Contents

[Language Arts 1 B Unit 10: The Wonders Outside 2](#_Toc187739103)

[Lesson 1: The Wonders Outside: Genre 2](#_Toc187739104)

[The Wonders Outside: Introduction 2](#_Toc187739105)

[Objective: In this section, you will listen to identify if a text tells a story or gives information. 3](#_Toc187739106)

[Objective: In this section, you will tell the difference between adjectives that mean almost the same thing. 4](#_Toc187739107)

[Objective: In this section, you will spell words after naming the long **oo**sound. 6](#_Toc187739108)

[Objective: In this section, you will tell how two vowels together can make one vowel sound. 7](#_Toc187739109)

[Lesson 2: The Wonders Outside: Comprehension 9](#_Toc187739110)

[Objective: In this section, you will identify words that describe events and characters in a poem using a think-aloud strategy. 9](#_Toc187739111)

[Objective: In this section, you will describe a character using exact words and a word web. 12](#_Toc187739112)

[Objective: In this section, you will use adjectives with slightly different meanings to write and speak. 13](#_Toc187739113)

[Objective: In this section, you will write capital **Aa**, **Vv**, and **Yy**. 15](#_Toc187739114)

[Objective: In this section, you will read words with the long **oo** sound and the words **above, build, fall, knew, money,**and **toward**. 16](#_Toc187739115)

[Lesson 3: The Wonders Outside: Speak/Listen 18](#_Toc187739116)

[Objective: In this section, you will identify similes in poems that can make you have feelings. 18](#_Toc187739117)

[Objective: In this section, you will write similes with your Learning Coach as a partner. 20](#_Toc187739118)

[Objective: In this section, you will act out adjectives with slightly different meanings. 22](#_Toc187739119)

[Objective: In this section, you will blend sounds in words with the long **oo** sound. 23](#_Toc187739120)

[Objective: In this section, you will write capital and lowercase **Ww** and **Nn**. 25](#_Toc187739121)

[Lesson 4: The Wonders Outside: Fluency 27](#_Toc187739122)

[Objective: In this section, you will identify words about the five senses in poems. 27](#_Toc187739123)

[Objective: In this section, you will recite a poem or nursery rhyme by following comments or advice. 29](#_Toc187739124)

[Objective: In this section, you will write a poem using rhyme, sensory words, and sound words to describe the subject clearly. 31](#_Toc187739125)

[Objective: In this section, you will practice reading fluently. 32](#_Toc187739126)

[Objective: In this section, you will build words with the long **oo** sound. 34](#_Toc187739127)

[Lesson 5: The Wonders Outside: Synthesize 35](#_Toc187739128)

[Objective: In this section, you will identify words in a poem that make you have feelings. 35](#_Toc187739129)

[Objective: In this section, you will ask questions to think deeply about your reading of a poem. 36](#_Toc187739130)

[Objective: In this section, you will build words with the long **oo** sound while blending sounds. 37](#_Toc187739131)

[Review 39](#_Toc187739132)

[Reflect 39](#_Toc187739133)

# Language Arts 1 B Unit 10: The Wonders Outside

## Lesson 1: The Wonders Outside: Genre

### The Wonders Outside: Introduction

#### Learning Goals

In this unit, your student will discover that stopping to appreciate things in nature makes the world more interesting. There are 18 learning goals for this unit:

1. Listen to a text to build comprehension and identify whether the text tells a story or gives information.
2. Define the different shades of meaning among adjectives differing in intensity (e.g., *large*, *gigantic*).
3. Identify and spell words with digraphs with the /oo/ sound.
4. Identify the conventions for representing long vowel sounds using common vowel teams (e.g., *ay*, *ai*, *oa*, *ou*, etc.).
5. Think aloud to identify precise words used to describe characters and events in a poem.
6. Distinguish shades of meaning among adjectives differing in intensity by choosing them appropriately when writing and speaking.
7. Identify and practice writing *Aa*, *Vv*, *Yy*
8. Read words with digraphs with the /oo/ sound and read high-frequency words *above*, *build*, *fall*, *knew*, *money*, and *toward*.
9. Define similes and identify similes, words, and phrases in poems that suggest feelings.
10. Act out the different shades of meaning among adjectives differing in intensity.
11. Blend words with the /oo/ sound.
12. Identify and practice writing *Ww*, *Nn*.
13. Identify words and phrases in poems that appeal to the senses.
14. Write a simple poem that addresses a topic, uses precise words to describe characters and events, and includes a feature such as rhyme, rhythms, or alliteration.
15. With support, read a book of choice.
16. Blend words with the /oo/ sound.
17. Identify words and phrases in poems that suggest feelings or appeal to the senses.
18. Blend and build words with the /oo/ sound.

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

This unit contains the following assessments. Work with your student to ensure they are ready to take each assessment.

* The Wonders Outside: Genre Quick Check
* The Wonders Outside: Comprehension Quick Check
* The Wonders Outside: Speak/Listen Quick Check
* The Wonders Outside: Fluency Quick Check
* The Wonders Outside: Synthesize Quick Check

#### Spark

1. Read the title with your student. Point to the word *wonders* and ask your student what the word means. **IF** your student does not know the meaning, **THEN** guide them to look up the word in an online dictionary. Confirm the meaning as “things that cause surprise or amazement.” Explain that something that causes wonder makes you think and ask questions.
2. Read the first two paragraphs to your student as they follow along. Invite them to talk briefly about what they like to do outside.
3. Continue reading the next paragraph. Confirm your student understands what *peaceful* means. Explain that when a place is peaceful, it is quiet and calm. It makes you feel at ease. Have your student suggest places outside that may be peaceful. **IF** they struggle, **THEN** pose yes or no questions, such as the following: Would a city street be peaceful? Would the woods be peaceful?
4. Introduce the video and view it with your student. As you view the video, you may pause to answer questions your student may have. Then, have your student answer the question. **IF** they struggle to answer, **THEN** remind them of points from the video. You may ask your student to explain what they can do when they look at the clouds. Have them answer using a sentence frame: I can look for  in the clouds.

#### Activate Prior Knowledge

1. Read the first paragraph with your student. Point to the word *insects* and provide the synonym *bugs* to confirm your student knows the meaning of the word. Then, have them view the photograph of the spider web. Read the caption to your student. Invite your student to ask a question about what they see. Or, they may point out something they think is interesting about the web.
2. Read the activity with your student and confirm that they understand what to do. You may use the Draw and Write graphic organizer or have your student draw and write in their notebook. **IF** your student has trouble writing a sentence about their drawing, **THEN** provide a sentence frame: I like to look at  when I am outside.
3. Read each bulleted item. Have your student tell about topics they have learned about and which ones are new to them.
4. Share some examples of words with *ay* and *ai* like *day*, *say*, *pail*, and *tail* to show your student what they will be looking for as they read.

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

#### Key Words

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

#### Decoding Routine

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

[The Wonders Outside\_Genre vowel team oo as in boot](https://cite-media.pearson.com/legacy_paths/649ab85a-3ee0-42fd-b632-cf46ef03b664/The%20Wonders%20Outside_Genre%20vowel%20team%20oo%20as%20in%20boot.pptx)

1. Read or play the slide narration for the introduction with your student. Make sure your student understands the meaning of each key word.
2. Explain to your student that information texts are about real people and things, while stories and poems are about made-up people and things. Read the list of things that stories and poems do that information texts do not.
3. Guide your student to look at the picture. Then, read “What Is a Dandelion Clock?” to your student. Discuss why it gives information. **IF** your student needs support, **THEN** point out that the text gives facts about dandelion clocks. It tells what they are and how they got their name.
4. Read the excerpt from the poem “The Rainbow” to your student. **IF** your student needs support, **THEN** point out that it tells a story about made-up ships and clouds. Ask your student what the words in the poem made them imagine or feel.
5. Next, read “What I Don’t Know About Clouds” aloud. Ask your student to listen to identify whether what they hear is a story or a text that gives information.
6. Have your student answer the question.**IF** they need support, **THEN** read the anchor text out loud again. Make sure your student can look at the picture as you read. Point out that the poem is about someone who thinks a lot about clouds and how clouds make them feel. Explain that because the person in the poem is not real, the text tells a story.

