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# Language Arts K B Unit 12: Snowy Days

## Lesson 1: Snowy Days: Genre

### Snowy Days: Introduction

#### Learning Goals

In this unit, your student will be learning about how snow can be fun but sometimes dangerous. There are 21 learning goals for this unit:

1. Use key details to make predictions, with prompting and support.
2. Repeat high frequency words.
3. Decode closed one-syllable words.
4. Define pronouns.
5. Use key details to answer questions about a text, with prompting and support.
6. Understand pronouns used in sentences. (antecedents)
7. Identify high-frequency words.
8. Pronounce words with short *o* and long *o*.
9. Practice writing numbers 6–10.
10. Identify key details that tell about the main topic of an information text.
11. Match high-frequency words.
12. Use pronouns in sentences. (capitalize the pronoun *I*)
13. Identify words with short *o* and long *o* (CVCe).
14. Use a table of contents to locate key facts and information in an information text.
15. Arrange high-frequency words with letters.
16. Read a book of choice with support.
17. Build words with short *o* and long *o*.
18. Practice writing number words 1–5.
19. Identify key details in photographs/illustrations that tell about a topic.
20. Follow oral instructions, with prompting and support as needed.
21. Read emergent readers with high-frequency words fluently.

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

Your student’s learning within “Snowy Days” will be assessed with the following items:

* Snowy Days: Genre Quick Check
* Snowy Days: Genre Skills Check
* Snowy Days: Comprehension Quick Check
* Snowy Days: Comprehension Skills Check
* Snowy Days: Speak/Listen Quick Check
* Snowy Days: Speak/Listen Skills Check
* Snowy Days: Fluency Quick Check
* Snowy Days: Fluency Skills Check
* Snowy Days: Synthesize Quick Check
* Snowy Days: Synthesize Skills Check

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

#### Spark

Set the Stage for Learning

Before your student begins to work on the day’s first English Language Arts lesson, put small objects, such as marbles, crayons, or pebbles, into a bowl. After they complete a lesson, have them take one object out of the bowl. When the last lesson is completed and the bowl is empty, have them celebrate with a favorite activity.

1. Read the introduction with your student. Point out that this week they will be talking about snowy weather and what makes the snow fun but also dangerous at times.
2. Watch the video together. You may want to pause at the end of each slide to discuss various ideas, including how the snow can be both fun if you are doing outdoor activities but also dangerous during a snowstorm. After viewing the video, discuss other snow activities.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask about what makes snow both fun and dangerous under certain circumstances.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask them if they have ever made snowballs for fun. Ask them if they have ever stayed inside during a snowstorm because the roads were dangerous and covered in snow and ice.

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

#### Key Words

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

#### Decoding Routine

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

[Snowy Days\_ Genre Long o. o-e](https://cite-media.pearson.com/legacy_paths/cc612a1b-72f3-4c36-b2c3-2e998500ca29/Snowy%20Days_%20Genre%20Long%20o.%20o-e.pptx)

#### Explain

Learning Coach Tip

You will be sharing *Let It Snow!* with your student. Your student will not be expected to read the book independently. You may share the book by either reading aloud the printed version, by reading aloud the book you display on the screen, or by having your student listen to the audio recording of the book.

|  |  |  |
| --- | --- | --- |
| **Reading Comprehension Instructional Focus** | | |
| **Lesson** | **Learning Goal** | **Focus** |
| Part 1 | Use key details to preview and predict. | **Prereading Activities**   * Pre-teach important concept vocabulary. * Identify the title, author, and illustrator. * Use details to predict what the book will be about. |
| Part 2 | Use key details to answer questions about a text. | **First Read of the Text**   * Check for overall understanding of the text. |
| Part 3 | Identify key details that tell readers about the main topic of an informational text. | **Reread a Part of the Text**   * Teach a comprehension skill. * Develop an understanding of using key details to determine the main topic of a text. |
| Part 4 | Use a table of contents to locate key facts and information in an informational text. | **Reread a Part of the Text**   * Teach a comprehension skill. * Develop an understanding of using a table of contents to locate key facts. |
| Part 5 | Identify key details in photographs/illustrations that tell readers about the topic. | **Reread a Part of the Text**   * Teach a comprehension skill. * Develop an understanding of using key details in photos/illustrations to gather info about the topic. |

