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# Language Arts 2 B Unit 10: Feelings Change

## Lesson 1: Feelings Change: Genre

### Feelings Change: Introduction

#### Learning Goals

In this unit, your student will be learning how our experiences can cause our feelings to change. There are 17 learning goals for this unit:

1. Identify whether a read-aloud text tells a story or gives information.
2. Identify the meaning of root words.
3. Identify words with trigraphs.
4. Read grade-level text with purpose.
5. Ask questions such as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
6. Identify frequently occurring root words in writing.
7. Write uppercase and lowercase *Aa*, *Vv*, and *Yy*.
8. Spell words with trigraphs.
9. Answer questions such as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
10. Use a known root word as a clue to the meaning of an unknown word with the same root.
11. Blend words with trigraphs.
12. Write uppercase and lowercase *Ww*, *Nn*.
13. Describe how characters in a story respond to major events and challenges.
14. Build words with trigraphs.
15. With support, read a book of choice.
16. Summarize the plot.
17. Decode words with trigraphs.

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.

* Feelings Change: Genre Quick Check
* Feelings Change: Comprehension Quick Check
* Feelings Change: Speak/Listen Quick Check
* Feelings Change: Fluency Quick Check
* Feelings Change: Synthesize Quick Check

#### Spark

Learning Coach Tip

At some point during the lesson, it may be helpful to point out that when people experience the same event, their feelings will not necessarily change in the same way. One reason is that likes and dislikes can vary from one person to the next. Additionally, people may have different ways of experiencing things with their senses.

1. Read the first two paragraphs with your student. Have your student try to name the different feelings they have had today. **IF** they struggle to do this, **THEN** have them retell simple events from their day and then describe how they felt. You might also help your student identify some different feelings, such as disappointment, comfort, jealousy, motivation, and so on.
2. Read the four scenarios with your student. For each scenario, guide your student to identify the child’s feelings before and after, as well as what prompted their feelings to change.
3. Have your student answer the questions. **IF** your student has trouble identifying how their feelings might change, **THEN** support them with questions such as these: When you hear a funny joke, what do you do? (laugh) What feeling is connected to laughter? (happiness) When you cannot do something you really want to do, how do you feel? (sad, upset) Continue with other questions.

#### Activate Prior Knowledge

1. Read the first two paragraphs with your student. **IF** your student cannot think of what would make them happy, **THEN** provide them with three choices, such as listening to music, making a piece of art, and playing outside. Encourage them to choose one of these options or use them as inspiration for their own idea. Provide the Draw and Write graphic organizer or help your student draw and write in their notebook. Then, have them share and discuss their work with you.
2. Read each bulleted item and have your student tell about topics they have learned about and which ones are new to them.
3. Share some examples of words with three letters that make one sound, such as *itch*, *high*, and *light*, to show your student what they will be looking for as they read.

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

#### Key Words

* **facts** – things that are true
* **informational texts** – texts that tell about real people, places, or things
* **stories** – texts that 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.

[Feelings Change\_Genre Trigraphs dge.tch.igh.eau](https://cite-media.pearson.com/legacy_paths/6abbd627-b546-4c3f-bec4-5a7c6bea551f/Feelings%20Change_Genre%20Trigraphs%20dge.tch.igh.eau.pptx)

#### Explain

1. Read or play the slide narration for the introduction with your student. Make sure your student understands the meaning of the key words in bold print.
2. Clarify that in this lesson, your student will read and listen to texts and decide whether each text tells a story or gives information.
3. Guide your student to read the text “How Feelings Change” and answer the question. Discuss how your student knows that the text gives information. **IF** your student struggles, **THEN** scaffold with questions like these:
   1. Did you read a story about characters whose feelings change? Or, did you read information about how feelings can change? (I read information about how feelings can change.)
   2. Did the ideas in the text come from real life? Or, did the author imagine them? (The ideas came from real life.)
4. Have your student read “Alvis and Pickles” and answer the question. Discuss how your student knows that the text tells a story. **IF** your student needs support, **THEN** explain that even though the person and animal sound like they are real, they came from the author’s imagination. Alvis and his dog Pickles are not real.
5. Before you read aloud *No Shoes Aloud* or play the recorded version for your student, clarify that they should listen carefully to the text and then identify it as a story or as an informational text.
6. Explain the play on words in the title of the text. Clarify that the word aloud means “said out loud,” and it sounds exactly like the word *allowed,* which means “OK to do.” Point out that the title is a rule at the dance class people in the text go to.
7. Have your student answer the question after listening.**IF** your student needs support, **THEN** ask questions such as these:
   1. Is the text about real people and things that really happened? (no)
   2. Is the text about made-up people and things that happen to them? (yes)
   3. Is it a story or an informational text? (a story)

[No Shoes Aloud](https://cite-media.pearson.com/legacy_paths/0b195fe7-9e5c-485c-a9c9-3c062dd9bcd3/No%20Shoes%20Aloud.pdf)

#### Check-In

1. Read the directions with your student. Make sure your student understands that they will talk about how they know *No Shoes Aloud* tells a story and is not an informational text.
2. Listen as your student completes each sentence. **IF** your student needs support completing the sentence starters, **THEN** review that a story is about made-up people, places, and things. Scaffold by asking questions like these:
   1. Did you hear information about a dance class for students who can’t hear, or did you hear a made-up story about the dance class for students who can’t hear? (I heard a made-up story.)
   2. Is there probably a real dance class for people who are deaf or hard of hearing? (yes)
   3. Are the people in *No Shoes Aloud* real? Could you ever meet them? (no)
   4. Do you think the things in the story really happened, or do you think someone made them up? (Someone made them up.)

#### Practice

1. Read the directions with your student. Clarify that your student should listen as you read the text “Glad, Sad, Glad” aloud. Then, your student will answer the questions to identify the text as a story or as an informational text.
2. Read aloud the text.
3. Listen as your student answers the questions. Your student should tell you at least one reason why they know that “Glad, Sad, Glad” tells a story.

Glad, Sad, Glad

Cala was my best friend. We did everything together. I was always glad to see my friend. But then Cala moved away. I felt so sad!

Nana showed me how to talk to Cala on the computer. It makes me happy to see my friend on the screen. Nana promises we can go visit Cala this summer. I am so excited! I can’t wait!

### Objective: In this section, you will tell what a root word is and how it is used.

#### Key Words

* **root word** – a word that has a meaning and can stand alone

#### Explain

Get Ready for Learning

In the next few lessons, your student will focus on root words and word parts. They will learn more about word parts later, but for now, your student should understand that a root word has one meaning, and that adding a word part such as *un-* or *-ly* changes the meaning of the word or makes it a different kind of word. For example, adding a word part might change a word from a noun or verb to an adjective. It might be useful to review the parts of speech: verbs are action words; nouns tell about people, animals, places, or things; and adjectives describe nouns. To show your student how to build new words from root words and word parts, it may be helpful to write on index cards a few root words and word parts from the charts shown in the lesson. Hold onto the cards for the next few lessons.

1. Introduce the concept of root words by explaining that a root word can stand alone as a word and has a specific meaning.
2. Explain that root words are important because they can be used to form many different words. Review that when you add a word part to a root word, you make a new word. Adding a word part might change the meaning of the word. For example, *lock* means “to fasten something so that you need a key to open it.” Adding *un-* makes *unlock*, which means “to undo the fastening.” So, adding *un-* changes the meaning. Another example is the verb *bend*. Adding the word part *-able* makes *bendable*, which changes the word from a verb to an adjective.
3. With your student, look at the charts of root words and word parts with your student. Show them how to put together a few words, for example: *dis-* and *obey* make *disobey*.
4. Look at the two examples with the root word *like*. Point out that your student can add word parts to the beginning or end of the root word to make a new word. Have your student answer the question to identify the new word.
5. Have your student read the words *imperfect* and *perfectly* and answer the question. **IF** your student has difficulty, **THEN** guide them to notice what word they see in both examples. **IF** your student doesn’t know the word *perfect*, **THEN** explain that it means that something is as good as it can possibly be.