[What I Don’t Know About Clouds](https://cite-media.pearson.com/legacy_paths/d59f3c8c-46de-4275-882a-7d5e9cf491f7/What%20I%20Don%27t%20Know%20About%20Clouds.pdf)

#### Check-In

1. Talk with your student about why “What I Don’t Know About Clouds” is a poem that tells a story. **IF** your student needs additional support, **THEN** scaffold by asking questions such as these:
	1. Did you hear a story about someone who likes clouds, or did you hear facts about what clouds are? (a story)
	2. What happens? (The person in the poem tells what they don't know about clouds.)
	3. What did you picture in your mind as you listened? (I pictured clouds.)
	4. How did the poem make you feel? (It made me feel a little sad.)

#### Practice

1. Read the directions with your student. Clarify what your student should listen for as you read aloud an excerpt from the poem “Afternoon on a Hill,” by Edna St. Vincent Millay.
2. Listen as your student answers the questions. You may provide the following sentence frames to aid discussion:
	1. I heard \_\_\_\_\_\_\_\_\_\_.
	2. I did not hear \_\_\_\_\_\_\_\_\_\_.
	3. I know this because I heard \_\_\_\_\_\_\_\_\_\_.
	4. I pictured \_\_\_\_\_\_\_\_\_\_ in my mind.

### Objective: In this section, you will tell the difference between adjectives that mean almost the same thing.

#### Key Words

* **adjective** – a word that describes a noun

#### Explain

1. Review the key word *adjective* with your student by explaining that adjectives are words that describe nouns. They can tell how something looks, sounds, smells, tastes, or feels. Some adjectives mean almost the same thing but have slightly different meanings.
2. Talk about the photos with your student. Have your student say words that describe each animal. Remind your student that these describing words are called adjectives. Then, have them describe how big the animals are and say which one is bigger. Challenge your student to use different words to describe each animal’s size.
3. Read the first two example sentences with your student. Point out that the words in bold describe each animal’s size. Then, read about the meanings of *large* and *gigantic*. Discuss how the meanings of these words are alike and different. Help your student understand that both words mean *big*, but *gigantic* means *really big*.
4. Continue reading together the next two example sentences. Point out that the words in bold describe how wet something is. Have your student answer the questions and explain their responses.
5. To further illustrate intensity, you may wish to draw two arrows pointing upward for each pair of sample words in this section. Have your student write the words at each end of the arrows. Guide them to put the words that are less intense (*large, damp*) at the bottom of the arrows. Have them write the words that are more intense (*gigantic, wet*) at the top of the arrows.

A Note to the Learning Coach

Shades of meaning in adjectives can be very subtle. To help your student catch these differences, encourage repeated comparisons between pairs of words with similar meanings. Visuals such as arrows or other kinds of sequencing from least intense to most intense may also help your student visualize these distinctions.

#### Check-In

1. Read the directions with your student. Explain that they will match words that mean almost the same thing with their meanings.
2. Have your student complete the activity. Do the first item together to make sure they understand the interactive format. Read the two words together, and then point out the meanings. Reiterate that the meanings are both “small,” but that one meaning indicates that one word signifies something smaller than the other word does. Have your student choose which meaning belongs to each word.
3. **IF** your student answers correctly, **THEN** have them complete the rest of the activity on their own. **IF** your student has difficulty, **THEN** provide examples for each adjective, such as the following: My foot is small. My pinkie toe is tiny.
4. Support your student as needed as they complete the second activity.

#### Practice

1. Read the directions together. Explain that your student will look for the meaning that best defines each word.
2. Continue by doing the first activity together. Tell your student that *tiny* has almost the same meaning as *little*. Instruct them to identify which word is used to describe something smaller. Then, have them identify whether a baby or a mouse is smaller, and determine which word is a more appropriate description of each item.
3. Continue to support your student as they complete the remaining items. Discuss their work when they have finished, and have them summarize what they have learned about adjectives.

### Objective: In this section, you will spell words after naming the long **oo**sound.

#### Warm-Up

Begin by having your student identify the sound they hear in words with a long *oo* sound spelled *oo*. This is the vowel sound in the word *moon*. Use the following routine.

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **food**(3 sounds) | **zoo**(2 sounds) | **root**(3 sounds) | **scoop**(4 sounds) |
| **bloom**(4 sounds) | **soon**(3 sounds) | **tooth**(3 sounds) | **school**(4 sounds) |

#### Explain

Learning Coach Tip

When two vowels appear together in a word, they make one vowel sound. These vowels are called *vowel* *digraphs*. The vowel sound may be long or short or an entirely different sound. The vowel digraph *oo*stands for two different vowel sounds, the long sound heard in *boom*or the short sound heard in *book*. In this section, your student will be learning that *oo*spells the long *oo*vowel sound heard in *boom*.

Words with *oo*

Have your student read the words with oo. Explain that *oo*together stands for one vowel sound, the long *oo* sound. Then, have your student answer the questions to identify that each word has the long *oo*sound spelled *oo*.

Continue by having your student name the letters in each word and then say the sound each letter or letters stand for. (*s-t-oo-l, b-oo-t-s, p-oo-l, s-c-oo-p*). **IF**your student has difficulty with the words, **THEN**say the sound of each letter in the word and have your student repeat after you. Review that the vowels *oo* can sometimes stand for one vowel sound, the long *oo*sound.

Introduce Spelling Words

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

#### Practice

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

* We will go to the store **soon**. (s**oo**n)
* My dog can jump through this **hoop**. (h**oo**p)
* I will sweep up the dirt with a **broom**. (br**oo**m)
* Dan wears a coat on a **cool** day. (c**oo**l)
* What kind of **food**do you give your cat? (f**oo**d)
* My ball is up on the **roof**. (r**oo**f)

### Objective: In this section, you will tell how two vowels together can make one vowel sound.

#### Explain

Learning Coach Tip

Your student will identify vowel teams, or pairs of vowels that come together to make one vowel sound in a word. In this section, your student will focus on vowel teams that make long vowel sounds: *ai, ea, ie, ay,*and *oa*. Examples are *rain, bead, pie, hay,* and *toad*. There are many other common vowel teams that make different vowel sounds, such as *oe, ou, oi,* and *oy*. When vowel teams are first introduced, your student may find that the long vowel sound teams are the easiest to understand.

1. Tell your student they are going to see how two vowels can come together to make one vowel sound. Review that the vowels *a, e, i, o*, and *u* say their names when they stand for a long vowel sound in a word. Remind your student that *y* can sometimes act as a vowel.
2. Watch the video with your student. Point out that the student and the Learning Coach look for words in a poem that have two vowels together that make the long *a* sound. Discuss how the student recognizes that the vowels *ai*and *ay*make the long vowel sound in the words.
3. Explain to your student that knowing how two vowels together in a word can make one vowel sound will help them read new words. Have your student use the pictures to help them read the words and identify the vowel sound made by the vowel teams.
4. Ask your student to look at the picture of the train, say its name, and listen to the vowel sound. Then have them answer the questions about the vowel team *ai* and the long *a* vowel sound.
5. Continue to the next screen and have your student look at the picture of the leaf, say its name, and listen to the vowel sound. Ask your student to look for and identify the vowel team *ea*in the word. Have your student answer the questions about the vowel sound in *leaf*.
6. On the next screen, have your student use the pictures to read the words *tie*and *hay*. Have them identify the vowel sound and the vowel team that makes the sound. **IF** your student has difficulty identifying the vowel team and the vowel sound, **THEN** have them name the vowels in each word, then say the name of the first vowel.

#### Check-In

1. Read the directions with your student. Have your student read the names of the pictures, then work through the questions.
2. Check that your student is correctly pronouncing the words *coat, gray,* and *paint*. **IF**your student continues to have difficulty pronouncing the vowel teams, **THEN** point out that each word has one vowel sound that is made by the first vowel of the two together.

