluency Skills Check
* Ready for the Rain: Synthesize Quick Check
* Ready for the Rain: 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, divide a sheet of paper into two columns, or use a whiteboard. In the left column, write the title of each lesson. As your student completes each lesson, have them add a letter, word, or small picture that represents what they learned to the right column. After all the lessons have been completed, have your student discuss the chart and choose their favorite lesson.

1. Read the introduction with your student. Point out that they will be talking about the rain and special things needed to wear or use to stay dry.
2. Watch the video together. You may want to pause at the end of each frame to discuss how the children get ready to stay dry in the rain. After viewing the video, discuss other ways we can keep dry when it rains.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask what they wear in the rain and what they find most helpful.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if they feel the same way or do something different to stay dry.

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

#### Key Words

* **author** – the person who wrote the words
* **illustrator** – the person who drew the pictures
* **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.

[Ready for the Rain\_Genre Short and long o](https://cite-media.pearson.com/legacy_paths/08db6cfc-3f10-4824-afc1-7fd6ea7d729d/Ready%20for%20the%20Rain_Genre%20Short%20and%20long%20o.pptx)

#### Explain

Learning Coach Tip

You will be sharing *Look at the Rain* with your student. Your student 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 | Ask how and why questions to figure out key details in an informational text. | **Prereading Activities**   * Preteach important concept vocabulary. * Identify the title and author. * Use details to predict what the text will be about. |
| Part 2 | Use key details to answer questions about a text. | **First Read of the Text**   * Check for overall understanding of the text. |
| Part 3 | Describe the connection between two individuals in an informational text, with prompting and support. | **Reread a Part of the Text**   * Teach a comprehension skill. * Develop understanding of connections among people in an informational text. |
| Part 4 | Identify similarities between two informational texts on the same topic, with prompting and support. | **Reread a Part of the Text**   * Teach a comprehension skill. * Develop understanding of similarities between two texts on the same topic. |
| Part 5 | Identify differences between two informational texts on the same topic, with prompting and support. | **Reread a Part of the Text**   * Teach a comprehension skill. * Develop understanding of differences between two texts on the same topic. |

Learn New Words

1. It is important for your student to understand the following words to understand what is happening in *Look at the Rain*.
2. Draw attention to the picture for the word *puddles*. Talk about a recent rainstorm your student has experienced. Ask questions such as: Was the ground wet or dry after the storm? Was there so much rain that fell from the sky that little pools of water formed? Were you able to jump in the pools of water? Talk about the photo and then discuss that a pool of water that forms on the ground during a rainstorm is called a puddle. Ask: What word do you say when the rain has made more than one puddle?
3. Continue with the picture for the word *mud*. Have your student look at the photo and discuss what the girls are doing. Ask: Is what the girls are touching wet or dry? How do you think it feels? Explain that soil on the ground can be wet or it can be dry. Support your student to draw the conclusion that when you pour a lot of water on dry soil, the soil becomes mud.
4. Draw attention to the picture for the word *rainbow*. Ask your student if they have ever heard that word before. Then, explain that rainbows can form in the sky when or after it rains while the sun is shining. Then, support your student as they identify the different colors in the rainbow.

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| puddles | small pools of water on the ground |
| mud | wet dirt that is soft and sticky |
| rainbow | a large curve of different colors that appears in the sky when there is sun and rain |

Title, Author, Illustrator

1. Review that every book has a cover that gives the title, or name, of the book. Have your student point to the title on the cover of *Look at the Rain* and read it together.
2. Also review that the author of the book is the person who writes the words. Have your student point to the name *Katie Peters* on the cover and read it together. Ask your student: Does the first letter of a person’s name begin with a capital letter or a lowercase letter? (a capital letter)
3. Continue by reviewing the role of an illustrator. Support your student as they explain that an illustrator is the person who makes the drawings in a book. Ask: Does every book have drawings? Look at the picture on the cover of *Look at the Rain*. Ask: Is it a drawing or a photograph? Then, support your student as they infer why *Look at the Rain* does not have an illustrator.

Use Details to Form Questions

1. Explain that before you listen to or read an information text it is important to think about what the book might be about. One way to do that is to look at the cover and think about the title and the picture.
2. Scaffold as your student uses the details they noticed on the cover to predict what they think the text will be about. Use the sentence frames to help your student speak in complete sentences and to explain why they think the way they do.

[Look at the Rain](https://cite-media.pearson.com/legacy_paths/a08c5223-572b-4cd6-a9b4-03a7e7c07b6b/Look%20at%20the%20Rain_Rev.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at pictures at the beginning, in the middle, and at the end of the information text.
2. With your student, look at the picture on pages 4–5 of *Look at the Rain*. **IF** your student has difficulty using details to identify that there are clouds in the sky, **THEN** think aloud about what you see. For example: I know that the title of the book is *Look at the Rain*. So, when I look at the picture on these pages, I wonder why it is in the book. I see a picture of a sunny day. The sky is blue. There are white, puffy clouds in the sky. I wonder, do you think that the clouds are important in a book about rain? What do you think you might see in the picture on pages 6–7?
3. Continue with the picture on pages 6–7. Discuss how the weather has changed. Then, support your student as they compare the pictures on pages 4–5 and 14–15 to explain how they are the same and how they are different.

#### View Learning Coach Guide

Practice

1. Review that the pictures in *Look at the Rain* give information. Now it is time to think about what your student noticed by looking at the pictures and what they think the text will be about. Explain that there is not a right or wrong answer to the question. **IF** your student has difficulty making a prediction about what they will learn when they read the book, **THEN** model a response such as: I think I will learn about what happens when it rains because there are a lot of pictures that show a rainy day in the book. I also think I will learn about what happens before it rains and after it rains. I feel that way because the pictures at the beginning and end of the book show sunny weather.
2. **Daily Writing:** You may want to have your student respond to the following writing prompt. Write a story about having fun with a friend on a rainy day. Encourage your student to write independently and to read their writing to you. Remember that your student is developing as a writer and will likely not write in complete sentences or spell words correctly.

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

#### 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, said,* and *am* 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: What is in the picture? What fruits are shown? Read the sentence below the picture. Continue with the second picture and sentence. Explain that when you tell about more than one thing, you may use the word *and*.
2. Point to the word *and*, say the word, and have your student repeat. Explain that *and* is a word that they will see many times in books they read. The word is used when talking about more than one thing. Also, explain that *and* usually does not appear at the beginning of a sentence.