Learn New Words

1. It is important for your student to know the meaning of the following words to understand what is happening in *Let It Snow!*
2. Draw attention to the picture for the word *cloud.* Ask your student to describe what they see. If it is possible to look out a window, ask your student to tell you if they see something similar in the sky. Explain that clouds form in the sky. They are white or grey. Every cloud is made up of very small drops of water. Rain or snow can form in a cloud.
3. Continue with the picture for the word *ice.* Have your student describe what they see. Explain that when it is very cold, water turns into ice. If possible, display a glass of water and an ice cube. Ask: How is ice different from water?
4. Draw attention to the picture for the word *graph.* Ask your student if they have ever seen a graph before. Then, explain that sometimes it is easier to give information in a picture form than it is by using words. Explain that the graph in the picture gives information about the type of fruit people like best. The red bar shows the number of people who like apples; the yellow bar shows the number of people who like bananas; the purple bar shows the number of people who like grapes; the orange bar shows the number of people who like oranges; and the blue bar shows the number of people who like pears. Ask: Which bar is the tallest? Explain that the tallest bar gives information about the type of fruit people like best. Ask: What bar is the shortest? Explain that of all the fruits, pears are the least favorite. Discuss that the information in the graph is given with very few words.

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| clouds | a white or grey mass in the sky that is made up of very small drops of water |
| ice | water that has frozen into something that is hard and has a shape |
| graph | a drawing that gives information without many words |

Title, Author, and Illustrator

1. Explain that some books do not have a cover. Then, the title, or name of the book, appears on the first page. Have your student point to the title on the first page of *Let It Snow!* and read it together. Ask: Do you think this book will tell a story or give us information?
2. Ask your student to tell you what an author does. Then, support them as they look at the first page and answer the question.
3. Next, ask your student to tell you what an illustrator does. Talk about the picture on the first page. Ask: Is the picture a drawing or a photograph of something in real life. Support your student as they answer the questions and draw the conclusion that *Let It Snow!* does not have an illustrator because photographs, not drawings, are in the book.

Use Details to Predict

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

[Let It Snow!](https://cite-media.pearson.com/legacy_paths/1b69fb59-2823-4526-9c07-fcbe27f618bb/Let%20It%20Snow_Rev.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will answer questions to tell you how pictures in the information text are the same and how they are different.
2. **IF** your student has difficulty using details comparing and contrasting, **THEN** think aloud about what you see. For example, on the second page I see two pictures. The first picture shows clouds in the sky and snow on the ground. In the second picture, I see people shoveling snow and a man with an umbrella. I can tell that it has been snowing for a while because there is a lot of snow on the ground. One way the two pictures are the same is that there is snow on the ground.
3. Continue with questions 2-4.

#### Practice

1. Review that the pictures in *Let It Snow!* give a lot of information. Then, have your student think about what they noticed by looking at the pictures and telling you what they think they will learn. Explain that there isn’t a right or wrong answer to the question. **IF** your student has difficulty making a prediction, **THEN** use the sample answer to model a response.
2. **Daily Writing:** You may want to have your student respond to the following writing prompt. What would you like to do on a snowy day? Encourage your student to write independently and to read their writing to you. Remember that your student is developing as a writer and may not write in complete sentences or spell words correctly.

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

#### Explain

Quick Review

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

1. Have your student talk about the first picture. Ask questions such as these: What do you see in the water? Are there many or just a few fish? Read the sentence below the picture. Continue with the second picture and sentence. Explain that you can use the word *so* when telling about many people, places, or things.
2. Point to the word *So*, say the word, and have your student repeat. Continue with the word *so*. Explain that *so* is a word that they will see many times in books they read. The word can be used when describing many people, places, or things.

#### Check-In

1. Read the sentence for the first picture aloud. Ask questions such as these: What do you see on the floor? Are there many blocks? Continue with the second sentence.
2. Tell your student that you will point to a word and say it. Then, they should repeat the word. Confirm understanding that *So* and *so* may be used when telling about many people, places, or things by asking questions such as these: How many blocks do you see? How many grapes? **IF** your student has difficulty pronouncing the word *so*, **THEN** say the word slowly and have your student repeat after you.