#### Practice

1. Read the directions with your student and make sure they know what to do. Then have your student use the pictures to help them read the words. Work with your student to answer the questions. If needed, have them say the words again and listen to the vowel sounds.
2. For additional practice, write several words with vowel teams that make long vowel sounds. Have your student read the words, then identify the vowel teams and the vowel sounds. Examples include *peak, team, play, stay, tail, main, lie, tried.*

## Lesson 2: The Wonders Outside: Comprehension

### Objective: In this section, you will identify words that describe events and characters in a poem using a think-aloud strategy.

#### Key Words

* **characters** – people or animals in a story or poem
* **describe** – use details to tell who or what something is like
* **events** – things that happen in a story or poem
* **narrator** – the voice that tells a story or poem

#### Explain

1. Read or play the slide narration for the instruction with your student. To illustrate how exact words can help readers picture people and things in their minds, have your student close their eyes as you read aloud the first example. Ask your student what they imagined. Guide them to understand that they can imagine almost any kind of tree because there are no words to describe exactly what the writer had in mind.
2. Then, read aloud the second example. Discuss how the words *tall*, *leafy*, and *apple* describe a specific tree. Explain to your student that they can picture this tree in their mind. Then, talk about the phrase *rested quietly by*. These exact words describe what the person is doing.
3. Make sure your student understands the meaning of the key word *describe*. Talk with your student about how poems use exact words to tell a story or to describe feelings.
4. Watch the video with your student. Guide your student to focus on how the student in the video uses exact words from the poem to figure out that Tom and the narrator are the characters in the poem. Talk about how the student finds the exact words that tell what Tom and the narrator are doing.
5. Make sure your student understands the meanings of the key words. Review the concepts of events, characters, and narrator as needed. Point out that like stories, poems can have events, characters, and narrators.
6. Read the list of steps your student can follow to use a think-aloud strategy to find exact descriptive words in a poem. Make sure your student understands that a think-aloud is a tool for figuring out a new idea or concept. Instead of keeping their thoughts to themselves, they say them out loud. Explain that think-alouds help start discussions.
7. Read the poem and Viho’s think-aloud about the words in the poem. Point out the exact words from the poem that Viho uses to think out loud about the narrator’s description of the sky and how the narrator feels about the sky.

Set a Purpose for Reading

[What I Don’t Know About Clouds](https://cite-media.pearson.com/legacy_paths/d59f3c8c-46de-4275-882a-7d5e9cf491f7/What%20I%20Don%27t%20Know%20About%20Clouds.pdf)

1. Help your student set a purpose for reading “What I Don't Know About Clouds.” Have your student look at the title and picture. Then, have your student tell what they think the poem will be about. **IF** your student has difficulty, **THEN** focus on the picture. Scaffold by asking questions like these:
	1. What do you see in the picture? (a girl looking out a window at some clouds)
	2. Read the title. What do you think the poem will be about? (clouds)

Before You Read: Vocabulary

1. Guide your student to use details in each sentence to infer what each vocabulary word means. For example, for the word *portraits*, scaffold with the following:
2. Read the sentence with your student and draw attention to the bold vocabulary word.
3. If possible, point to an example of a portrait, such as a family photograph or a portrait of a famous person you find online.
4. Ask questions based on your student’s own experiences:
5. Artists and photographers make portraits. Have you ever seen any portraits? (yes) Where? (in books, hung on walls, in a museum)
6. What part of the body appears in portraits? (people’s heads and faces)
7. What do you think the word portraits means? (paintings or drawings of somebody’s head and face)
8. Have your student use the vocabulary word in a sentence.**IF** your student has difficulty,**THEN** scaffold by asking this question: What would I draw if I made a portrait of you? (You would draw my head and face.)

**portraits:** drawings or paintings of a person showing their face, head, neck, and shoulders

**studied:** spent time learning new things, usually by reading

**museum:** a building where important things are kept safe and also put out for people to see

**breeze:** a soft or gentle wind

Read

1. Allow time for your student to read the poem.
2. Encourage your student to pause after reading to reflect on what the poem is about.

Check for Understanding

Use the question to quickly assess whether your student understands that “What I Don’t Know About Clouds” is a poem about someone who is fascinated by clouds. **IF** your student has difficulty figuring out how the narrator feels about clouds, **THEN** have them reread the poem and look at the picture. Make sure your student understands that the narrator has studied clouds but still has questions.

#### Check-In

1. Read the directions with your student. Make sure they understand the task. They will read a sentence and identify the exact words used to describe.
2. Read the sentence with your student. Have them first identify the exact words that describe the bird, and then have them identify the exact words that describe the barn. **IF** your student struggles, **THEN** ask guiding questions such as these:
	1. What color is the bird? (blue)
	2. What did the bird do? (flew past the barn)
	3. What does the barn look like? (old and red)
3. Then, have your student explain how the words used to describe the bird and the barn help them. **IF** your student struggles, **THEN** remind them of the exact words used in the sentence to describe the bird and the barn: blue, flew, old, red. Talk about how these words can help them make a picture in their mind.

#### Practice

1. Read the directions with your student. Make sure your student understands that they will look for words that describe things in “What I Don't Know About Clouds.”
2. Allow time for your student to reread “What I Don’t Know About Clouds.” Make sure your student understands that the narrator is the person telling the poem. The “I” in the poem is the narrator.
3. Guide your student to focus on finding exact words in the poem that help describe the books, paintings, notebook, and color of the day.
4. Have them use the questions to guide a think-aloud about the words. Listen as your student thinks out loud about the exact words that describe in the poem. You may provide these sentence frames to aid discussion:
	1. I see words like \_\_\_\_\_\_\_\_\_\_.
	2. The word \_\_\_\_\_\_\_\_\_\_ tells me what the books are like.
	3. The word \_\_\_\_\_\_\_\_\_\_ tells me about the paintings.
	4. The word \_\_\_\_\_\_\_\_\_\_ tells me the color of the notebook.
	5. The word\_\_\_\_\_\_\_\_\_\_ tells me what the day is like.

### Objective: In this section, you will describe a character using exact words and a word web.

#### Key Words

* **character** – a person or animal in a story or poem
* **describe** – use details to tell who or what something is like

#### Explain

1. Read or play the slide narration for the paragraph about Tania with your student. Make sure your student knows the meaning of the key words *character* and *describe*. You may wish to talk about a familiar character from a known story or poem and have your student choose exact words to tell what the character is like.
2. Review how exact words can be used to tell what someone or something is like. Give some examples of words that describe something or someone (e.g., *red-haired*, *tiny*, *funny*, *happy*).
3. Point to the image of a word web. Talk about how the chart is organized with a middle circle and outer circles stemming from the middle circle. Explain that the subject of a word web goes in the middle circle, and words that describe the subject go in the outer circles.
4. Discuss how Tania uses a word web. Explain that Tania writes her character’s name, Devi, in the center circle. Then, she thinks of words to describe the character. The words she writes in the outer circles describe the character exactly. **IF** your student needs support, **THEN** access a word web and model how to use it. You may either print the Concept Web graphic organizer or draw a word web in your student's notebook. Write the name *Devi* in the center space, and write one of these words or phrases in each of the outer spaces: *short*, *smart*, *brown eyes*, *loud*. Tell your student that Devi is short, smart, and loud, and that she has brown eyes. These words describe what Devi looks like and is like.

[Concept Web](https://cite-media.pearson.com/legacy_paths/74d6cb3c-0bcc-4702-88de-0b7347499c38/GO_Concept_Web_4_Square.pdf)

#### Check-In

1. Read the directions with your student. Make sure your student understands the task. They will answer questions about Tania's word web. If you made a model word web, you may wish to keep it on hand for reference.
2. Have your student answer the questions. **IF** your student struggles to answer a question, **THEN** have them reread the instruction in the Explain section.