#### Check-In

1. Read the sentence for the first picture aloud. Ask questions such as these: What do you see in the picture? What pets does the boy have? 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 *and* tells about more than one thing by asking questions such as these: What things do you see in each picture? Is there more than one thing shown? **IF** your student has difficulty saying the word *and*, **THEN** point to the word card and say the word slowly. Then, have your student repeat the word after you.

#### Practice

1. Print the Practice worksheet. If you do not have a printer, then draw the outline of lowercase *a,* lowercase *n,* and lowercase *d* on a blank sheet of paper. Point to *and* and read it aloud with your student. Have your student use a different color crayon or marker to color each letter in *and*.
2. Have your student use safety scissors to cut the word card. You may keep the word card 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 card to a small metal ring, such as a key ring.

[Make a Word Card](https://cite-media.pearson.com/legacy_paths/ae14d390-9513-4b38-8e36-fc47c358f0f0/Make_a_Word_Card_and.pdf)

### Objective: In this section, you will add sounds to words to make new words.

#### Explain

Learning Coach Tip

In this lesson, your student will add sounds to words to make new words. Your student will follow your guide to add a sound (such as the sound of the letter *t*) to a simple word (such as *ape*), to discover the new word, *tape*.

Add Sounds to the Beginning of Words

1. Tell your student that they will add sounds to words to make new words. Provide an example by saying the word *at*. Then, say the sound of *b*. Add the sound to the beginning of *at* and say *bat*.
2. Read the introduction with your student. Guide your student to identify the first picture and say the word *ants*. Then, tell your student to listen as you say the sound of *p*. Have your student add this sound to the beginning of the word *ants*. Have them say the new word *pants* to name the second picture.
3. Read the questions with your student, using the answers to review how they made new words.
4. **IF** your student has difficulty making a new word by adding sounds, **THEN** repeat the process with the pictures and the words *ants* and *pants*.

Add Sounds to the End of Words

1. Read the introduction with your student. Guide your student to identify the first picture and say the word *car*. Then, tell your student to listen as you say the sound of *t*. Have your student add this sound to the end of the word *cart*. Have them say the new word *cart* to name the second picture.
2. Read the questions with your student, using the answers to review how they made new words.
3. **IF** your student has difficulty making a new word by adding sounds, **THEN** repeat the process with the pictures and the words *car* and *cart*.

#### Check-In

1. Read the instructions with your student. Guide them through Activity 1. Say the word *ice* and have them repeat the word. Remind them to listen carefully as they use the interactive button to hear the sound they will add. Have them say the new word **mice**. They can use the picture in the second box for support.
2. Repeat this process for the next activities as follows:
   1. Activity 2: Add the sound of *s* to the beginning of *top* to make *stop*.
   2. Activity 3: Add the sound of *h* to the beginning of *ill* to make *hill*.
3. **IF** your student has difficulty making a new word by adding sounds, **THEN** point to a picture and say the name. Have your student repeat. Point to the second picture and say the name. Then, say the sound to add to the beginning of the first picture. Say the new word and have your student repeat.

#### Practice

Read the directions together. Explain to your student that they will name the picture. They will listen to the sound to add to the end of the word. Then, they will say the new word.

* Activity 1: Add the sound of *l* to the end of *bow* to make *bowl*.
* Activity 2: Add the sound of *t* to the end of *bee* to make *beet*.
* Activity 3: Add the sound of *k* to the end of *pin* to make *pink*.

### Objective: In this section, you will identify words that tell where.

#### Key Words

* **prepositions** – words that tell where someone or something is

#### Explain

1. Review that prepositions can tell where. Discuss some prepositions, such as *over*, *under*, *in*, and *on*. Display a pencil and a box. Demonstrate the meaning of each preposition by positioning the pencil *over* the box, *under* the box, *in* the box, and *on* the box. At each step, ask this question: Where is the pencil?
2. Have your student look at the first photo as you read the sentence aloud and point to the word *in*. Ask this question: Where does the shark swim? Explain that the word *in* is a preposition because it is a word that tells where the shark swims.
3. Have your student look at the second photo as you read the sentence aloud. Ask this question: Where is Jada working? Guide your student to point to the preposition in the sentence. Explain that the preposition *on* is the word that tells where Jada is working.
4. Use the on-screen definition to review what a preposition is. Read aloud more words in the chart that tell where, and have your student demonstrate the meanings of the prepositions using simple requests such as these: Lift your foot *off* the ground. Raise your hand *over* your head. Get up *from* your chair. Sit *at* the table. Reinforce that the words tell where someone or something is.

#### Check-In

1. Print out the Sort Sentences with Prepositions worksheet, and have your student cut out the six cards. If you do not have a printer, display the worksheet on the screen. Remind your student that a preposition is a word that tells where something or someone is.
2. Have your student select a card. Talk about the picture and read the sentence together. Ask your student to tell whether or not the sentence has a preposition, or word that tells where. **IF** your student has difficulty telling whether a sentence has a preposition, **THEN** ask them if they can find a word that tells where something or someone is. Next, ask your student to place the card in the correct box. If the worksheet is on the screen, ask your student to point to the box where the card belongs.
3. Continue with the remaining cards, following the same procedure and supporting your student as necessary.

[Sort Sentences with Prepositions](https://cite-media.pearson.com/legacy_paths/a34af722-34b7-4ab8-9ac5-05b479950947/Sort%20Sentences%20with%20Prepositions.pdf)

[Sort Sentences with Prepositions Answers](https://cite-media.pearson.com/legacy_paths/a7976120-1adb-4575-a942-a6625a40ffcf/Sort%20Sentences%20with%20Prepositions%20Answers.pdf)

#### Practice

1. Read aloud the directions to your student. Explain that they will listen to a sentence. Then, they will find the word that tells where. Point out that the picture can help them find the word that tells where.
2. Work together with your student on the first activity. Read the sentence, and ask your student to look at the picture before saying the preposition, or word that tells where. **IF** your student answers correctly, **THEN** have them complete the remaining activities independently. **IF** your student has difficulty, **THEN** ask this question: Where is the duck swimming? Guide your student to the conclusion that *on* is the word that tells where.
3. Have your student continue with the remaining items, following the same procedure. Provide support for your student as necessary.