#### Check-In

1. Read the directions with your student. Explain that they will read a sentence and decide if what it says is true or false. Make sure your student understands the interactive format.
2. Read and discuss the first activity together, and ask your student to decide whether they think the statement is correct (true) or not (false). **IF** your student answers incorrectly, **THEN** revisit the index cards of root words and word parts. Point out that root words can stand alone, but word parts cannot.
3. Continue with the second and third activities. If your student is able, have them work independently. Provide any necessary support to help your student answer correctly. As needed, refer to the charts and index cards of root words and word parts to help your student better understand root words.

#### Practice

1. Read the directions together. Explain that your student will identify the root word within a word that has both a root word and a word part. Tell them they will write the complete word in their notebook and circle the root word.
2. Read the first word aloud, and work with your student to separate the root word from the word part. Then, have your student identify the root word before copying the whole word into their notebook and circling the root word within the word.
3. Have your student complete the rest of the activities on their own, as they are able. Remind your student that a root word is the simplest form of a word, and it is still a word on its own, after the word parts are removed.

### Objective: In this section, you will name words with trigraphs.

#### Key Words

* **trigraph** – is a group of three letters that have one sound, and can be consonants, vowels, or both consonants and vowels

#### Warm Up

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

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **catch**  (3 sounds) | **judge**  (3 sounds) | **dodge**  (3 sounds) | **might**  (3 sounds) |
| **flight**  (4 sounds) | **sketch**  (4 sounds) | **sight**  (3 sounds) | **ledge**  (3 sounds) |

#### Explain

Learning Coach Tip

A *trigraph* is a group of three letters that spell one sound. A trigraph can be consonants, vowels, or a combination, such as *-tch, -dge, -igh* (long *i*), and *-eau* (long *o* or long *u*). Examples include *match, ledge, sight, plateau,* and *beautiful*. Other groups of three letters in words such as *spr* and *shr* are consonant clusters as they stand for more than one sound when spoken aloud.

Consonant Trigraphs

1. Read the introduction with your student. Tell your student that a trigraph stands for one sound in a word, such as the letters *dge* in *judge* and the letters *tch* in *ditch*. Then, have your student read the words with trigraphs.
2. Have your student answer the questions to identify the consonant trigraph in each word. **IF** your student has difficulty with the words, **THEN** say the sounds of the letters and groups of letters in the words and have your student repeat after you. Remind your student that the letters *dge* and *tch* stand for one sound.

Vowel Trigraphs

1. Tell your student that a trigraph can also stand for a vowel sound. Explain that a vowel trigraph can have three vowels or two consonants and a vowel. Then, have your student read the words with vowel trigraphs. Explain that a beau is another name for a boyfriend.
2. Have your student answer the questions to identify the consonant trigraph in each word. Then, have your student identify the vowel trigraph in each word. Point out that the trigraph *eau* spells two sounds, long *o* and long *u*. **IF** your student has difficulty with the words, **THEN** say the sounds of the letters or groups of letters in the words and have your student repeat after you. Remind your student that the letters *igh* and *eau* spell one vowel sound in each word.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter or group of letters stands for in each word. Remind your student that trigraphs *tch*, *dge*, *igh*, and *eau* stand for one sound in a 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 spell the trigraph sound in each word.

* Those high, puffy clouds are a thing of **beauty**. (b**eau**ty)
* I cut a **wedge** of cheese. (we**dge**)
* We can **hitch** our camper to the back of the car. (hi**tch**)
* Our dog likes to **catch** the ball. (ca**tch**)
* He **might** be able to come to our picnic. (m**igh**t)
* Look at her **pitch** that baseball over the plate. (pi**tch**)
* My dog would not **budge** from his bed. (bu**dge**)
* He let out a tired **sigh** as he sat down. (s**igh**)

### Objective: In this section, you will identify your reasons for reading a story.

#### Key Words

* **preview** – look before reading
* **purpose** – a reason why you do something

#### Explain

1. Ask your student to name their favorite stories and talk about why these stories are their favorites. Then, tell your student that they are going to explore how and why they and other readers choose a story to read.
2. Read the introduction with your student. Discuss why choosing a story to read is sometimes hard to do. Tell your student that reading with purpose can help make that choice easier. Look at the definition of *purpose* and explain further that it is the reason and goal for reading a book.
3. Read and discuss the examples of why different students read particular kinds of stories. Ask your student if they can think of other reasons why a reader might choose to read a particular kind of story (for example: they like the kinds of stories their friend reads, they like stories that allow them to use their imagination, they like characters who remind them of themselves).
4. Watch the video with your student. Point out that the student and their Learning Coach talk about what the student’s favorite book is and why it is so fun to read. Then, the Learning Coach has the student read the beginning of a new story and think about the reasons she might want to keep reading. Have your student identify the reasons by responding to the question.
5. Continue to the next screen and read the first paragraph with your student. Together, read the questions that a reader like your student might ask themselves to figure out a purpose for reading a particular story or kind of story. Talk about how answering these questions can help your student select a story that they want to read. Add that thinking of the purpose as they read will help them better understand what they read. Gauge your student’s understanding by having them respond to the questions and explore their own reasons for reading a story. **IF** your student has difficulty explaining their purpose for reading, **THEN** have your student tell you why they enjoyed a favorite book. If the book is available, have your student point out parts of the book and tell you why they especially liked those parts. Ask how your student felt while reading these parts.
6. Review the definition of *preview*. Explain that careful readers often preview a story they have chosen to make sure it matches their interests and purpose for reading. You may want to model previewing a story your student might consider reading by looking at the cover and talking about why the title and/or the picture interest you. Then, look through the book and read the first page aloud. Discuss why the text encourages you to keep reading. You might also talk about why your student might decide not to keep reading and then look for another book.

#### Check-In

1. Read the directions with your student. Have your student read why each reader might want to read a certain story. Then, guide your student to determine which of the story titles best fits that purpose and respond to the item orally. **IF** your student is uncertain about what kinds of stories the book titles represent, **THEN** discuss each individually, guiding your student to look for clue words that point to what the story is about.
2. Complete the first item with your student. Have them read the description about Brooklyn and tell you what kinds of stories might be about a character in danger. Then, guide them to choose the title that best suits that purpose. **IF** your student has difficulty, **THEN** walk through the list of titles. For each title, ask this question: Would characters in this story be in danger? You may also suggest that they skip any items they are unsure of and return to them when they have matched the other items.
3. Have your student work as independently as they are able. Review their responses and provide any needed feedback.

#### Practice

1. Read the directions with your student. Point out the two story beginnings and explain that they are purposely not titled. Your student should read each and think about how it might suit the purpose of a specific reader. Then, they can use this thinking to respond to the questions.
2. Provide a few minutes for your student to read the two story beginnings. Then, pose each question and have your student respond orally. Make sure your student explains each response. Provide feedback and support as needed.

## Lesson 2: Feelings Change: Comprehension

### Objective: In this section, you will ask questions to show an understanding of key details in a story.

#### Key Words

* **key details** – important pieces of information in a text
* **main character** – the most important person or animal in a story

#### Explain

1. Read or play the slide narration for the introduction with your student. Make sure your student understands the meanings of the key words in bold print.
2. Review the list of question words with your student. **IF** your student needs support with the concept of formulating questions, **THEN** review that a question starts with a question word that is followed by what you want to know. Model how to use the questions words to ask questions by asking these or other simple questions:
   1. What is your favorite color?
   2. Where are we right now?
   3. When is your birthday? Who am I?
   4. Why are we reading this lesson today?
   5. How do you feel today?