#### Practice

1. Read the directions with your student. Clarify that your student will describe the character in the picture using exact words and a word web.
2. Access the Concept Web graphic organizer. Or, you may wish to draw a word web in your student's notebook.
3. Have your student study the picture. Talk about words that can describe the character Bae. You may use questions like these to guide your discussion:
	1. What does Bae look like?
	2. What does Bae like to do?
	3. What kind of person is Bae?
4. Monitor as your student completes the word web. You may wish to write words in the word web as your student dictates them to you. You may also add more spaces as needed.
5. Encourage your student to use the words in the completed word web to tell you what the character Bae is like. Provide sentence starters such as these:
	1. Bae is \_\_\_\_\_\_\_\_\_\_.
	2. He is \_\_\_\_\_\_\_\_\_\_.
	3. He has \_\_\_\_\_\_\_\_\_\_.

### Objective: In this section, you will use adjectives with slightly different meanings to write and speak.

#### Key Words

* **adjective** – a word that describes a noun

#### Explain

Quick Review

Review that an adjective is a word that describes a noun—a person, an animal, a place, or a thing. Remind your student that some adjectives have almost the same meaning. However, some describe something that is very much a certain way, while others describe something that is only a little bit that way. Invite your student to recall pairs of adjectives they know with similar meanings, such as *large* and *gigantic*, *wet* and *damp, little* and *tiny*, and *pretty* and *beautiful*.

1. Read the opening text, Key Word, and definition with your student. Explain that an adjective is a word that describes something about a noun. Point out that words about the five senses (how something looks, sounds, smells, tastes, or feels) are good describing words.
2. Explain that even slight differences in meaning give your student a choice in using words, and this choice matters.
3. Have your student look at the photos and talk about what they see. Then, read the example sentences together. Explain the meanings of *freezing* and *cool*. Make sure your student understands that both words mean *cold*, but *freezing* means colder. Ask this question: Which is colder, snow or air? (snow)
4. You may wish to ask your student to rank the words *cool, cold,* and *freezing* from least cold to most cold along an arrow that points upward. Have them put the word that means least cold at the bottom, the word that means medium-cold in the middle, and the word that means most cold at the top.
5. Read the second set of sentences with your student and guide them to answer the questions. **IF** your student does not know the meaning of *glad* or *excited*, **THEN** act out each one. Consider the following examples: I am glad (and look/sound mildly happy). I am excited (and look/sound very happy) to help them find the correct answers.
6. Remind your student to use adjectives that say exactly what they mean (and to the degree that they mean). Point out that using precise language helps people better understand what your student means to say or write. It can also make their words or writing more interesting.

#### Check-In

1. Read the directions with your student. Explain that they will choose the adjective that best completes the sentence. Remind them that they should say the sentence out loud when they have completed it.
2. Complete the first activity together. Explain that the adjective choices have the same *general* meaning, but that their *specific* meanings are different. To complete the sentence, they need to think about which meaning is correct in the context of the sentence. Guide your student to read the sentence and select the adjective that describes what a room with toys lying around might look like.
3. **IF** your student does not understand, **THEN** reinforce the idea that adjectives with the same general meaning can have small differences as well. Focus on the adjectives *messy* and *dirty*, asking your student to describe how a messy room would look different from a *dirty* one. Then, discuss which adjective would be more appropriate to describe a room with toys lying around.
4. Provide support as needed as your student completes the second activity. Provide any necessary feedback.

#### Practice

1. Read the directions together. Make sure your student understands that they will use an adjective in the box to complete each sentence.
2. Do the first activity together. First, help your student read the words in the box and discuss the meaning of each. Then, read the first sentence with your student and ask them to tell which of the four words in the box they might use to describe a kitten’s fur. Guide them to choose the adjective that tells what fur feels like and then write the completed sentence in their notebook.
3. Have your student continue with the remaining items, providing support as needed. When your student finishes writing their sentences, check their work. Make sure they used the different shades of meaning in the appropriate sentences.

### Objective: In this section, you will write capital **Aa**, **Vv**, and **Yy**.

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they already learned how to write capital and lowercase letters *Aa*, *Vv*, and *Yy*. In this lesson, they will practice writing all six of those letter forms. Point out that they will use what they know about writing straight lines, curved lines, and slanted lines to write these letters.

How to Write Capital A and Lowercase a

1. Watch the videos with your student to review how to form capital *A* and lowercase *a*. Point out that capital *A* looks different from lowercase *a*. Have your student follow along to write both letters in the air and tell what is the same and what is different between these two letter forms.
2. Read the steps together about how to form capital *A* and lowercase *a*.

How to Write Capital V and Lowercase v

1. Watch the videos with your student to review how to form capital *V* and lowercase *v*. Point out that both forms of the letter have lines that slant down to the right then up to the right. Have your student follow along and write both letters in the air.
2. Read the steps together on how to form capital *V* and lowercase *v*.

How to Write Capital Y and Lowercase y

1. Watch the videos with your student to review how to form capital *Y* and lowercase *y*. Point out that capital *Y* is formed above the bottom line, while part of lowercase *y* extends below the bottom line. Have your student follow along and write both letters in the air.
2. Read the steps together about how to form capital *Y* and lowercase *y*.

#### Check-In

Learning Coach Tip

Encourage your student to sit up straight and use their non-dominant hand to steady the paper as they write. Good posture and keeping the paper from moving can help your student form clear letters.

1. Print the [*Aa*, *Vv*, *Yy* handwriting worksheet](https://cite-media.pearson.com/legacy_paths/4770e2b1-67d0-4727-bafc-d64e7fb2603f/Capital%20and%20Lowercase%20Aa%2C%20Vv%2C%20and%20Yy.pdf). Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper for your student and write any models or letters that will need to be traced.
2. Discuss the letter models that are on the worksheet. Review the steps to forming each letter as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming either letter, **THEN** discuss the differences in the letter forms. Remind your student that the capital forms of the letters are formed between the top and bottom lines. Also, remind them that lowercase *a* and *v* are formed in the space between the middle and bottom lines while lowercase *y* drops below the bottom line.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty forming capital and lowercase *Vv* and *Yy*, **THEN** remind them that all four letter forms have lines that slant and have them trace the slanted lines in each letter with their finger.

### Objective: In this section, you will read words with the long **oo** sound and the words **above, build, fall, knew, money,**and **toward**.

#### Warm Up

Remind your student of the long *oo* vowel sound, the sound in *moon*. Say the word *moon* and have your student repeat it.

* Tell your student to listen as you say a pair of words.
* Say each sound in each word slowly.
* Have your student repeat the pair of words.
* Have your student tell which word has the long *oo* sound, the vowel sound heard in *moon*.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **soon-son**(soon) | **root-rot**(root) | **boat-boot**(boot) | **spoon-spin**(spoon) |
| **scoot-Scott**(scoot) | **spoil-spool**(spool) | **hot-hoot**(hoot) | **grave-groove**(groove) |

#### Explain

Read Words with *oo*

1. Use the words to review how to read words with the long *oo* vowel sound spelled *oo*.
	1. Read the word.
	2. Name the vowel letters in the word.
	3. Say the sound for the vowels, the long oo sound.
	4. Read the word again and have your student repeat after you.
2. Continue to review the remaining words. Remind your student that when the vowels oo come together in a word, the letters can stand for the long oo vowel sound heard in moon.

Read High-Frequency Words

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

High-Frequency Words Routine

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

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

**Learning Coach Tip**

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

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the letters *oo* in each spelling word. Then, have your student say a spelling word that rhymes with each of these words: *pool, bloom, mood, goof, stoop, moon*.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **pool** | **bloom** | **mood** | **goof** | **stoop** | **moon** |  |
| cool | broom | food | roof | hoop | soon |  |

#### Check-In

1. Use the sentences to confirm that your student can read the words *above, build, fall, knew, money,* and *toward*. **IF** your student has difficulty reading a high-frequency word, **THEN** review by using the high-frequency word routine introduced in Explain.
2. Also, pay attention to how your student reads the words *moon, roof, stool, tools, broom, soon, boots,* and *room* to confirm that your student can read words with the long *oo* sound correctly. Remind your student that *oo* can stand for the long *oo* vowel sound, as in *moon*.