## Lesson 2: Ready for the Rain: Comprehension

### Objective: In this section, you will use details to answer questions about a text.

#### Key Words

* **detail** – information about someone or something
* **topic**– what a text is mostly about

#### Explain

1. Tell your student that today they are going to listen to *Look at the Rain*. Remind them that an author writes an information text to give information about a topic, or what the text is mostly about. Also, review that details in the words and pictures give important information about the topic. Readers can use details to answer questions that help them understand what happens and why it happens.
2. If you have the print version of *Look at the Rain*, display it now. Review that an author writes an information text to give information about a real person, animal, place, or thing. Ask this question: What does the author of *Look at the Rain* give information about? Then, watch the video with your student. Encourage them to follow along as the student in the video uses details to answer questions about a topic.
3. After viewing the video, support your student as they answer questions about the topic and what they learned about rain.

[Look at the Rain](https://cite-media.pearson.com/legacy_paths/a08c5223-572b-4cd6-a9b4-03a7e7c07b6b/Look%20at%20the%20Rain_Rev.pdf)

#### Check-In

1. Read the directions with your student. Guide them through each question about a different picture from *Look at the Rain*. Each question asks your student to use details to answer a question about the topic, rain. Remind your student that some details can help your student understand what happens and why it happens.
2. **IF** your student does not respond with a complete sentence, **THEN** reread the sentence frame and encourage your student to use it as they respond. **IF** your student has difficulty identifying key details in the picture, **THEN** ask questions such as these: What is on the girl’s boots? Where do you think it came from? How did it get on the girl’s boots? What do these details tell you about what happens when it rains?

#### Practice

1. Remind your student that they can use key details, or important information, to understand the topic of an information text. Explain that as they use details to answer questions about a text, they should keep the topic in mind. Some of the answers may help them to understand what happens and why it happens.
2. Scaffold as your student uses the sentence frames and details to explain why rain makes puddles and mud. Remind your student to use details in the pictures too. **IF** your student has difficulty drawing a conclusion about the amount of rain needed to make puddles and mud, **THEN** revisit the photograph on pages 12–13. Next, think aloud how to draw a conclusion. Explain that you see a lot of rain in the picture. You know that when it rains like this for a long time, a lot of rainwater falls to the ground. When that happens, puddles form on the ground, and dirt turns into mud. Ask your student these questions: When was the last time you saw it rain as hard as it is raining in this photograph? What happened?
3. **Daily Writing:** If time permits, you may want to have your student write a response to the question. Keep in mind that your student is developing as a writer and may not be writing complete words or sentences. Encourage your student to use the sentence frames provided in the Practice question. Then, have your student read what they have written to you.

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

#### Explain

Learning Coach Tip

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

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

1. Have your student take out the *and* word card they created. Point to the word *and*, say the word, and have them repeat it.
2. Review that words have letters. Explain that today they will look closely at the letters in the word *and*. Begin by having them talk about what is happening in each picture. Read aloud the sentence that tells about each picture. Review that the word *and* is used when talking about more than one thing.
3. Have them point to the word *and* in the first sentence. Say the word together. Then, have them respond to the prompt by identifying the number of letters in *and*.
4. Next, have them name the letters in *and*. Explain that *and* begins with a lowercase letter since it is used in the middle of a sentence.

#### View Learning Coach Guide

Check-In

1. Read the directions aloud. Then, have them complete the activity. **IF** they have difficulty identifying *and* correctly, **THEN** remind them that *and* has three letters.
2. Continue with the second activity. **IF** they have difficulty identifying *and* correctly, **THEN** remind them that *and* begins with *a*.

#### Practice

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

[On a Rainy Day](https://cite-media.pearson.com/legacy_paths/db875601-929a-43a4-a1e9-39d145294303/On%20a%20Rainy%20Day.pdf)

### Objective: In this section, you will use words that tell where in sentences.

#### Key Words

* **prepositions** – words that tell where someone or something is

#### Explain

1. Use the on-screen definition to review the meaning of *prepositions*. Remind your student that a sentence is a group of words that tells a complete thought and that prepositions can be part of a sentence.
2. Look at the chart of prepositions and read them aloud with your student. Remind them that these words tell where someone or something is. Demonstrate how the words tell where by performing actions with an object such as a pen. You might hold the pen *in* your hand, put it *on* a table, and so on.
3. Have your student look at the photo as you read the sentence. Then, read the first question and have your student identify that the goose is standing. Read the next question and have your student answer. **IF** your student has difficulty, **THEN** ask this question: Where is the goose standing? Point out that *near* answers the question.
4. Read the sentences with your student, and then read the last question aloud. Make sure your student understands that the second sentence gives more information and that this is a good reason to use a preposition in a sentence.

#### Check-In

1. Read the directions with your student. Explain that they will pick the word that tells where and use it in a sentence. Explain that only one answer choice is correct. For each activity, consider reading the sentence with each answer choice so your student can hear both prepositions in the sentence before they make their choice.
2. Read the first sentence aloud and support your student as they choose the preposition to use in the sentence. **IF** your student makes an incorrect choice, **THEN** have them look carefully at the picture for clues so they can choose the correct word. Ask this question: Where is the bird resting? Point out the location of the bird’s feet on the branch and explain that only *on* makes sense in the sentence.
3. Continue with the second and third items. Guide your student using the same procedure, and provide support as needed.

#### Practice

1. Read the directions aloud to your student. Explain that they will finish a sentence with a preposition, or word that tells where. Explain that only one preposition is correct.
2. Work together with your student on the first item. Read the sentence aloud. Next, read aloud the prepositions that are answer choices. Ask your student to answer. **IF** your student answers incorrectly, **THEN** discuss that *between* and *near* cannot be right because they make no sense—fish can’t swim between water or near water. Fish swim in water, so only *in* makes sense. **IF** your student answers correctly, **THEN** have them complete the remaining items independently.
3. Have your student continue with the remaining items, following the same procedure. Provide support to your student as necessary.

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

#### Explain

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 in a word. Then, they will tell what sound they hear in the middle of it. Model with an example.
2. Point to the photo of a robe. Say *robe* 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 sounds) Say *robe* again and have your student say the sound they hear in the middle of the word.

Middle-Sound Routine

* I laughed at the joke. *Joke*.
* Say the word *joke* with me: *joke*.
* Now, listen to me say *joke* slowly: *j-o-ke*.
* Listen as I say the word again. This time, I will clap each time I hear a sound: *j-o-ke*.
* Now, say the word slowly with me. Clap each time you hear a sound: *j-o-ke*.
* You hear three sounds in *joke*: *j-o-ke*.
* Now, I will say the word again. Listen for the middle sound in *joke*: *j-o-ke*.
* Say the middle sound you hear in *joke*.