Encourage your student to ask you some simple questions, using the question words.

1. Explain that asking questions about a story’s key details can help your student understand the story better. Read the list of *who*, *where*, *when*, and *what* questions on the screen. Point out that the answers to these questions are mostly simple. Some of the questions can be answered with one or two words.
2. Have your student read about *how* and *why* questions. Ask them to read the list of questions. Point out that these questions can be harder to answer. They will require some thought and need a sentence or two to answer them. **IF** your student needs support, **THEN** explain that *how*, *what*, and *why* questions require a deeper understanding of a text. The answers to *how* and *why* questions may not be stated in a text as the answers to *who*, *where*, and *when* questions are. Your student will need to read carefully to understand and explain how, why, or what happens in a story.
3. Watch the video with your student. Guide your student to listen for the student’s questions about the key details in a story. You may wish to pause the video after the student asks a question. Ask your student to identify the question word the student uses in each question before continuing the video.

Set a Purpose for Reading

1. Help your student set a purpose for reading the text *No Shoes Aloud*. Have your student read the title. Explain the play on words in the title, if needed. Tell your student that the word *aloud* sounds exactly like the word *allowed*. Go over the meaning of each of these words.
2. Have your student look closely at the pictures in the text. Point out that some of the pictures have captions and symbols. Talk with your student about what the pictures and captions tell them about the story.
3. Ask your student to tell you what they think the story will be about.**IF** your student has difficulty, **THEN** focus on the illustrations on page 1. Scaffold by asking these questions:
   1. What do you see in the picture? (I see boy greeting a girl. The boy is wearing a hearing aid. He is not wearing shoes. A little girl is wearing a tutu.)
   2. Look at the curved lines and musical notes in the picture. What do they tell you? (The lines tell me the boy and girl are waving their arms and hands. The musical notes tell me music is playing in the room.)
   3. What do you think is happening in the picture? (The boy and the girl are happy to see each other.)
   4. What do you think is going to happen in the story? (The boy and girl are going to dance or do something with music.)

[No Shoes Aloud](https://cite-media.pearson.com/legacy_paths/0b195fe7-9e5c-485c-a9c9-3c062dd9bcd3/No%20Shoes%20Aloud.pdf)

Before You Read: Vocabulary

1. Have your student focus on the sentences. Tell your student to use details in each sentence to infer what the vocabulary word means. For example, for the word *copycat*, scaffold with activities such as these:
   1. Read the sentence with your student and draw attention to the bold vocabulary word.
   2. Use your face and body to demonstrate what it means to be a copycat. Have your student make a movement or a funny expression. Copy that movement or expression. Then, let your student copy a movement or expression you make.
   3. Ask questions about your student’s experiences: How does it feel when I act like a copycat and do what you do? (At first, it’s funny, but then it’s not. I don’t like the way it feels when you copy me.) How do you feel when you act like a copycat and do what I do? (It’s fun at first, but then it feels boring. I don’t really want to do everything you do.)
2. Have your student use the vocabulary word in a sentence. **IF** your student has difficulty, **THEN** provide this sentence frame: A copycat is someone who . (does exactly what someone else does)

* **studio:** a room that artists use to create
* **copycat:** someone who does or says exactly the same things as someone else, often in a teasing way
* **sign language:** a special way to communicate using the hands
* **vibration:** tiny movement you can feel in your body
* **bass**: the low thumping sound in some songs or music
* **routine**: a set of steps you do the same way each time

Read

Have your student read the text. Ask them to pause occasionally as they read to tell you what they understand about the story so far. Encourage your student to share their thoughts about how Ryan experiences music and dance. Ask your student if they experience music in a similar or different way.

Check for Understanding

1. Use the questions to quickly assess whether your student understands the text.
2. Listen as your student answers the questions. **IF** your student struggles to explain how Ryan feels about music,**THEN** have them look again at the pictures in the text and reread the last page. Make sure your student understands that Ryan experiences music with his whole body, and he loves the way it makes him feel.

#### Check-In

1. Read the directions with your student. Clarify that they will reread pages 1 and 2 of *No Shoes Aloud* and will ask questions about key details. Encourage your student to do the activities on their own.
2. Allow time for your student to reread pages 1 and 2. Read each prompt with your student. Make sure they understand which question word to use for each activity.
3. Listen to your student's questions. **IF** your student struggles, **THEN** have them reread the questions in the Explain section that begin with the same question words. Encourage your student to use those questions as models for their own questions.
4. You may wish to share the sample answers with your student. Point out that there are many different questions about key details in the story that your student could ask.

#### Practice

1. Read the directions with your student. Clarify that your student will reread the rest of *No Shoes Aloud*. Then, they will think of three questions about key details in the story. They should not repeat any of the questions they asked during the Check-In activity.
2. Allow time for them to reread pages 3–7.
3. Write down your student’s questions as they share them with you. Encourage your student to ask at least one *why* or *how* question. If your student has no difficulty formulating questions, encourage them to ask more than three.
4. You may wish to share the sample answers with your student. Compare and contrast the sample questions with your student’s questions.

### Objective: In this section, you will ask thoughtful questions to explore other people’s different experiences.

#### Key Words

* **experiences** – things you have done or that have happened to you
* **respectful** – showing care or thoughtfulness toward another person

#### Explain

1. Read the introduction or play the slide narration with your student. Be sure to review the meanings of the key words in bold print.
2. Clarify that it is natural to be curious about how other people live and what their experiences are like. But it is also important to be respectful of others by not focusing only on their differences.
3. Have your student read the steps they can use to show interest in another person’s experiences in a thoughtful and respectful way.
4. Talk with your student about how to ask thoughtful questions. Explain that thoughtful questions invite the other person to share their ideas and experiences. Thoughtful questions are not easily answered with *yes* or *no*. You may want to show how to form thoughtful questions using the following frames: What do you think about \_\_\_\_\_\_\_\_\_\_? How do you feel about \_\_\_\_\_\_\_\_\_? What interests you about \_\_\_\_\_\_\_\_\_\_?
5. Read the dialogue between Dario and Uncle Rudy with your student. You may try reading the dialogue out loud together, with each of you reading a different part.
6. Have your student answer the question. **IF** your student needs support, **THEN** have them reread the dialogue on their own. You may point out that Dario asks Uncle Rudy three questions.
7. Ask your student to reflect on how well Dario interacts with Uncle Rudy. Ask questions like these:
   1. Does Dario ask thoughtful questions? How do you know? (Yes. The questions get Uncle Rudy to share information about himself.)
   2. Does Dario listen carefully and share his own experiences? (yes)
   3. Does Dario talk about how his and Uncle Rudy’s experiences are the same and different? (yes)

#### Check-In

1. Read the directions with your student. Clarify that your student will read the dialogue and then answer the questions.
2. Allow time for your student to read the dialogue. Listen as your student answers each question orally. **IF** your student struggles, **THEN** have them reread the dialogue. You may wish to read the dialogue aloud with your student, with you reading the part of Clara and your student reading the part of Samira. Pause to emphasize the thoughtful questions and how Clara shows interest in Samira's experiences.

#### Practice

1. Read the directions with your student. Clarify that your student will choose one of the topics or think of one on their own. Next, they will engage you in a brief conversation about your experiences with the chosen topic. Then, they will reflect on how well your interaction went.
2. Allow a moment for your student to choose a topic. You may also suggest an appropriate topic for your student.
3. You may wish to set a timer for one or two minutes for this activity. Your conversation should be quick and focused.
4. Encourage your student to begin the conversation by asking you a question. Answer your student’s questions. You may use the conversations between Dario and Uncle Rudy and between Clara and Samira as models. You may also wish to share the sample answer to view another model conversation.
5. Listen as your student uses the sentence starter to reflect on your interaction.
6. You may wish to share the sample answer with your student. Discuss how the sample answer is similar to and different from your student's reflection.