#### Practice

1. Have your student read “Our New School” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with the long *oo* vowel sound, as in *moon*.
2. Print “Our New School.” If you do not have a printer, write out the text. Have your student reread the text silently. Then, have your student follow the directions to hunt for the high-frequency words above, build, fall, knew, money, and toward, and words with the long oo vowel sound.

[Our New School](https://cite-media.pearson.com/legacy_paths/2b60ea3c-b0ea-4415-a39d-9c799ced5ef1/Our%20New%20School.pdf)

## Lesson 3: The Wonders Outside: Speak/Listen

### Objective: In this section, you will identify similes in poems that can make you have feelings.

#### Key Words

* **compare** – tell how things are the same or different
* **similes** – compare two different things using the word **like** or **as**

#### Explain

1. Read or play the slide narration for the first few paragraphs with your student. Remind your student that poems often use words and phrases to help you make pictures in your mind. Poems do this with words that describe and words that tell about feelings. Talk about the questions Yusef asks about the words in a poem.
2. Read the poem “Animals Are” with your student. **IF** your student needs support, **THEN** read the poem aloud as your student listens. As you read, use your voice to emphasize the words *like* and *as*.
3. Read the instruction about similes. Pronounce the word *similes* (SIM uh leez) carefully for your student as needed. Make sure your student reads and understands the definition.
4. Have your student read the similes from the poem in the chart. As they read, point to the words *like* and *as*. **IF** your student wonders why the first and last lines of the poems are not similes, **THEN** review that a simile uses the word *like* or *as* to compare different things.
5. Read and discuss how the similes in the poem “Animals Are” helped Yusef to picture the animals and feel happy. **IF** your student needs support, **THEN** have your student close their eyes as you read the poem aloud to them. Ask these questions: What did you picture in your mind as you listened? How did the poem make you feel?
6. Watch the video with your student. Focus your student’s attention on how the student in the video identifies a simile in a poem and tells how it makes him feel. You may wish to brainstorm a short list of feeling words with your student. They can refer to the list later in the lesson.

#### Check-In

1. Work with your student to complete the first multiple choice activity. Read the question stem and answer choices together. Point out that your student should select the three correct answers. **IF** your student has trouble determining which sentences are true, **THEN** have them review instruction in the Explain section, focusing on the definition of *simile*.
2. Work with your student to complete the second multiple-choice activity. Read the question stem and the answer choices together. Point out that your student should select the three correct answers. **IF** your student struggles to identify the three similes, **THEN** have them click on the Hint button and read the hint. Tell your student to read each answer choice out loud. Ask questions such as these:
	1. Does it use the word like or as?
	2. Does it compare two different things?

#### Practice

1. Read the directions with your student. Make sure your student understands that they must first identify the simile in the poem and then explain what it compares and how it makes them feel.
2. Allow time for your student to read the poem “Dandelion Clocks.” Encourage your student to read the poem more than once. You may wish to read the poem out loud as your student listens and follows along.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

[Dandelion Clocks (A)](https://cite-media.pearson.com/legacy_paths/e49b021f-baa1-4ba0-9fa0-73421445ba10/Dandelion%20Clocks%28A%29.pdf)

[Dandelion Clocks](https://cite-media.pearson.com/legacy_paths/70a12f80-b4d2-4540-8618-9181de769820/Dandelion%20Clocks.pdf)

[Dandelion Clocks (B)](https://cite-media.pearson.com/legacy_paths/ffc2e363-0074-4fde-b832-1c6e04bc05d2/Dandelion%20Clocks%28B%29.pdf)

1. If necessary, explain the title of the poem. Tell your student that a dandelion is a plant with a yellow flower that grows in grass and around sidewalks. Some consider it a weed. A dandelion clock forms when a dandelion’s yellow flower turns into a head of white fluffy seeds. Some people think the seed head looks like a clock. The name also comes from a game children play. They count how many puffs it takes to blow away all the dandelion seeds. The number of puffs is supposed to tell the time of day. So, three puffs would mean that it is three o’clock.
2. Listen as your student tells you about the simile in the poem. Encourage your student to use the sentence frames. Point out that there is no one correct answer for how the simile makes your student feel. You may wish to share your own feelings or thoughts about the simile.

### Objective: In this section, you will write similes with your Learning Coach as a partner.

#### Key Words

* **similes** – compare two different things using the word **like** or **as**

#### Explain

1. Read or play the slide narration about Kana and her Learning Coach with your student. Review that a simile compares two different things, using the word *like* or *as*. Clarify that when you compare two different things using a simile, you tell how they are the same.
2. Read the list of similes. Point out how each uses the word *like* or *as* to compare two different things. Invite your student to talk about what the similes make them imagine or feel. **IF** your student needs support, **THEN** choose one of the similes and tell your student what it made you imagine and feel. For example, you might choose the simile “The sky is as clear as glass.” You could say that it made you imagine looking through a clear windowpane at a cloudless blue sky. It made you feel cheerful.
3. Read the conversation between Kana and her Learning Coach. You may wish to read the part of the Learning Coach while your student reads the part of Kana. Point out Kana’s simile. Talk with your student about the two things it compares (the Learning Coach and a bee; both are busy) and which word it uses to compare them (*as*).
4. Read the list of steps for working well together. Ask your student how well Kana and her Learning Coach follow the steps. (They do a good job. They take turns speaking. They ask each other questions. They listen carefully.) **IF** your student needs additional support, **THEN** scaffold with guiding questions such as these:
	1. Do Kana and her Learning Coach each listen when the other person speaks? (yes)
	2. Does Kana wait for her turn to speak? (yes)
	3. Do Kana and the Learning Coach ask questions? (Yes. Kana asks if it is a good simile; the Learning Coach asks what is busy like a bee.)
	4. Do they make helpful comments? (Yes. The Learning Coach tells what the simile makes them think and feel.)

#### Check-In

1. Read the directions with your student. If necessary, explain that your student is to complete each sentence with words from the word bank.
2. Have your student talk to you as they complete the sentences. **IF** your student struggles to complete any of the sentences, **THEN** have them review the instruction in the Explain section. Guide them to look at the steps for working with others and to think back to the conversation between Kana and the Learning Coach.

#### Practice

1. Read the directions with your student. Clarify that you and your student will work together to think of two similes. You will follow the steps for working together well.
2. Review the list of things you should include in each simile. Guide your student to use the sentence starters to think of similes. Or, you may wish to think of an original idea together.
3. Use open-ended questions to guide your collaboration. You might ask questions such as these:
	1. What is the sea like? What are clouds like?
	2. What different thing can compare to the sea/clouds?
	3. How are these things alike or the same?
	4. What does this simile make you picture in your mind?
	5. How does this simile make you feel?
4. You may wish to share the sample answers. Talk with your student about how their similes compare to the sample answers.
5. **IF** your student finds this activity enjoyable, **THEN** encourage them to work with you to create more than two similes.

### Objective: In this section, you will act out adjectives with slightly different meanings.

#### Key Words

* **adjective** – a word that describes a noun

#### Explain

1. Read the opening text, Key Word, and definition with your student. Review that an adjective describes more about a person, an animal, a place, or a thing to tell what that noun is like.
2. Begin reading about adjectives and the words *happy* and *joyful* with your student. Point out that both words mean “feeling good.” Ask your student which word means feeling very good or super good, and which means just feeling good. **IF** your student has trouble answering, **THEN** have them look at the photos of happy Peih-gee and joyful Ollie. Ask the question: Who seems happier?
3. Read with your student the sentences about the photos. Ask them what clues in the photo show that Ollie is feeling joyful.
4. Ask your student what they do when they feel happy and joyful. Then, have them act out the words *happy* and *joyful*. **IF** they struggle, **THEN** prompt them with more specific questions. Ask these questions: How does your face look when you feel happy? How does your body move when you feel joyful? Discuss how acting happy and joyful might look the same. Maybe your student smiled to show both ideas. Discuss how it might look different as well. Perhaps the smile for *joyful* was larger, or the cheer was louder or sounded more excited.
5. Read the questions with your student. Support them as they answer. **IF** your student has difficulty answering, **THEN** act out *happy* and *joyful* to help them see the similarities and differences in these words.