Learning Coach Tip

The vowel letters are *a*,*e*,*i*,*o*, and *u*. Many words have a vowel followed by a consonant and the letter *e*. When a vowel is followed by a consonant and final *e*, the vowel usually has a long sound, and the *e* at the end of the word is silent. For example, these words have the long-*o* sound: *rope, nose, bone*.

#### Check-In

1. If needed, help your student identify the picture as an ice cream cone. Guide them to say the word *cone*. Next, 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 and with a longer pause in between each sound: *c—o—ne*. 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 rose before guiding them through the directions.
3. Say the words *cone* and *rose* with your student, and discuss that *cone* and *rose* have the same middle sound. Have them say the middle sound they hear in *cone* and *rose*.

#### Practice

1. Confirm that your student can name the pictures: hose, note, rope. Next, 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 the sounds in a word, **THEN** say each sound in the word more slowly and with a longer pause in between each sound: *h—o—se*,*n—o—te*,*r—o—pe*.
2. Say the words *hose*,*note*, and *rope* again. Ask your student to tell whether they hear the same middle sound in each word.
3. Confirm that your student can name the pictures: nose, phone, bone. Then, 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 the sounds in a word, **THEN** say each sound in the word more slowly and with a longer pause in between each sound: *n—o—se*,*ph—o—ne*,*b—o—ne*.
4. Say the words *nose*,*phone*, and *bone* again. Ask your student to tell whether they hear the same middle sound in each word.

#### Explain

1. Read the introduction and review the types of handwriting strokes that are 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. Explain that today your student will be learning how to write numbers *1*, *2*, *3*, *4*, and *5*.

How to Write Number *1*

1. Use the arrow image to discuss how to write number *1*. Then, model how to write number *1* as you explain the line stroke: You make a straight line from top to bottom.
2. Have your student finger-write in the air number *1* along with you as you name the line stroke.
3. Remind your student that number *1* can be shown two ways. Point to an example of a text *1* and review that number *1* is frequently shown this way in books. Then, point to the handwriting model of number *1* and review that this is how number *1* looks when you write.

How to Write Number *2*

1. Use the arrow image to discuss how to write number *2*. Then, model how to write number *2* as you explain the sequence of line strokes: First, you make a curved line to the right, and then you slant left and down. Next, you make a straight line to the right.
2. Have your student finger-write in the air number *2* along with you as you name each line stroke.

How to Write Number *3*

1. Use the arrow image to discuss how to write number *3*. Then, model how to write number *3* as you explain the sequence of line strokes: First, you make a curved line to the right. Then, you make another curved line to the right.
2. Have your student finger-write in the air number *3* along with you as you name each line stroke.

How to Write Number *4*

1. Use the arrow image to discuss how to write number *4*. Then, model how to write number *4* as you explain the sequence of line strokes: First, you make a straight line. Next, you make a straight line to the right. Then, you lift your pencil. Last, you make a straight line down.
2. Have your student finger-write in the air number *4* along with you as you name each line stroke.

How to Write Number *5*

1. Use the arrow image to discuss how to write number *5*. Then, model how to write number *5* as you explain the sequence of line strokes: First, you make a straight line. Then, you make a curved line to the right. Lift your pencil. Last, you make a straight line to the right.
2. Have your student finger-write in the air number *5* along with you as you name each line stroke.

#### Check-In

Learning Coach Tip

Your student will make rainbow numbers to add to their rainbow letters. Have available crayons in the following colors: red, orange, yellow, green, blue, purple. Reinforce the colors of the rainbow as your student traces the numbers with each crayon.

1. Print the [Rainbow Numbers *1* and *2*](https://cite-media.pearson.com/legacy_paths/262321f9-2777-4876-bb78-52a327acb287/Rainbow_Numbers_1_and_2.pdf) worksheet, the [Rainbow Numbers *3* and *4*](https://cite-media.pearson.com/legacy_paths/dc366c13-e109-49a3-8161-85915795fa34/Rainbow_Numbers_3_and_4.pdf)worksheet, and the [Rainbow Number *5*](https://cite-media.pearson.com/legacy_paths/e3f92c5f-5df3-4844-81b2-dc9a502b3b2e/Rainbow_Number_5.pdf)worksheet. Have your student use safety scissors to cut apart the five number cards. If you do not have a printer, create number cards by drawing the outlines of *1*, *2*, *3*, *4*, and *5* on a sheet of paper.
2. Review that a rainbow is made up of many colors, and explain that today your student will be using red, orange, yellow, green, blue, and purple crayons to make rainbow numbers for *1*, *2*, *3*, *4*, and *5*.

Numbers *1* and *2*

1. Begin with the number card for *1*. Work with your student to identify where they should begin to trace each number. Use the arrow image in Explain as a guide. Trace with your finger as you give directions such as this: straight line. Then, have your student do the same thing before tracing with each crayon. You may want to have your student continue to identify strokes. Observe as your student traces. **IF** you notice that your student is not tracing in the correct direction, **THEN** model tracing with your finger again. Have your student do the same before they continue.
2. Continue with number *2*, giving directions such as these: curved line, slanted line, straight line.

Numbers *3* and *4*

1. Continue with number *3*. Work with your student to identify where they should begin to trace the number. Use the arrow images in Explain as a guide. Trace with your finger as you give directions such as these: curved line, curved line.
2. Continue with number *4*, giving directions such as these: straight line, straight line, straight line.

Number *5*

1. Continue with number *5*. Work with your student to identify where they should begin to trace the number. Use the arrow image in Explain as a guide. Trace with your finger as you give directions such as these: straight line, curved line, straight line.
2. When your student completes the activity, have them add the new rainbow numbers to their handwriting folder.

#### Practice

1. Have available unlined paper. Encourage your student to use the rainbow numbers as a model as they practice writing *1*, *2*, *3*, *4*, and *5*.
2. **IF** you observe that your student is making one of the curved lines in *2*, *3*, or *5* to the left instead of the right, **THEN** model how to finger-write the number, tracing in the air very slowly and giving the directions for the number. Point out that *2*, *3*, and *5* are made with a curved line to the right.

## Lesson 3: Ready for the Rain: Speak/Listen

### Objective: In this section, you will make connections among people in a text.

#### Key Words

* **details** – important information

#### Explain

1. Watch the video with your student. You may want to pause after the sticky-note activity and discuss other ways that Kim and Carlos are the same and different.
2. Support your student as they answer the two questions. Explain that they will learn more about how to describe connections, or what is the same and what is different, between people in a text.