#### Practice

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

[Make Word Cards](https://cite-media.pearson.com/legacy_paths/f2629e88-b1b7-4e80-b495-444cef2ed54f/Make_Word_Card_So.pdf)

### Objective: In this section, you will read simple words.

#### Key Words

* **blend** – mix together

#### Explain

Learning Coach Tip

In today’s lesson, your student will decode, or read, simple one-syllable words by saying and blending the sounds of letters. Examples include: *hat*, *top*, and *lip*. Note that there is one vowel, *a*, *o*, or *i*, followed by a consonant. These words are called *closed syllable* words.

A syllable is a word or word part that has one vowel sound. In words that have one or two closed syllables, the vowel (*a*, *e*, *i*, *o*, *u*) always has the short sound. Your student will read these words by saying the sounds that correspond with the letters and then blending the sounds into words. As your student practices decoding words, the process of matching sounds to letters will become automatic and fluent.

1. Begin by telling your student that they will be reading words in this lesson. They will read by saying the sounds of the letters in a word. Then, they will blend or put together the sounds to read each word. You also may want to review your student’s knowledge and recall of the sounds of consonants and the short sounds of vowels.
2. Review the Key Word *blend* with your student, and then read the introductory text. Begin with the word *bag*. Take them through the process of sounding out the letters and then blending the sounds into the word. Repeat this process for the word *hot*.
3. Next, guide your student through the questions about the words. Point out that the vowel sound of the letters *a* and *o* is the short sound. Explain that in a word with a consonant-vowel-consonant, the vowel sound is usually the short sound.

#### Check-In

1. Read the directions with your student. Then, guide your student through the activities by asking the questions.
2. **IF** your student struggles to recall letter sounds or to blend sounds into words, **THEN** assist them by providing the sounds. Then, model how to blend the sounds to say the word.

#### Practice

1. Gather letter tiles *a, b, c, g, h, i, n, o, p, s, t, u*. If needed, model spelling a word with the letter tiles.
2. Read the directions together. Explain that each activity starts with one word formed with the letter tiles. Your student will decode the word, then change a letter to make a new word to decode. Explain that they will change the first word twice in Activity 4.

### Objective: In this section, you will define a pronoun.

#### Key Words

* **noun** – a word that names a person, animal, place, or thing
* **pronoun** – a word that can take the place of a noun

#### Explain

Quick Review

Remind your student that you have talked about nouns, or words that name a person, animal, place, or thing. Explain that today, they will learn about pronouns, or words that can take the place of nouns.

1. Use the onscreen definitions to review the meanings of the Key Words. Read the sentences aloud, and have your student point to the nouns. Then, read the next sentences and have your student point to the pronouns. Explain that the pronoun *she* takes the place of the *girl*, and *him* takes the place of *Trent*.
2. Read aloud the pronouns that name one person, animal, or thing. Explain that these pronouns only work when they replace a noun that is singular. **IF** your student is confused, **THEN** offer some examples, such as *David is late* and *He is late*. Point out that David is one person and a boy so the pronoun *he* is correct.
3. Read aloud the pronouns that name more than one person, animal, or thing. Explain these pronouns only work when they replace a noun that is plural, or more than one. **IF** your student is confused, **THEN** offer some examples, such as *Dad drove the team to the game* and *Dad drove them to the game*. Point out that the *team* is more than one person so the pronoun *them* is correct.
4. Have your student look at the photo. Read the sentence aloud. Then, read the question aloud and have your student answer. **IF** your student has difficulty, **THEN** point out there is more than one person so *they* is correct because it could take the place of the noun *children*.

#### Check-In

1. Read the directions aloud to your student. Explain that they will listen to a sentence and find the pronoun. Remind them that a pronoun takes the place of a noun, and it can name one person, animal, or thing or it can name more than one.
2. Work together with your student on the first activity. Read the first sentence aloud. Have your student choose which word is the pronoun. **IF** your student has difficulty identifying the pronoun, **THEN** point out there is only one boy, and review that a pronoun takes the place of a noun. Ask: What could be the boy’s name? What pronoun would replace that name?
3. Continue with the remaining activities, following the same procedure, and provide support to your student as needed.