Support Your Student for Success

If your student has difficulty recognizing emotions or facial expressions, you may need to identify signs of happiness and joy for them. Then, model how to act out each feeling and allow your student to mimic you.

#### Check-In

1. Read the directions with your student. Tell them they will read two sentences at a time. The adjectives in the sentences have the same general meaning. They will point out the adjective in each sentence and then act out the two adjectives. Remind your student that doing so will show that they understand how the adjectives in each pair of sentences differ in meaning.
2. **IF** your student is unable to identify a particular adjective, **THEN** remind them that an adjective can describe what a person, an animal, a place, or a thing looks, sounds, feels, smells, or tastes like. Help them identify the “who” or “what,” and then ask your student to tell how it is being described.
3. As your student acts out each adjective, assess their actions to ensure that they understand the more specific meaning. As needed, ask them to explain their actions to you so that you can better understand their choices.

#### Practice

1. Read the directions together. Reiterate that each item contains two adjectives. Tell your student that they will act out each adjective to ensure that they understand the meaning, and then decide which adjective completes the sentence. Do the first activity together but see if your student can come up with the correct answer on their own.
2. **IF** your student answers incorrectly or struggles to understand, **THEN** help them look for context clues in each sentence, such as *wake up the baby* (in Activity 1), *garbage can* (Activity 2), or *scratch/the rash* (Activity 3).
3. Continue to assess the way your student acts out each adjective to determine that they understand the nuances in meaning. Provide any necessary feedback.

### Objective: In this section, you will blend sounds in words with the long **oo** sound.

#### Warm Up

Have your student blend sounds to say words with the long *oo* vowel sound using the following routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **smooth**(4 sounds) | **droop**(4 sounds) | **fool**(3 sounds) | **troop**(4 sounds) |
| **noon**(3 sounds) | **bloom**(4 sounds) | **root**(3 sounds) | **proof**(4 sounds) |

#### Explain

Blend Words with *oo*

Explain that the long *oo* vowel sound in a word makes one sound, the sound heard in *root*. Use letter tiles to form the word *root*. Space the letters, keeping *oo* together to represent one sound. Move the letter tiles together as you blend the sounds.







Use the following routine.

* Say the word.
* Say the sound the first letter makes.
* Add the sound the next two letters make and blend the sounds together.
* Add the sound for the last letter and blend.
* Say the word.

**IF** your student has difficulty blending the sounds to say the word, **THEN** repeat the routine with words from the Warm Up. Review that the double vowel *oo* makes the *oo* sound.

#### Check-In

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

1. Say the word.
2. Say the sound the first letter makes.
3. If there is another consonant, say the sound the letter makes and blend the sounds together.
4. Say the sound *oo* makes and blend the sounds together.
5. Add the sound for the last letter and blend.
6. Say the word.

Listen as your student reads each word. **IF** your student has difficulty blending the sounds, **THEN** model saying the word with your student. Then, have your student say the word independently.

#### Practice

1. Listen as your student reads “Our New School” aloud. **IF** your student struggles blending the sounds in words with the long *oo* sound, **THEN** use the letter tiles to blend the sounds the letters make.
2. Also, check for the correct pronunciation of the high-frequency words above, build, fall, knew, money, and toward.

[Our New School](https://cite-media.pearson.com/legacy_paths/84dd6104-8db1-4813-9937-8ff0b59ff71b/Our%20New%20School.pdf)

### Objective: In this section, you will write capital and lowercase **Ww** and **Nn**.

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they already learned how to write capital and lowercase letters *Ww* and *Nn*. In this lesson, they will practice writing these four letter forms. Point out that they should think back to what they learned about writing straight lines, slanted lines, and curved lines when writing these letters.

Read the introduction and review the images of the capital and lowercase letters *Ww* and *Nn*. Remind your student that capital *W* and lowercase *w* share the same shape, but that capital *N* and lowercase *n* look different from one another. Also, point out that lowercase *n* is the only one of these four letters that has a curved line.

How to Write Capital W and Lowercase w

1. Watch the videos with your student to review how to form capital *W* and lowercase *w*. Point out that while lowercase *w* looks like capital *W*, it is smaller and starts at the middle line rather than at the top line. Have your student follow along to write the letters in the air and compare the strokes of both letters.
2. Read the steps together about how to form capital *W* and lowercase *w*.

How to Write Capital N and Lowercase n

1. Watch the videos with your student to review how to form capital *N* and lowercase *n*. Point out that while capital *N* has straight lines and a slanted line, lowercase *n* has a straight line and a curved line. Have your student follow along and write both letters in the air, emphasizing the curved line in lowercase *n*.
2. Read the steps together to review how to form capital *N* and lowercase *n*.

Follow the steps to write capital **N**.

1. Start at the top line and draw a line straight down to the bottom line.
2. Lift your pencil and go back to the starting point.
3. Draw a slanted line right and down to the bottom line.
4. From the point you stopped at on the bottom line, draw a straight line up to the top line.

Follow the steps to write lowercase **n**.

1. Start at the middle line.
2. Draw a line straight down to the bottom line.
3. Retrace the straight line back up and curve right and up to touch the middle line.
4. Curve right and down to the bottom line.

#### Check-In

Learning Coach Tip

Sometimes trading a long pencil for a short one, like a golf pencil, can help a student gain better control. Try switching out your student’s regular-sized pencil for a shorter one. It may make just the difference they need to help them form better, clearer letters.

1. Print the [*Ww, Nn* handwriting worksheet](https://cite-media.pearson.com/legacy_paths/cd665184-9274-41c3-a666-2b1dba560aa6/Capital%20and%20Lowercase%20Ww%20and%20Nn.pdf). Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper for your student and write any models or letters that will need to be traced.
2. Discuss the letter models that are on the worksheet. Review the steps to forming each letter as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming any of the letters, **THEN** remind them that capital *W*, lowercase *w*, and capital *N* all have straight and slanted lines, while lowercase *n* has a straight and a curved line.

#### Practice

1. Print the [Handwriting Practice worksheet](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) and read the directions for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty writing the words and names, **THEN** write a model for each word and have your student look at it after they write each letter.

## Lesson 4: The Wonders Outside: Fluency

### Objective: In this section, you will identify words about the five senses in poems.

#### Key Words

* **describe** – use details to tell who or what something is like
* **sensory words** – words that describe one of the five senses (seeing, hearing, touch, smell, or taste)

#### Explain

1. Read or play the slide narration for the introduction with your student. Make sure your student understands that sensory words are about one of the five senses—seeing, hearing, touch, smell, and taste. **IF** your student needs support, **THEN** review the five senses with your student by pointing to your eye, ear, finger, nose, and mouth and asking this question: What can I do with this? (see, hear, feel, smell, taste.)
2. Watch the video with your student. Pause it at any time to answer your student’s questions. Your student may watch it more than once. Talk about the sensory words used in the poem “Snowy Day.” (*snow swirl*, *wind whisper*, *cold sting*, *icy snowflakes*)
3. Read the strategies for finding the sensory words in a poem. Point out that your student can read or listen for the sensory words.
4. Watch the video with your student. Review the five senses. Discuss how the student in the video finds the sensory words in a poem. Work with your student to answer the question. **IF** your student struggles, **THEN** ask these scaffolding questions:
	1. Can you hear a dog’s soft fur? (no)
	2. Can you taste a dog’s soft fur? (no)
	3. Can you touch a dog’s soft fur? (yes)

Your student may suggest that they can see or smell a dog’s fur, but the word *soft* tells how the fur feels.