#### Check-In

1. Remind your student that they have already read *On a Rainy Day*. Explain that today they will think about the girls and boys in the text. How are they the same? How are they different?
2. Have your student listen to the beginning of *On a Rainy Day*. Explain that they should listen closely to understand how the boys and the girls are the same and how they are different.
3. Support your student as they respond to the questions. **IF** they have difficulty responding, **THEN** revisit the part of the text that the question asks about. Reread that part before giving your student another opportunity to respond.

[On a Rainy Day](https://cite-media.pearson.com/legacy_paths/db875601-929a-43a4-a1e9-39d145294303/On%20a%20Rainy%20Day.pdf)

#### Practice

1. Remind your student that understanding how two people in a text are the same and different can help us understand what the text is about. Explain that they’re going to look even more closely at the boys and girls in *On a Rainy Day*.
2. Read the directions aloud. Then, have your student complete the chart. **IF** your student struggles to complete the activity, **THEN** prompt them with a question about the connection between the boys and the girls, such as the following: What do the girls and boys both wear? You may want to complete the first row together.
3. **Daily Writing:** Have your student write a response to this writing prompt: Think about someone important in your life. How are you and this person alike? How are you and this person different? How does this make you feel? Tell why you feel the way you do. Encourage your student to read aloud what they wrote.

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

#### Explain

Get Ready for Learning

Have your student locate the word cards for *Am*, *am*, and *and*. Point to each word, say it, and have your student repeat the word. Then, have them 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 *Am* is used when telling or asking about yourself and *and* is used when talking about more than one thing.
2. Use the prompts to have your student find the high-frequency word in each sentence and then compare the number of letters in *Am* and *and*. 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: Do *Am* and *and* have the same number of letters? Do *Am* and *and* 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** they have difficulty, **THEN** have them count and name the letters in each word. Once they answer correctly, read each word pair together.
2. Continue with items 2 and 3.

#### Practice

1. Read *On a Rainy Day* 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 *and*.
2. Have your student hunt for the words *Am*, *am*, and *and*. You may want to have the word cards for *Am*, *am*, and *and* available. Have your student sort the word cards into two piles: one pile for the word that is in *On a Rainy Day* and another pile for the words that are not in *On a Rainy Day*.

[On a Rainy Day](https://cite-media.pearson.com/legacy_paths/db875601-929a-43a4-a1e9-39d145294303/On%20a%20Rainy%20Day.pdf)

### Objective: In this section, you will use words to describe things you know.

#### Explain

Quick Review

Remind your student that they use many different kinds of words. Review that describing words tell how something looks, sounds, tastes, smells, or feels.

1. Begin reading aloud the text and the examples of describing words with your student. Explain that the words in bold are describing words. They tell more about the nouns that follow them. Ask your student what other describing words might tell about a girl, music, and a road.
2. Read the meaning of *colorful* with your student. Then, have your student look at and listen to the examples of colorful things that Luis finds. Have your student point out what is colorful in each picture. Challenge your student to find things around them that are colorful.
3. Have your student look at the pictures of the two birds. Read the first question with your student and have them answer. **IF** your student has difficulty, **THEN** review the meaning of *colorful* and have your student revisit the photos of colorful things on the Explain slide before trying again to answer the question. Next, read the second question and have your student answer. Accept any answers that show an understanding of the word *colorful*. **IF** they need help getting started, **THEN** have them look around for any colorful objects close by. As needed, provide hints that direct their attention to objects such as a colorful plant, colorful clothes they are wearing, and so on.

#### Check-In

1. Read the directions and be sure your student understands that a thumbs-up means the word describes the picture, and a thumbs-down means it does not. Review that your student can use words they know to describe a person, animal, place, or thing, and that it is possible for the same word to describe many different things. Explain that they will give a thumbs-up if the bold-print word describes the noun and picture well.
2. Work together on the first activity. Have your student look at the photo as you say the describing word and noun aloud. Have your student give a thumbs-up or thumbs-down. **IF** your student has difficulty indicating whether the word describes the picture, **THEN** ask questions such as the following: What does *colorful* mean? Are the fish *colorful*? Help your student determine that *colorful* describes the fish and that they should give a thumbs-up.
3. Continue with the remaining words, supporting your student as necessary.

#### Practice

1. Read the directions aloud. Explain that your student will look at a picture and finish a sentence with a word they know from the word box.
2. Read the words in the word box aloud. Then, have your student look at the first picture while you read the sentence. Ask your student to complete the sentence with a word from the word box. **IF** your student is able to choose the correct word, **THEN** have them continue independently. **IF** your student chooses an incorrect word, **THEN** discuss why *furry* and *silly* are not good choices to describe the forest, explaining that something furry has lots of hair and something silly is funny, but the forest has no hair and is not funny.
3. Have your student continue with the remaining items, and provide support as necessary.

### Objective: In this section, you will name words with the long-**o** sound.

#### Warm Up

Say the long-*o* sound and remind your student that it can be found in the middle of some words, such as *home*. Say the word *home* and have your student repeat it. Then, have your student identify words with the same middle sound using the following routine:

* Tell your student to listen as you say a pair of words.
* Define any unknown words for your student.
* Say each sound in each word slowly.
* Have your student repeat the pair of words.
* Have your student tell which word has the same middle sound as *home*.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **not-note**  (note) | **robe-rob**  (robe) | **rod-rode**  (rode) | **coat-cot**  (coat) |
| **code-cod**  (code) | **sock-soak**  (soak) | **goat-got**  (goat) | **hope-hop**  (hope) |

#### Explain

The Sound of Long *o*

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*) Point out that the letter *o* is a vowel and that so far, your student has learned one sound for *o*, the short-*o* sound. Tell your student that today they will learn about another sound the letter *o* stands for, or makes.
2. Have your student identify the word. Guide your student as they identify the second letter in *robe*. Say the word *robe* slowly, asking your student to repeat after you. Next, ask your student to identify the middle sound they hear in *robe*. Explain to your student that when a vowel makes a sound like its name, it is called a long sound. Have your student say *robe*, clapping the sounds. Ask your student to tell how many sounds they hear. (3 sounds) Then, have your student name the letters in *robe* and tell how many letters are in the word. (*r*, *o*, *b*, *e*; 4 letters) 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 a word has the vowel *o* followed by a consonant and ends with the letter *e*, the vowel sound can be a long-*o* sound.
3. Have your student look closely at the word *robe*. Ask them to identify the letter *o* in the word. Point out the pattern of the vowel *o*, a consonant, and the letter *e*. Review that the letter *o* can have a long-*o* sound when it is followed by a consonant and the letter *e*. Reinforce that the *e* at the end of the word is silent.