### Objective: In this section, you will find root words in sentences.

#### Key Words

* **root word** – a word that has meaning and can stand alone

#### Explain

1. Read the opening text with your student and review the definition of *root word*. Explain that a root word is the simplest form of a word and makes sense as a word on its own. Remind your student that they can add word parts such as *un-* and *-ly* to make new words. If you created index cards in the previous lesson to model adding word parts to root words, use them to review with your student how to make new words. Brainstorm together some other root words that could go with different word parts.
2. Have your student read the first example sentence. Point out that the word *strongest* has a root word. Explain that the full word can be broken down into the root word *strong* and the word part *-est*. Tell your student that the root word *strong* can stand on its own because it has meaning. Explain that *-est* is a word part that cannot stand on its own.
3. Read the second example sentence with your student and have them answer the questions about root words.
4. **IF** your student has difficulty understanding, **THEN** remind them that the root word is the simplest form of the word, without any word parts added, and that it can stand alone because it is a word. Make sure your student understands that word parts are not words. Instead, they are groups of letters added to the beginning or end of words to change the meaning or part of speech.

#### Check-In

1. Read the directions with your student. Explain that they will identify the root word within each word.
2. Complete the first activity with your student. Have them read the word aloud. Then, have them try to determine which part of the word is a word part and which is the root word. Have them tell you the root word. **IF** your student answers incorrectly, **THEN** review that the root word can stand alone because it has meaning, but the word part cannot stand alone. Help your student understand that *mis-* is not a word, but *behave* is. So, *behave* must be the root word in *misbehave*.
3. Continue with the second and third activities. If your student is able, have them work independently. Provide support as needed to help your student successfully identify root words.

#### Practice

1. Read the directions together. Explain that this activity has two parts. First, your student will identify which word in the sentence has a root word. Then, they will say what the root word is.
2. Do the first activity with your student. Work together to find the word that has a root word. Then, ask your student to point out the word part that the word contains. Next, guide your student to identify the root word.
3. Have your student complete the other activities independently. Provide support as needed to help your student locate words with root words and identify the root words within.

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

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they have 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 to your student that they will use what they know about writing straight lines, curved lines, and slanted lines to write these letters.

Read the introduction and review the images of the capital and lowercase letters *Aa, Vv,*and *Yy*. Point out that the capital *V*and the lowercase *v*have the same shape, but that the lowercase *v*starts at the middle line rather than at the top line, so it is a smaller version of capital *V*. Then, point out that the capital and lowercase forms of *Aa*and *Yy* are different. Lowercase *a*includes a curved line and lowercase *y*extends below the bottom line.

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 on 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/eee8cfa3-64f4-4580-a4ae-d5e0fe35bea8/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 and write any models that will need to be traced.
2. Discuss the letter models that are on the worksheet. Review the steps to forming each letteras 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 a 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 spell words with trigraphs.

#### Key Words

* **trigraph** – is a group of three letters that have one sound, and can be consonants, vowels, or consonants and vowels

#### Warm Up

Remind your student that a trigraph is a group of three letters that stand for one sound in a word or a syllable. A trigraph can be consonants, vowels, or both consonants and vowels. Have your student clap or tap the number of syllables they hear in words with a trigraph. Use the following routine:

* Say the word. Define any unknown word for your student, such as *hedgehog.*
* Have your student repeat the word.
* Say the word again slowly.
* Have your student clap or tap the number of syllables.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **watchdog**  (watch-dog;  2 syllables) | **fright**  (1 syllable) | **tighten**  (tight-en;  2 syllables) | **beauty**  (beau-ty;  2 syllables) |
| **pledge**  (1 syllable) | **sketch**  (1 syllable) | **dodge**  (1 syllable) | **hedgehog**  (hedge-hog;  2 syllables) |

#### Explain

A Note about the Lesson

In the Check-In section of this lesson, your student will use a chart to sort words. You can have your student copy the chart into their notebook, or you can print the chart for your student to use. If you plan to use the provided chart, you may want to print it before beginning the lesson.

[Two-Column Chart](https://cite-media.pearson.com/legacy_paths/0ca3a4c9-e0cb-4811-9807-5374c976f37d/Two-Column%20Chart_Trigraphs.pdf)

Words with Trigraphs

Use the words to review that a trigraph is three letters that stand for one sound. Point out that the word *match* is spelled with a consonant trigraph. Then, have your student answer the questions to spell the consonant or vowel trigraph in each word. If needed, guide your student in identifying the trigraph in a word. Review that *dge*, *tch*, *igh*, and *eau* are trigraphs that spell one sound. Remind them of the two vowel sounds of *eau*, long *o* and long *u*.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the letters that spell the trigraph in each word. Then, have your student sort the words by writing words with a consonant trigraph in the one column and words with a vowel trigraph in the other column.

|  |  |
| --- | --- |
| **Consonant Trigraph** | **Vowel Trigraph** |
| budge  catch  wedge  hitch  pitch | might  beauty  sigh |

#### Check-In

Listen as your student reads the words in the box. Then, have your student use the two-column chart to sort the words with a consonant or a vowel trigraph. Have your student name the trigraph in each word. **IF** your student has difficulty sorting the words, **THEN** say each word slowly and have your student listen for the sounds of the consonants and vowels. Encourage your student to identify the consonant or vowel sound of the trigraph.

#### Practice

Use the sentences to confirm that your student can read and correctly spell words with the trigraphs *dge*, *tch*, *igh*, and *eau*. Have your student write the words with the correct spelling of the trigraphs in their notebook. **IF** your student has difficulty reading a word, **THEN** review the letters that spell the trigraph in the word.

## Lesson 3: Feelings Change: Speak/Listen

### Objective: In this section, you will answer questions to show you understand the key details in a story.

#### Key Words

* **key details** – important pieces of information in a story

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meanings of the key terms in bold print.
2. Review the relationship among questions, key details, and answers. Explain that your student can ask a question about a story. Then, they can find key details in the story to help them answer the question.
3. Have your student read the chart. If needed, review the words that start many questions: *who*, *what*, *where*, *when*, *why*, and *how*. Point out that answering *how* and *why* questions requires your student to think more deeply about the key details in a story. **IF** your student needs support, **THEN** ask them these questions about a relevant experience:
   1. What is your favorite hobby?
   2. Who does your favorite hobby with you?
   3. Why is it your favorite hobby?
   4. How did you learn about this hobby?
4. Watch the video with your student. Focus your student’s attention on the questions the student in the video asks about the story *Hobby Friday.* Guide your student to notice how the student in the video uses key details from the story to answer the questions.
5. Have your student read about how to use key details to find the answers to questions about a story.
6. Guide your student to read the story “Plane Bored.” Then, have your student read Tyrell’s questions. Your student may know the answers to the questions, but make sure they read about how Tyrell finds the answers by thinking about key details. Then, ask guiding questions such as these:
   1. Did you know the answers to Tyrell’s questions? (yes)
   2. How did you know the answers? (I thought about the key details in the story.)
   3. Did you think about the same key details in the story as Tyrell did? (yes)
7. Point out that your student’s answers to the questions that begin with *how* and *why* are longer and involve more thought than their answers to the questions that start with *what* and *who*.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will match questions to the key details they can use to answer them. Encourage your student to complete the activity independently.
2. Have your student read the question stem and the instruction. Clarify that your student will match each question in the first column to the key detail in the other column that can help them answer it.
3. **IF** your student struggles, **THEN** refer back to the chart of questions and key details on the first screen of the Explain section. Encourage your student to read the hint and try again.