#### Check-In

1. Read the directions with your student. Clarify that your student will match each word with the correct sense.
2. Encourage your student to work independently to read each word in the first column and then match with its corresponding sense. **IF** your student needs additional support, **THEN** help your student read a word in the first column and ask this question: Does this word tell you about something you can see, hear, touch, taste, or smell?

#### Practice

Read the directions with your student. Clarify that your student should look for words in the poem “Dandelion Clocks” that tell about the senses of sight and touch.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

[Dandelion Clocks (A)](https://cite-media.pearson.com/legacy_paths/fe2287c4-4e05-4ea4-be55-7ad2b38d2ef4/Dandelion%20Clocks%28A%29.pdf)

[Dandelion Clocks](https://cite-media.pearson.com/legacy_paths/b4c88b7f-3af0-40c9-888d-ada0c07fec84/Dandelion%20Clocks.pdf)

[Dandelion Clocks (B)](https://cite-media.pearson.com/legacy_paths/a4ac8c59-22b2-4dfa-8528-fb361c9c1641/Dandelion%20Clocks%28B%29.pdf)

1. Help your student go through the poem to find the sensory words that tell what something looks or feels like. Talk about words that tell what the dandelion clock looks like (*puffy*, *white*). Then, talk about words that tell how the night feels (*warm*, *still*) and how the dandelion clock feels (*fluffy kitten fur*, *fuzzy-woolly*).
2. Draw a two-column chart in your student's notebook. Write your student’s responses in the chart.
3. Listen as your student uses the words in the completed chart to tell you about the sensory words in the poem. Encourage your student to use the sentence frames. You may wish to share the sample answer with your student.

### Objective: In this section, you will recite a poem or nursery rhyme by following comments or advice.

#### Key Words

* **recite** – to say out loud from memory

#### Explain

1. Read or play the slide narration for the first two paragraphs with your student. Explain that reciting a poem is different from and more difficult than reading a poem aloud. When you recite a poem, you say the words from memory. You memorize a poem by saying the words over and over until you learn them perfectly.
2. Read the Learning Coach’s comments with your student. Talk to your student about the three types of comments. Rey gets feedback on how clearly and correctly he said the words, how well he used his voice to express feelings, and the speed he used to say the words.
3. Ask your student to sum up the Learning Coach’s comments. (Rey said the words clearly and correctly. He said the words with feeling. But he said them too fast.)
4. Continue reading the instruction with your student. Point out that Rey uses his Learning Coach’s comments to do better. So, he practices saying the poem more slowly. **IF** your student needs some support, **THEN** talk about ways to practice reciting a poem. For example, Rey might listen to a recording of the poem over and over. He might say it to himself over and over.
5. Read what the Learning Coach tells Rey after he recites the poem a second time. Ask questions such as these:
	1. Did Rey do better? (yes)
	2. How do you know? (His Learning Coach says, “Great job!”)
	3. What helped him do better? (He listened to his Learning Coach’s comments. He practiced. Then, he recited the poem more slowly.)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer questions about how Rey recited a poem and received feedback.
2. Read the questions with your student. Listen as they answer. **IF** your student struggles to answer a question, **THEN** have them review the instruction in the Explain section.

#### Practice

A Note to the Learning Coach

The Practice activity focuses on having your student recite a short poem. Have on hand the words to familiar nursery rhymes, short poems, limericks, or songs that your student already knows. That way, they don’t have to take time or make an effort to memorize the words. You may look online for lists of nursery rhymes and well-known poems for children.

1. Read the directions with your student. Clarify that your student will recite a short poem, such as a familiar nursery rhyme, as you listen. You will then give them some helpful comments they can use to recite the poem better.
2. Listen as your student recites the poem. As you listen, determine whether your student does the following:
	1. says the words clearly and correctly
	2. says the words at a good rate (neither too quickly nor too slowly)
	3. says the words with feeling
3. Share your feedback. Be sure to praise your student. Focus on one thing your student can improve. Offer suggestions like these to help them improve:
	1. If your student stumbles over words, encourage them to slow down. Model how to pronounce a difficult word. Have them say the word ten times in a row.
	2. If they say the words at an uneven pace, encourage them to tap their foot or clap their hands as they recite to keep a steady pace.
	3. If they recite too quickly, tell them to take a breath after each line or group of words.
	4. If they read in a flat or robotic voice, encourage them to sing the words or adopt silly voices as they recite.
4. Listen as your student answers the first two questions about the feedback they received.
5. Allow a few minutes for your student to incorporate your feedback as they practice reciting the poem.
6. Listen as your student recites the poem for you a second time. Provide comments about what they did well and how they improved. Then, listen as your student answers the third question about what they improved the second time they recited the poem.

### Objective: In this section, you will write a poem using rhyme, sensory words, and sound words to describe the subject clearly.

#### Key Words

* **character** – a person or animal in a story or poem
* **describe** – use details to tell who or what something is like
* **event** – something that happens in a story or poem
* **rhyme** – words that end with a similar sound
* **rhythm** – a strong pattern of beats made by words
* **sensory words** – words that describe one of the five senses (seeing, hearing, touch, smell, or taste)

#### Explain

1. Read or play the slide narration for the instruction with your student. Review the meaning of each bold term.
2. Review the parts of a poem with your student. Point out that your student has learned about these poetic elements in previous lessons. **IF**your student needs support, **THEN**have them revisit the poem “Dandelion Clocks.” Point to examples of description and sensory words (*warm*, *fluffy*, *white*, *fuzzy-wooly*), rhymes (*night*, *white*;*blew*,*true*), and words that start with the same sound (*fluffy*, *fur*).

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

[Dandelion Clocks (A)](https://cite-media.pearson.com/legacy_paths/7894d925-4eb2-47a1-83c4-c7b9f520c1ed/Dandelion%20Clocks%28A%29.pdf)

[Dandelion Clocks](https://cite-media.pearson.com/legacy_paths/03b72f0d-d899-45b1-a5b8-a86b8bfad7f9/Dandelion%20Clocks.pdf)

[Dandelion Clocks (B)](https://cite-media.pearson.com/legacy_paths/96d189b0-697d-4088-bb3c-c33ac38deaf5/Dandelion%20Clocks%28B%29.pdf)

1. Read the steps that Noelle follows to write her poem.
2. Read Noelle’s poem with your student. You may wish to read it aloud as your student listens and follows along.
3. Afterward, discuss the poetic elements in the poem. Point out specific rhymes (*Hoo*, *too*; *Peep*, *sleep*), words that start with the same sound (*Hoo! Hoo! Hoo!*; *Peep! Peep! Peep!*), sensory words (*loudly*, *croak*) and description words (*nice*). You may tap out the rhythm of the poem as you read a line or two.

#### Check-In

1. Read the directions with your student. Then, guide your student to answer the questions about Noelle’s poem.
2. Allow your student to reread Noelle’s poem as necessary. **IF**your student needs additional support, **THEN**have them refer back to your discussion of the poetic elements in the poem. Point out examples of rhymes and words that start with the same sound from Noelle's poem and ask your student to find another example.

#### Practice

1. Read the directions with your student. Clarify that your student will follow the steps to write a poem of their own.
2. Encourage your student to use Noelle’s poem as a model. You may also wish to have them revisit the poems “Dandelion Clocks” and “What I Don’t Know About Clouds.” You may also suggest a familiar topic for your student to write about, such as a favorite animal, toy, or activity.

[What I Don’t Know About Clouds](https://cite-media.pearson.com/legacy_paths/a42a37ba-a557-4562-acb7-20a53f485794/What%20I%20Don%27t%20Know%20About%20Clouds.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/f7e57966-2a93-425e-a338-468aad4e4283/Suggested%20Reading%20Lists%20K%E2%80%932.pdf)

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

Simultaneous Oral Reading

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

Repeated Readings

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

Partner Reading

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

#### Try This

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

### Objective: In this section, you will build words with the long **oo** sound.

#### Warm Up

Begin by having your student identify the number of sounds in a word with the long *oo* vowel sound. Have your student blend the sounds. Use the following routine.