Read Words with Long *o*

1. Tell your student that they can now put letters together to read words with the long-*o* sound. Point to the word and say it aloud. Next, use letter tiles to form the word *joke*. Space the letters and have your student say the name of each letter. Then, move the letter tiles together as you and your student blend the sounds. Use the following routine:
   1. Say the letter names. Point out the consonant-vowel-consonant-*e* pattern in the word.
   2. Say the sound the first letter makes.
   3. Add the sound the second letter makes and blend the sounds together.
   4. Add the sound for the next letter and blend.
   5. Then, add the letter *e*. Remind your student that *e* is silent.
   6. Say the word.
2. Continue by forming the words *home* and *note* and having your student blend the sounds to read the words.

#### Check-In

1. Have your student identify the word *cone*. Read aloud the first question and have your student identify the second letter in *cone*. **IF** your student has difficulty following the direction, **THEN** clarify that the second letter of a word comes after the first letter. Have your student name the letters in *cone*. Explain that *o* is the second letter.
2. Encourage your student to say each sound in *cone* slowly, before saying the sound of long *o*. **IF** your student has difficulty following the directions, **THEN** explain that *o* stands for the middle sound heard in *cone*. Say the word slowly again, asking your student to repeat after you. Next, have your student say the middle sound in *cone*. Explain that *o* stands for the middle sound. If needed, remind your student that the letter *e* at the end of the word is silent.
3. Have your student clap the sounds in *cone* and count the letters in it. (3 sounds; 4 letters) Next, have your student tell which letter does not make a sound. **IF** your student has difficulty following the directions, **THEN** use letter tiles to build the word and help your student count the letters as you say the sounds. Help them conclude that *e* is silent. Point out that when the vowel *o* is followed by a consonant and ends with the letter *e*, the vowel sound can be a long-*o* sound.
4. Continue by having your student identify the word *rose*. Support your student as they name the second letter in *rose* and the sound of the letter *o*. Help them conclude that when a word has the vowel *o* followed by a consonant and ending with the letter *e*, the vowel sound can be a long-*o* sound.

#### Practice

1. Print the Practice worksheet. If you do not have a printer, then display the worksheet on the screen and have your student write the words on a sheet of paper.
2. Complete the first activity together. Have your student name the word for the first picture: *nose*. Next, say the word together. Ask your student to identify the vowel sound in the word. Then, have your student write the letter to complete the word. Point out the pattern of consonant-vowel *o*-consonant-*e*. **IF** your student has difficulty pronouncing the sound the vowel stands for, **THEN** say the word slowly together. Remind your student to listen for the middle sound. Then, have your student name the letter that stands for the vowel sound. Ask them to name the pattern (consonant-vowel-consonant-*e*) that stands for the vowel sound.
3. Continue with the remaining pictures and words: *bone*, *home*, *rode*.

[Words with Long o](https://cite-media.pearson.com/legacy_paths/1a0e020c-90dc-4612-b3ae-34936a4fafe8/Words%20with%20Long%20o.pdf)

## Lesson 4: Ready for the Rain: Fluency

### Objective: In this section, you will tell how two informational texts are alike.

#### Key Words

* **author** – the person who wrote the words in the book
* **photograph** – pictures that are made using a camera
* **topic** – what the book is mostly about

#### Explain

1. Begin by congratulating your student for reading so many information texts. Explain that today, they will learn how to compare information texts to tell how they are the same, or alike. Read the introduction together. Use *Look at the Rain* as a model to discuss the different ways information texts can be alike—they have the same parts, the give information about the same topic, they are written by the same author, they have photographs, not drawings. If necessary, review Key Words such as *topic* and *author*.
2. If you have the print versions of *Happy* and *Angry*, then display them. Watch the video together. Encourage your student to follow along as the student in the video answers questions to identify how the books are alike. Have your student find each similar feature in each text.
3. After viewing the video, support your student as they answer the question about how two information texts can be alike. Ask your student to identify the feature they name in *Happy* or *Angry*.

[Look at the Rain](https://cite-media.pearson.com/legacy_paths/a08c5223-572b-4cd6-a9b4-03a7e7c07b6b/Look%20at%20the%20Rain_Rev.pdf)

#### Check-In

1. Read the directions. Explain that they will look closely at *Look at the Rain* and *When the Wind Blows* to tell how the books are alike. Confirm that your student understands when to give a thumbs-up and when to give a thumbs-down.
2. Begin with activity 1. Have your student look closely at each information text before they respond by giving a thumbs-up or a thumbs-down. **IF** your student has difficulty, **THEN** have your student look at the cover of each book. Ask: Who is the author of *Look at the Rain*? Who is the author of *When the Wind Blows*? Is each book written by the same person?
3. Continue with activities 2–4.

[Look at the Rain](https://cite-media.pearson.com/legacy_paths/a08c5223-572b-4cd6-a9b4-03a7e7c07b6b/Look%20at%20the%20Rain_Rev.pdf)

#### Practice

1. Remind your student that information texts can be alike in many ways. One way they may be alike is that both books have a contents. Review that a contents appears at the beginning of an information text. Discuss why an author includes a contents.
2. Read the directions together. Explain that they should look at the contents in *Look at the Rain* and *When the Wind Blows* to identify three ways the books are alike. Provide time for your student to review the contents independently, identify three similarities, and then share them with you. **IF** your student has difficulty identifying similarities, **THEN** ask questions such as: How many parts are in *Look at the Rain*? How many parts are in *When the Wind Blows*? How many pages are in *Look at the Rain*? How many pages are in *When the Wind Blows*? Does *Look at the Rain* have an index? Does *When the Wind Blows* have an index?
3. **Daily Writing:** You may want to have your student respond to the following writing prompt: You have read many information texts. Which information is your favorite? Tell why it is your favorite. Encourage your student to write independently and to read their writing to you. Remember that your student is developing as a writer and may not write in complete sentences or spell words correctly.

### Objective: In this section, you will read words with long **o**.

#### Show What You Know

1. Read the initial sentence. Explain that *rope* has the long /ō/ sound. The vowel says its name. The *e* in the word is silent.
2. Have your student read the word shown for Activity 1. For Activity 2, have them look at the words again and answer each question.
3. Assess how successful your student was in completing the activities by considering the following:
   1. **Less Successful** – My student was unable to read the words or to tell about their letters.
   2. **Moderately Successful** – My student could read most of the words and could answer at least one of the questions.
   3. **Very Successful** – My student easily read the words and responded to both questions correctly.