#### Practice

1. Read the directions with your student. Clarify that your student will read the story *No Shoes Aloud*. Then, they will use key details from the story to answer the questions.
2. Allow time for your student to read the story.
3. Listen as your student answers each question. You may provide your student with these sentence frames to help them express their ideas:
4. Ryan tells Harmony not to wear shoes in the dance class because \_\_\_\_\_\_\_.
5. The key details that helped me answer the question are \_\_\_\_\_\_\_.
6. Ryan’s feelings toward Demi change from\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_.
7. The key details that helped me answer the question are \_\_\_\_\_\_\_.
8. You may wish to share the sample answers with your student. Your student’s answers should be similar. Notice and discuss if your student uses different key details to answer the questions

[No Shoes Aloud](https://cite-media.pearson.com/legacy_paths/0b195fe7-9e5c-485c-a9c9-3c062dd9bcd3/No%20Shoes%20Aloud.pdf)

### Objective: In this section, you will communicate ideas and feelings to another person in different ways.

#### Key Words

* **communicate** – to share information or ideas with others
* **express** – to show feelings or make feelings known

#### Explain

1. Read the introduction or play the slide narration with your student. Be sure to review the meanings of the key words in bold print.
2. Before you talk with your student about the story *No Shoes Aloud*, make sure your student is familiar with it. If needed, provide time for your student to review or reread the story.
3. Have your student read about how Ryan communicates his ideas and expresses his feelings in the story.
4. Tell your student to read the list of ways people may communicate ideas and express feelings with others. If needed, take a moment to talk about examples of when your student has used one or more of the ways to share ideas or feelings. For example, maybe your student grimaced when they didn’t like a new food or did a happy dance when they got good news.
5. Guide your student to read about Liana and the ways she communicates with her father. Then, have your student answer the questions. IF your student needs support, THEN have them reread the paragraphs about Liana on their own. Then, ask scaffolding questions like these:
   1. Does Liana use her voice to speak to Dad? (no)
   2. Does Liana use her body to dance, act out, or make signs? (Yes. She acts out drinking and feeling cold.)
   3. Does Liana make faces? (Yes. She makes a sad face.)
   4. Does Liana draw a picture? (Yes. She draws a sad face.)
   5. Does Liana write words? (Yes. She writes the word sad.)

[No Shoes Aloud](https://cite-media.pearson.com/legacy_paths/0b195fe7-9e5c-485c-a9c9-3c062dd9bcd3/No%20Shoes%20Aloud.pdf)

#### Check-In

1. Read the directions with your student. Make sure they understand that the task is to think of different ways for Luca and Zoe to share their ideas or feelings. Work with your student to do the activity.
2. Have your student read each question. Clarify that your student will tell you at least three ways that Luca and Zoe can communicate ideas or express their feelings.
3. Listen as your student answers the questions. **IF** your student needs support, **THEN** have them review the list of ways to communicate ideas or express feelings in the Explain section. You may also ask these scaffolding questions:
   1. Can (Luca / Zoe) speak or talk? (yes) Can (Luca / Zoe)
   2. use their body to dance or act out? (yes) Can (Luca / Zoe)
   3. make faces to express feelings? (Luca can. Zoe can’t because she’s wearing a mask.)
   4. Can (Luca / Zoe) draw pictures? (Zoe can. Luca can’t write or draw. He hurt his hand.)
   5. Can (Luca / Zoe) write words? (Zoe can. Luca can’t. He hurt his hand.)

#### Practice

1. Read the directions with your student. Clarify that your student will choose one of the feelings listed or think of one on their own. Then, they will think about three ways they can express the feeling clearly to you. Finally, they will demonstrate each of the ways to express the feeling.
2. Allow a moment for your student to choose a feeling. You may also suggest an appropriate feeling.
3. If needed, help your student access the interactive four-square chart. You may wish to print a copy of the chart for your student to complete, or you may wish to draw a chart with four squares in your student's notebook.
4. Have your student fill out the organizer by writing the feeling they selected and three possible ways to express it. Encourage them to choose the most expressive or interesting ways they can think of.
5. Ask your student to share their feeling. Have them demonstrate each of the ways they wrote in their planning chart.
6. Talk with your student about which way was most effective at communicating their chosen feeling. Focus on why that way was most effective. For example, showing a happy face or doing a happy dance is clearer than writing the word *happy* on a sheet of paper.
7. You may wish to share the sample answers with your student. One sample answer is for the feeling *silly*, and the other is for the feeling *free*. Talk about why the sample answers would or would not have worked well to express your student’s chosen feeling.

### Objective: In this section, you will use root words you know to find the meaning of unknown words.

#### Key Words

* **root word** – a word that has a meaning and can stand alone

#### Explain

1. Read the opening text with your student. Review that a root word has meaning and can stand on its own. Explain that it can stand on its own because it is a word all by itself. It has no added word parts. Have your student suggest a few root words (accept any word that has no word parts added).
2. Explain that your student can use the meaning of a root word they know to help them figure out the meaning of an unfamiliar word with the same root.
3. Have your student read the first example sentence. Then, work with them to identify the root word in the sentence. Together, read the text that shows how to think about the meaning of the root word. Then, discuss the word part *-ful* and how it affects the meaning of the root word *skill*. Explain that the word part changes the part of speech here, too, because *skill* is a noun, and *skillful* is an adjective. Discuss what your student can determine about the meaning of *skillful* from knowing the meaning of the root word *skill* and the word part *-ful*.
4. Point out that knowing the meaning of *skill* can help your student figure out the meanings of other words that contain the root word. Brainstorm a list of other words that contain the root word *skill* (for example, *unskilled*, *skillfully*, and *skilled*) and discuss the general meaning the words have in common.
5. Have your student read the second example sentence and answer the questions. Guide them to use the meaning of the root word and the meaning of the word part to determine the meaning of the word as a whole. **IF** your student has difficulty identifying the root word, **THEN** remind them that a root word can stand alone, because it is a word on its own, and that it may also be found within a bigger word.

#### Check-In

1. Read the directions with your student. Explain that they will use what they know about the meanings of root words to match a word containing the root to the meaning of the full word.
2. Read the first word with your student. Then, go through each definition in the right-hand column. Ask your student to identify which choice best matches the meaning of the given word. **IF** your student answers incorrectly, **THEN** help them break down the word into the root word and word part. Have your student determine the meaning of the root word and then look for an option that matches that meaning.
3. Have your student continue with the second and third items by responding orally. Provide support as needed to help your student be successful.

#### Practice

1. Read the directions together. Explain that your student will use what they know about the meaning of a root word and its word part to say what a new word means.
2. Complete the first activity together. Have your student read the bold word. First, have them tell you the root word. Then, have them use what they know about the root word to tell you the meaning of the bold word.
3. **IF** your student answers correctly and understands, **THEN** have them continue with the other activities independently. **IF** your student struggles, **THEN** continue working with them to complete the remaining activities. Provide feedback once your student has finished to help them understand any mistakes they may have made as well as how to correct them.

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

#### Warm Up

Have your student blend sounds to say words with the trigraphs *dge*, *tch*, *igh*, and *eau*. Use 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **bridge**  (4 sounds) | **night**  (3 sounds) | **stretch**  ( 5 sounds) | **judge**  (3 sounds) |
| **itchy**  (3 sounds) | **edge**  (2 sounds) | **sightsee**  (5 sounds) | **beauty**  (4 sounds) |

Words with One Syllable

Review that a trigraph is a group of three letters that stand for one sound. Remind your student that two consonant trigraphs are *dge* and *tch*, and two vowel trigraphs are *igh* and *eau*. Use letter tiles to form the word *smudge*. Explain that a *smudge* is a dirty mark made by something like paint or ink. Space the letters. Then, move the letters together as you blend the sounds.