* Stretch each word by saying each sound in the word. (p-oo-l)
* Ask your student to blend the sounds to say the word. (*pool*)
* Then, have your student identify the vowel sound in the word. (long *oo*)

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| school | groom | tooth | spoon |

#### Explain

Gather the following letter tiles *b, f, h, l, m, n, o (2), p, r, s, t (2),* and *z.* Use the letter tiles to model with your student how to build words with the long *oo* vowel sound*.* If necessary, remind your student that *oo* in a word can make the long *oo* vowel sound, as in *spoon*.

#### Check-In

1. Gather the following letter tiles: *l, m, n (2), o (2), p, s,* and *t.*
2. Read each set of directions to your student. Observe your student build the words with the long *oo* vowel sound. Have your student identify the long *oo* vowel sound in each word. If necessary, show your student what it looks like to stoop and pick up something. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

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

## Lesson 5: The Wonders Outside: Synthesize

### Objective: In this section, you will identify words in a poem that make you have feelings.

#### Key Words

* **sensory words** – words that describe one of the five senses (see, hear, feel, smell, or taste)

#### Explain

1. Read or play the slide narration for the introduction with your student. Talk about the kinds of interesting words a poem can have. You might discuss how poems use exact words to tell a story or to describe characters and events. Make sure your student understands the meaning of the key word *sensory words*. **IF** your student needs a review, **THEN** give an example, such as: “The wind roared all night.”
2. Point out that the words and phrases in poems can make readers have feelings. Work with your student to brainstorm a list of other feeling words to add to those in the lesson (e.g., angry, glad, silly, brave, happy, shy, caring, hopeful).
3. Read the question your student can ask about the words in a poem. Tell your student it can help them figure out how a word or group of words in a poem makes them feel. Read the sentence frame they can use to answer the question.
4. Read about Lani with your student. Read aloud the list of words Lani finds in a poem. Use your voice to suggest a feeling behind each set of words. Read Lani’s answers. Ask your student if the words make them feel the same way. Explain that not everyone will feel the same way because feelings are personal.
5. Watch the video with your student. Point out that the words *pretty flowers* make the student in the video feel happy. Ask your student if the words make them feel the same way.

#### Check-In

1. Read the directions with your student. Make sure they understand the task. They will read some words that come from poems and tell how the words make them feel.
2. Readthe questions with your student.Have your student choose their answer from the answer choices provided.**IF**your student needs additional support, **THEN** restate the question by incorporating each feeling word in the answer choices. For example, Do the words *warm puppy* make you feel happy? Do they make you feel sad? Do they make you feel scared? Be clear that your student may feel differently than expected. For instance, a warm puppy may not make a child who is afraid of dogs feel happy.

#### Practice

1. Read the directions with your student. Clarify that your student will read part of the poem *What I Don’t Know About Clouds*. Then, they will tell you how some words from this part of the poem make them feel.
2. Read the excerpt from the poem with your student. You may read the excerpt out loud as your student listens.
3. Help your student find the words in the poem that make them have feelings. You may wish to point out the words "summer-blue day" or "open like a door in a breeze" as examples, if needed. Then, guide your student to use the sentence frame to answer the question: How do the words make you feel?
4. Listen to your student’s answer. You may challenge your student to explain their thinking by asking this question: Why do the words make you feel this way?
5. You may wish to share the sample answer with your student. Discuss if your student had the same feelings as in the sample answer.**IF** your student enjoys discussing how words in the poem make them feel, **THEN** encourage your student to reread the entire poem to find words and phrases that evoke feelings. Listen as your student shares their thoughts. (Sample answer: The words “sit on the nearest wall and love something” make me feel lonely.)

[What I Don’t Know About Clouds](https://cite-media.pearson.com/legacy_paths/6f5b7183-1ea8-49cf-a2ea-c6ba852954b3/What%20I%20Don%27t%20Know%20About%20Clouds.pdf)

### Objective: In this section, you will ask questions to think deeply about your reading of a poem.

#### Explain

1. Read or play the slide narration for the instruction with your student. Make sure your student understands the difference between reading a poem for fun and reading a poem carefully and thinking deeply about it.
2. Talk about how reading a poem only one time may not lead to a good understanding. Explain that your student should read a poem more than once, and then think carefully about the words.
3. Share the questions your student can ask after they have read a poem. If they are able to answer all of the questions, they have read the poem carefully. Take time to explain that each question connects to something your student has studied about reading poems (find words that describe story elements, find similes, find sensory words to make an image in their mind, and find words that make them have feelings).

#### Check-In

1. Read the directions with your student. Make sure they understand that they are answering questions about reading a poem carefully.
2. Read the questions to your student, and listen to their answers. **IF** your student struggles to answer a question, **THEN** have them reread the instruction in the Explain section.

#### Practice

1. Read the directions with your student. Clarify that they will read a poem carefully and deeply.
2. Read the poem “Clouds” together.
3. Then, have your student reread the poem. Guide them to think carefully about the words on this reading. Your student may want to read the poem more than once.
4. Have them use the questions in the chart to reflect on their reading. Access the chart, and help your student complete the activity by filling in the sections of the organizer as your student dictates. Or you may wish to draw a four-square chart in your student's notebook.
5. Discuss your student's responses to the questions. Listen as your student tells you what the poem is about, the interesting words they found, the pictures they saw in their head, and how the poem made them feel.
6. Ask your student to reflect on their reading by answering the following question: Did you read the poem carefully? Encourage your student to refer to the completed chart as they share their reflection.

### Objective: In this section, you will build words with the long **oo** sound while blending sounds.

#### Warm Up

Have your student say single-syllable words with the long *oo* vowel sound by blending the sounds for the letters. Use the following routine.

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **gloom**(4 sounds) | **poof**(3 sounds) | **troop**(4 sounds) | **broom**(4 sounds) |
| **shoot**(3 sounds) | **scoot**(4 sounds) | **tool**(3 sounds) | **droop**(4 sounds) |

#### Explain

Quick Review

Review that when *oo* appears together in a word the two vowels stand for one vowel sound. Explain that one of the vowel sounds for *oo* together is the long *oo* vowel sound as in *droop* and *bloom.* Other words with the long *oo* vowel sound are *spool* and *swoop.* You may want to use letter tiles to provide an example.



1. Read the introduction and the words with your student. Note if your student is saying the words with the long *oo* vowel sound correctly. Then, have your student answer each question about the words ending in *-oom*.
2. Explain that one way to build words is to keep the ending letters the same and change the letter or letters at the beginning of the word. Read the words with your student and discuss that each word ends with the letters *o, o, t*. Discuss that the consonant or consonants at the beginning of each word is different. Remind your student that *oo* together can sometimes stand for the long *oo* vowel sound, the sound heard in *hoot.* Then, have your student say each word. **IF** your student does not blend the sounds correctly, **THEN** have your student use letter tiles to spell each word. Position the letter tiles close together to remind your student to say the sounds of the letters together.

#### Check-In

1. Gather the following letter tiles: *m, n, o (2), p, s*
2. Read each of the directions with your student. Observe your student build the words with the long *oo* vowel sound. Have your student identify the vowels in each new word formed. Remind your student that each word they build ends with the letters *o, o*, and *n*. The only letter or letters that change as your student builds a new word is the beginning consonant or consonants. **IF** your student is not blending the sounds of the letters together when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Remind your student to say the sounds of the letters together to read the words.
2. **Spelling Test:** Use the following sentences to test the spelling words:
3. Have your student continue to practice reading the high-frequency words. If your student has written each high-frequency word on an index card, have them review the words from this unit and high-frequency words from previous units.

|  |  |  |
| --- | --- | --- |
| **• hoop** | She will toss the **hoop** over the chair. | **hoop** |
| **• food** | We will get the **food** at the store. | **food** |
| **• roof** | There is a hole in the **roof**. | **roof** |
| **• soon** | We plan to go **soon**. | **soon** |
| **• broom** | Jen will use the big **broom**to sweep. | **broom** |
| **• cool** | The wind is**cool** on my face. | **cool** |

### Review

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

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

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

### Reflect

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