#### Try This

Support Your Student for Success

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.

1. **Less Successful** – Write the word on a card and cover the final *e*. Explain that the *o* says its long name /ō/ when a silent *e* ends the word. Reveal the *e* and say the word with your student. Then, complete the Try This Activity together, reading the words aloud if needed and having your student respond with thumbs-up or down.
2. **Moderately Successful** – Write the words from Show What You Know on cards. Have your student point to the silent *e* and the long *o* in each word. Then, complete the Try This activity together.
3. **Very Successful** – Complete the Try This activity. Ask your student to tell how they can find the long-*o* words without saying them aloud. (Look for the silent *e* at the end.)
4. Read the directions and remind your student how to use the thumbs-up/thumbs-down response.
5. Read the directions for Activity 1. Have your student say the word that names the picture and then give a thumbs- up/thumbs-down response as indicated in the activity.
6. Repeat the steps for Activities 2 through 4.
7. Have your student assess their work by answering the questions in Talk About It. Have your student tell you the difference between *hop* and *hope* and between *cod* and *code*.

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

#### Explain

1. Have available the following letter tiles: *a, m, n,* and *d*.
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 *am*, arrange their letter tiles to spell *am*, and then read the word. Continue with the word *and*.

#### Check-In

1. Work with your student to complete the first item. **IF** they have difficulty naming the letters, **THEN** say each letter and have them repeat the letter name. Have them 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, n,* and *m*.
2. Help your student identify the letter tiles for *and*, name each letter, and arrange the letter tiles to spell *and*. Then, have them read the word. **IF** they have difficulty reading the word, **THEN** read it together.
3. Continue with items 2–4.

### Objective: In this section, you will build words with long **o**.

#### Warm Up

Begin by having your student add a sound in a word to make a new word with long *o*. Use the following routine:

* Say the word. (*so*)
* Have your student say the word sound by sound. (*s—o*)
* Direct your student to add the sound of *p* to the end of the word. Ask this question: What’s the new word?
* Have your student say the word. (*soap*)

Use the following words:

|  |  |  |
| --- | --- | --- |
| **oak** (add the sound of *p* to the beginning; poke) | **oat** (add the sound of *g* to the beginning; goat) | **Joe**  (add the sound of *k*to the end; joke) |
| **row** (add the sound of *b* to the end; robe) | **go** (add the sound of *t*to the end; goat) | **no** (add the sound of *p*to the end; nope) |

#### Explain

1. Gather the following letter tiles: *b, d, e, h, o, r, s*. Remind your student that there are two kinds of letters: consonants and vowels. Have your student identify the vowels and then group the consonants together.
2. Use the letter tiles to model with your student how to build words with long *o*.
   1. Build the word *hose* with the letter tiles *h, o, s,* and *e*.
   2. Name the letters. Point out the pattern of a consonant-vowel-consonant-*e*.
   3. Blend the sounds to say the word, and have your student say the word. If needed, remind your student that the e at the end of the word is silent.
   4. Then, use the word in a sentence: *We water the plants with a garden hose*.
3. Then, show your student how a new word can be formed by changing the letter *h* to *r* at the beginning:
   1. Name the letters.
   2. Blend the sounds to say the word, and have your student repeat.
   3. Then, use the word in a sentence: *My favorite flower is a rose*.
4. Continue using the building and blending routine with the remaining words, modeling how to change the ending sound.

#### Check-In

1. Gather the following letter tiles: *e, h, k, l, n, o, p, s, w*.
2. Have your student build the word *nose* with the letter tiles *n*, *o*, *s*, and *e*. Read the word with your student and use the word in a sentence: *I use my nose to smell*. Then, read each set of directions to your student. Observe your student build the words with the long *o* 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, j, k, o, p, r, s*.
2. Have your student build the word joke with the letter tiles *j, o, k*, and *e*. Read the word with your student, and use the word in a sentence: *I laugh at her funny joke*. 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. If needed, remind your student that the *e* at the end of each word is silent.
3. Continue by printing a copy of the decodable story, “Rose and Max.” If you do not have a printer, display the text on the screen.
4. Listen as your student reads “Rose and Max” aloud. **IF** your student struggles blending the sounds in words with long *o*, **THEN** use the letter tiles to blend the sounds the letters make.
5. Also, check for the correct pronunciation of the high-frequency word *and*.
6. Encourage your student to pay close attention to the pictures as they reread the story.
7. Check for overall comprehension of the text. Ask questions such as: Who is in the story? How does the story begin? What does Rose get? What does Max get?
8. Then, have your student follow the directions to hunt for the high-frequency word *and* and words with long *o*.

Learning Coach Tip

In this Practice activity, your student will read the decodable reader “Rose and Max.” The decodable reader will support your student’s understanding of the sound-letter relationship of the long *o* vowel sound and the high-frequency word *and*.

[Rose and Max](https://cite-media.pearson.com/legacy_paths/7a9b8be3-00a9-4f2a-be5b-8d26622d286a/Rose%20and%20Max.pdf)

[Rose and Max Answers](https://cite-media.pearson.com/legacy_paths/955ac6ee-dc11-407a-99ff-372fa5e05bc4/Rose%20and%20Max%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: Ready for the Rain: Synthesize

### Objective: In this section, you will tell how information texts are different.

#### Key Words

* **authors** – the people who write the words in the book
* **drawings** – pictures that are drawn by an illustrator
* **photographs** – pictures that are made using a camera

#### Explain

1. Briefly review the ways information texts are alike. Then, explain that today your student will learn how to compare information texts to tell how they are different. Read the introduction together. Use *Look at the Rain* as a model to discuss the different ways information texts can be different—they have different parts, such as a contents or index, they have different authors (or one book has an author and the other book does not have an author), they have different kinds of pictures: photographs or drawings. If necessary, review Key Words such as *author, photograph,* and *drawing*.
2. If you have the print versions of *Happy* and *Angry,* then display them. Watch the video together. Encourage your student to follow along as the student in the video answers questions to identify how the books are different. Have your student find similar features in the texts.
3. After viewing the video, support your student as they answer the question about how two information texts can be different. Ask your student to identify the feature they name in *Happy* or *Angry*.