Use the following routine:

* Say the word.
* Say the sound the first letter makes.
* Say the sound of the second letter if it is a consonant and blend the sounds together.
* Add the vowel sound and blend the sounds together.
* Add the sound of trigraph and blend, making sure to move the three letters together.
* Say the word.

Have your student use the routine to blend the sounds in *patch*, *fight*, and *beau*. If needed, remind your student that the trigraphs *tch*, *igh*, and *eau* stand for one sound in the words.

Words with Two Syllables

Continue by having your student blend the sounds in two-syllable words with trigraphs. Remind your student that the trigraphs *dge*, *tch*, *igh*, and *eau* spell one sound in a syllable. Use letter tiles to form the word *midnight*. Space the letters to form the two syllables (*mid—night*). Have your student identify the syllable with the trigraph *igh*. Then, blend the sounds of each syllable. Then move the syllables together as you blend the sounds of the two syllables.





Use the following routine:

* Say the word.
* Say the sounds of the first syllable and blend the sounds together.
* Say the sounds of the last syllable and blend the sounds together.
* Blend the two syllables together.
* Say the word.

Continue by having your student blend the sounds of the syllables in *hopscotch* and *hedgehog*. Explain that a hedgehog is a small brown animal that has spines on its back and can roll up in a ball. Have your student say each word and listen to the sounds. Have your student identify the syllable with a trigraph. Then, use letter tiles to form the words. Use the routine to blend the sounds in the word. **IF** your student has difficulty blending the syllables to say the word, **THEN** repeat the routine with words *itchy* and *sightsee*.

Blend Sounds in Spelling Words

Review the spelling words using the blending routine. As an option, have your student say or write a sentence for each word. **IF** your student has difficulty blending the sounds in a word, **THEN** identify the trigraph in the word. Then, model blending the sounds of the syllable or syllables and have your student repeat.

#### Check-In

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

1. Say the word.
2. Say the sound the first letter makes if it is a consonant.
3. Say the sound of the second letter if it is a consonant and blend the sounds together.
4. Add the vowel sound and blend the sounds together. Remember the vowel trigraph moves as one vowel sound.
5. Add the sound of any remaining letters and blend, remembering that a consonant trigraph is one sound.
6. Say the word.

Then, review the blending routine for two-syllable words:

1. Say the word.
2. Say the sounds of the first syllable and blend the sounds together.
3. Say the sounds of the second syllable and blend the sounds together.
4. Blend the sounds of the two syllables together.
5. Say the word.

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

#### Practice

Use the paragraph to confirm that your student can blend sounds to read words with trigraphs. **IF** your student has difficulty reading the words the trigraphs, **THEN** have your student use letter tiles to build the boldface words. Work with your student to have them blend the sounds to read the words.

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

#### Explain

Quick Review

Before reading the lesson with your student, remind them that have already learned how to write capital and lowercase letters *Ww*and *Nn*. In this lesson, they will practice writing these four letter forms. Tell your student 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 instead of the top line. Have your student follow along to write both letters in the air and compare them.
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 to 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*.

#### 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 short one. It may just make 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/24595ce7-00d8-4628-bbb7-83036bfef633/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 and write any models that will need to be traced.
2. Discuss the letter models that are on the worksheet. Review the steps to forming each letteras 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 with 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 line and a curved 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 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: Feelings Change: Fluency

### Objective: In this section, you will describe how a character in a story faces an important event or challenge.

#### Key Words

* **challenge** – a difficult problem
* **main character** – the most important person or animal in a story
* **major event** – an important thing that happens in a story

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meanings of the key terms in bold print.
2. Have your student read and listen to the narration for the flipbook. Remind your student that they may pause to ask questions at any time. They may also reread as needed.
3. **IF** your student needs support with the concepts of challenges and choices, **THEN** ask your student guided questions like these about Kai, the boy in the story from the flipbook:
   1. What is Kai’s challenge? (He is afraid of the dark.)
   2. What are Kai’s choices? (He can lie in the dark and feel scared. He can try to sleep with the light on. He can remember Mom’s words.)
   3. What choice does Kai make? (He remembers Mom’s words.)
   4. Is it the right choice? (Yes. Kai is able to go to sleep in the dark. He feels better.)
4. Watch the video with your student. Focus your student’s attention on how the student in the video describes the character’s challenge in the story *Hobby Friday*. Then, point out how the student asks questions about the challenge faced by the character in the story. The student also talks about the choices the main character makes as they face the challenge.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer multiple-choice questions about what they learned about how characters face a challenge.
2. Have your student read each question stem and instruction. Clarify that your student will click on one correct answer for the first activity and three correct answers for the second activity.
3. **IF** your student struggles, **THEN** refer them back to the flipbook. Focus on the definition of a challenge (on page 1) and questions to ask about a challenge (on page 4). Also, encourage your student to read and follow the hint before they try to answer the question again.

#### Practice

1. Read the directions with your student. Clarify that your student will read the story *My Brother Is a Rock*. Then, they will answer the questions about the main character’s challenge and choices.
2. Before your student reads the story, you may have them preview it by looking at the illustrations. Point out that the story is told in a comic book, or graphic, form. Review, as needed, that the panels should be read from left to right and from top to bottom. You may wish to explain that the main character is never named in the story.

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.

[My Brother is a Rock (A)](https://cite-media.pearson.com/legacy_paths/0ad2eb6e-862a-465d-bb4e-a7fe495364f1/My%20Brother%20is%20a%20Rock%28A%29.pdf)

[My Brother Is a Rock](https://cite-media.pearson.com/legacy_paths/2eaf15d0-d9cf-4c8c-b80f-3b3a4769381f/My%20Brother%20is%20a%20Rock%28O%29.pdf)

[My Brother is a Rock (B)](https://cite-media.pearson.com/legacy_paths/fee24e66-944c-4f26-b497-152df19f9992/My%20Brother%20is%20a%20Rock%28B%29.pdf)

1. Allow time for your student to read the story.
2. Listen as your student answers each question. You may want to point out that some of the questions have more than one possible answer. You may also provide your student with these sentence frames to help them express their ideas:
   1. The main character’s challenge is \_\_\_\_\_\_\_\_\_\_. (he is lonely; his brother is a rock; his dad thinks he is too old for imaginary friends)
   2. The main character’s choices are \_\_\_\_\_\_\_\_\_\_. (to keep playing with Richard, to find a new friend who is real)
   3. The main character chooses to \_\_\_\_\_\_\_\_\_\_. (find a new friend who is real)
   4. It (is / is not) the right choice because \_\_\_\_\_\_\_\_\_\_. (is not; the boy is not sure he is too old for an imaginary friend)
3. You may wish to share the sample answers with your student. Notice and discuss if your student has a different answer for Question 4. Make sure your student gives a reason why they think the main character did or did not make the right choice.

### Objective: In this section, you will write to reflect on what you learned from a time you faced a challenge.

#### Key Words

* **challenge** – a difficult problem
* **experience** – something you have done or that has happened to you
* **reflect** – to think deeply about something

#### Explain

1. Read the introduction or play the slide narration with your student. Be sure to review the meanings of the Key Words in bold print.
2. If needed, have your student reread *My Brother Is a Rock* to review what happens to the boy. If time is short, have them read only the first and last pages of the story.

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.

[My Brother is a Rock (A)](https://cite-media.pearson.com/legacy_paths/0ad2eb6e-862a-465d-bb4e-a7fe495364f1/My%20Brother%20is%20a%20Rock%28A%29.pdf)

[My Brother Is a Rock](https://cite-media.pearson.com/legacy_paths/2eaf15d0-d9cf-4c8c-b80f-3b3a4769381f/My%20Brother%20is%20a%20Rock%28O%29.pdf)

[My Brother is a Rock (B)](https://cite-media.pearson.com/legacy_paths/fee24e66-944c-4f26-b497-152df19f9992/My%20Brother%20is%20a%20Rock%28B%29.pdf)

1. Have your student read about how they can reflect on a challenge they faced. Guide them to read the list of questions.
2. Explain that writing, drawing, or recording their thoughts about a past challenge can help your student reflect on and learn from their experience. Have your student read the list of sentence starters.
3. Guide your student to read Elio’s reflection out loud. Make sure your student reads all the words correctly and at a good pace. **IF** your student needs support, **THEN** read Elio’s reflection aloud as your student listens. Say each word clearly, and read at an understandable pace. Then, ask scaffolding questions like these:
   1. Did I read at a speed that was too fast, too slow, or just right for you? (just right)
   2. Did I say every word correctly? (yes)
   3. Did doing these things help you understand what I read? (yes)
4. Encourage your student to try reading Elio’s reflection out loud again.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer questions about how to reflect on a past experience. Encourage your student to answer the questions independently.
2. Have your student read the questions about Mira. Allow them time to think of the answers.
3. Listen as your student answers each question. **IF** your student needs support, **THEN** have them review the instruction in the Explain section. You may also provide your student with these sentence starters to help them express their ideas:
   1. Mira can ask four questions. She can ask \_\_\_\_\_\_\_\_\_\_.
   2. Mira can reflect on her experience in three ways. She can \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_.
   3. Mira should read all the words. She should read the words at a good \_\_\_\_\_\_\_\_\_\_.

#### Practice

1. Read the directions with your student. Clarify that your student will identify a past experience in which they faced a challenge. Then, they will reflect on that experience. They will use a chart to write and draw their reflection. Finally, they will share their ideas by reading aloud what they wrote and talking about their drawing. You may wish to record them as they read and talk.
2. Allow time for your student to choose a past experience. **IF** your student is having trouble thinking of a past experience, **THEN**, you may want to suggest one.
3. If needed, help your student access the interactive Draw and Write graphic organizer. You may wish to print a copy of the chart for your student to work on. If you do not have a printer, help your student draw a blank Draw and Write graphic organizer on a sheet of paper or in their notebook.
4. Have your student use the questions and the sentence starters to reflect on their experience. You may wish to set a timer for three to five minutes. Encourage your student to write before they draw.
5. Ask your student to read their written reflection out loud as you listen. Talk with your student about what they learned from their experience.
6. You may wish to share the sample answer with your student. Talk about how your student’s experience is similar or different.

[Draw and Write](https://cite-media.pearson.com/legacy_paths/0b18706c-5df6-423f-8343-bbd6b2bb304e/Draw%20and%20Write_New%20Challenge.pdf)

[Draw and Write Answers](https://cite-media.pearson.com/legacy_paths/48212e89-55d2-4ecd-84e8-2649f8e00095/Draw%20and%20Write%20Answers_New%20Challenge.pdf)

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

#### Warm Up

Begin by having your student identify the number of sounds in a word with a trigraph. Have your student blend the sounds. Use the following routine:

* Stretch each word by saying each sound in the word. (*f-u-dge*)
* Ask your student to blend the sounds to say the word. (*fudge*)

Use the following words:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| switch  (4 sounds) | right  (3 sounds) | beauty  (4 sounds) | watchdog  (6 sounds) | edge  (2 sounds) |

#### Explain

Gather the following letter tiles: *a, b, c*(2)*, d, e*(2)*, f, g, h*(2)*, i, k, l*(2)*, o, r, s, t*(2)*, u* (2). Use the letter tiles to model with your student how to build words with trigraphs.

#### Check-In

1. Gather the following letter tiles: *c, d, e*(2)*, g, h, i, l, p, s, t, w.*
2. Read each set of directions to your student. Observe your student build the words with trigraphs. Have your student identify the number of sounds in each word. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

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.

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

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/94a719d7-3c0e-4670-86ac-f693bfa9fb0a/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 answer questions about a story by finding and thinking about key details.

#### Key Words

* **challenge** – a difficult problem
* **key details** – important pieces of information in a text
* **main character** – the most important person or animal in a story

#### Show What You Know

1. Read aloud or play the slide narration for the instruction with your student. Review the questions in the chart, and connect each to a key detail to look for in a story.
2. Have your student read the story “The Only Kid” and then answer the questions by thinking about key details in the story. **IF** your student struggles, **THEN** have them review the chart for the kind of key detail that will help them answer it. You may also restate the questions this way:
   1. Who is the story about? (Zeno)
   2. When does the story take place? (after Zeno’s brother is born)
   3. Where are they? (They are at Zeno’s house.)
   4. What is Zeno’s big problem? (He doesn’t want to be a brother.)
   5. What does Zeno choose to do? (He spends time with his baby brother.)
   6. Did Zeno do the right thing? Why do you think this? (Yes, Zeno did the right thing. He likes the baby. He feels good about being a brother.)
3. Assess how successful your student was in completing the activity, using key details in a story to answer questions, by considering the following:
   1. Less Successful: My student struggled or was unable to answer the questions by using key details from the story.
   2. Moderately Successful: My student needed help finding key details to answer one or more of the questions
   3. Very Successful: My student answered each question correctly by finding and thinking about key details in the story.

#### Try This

Based on your assessment of your student’s ability to use key details to answer questions about a text, guide your student to the most appropriate activity:

* **Less Successful:** Review the lesson. Ask your student questions about “The Only Kid” using the questions from the chart, and have your student answer the questions. Some of the questions will be repeats from the Show What You Know activity. Make sure your student can identify key details in the text that help them answer the questions. Then, work on the Try This activity orally.
* **Moderately Successful:** Allow your student to read the questions in the Try This activity before they read the story *No Shoes Aloud*. Have them pause in their reading when they find a key detail that helps them answer a question. Encourage your student to use these sentence starters to answer the questions:
  + The main character is \_\_\_\_\_\_\_\_\_\_. (Ryan)
  + The story takes place \_\_\_\_\_\_\_\_\_\_. (at the dance studio during dance class)
  + Ryan’s challenge or big problem is \_\_\_\_\_\_\_\_\_\_. (He doesn’t like Demi. He has trouble explaining things so Demi understands.)
  + Ryan chooses to \_\_\_\_\_\_\_\_\_\_. (enjoy dancing; have his own experience)
  + I think Ryan (makes / does not make) the right choice because \_\_\_\_\_\_\_\_\_\_. (He makes the right choice. In the end, he likes Demi better.)
* **Very Successful:** Encourage your student to read the story *No Shoes Aloud* and answer the questions independently for the Try This activity.

1. Read the directions with your student. Make sure your student understands that they should find and think about key details in the text to answer the questions.
2. Allow time for your student to read the text *No Shoes Aloud*.
3. Listen to your student’s answers. If you wish, have your student identify which key details in the story helped them answer the question.
4. You may wish to share the sample answers. Talk with your student about how their answers are similar or different.
5. Conclude the lesson by asking your student to reflect on their experience. You may provide the following sentence starters:
   1. I did a (great / good / fair / poor) job of using key details in the story to answer the questions.
   2. One thing I could do better is \_\_\_\_\_\_\_\_\_\_.