[Look at the Rain](https://cite-media.pearson.com/legacy_paths/a08c5223-572b-4cd6-a9b4-03a7e7c07b6b/Look%20at%20the%20Rain_Rev.pdf)

[Happy](https://cite-media.pearson.com/legacy_paths/becdf00c-d7ce-4637-bd1c-964e6ce1215c/Happy.pdf)

[Angry](https://cite-media.pearson.com/legacy_paths/04828b32-90ca-4a9a-bdc4-d857ff5488fa/Angry.pdf)

#### Check-In

1. Read the directions. Explain that your student will look closely at *Look at the Rain* and *The Wind* to tell how the books are different. Confirm that your student understands when to give a thumbs-up and when to give a thumbs-down.
2. Begin with Activity 1. Have your student look closely at each information text before they respond by giving a thumbs-up or a thumbs-down. **IF** your student has difficulty, **THEN** have your student look at the cover of each book. Ask: Does *Look at the Rain* have an author? Does *When the Wind Blows* have an author?
3. Continue with activities 2–4.

[Look at the Rain](https://cite-media.pearson.com/legacy_paths/a08c5223-572b-4cd6-a9b4-03a7e7c07b6b/Look%20at%20the%20Rain_Rev.pdf)

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

#### Practice

1. Remind your student that information texts can be different in many ways. Read the directions together. Explain that they will look closely at *Look at the Rain* and *The Wind* to tell how the information texts are different.
2. Review the direction for the activity and confirm with your student that they understand that they should complete the sentence frames with words from the box to explain how the two information texts are different. **IF** your student needs support understanding the meanings of the words in the box, **THEN** use *Look at the Rain* to review what each word means. Encourage your student to explain two or more ways the two texts are different. **IF** your student has difficulty, **THEN** model with the sample answers.
3. **Daily Writing:** You may want to have your student respond to the following writing prompt: Which information text did you enjoy more, *Look at the Rain* or *The Wind*? Tell why you feel the way you do. Encourage your student to write independently and to read their writing to you.

[Look at the Rain](https://cite-media.pearson.com/legacy_paths/a08c5223-572b-4cd6-a9b4-03a7e7c07b6b/Look%20at%20the%20Rain_Rev.pdf)

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

### Objective: In this section, you will answer questions to help you understand something.

#### Explain

1. Begin by presenting a simple problem to your student and asking for their help in fixing it; for example, you have misbuttoned a sweater or put your shoes on the wrong feet. Ask your student such questions as, “What can I do?”, “How can I fix this problem?”, or “Do you think I should . . . ?” Listen to your student’s answers to the questions. Follow their suggestions to resolve the problem.
2. Tell your student that sometimes they may have a problem or not understand something. When that happens, they can often figure out how to get “unstuck” by answering a question. The question might be one that another person asks, or it might be one your student asks themself. Refer back to your problem-solving activity at the beginning of the lesson. Point to a specific answer your student gave to one of your questions that helped you resolve the problem.
3. Watch the video together. Pause the video after the first child, Phil, answers a question and solves his problem. You may want to ask questions such as:
   1. What is Phil’s problem? Why is Phil “stuck”?
   2. What question does Phil answer?
   3. How does Phil answer the question?
   4. How does Phil’s answer help him get “unstuck”?
4. As you continue watching the video, point out that each child knows they are “stuck” in some way. Then, another person asks them a question. The child answers the question in a thoughtful way. Their answer helps them understand something, solve a problem, or get “unstuck.”
5. After watching the video together, guide your student to choose one of the children from the video and describe what they did to answer a question and understand something they were not sure about. If your student prefers, they can describe a time when answering a question helped them understand something. **IF** your student needs support, **THEN** replay the video, focusing on the section about the child your student selected.

#### Check-In

1. Work with your student to complete the activities.
2. Guide your student to look at the first photo. Talk together about what is happening in it. Then, read the scenario to your student. Listen as your student suggests an answer that will help Hari get unstuck. Remind your student that Hari’s answer should focus on what Gran has asked him and not another subject. **IF** your student has difficulty, **THEN** replay the video in the Explain section, focusing on how one child in the video answers a question thoughtfully and uses the answer to get “unstuck.”
3. Guide your student to complete the second activity by explaining how the answer they suggested will help Hari understand how to fix his problem. Provide support and feedback as your student responds.

#### Practice

1. Begin by having your student think of a way they are “stuck.” **IF** your student has difficulty thinking of a current problem, **THEN** offer suggestions that are relevant to their experiences; for example, perhaps your student wants to do something an older sibling is allowed to do.
2. Ask your student a specific question that will help them get “unstuck,” such as, “What would [someone your student admires] do?” or “What else can you try?” or “Who can you ask for help?”
3. Guide your student to use the sentence starter to answer the question.
4. You may wish to ask more than one question to allow your student additional practice at answering questions to resolve a problem. Asking additional questions will also reinforce the idea that it often takes more than one question to figure out how to get unstuck.

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

#### Explain

1. Have your student talk about what is happening in each picture. Then, read each sentence together.
2. Explain that the words *I* *have a dog and cat.* make a sentence and that every sentence has words. Have your student look at the first word in the sentence. You may want to ask questions such as: What is the first word in the sentence? Does *I* begin with a capital letter or a lowercase letter? Explain that the first letter in the first word in a sentence always begins with a capital letter and that *I* is a word that is always capitalized no matter where it comes in the sentence.
3. Then, read the last word in the sentence together. Draw attention to the period at the end of the sentence. Explain that certain marks are used to show where a sentence ends. The mark at the end of *I have a dog and cat.* is called a period.

#### Check-In

1. Listen as your student reads *On a Rainy Day* aloud.
2. Monitor how your student reads the high-frequency word *and*. **IF** you notice that they have difficulty reading *and*, **THEN** have them use letter tiles to spell the word. Read the word together.
3. Discuss what your student learns about what you do in the rain. Provide sentence frames to encourage using complete sentences when they answer: *One thing you can do in the rain is . Another thing you can do is .*

[On a Rainy Day](https://cite-media.pearson.com/legacy_paths/db875601-929a-43a4-a1e9-39d145294303/On%20a%20Rainy%20Day.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 end book *On a Rainy Day*. Have them think of something else a dog and a cat can do in the rain and draw a picture. Then, have them write a sentence to tell about their picture. Have them read the sentence.

[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 them of what they have learned.

Encourage them to say something aloud about each topic on the list. **IF** they have forgotten about any of the topics, **THEN** 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.