[No Shoes Aloud](https://cite-media.pearson.com/legacy_paths/0b195fe7-9e5c-485c-a9c9-3c062dd9bcd3/No%20Shoes%20Aloud.pdf)

## Lesson 5: Feelings Change: Synthesize

### Objective: In this section, you will summarize the plot of a story.

#### Key Words

* **key details** – important pieces of information in a text
* **main character** – the most important person or animal in a story
* **major events** – important things that happen in a story
* **plot** – all the events in a story
* **summarize** – to tell the main ideas of an informational text or story

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meaning of the key terms in bold print.
2. **IF** your student needs support with the concept of summarizing a story’s plot, **THEN** demonstrate how to summarize a plot by briefly retelling the most important events and details of your student’s favorite movie or book. Limit your summary to two or three sentences. Tell the events in order. Use your own words. Then, ask your student how your summary was similar to and different from the movie or book. (It was much shorter, but it used some of the important events and details.)
3. Have your student read the tips for summarizing a story.
4. Watch the video with your student. The student in the video summarizes the story *Hobby Friday*. Have your student notice how the student in the video focuses on the story’s major events and key details, including the main character’s challenge. The student tells about the plot in order and uses their own words.
5. Have your student read the story “Learning to Skate” and then read Omari’s summary of the plot.
6. Guide your student to use the checklist to decide if Omari summarized the story well. **IF** your student struggles, **THEN** read each question in the checklist to your student. Have them refer back to Omari’s summary and the story before answering *yes* or *no*. Your student should answer each question with *yes*, which means Omari did a good job of summarizing the story.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will read Luka’s tips for how to summarize the plot of a story. Your student will decide if each tip is true or false.
2. Have your student read each tip. Remind them to read carefully. Listen as your student answers true or false. **IF** they need support, **THEN** have them review the list of tips for summarizing the plot of a story in the Explain section.

#### Practice

Read the directions with your student. Clarify that your student will read the story *My Brother Is a Rock*. Then, they will use a flowchart to record major events and key details to summarize the plot of the story. Finally, they will use their completed chart to summarize the story.

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.

[My Brother is a Rock (A)](https://cite-media.pearson.com/legacy_paths/0ad2eb6e-862a-465d-bb4e-a7fe495364f1/My%20Brother%20is%20a%20Rock%28A%29.pdf)

[My Brother Is a Rock](https://cite-media.pearson.com/legacy_paths/2eaf15d0-d9cf-4c8c-b80f-3b3a4769381f/My%20Brother%20is%20a%20Rock%28O%29.pdf)

[My Brother is a Rock (B)](https://cite-media.pearson.com/legacy_paths/fee24e66-944c-4f26-b497-152df19f9992/My%20Brother%20is%20a%20Rock%28B%29.pdf)

1. If needed, help your student access the interactive flowchart. You may wish to print a copy of the flowchart for your student to complete. If you do not have a printer, help your student to draw a blank flowchart on a sheet of paper.
2. Allow time for your student to reread or review the story. Encourage them to write or dictate notes about the story in the flowchart as they read it. Remind them to use their own words.
3. Listen as your student uses their completed flowchart to orally summarize the plot of *My Brother Is a Rock* for you.
4. You may wish to share the sample answer with your student. Discuss if your student’s summary focuses on different events or details.

### Objective: In this section, you will explain how to do something to your Learning Coach.

#### Explain

1. Read the introduction or play the slide narration for your student.
2. Have your student read Felipe’s explanation of how to keep a feelings log. Afterward, discuss how clear Felipe’s explanation was. Ask questions like these:
   1. Could keep your own feelings log by doing what Felipe said to do?
   2. Was there anything Leon could have been clearer about?
3. Have your student read the steps for explaining how to do something. Then, read the sentence starters to clearly explain how to do something. Have your student answer the questions about Felipe.**IF** your student struggles, **THEN** have them reread Felipe’s explanation. Ask scaffolding questions such as these:
   1. How does Felipe start his explanation? (He says he will explain how to make a feelings log.)
   2. What steps does Felipe share? (Get a blank notebook, label it, write your feelings each day, write the date, look back at your log, see how your feelings change)
   3. Which words help you know what to do? (the action words like write, use, draw, do, look, see)
4. If time allows, and your student shows interest, have them make a feelings log.
5. Point out that Felipe has used the steps and the sentence starters to explain how to make a feelings log.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will complete the sentences to help Zeva follow the steps to explain how to make a friendship bracelet. Encourage your student to use the word bank.
2. Listen as your student completes each sentence. **IF** your student struggles, **THEN** have them reread the steps for explaining how to do something in the Explain section. You may also ask guiding questions like these:
   1. What can Zeva do first? (She can start by telling what she will explain.)
   2. What can Zeva do next? (She can tell the steps in order.)
   3. What can Zeva use? (She can use action words to make her meaning clear.)
   4. How can Zeva end her talk? (She can end by repeating what she wanted to talk about.)

#### Practice

1. Read the directions with your student. Clarify that your student will think of something they can explain or teach you to do. They will think of the steps for doing it. Then, they will use the sentence starters to tell you how to do the activity.
2. Allow time for your student to choose something to explain how to do. You may also suggest one.
3. Allow time for your student to think of the steps for doing the activity they chose. You may wish to set a timer for two or three minutes. Encourage your student to write their ideas in their notebook. Remind them to put the steps in order.
4. Listen as your student uses the sentence starers to explain how to do their chosen activity. They may have more steps than shown in the sentence starters. Encourage them to use the words *then* or *next* to add more steps in the middle of the process.
5. Give your student some feedback on their instruction. Tell them whether you could do the activity based on their explanation of how to do it. Point out their use of action words.
6. You may wish to share the sample answer with your student. Talk about how the sample answer is similar to or different from their own answer.

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

#### Warm Up

Have your student say words with trigraphs 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:

|  |  |  |
| --- | --- | --- |
| **s-m-u-dge**  (4 sounds, smudge) | **l-igh-t**  (3 sounds, light) | **s-w-i-tch**  (4 sounds, switch) |
| **w-a-tch**  (3 sounds, watch) | **b-r-i-dge**  (4 sounds, bridge) | **beau**  (2 sounds, b-eau) |

#### Explain

Quick Review

Review that a trigraph is a group of three letters that stand for one sound in a word. Remind your student that *dge* and *tch* are consonant trigraphs and *igh* and *eau* are vowel trigraphs. Add that the vowel trigraph *eau* can stand for two different sounds, the sound of long *u* as in *beauty* and the long *o* sound as in *beau*. You may want to use letter tiles to provide examples.





1. Read the introduction and the words with your student. Note if your student is saying correctly the words with trigraphs: *latch*, *patch*, *match*, *catch*. Then, have your student answer the question to identify that the words all have the letters *atch*. Reinforce that *tch* is a trigraph and the letters spell one sound.
2. Explain that one way to build words with trigraphs is to change a letter or letters in the beginning and keep the trigraph the same. Talk about the letters in the words that are different in the beginning.
3. Have your student read the words in the chart. Have your student tell what happens to the vowel sound in *beau* when *ty* is added. (changes from long *o* to long *u*) **IF** your student does not blend the sounds of a word correctly, **THEN** have your student use letter tiles to spell the word. Position the letter tiles to show the letters in each word and remind your student to blend the sounds of the letters together to read the word.

#### Check-In

1. Gather the following letter tiles: *b, d, e*(2)*, f, g, i, r.*
2. Read each of the directions with your student. Observe your student build the words that end with the trigraph *dge*. Have your student identify letters that spell the trigraph. Remind your student that only letters in the beginning of the word change as your student builds a new word. **IF** your student is not blending the sounds of the letters together when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

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

|  |  |  |
| --- | --- | --- |
| **• pitch** | I am going to **pitch** in the next inning of the game. | **pitch** |
| **• might** | We **might** have a big storm tomorrow. | **might** |
| **• sigh** | The sound of wind in the trees is like a **sigh**. | **sigh** |
| **• wedge** | Use a **wedge** to hold the door open. | **wedge** |
| **• beauty** | The **beauty** of nature is all around us. | **beauty** |
| **• catch** | That baseball player made a great **catch**. | **catch** |
| **• budge** | We could not **budge** the heavy table. | **budge** |
| **• hitch** | She is ready to **hitch** the horses to the wagon. | **hitch** |

### Review

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

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

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

### Reflect

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