#### Practice

1. Read the directions aloud. Explain that they will listen to a sentence and find the pronoun. Review that a pronoun takes the place of a noun.
2. Read the first sentence, and have your student answer. **IF** your student answers correctly, **THEN** have them continue the activity independently. **IF** your student has difficulty, **THEN** point out that the juice could spill on people and ask: What pronoun could replace *people*? Guide your student to conclude *them* is the pronoun.
3. Continue with the remaining activities, providing support to your student as necessary.

## Lesson 2: Snowy Days: Comprehension

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

#### Key Words

* **details** – important information

#### Explain

1. Tell your student that today they are going to listen to *Let It Snow!* First, they will learn how to answer questions about the text that will help them understand what causes snow and where snow falls.
2. If you have the print version of *Let It Snow!,* then display it now. You may also want to have on hand a piece of paper and a marker so your student can create a simple word web similar to the one the student in the video creates.
3. Watch the video together. Pause periodically to have your student use details to answer questions about snow. After viewing the video, support your student as they answer the question by telling you one thing they learned about snow.
4. Read aloud or have your student listen to a recording of *Let It Snow!* After reading the book, ask your student to pick one picture to talk about. Ask questions such as: What information do you get from details? What information does the picture give you about snow?

[Let It Snow!](https://cite-media.pearson.com/legacy_paths/1b69fb59-2823-4526-9c07-fcbe27f618bb/Let%20It%20Snow_Rev.pdf)

#### Check-In

1. Read the directions with your student. Scaffold as they answer questions that summarize how snow forms. Explain that details on the second page of *Let It Snow!* will help them answer the questions.
2. **IF** your student has difficulty responding, **THEN** reread the second page of the information text together. Explain that details tell us what happens first, next, then, and last. Also encourage your student to use the sentence frames as they respond. The sentence frames will help your student respond using complete sentences.

#### Practice

1. Read the directions together. Remind your student that they can use key details, or important information to understand how something happens. Review that the words *First, Next,* and *Last* will give them information in the order it happens.
2. Scaffold as your student uses details and the sentence frames to explain how snow forms. **IF** your student has difficulty retelling what happens first, next, and last, **THEN** revisit the second page. Encourage your student to use details to draw a simple picture for each thing that happens. Then, have your student refer to their pictures as they tell you how snow forms.
3. **Daily writing:** Have your student write a response to this question: Why can’t it snow when the weather is warm? Have your student read what they have written to you.

### Objective: In this section, you will identify pronouns and the nouns they stand for.

#### Key Words

* **noun** – a word that names a person, animal, place, or thing
* **pronoun** – a word that takes the place of a noun

#### Explain

Quick Review

Remind your student that you have talked about pronouns, or words that can take the place of nouns. Have your student recall that some pronouns mean only one person, animal, or thing, but other pronouns mean more than one.

1. Use the onscreen definitions to review the meanings of the Key Terms. Help your student understand that pronouns take the place of a noun. Explain that pronouns are helpful because they eliminate saying the same noun repeatedly. Give an example of nouns repeating, such as the following: *Mom and my sisters* baked cookies. *Mom and my sisters* shared them. *Mom and my sisters* are good bakers. Explain that using pronouns makes writing more interesting: *Mom and my sisters* baked cookies. *They* shared them. *They* are good bakers. Be sure your student understands that *They* takes the place of *Mom and my sisters*.
2. Review with your student the list of pronouns that stand for one person or thing. Have your student look at the photos. Read aloud the sentences, pointing out that the second sentence shows the pronoun that takes the place of a noun. **IF** your student doesn’t understand why certain pronouns are selected to replace a noun, **THEN** point out that Farhan is one boy, so *he* is the pronoun. The *ball* is a thing, so the pronoun *it* stands for the ball.
3. Then, read aloud the pronouns that stand for more than one person or thing. Read aloud the two sentences, and explain that *they* stands for *the boys*. **IF** your student is confused, **THEN** have them look at the photo and count how many boys there are (two).

#### Check-In

1. Read the directions aloud, and be sure your student understands that a thumbs-up means *yes* and a thumbs-down means *no*. Explain that you will read two sentences. The first sentence will show a noun. The second sentence will show a pronoun that takes the place of that noun. Remind your student that some pronouns stand for one person or thing but others stand for more than one.
2. Read aloud the first two sentences to your student. Ask your student to give a thumbs-up if the pronoun correctly replaces the noun or a thumbs-down if it does not. **IF** your student makes an incorrect choice, **THEN** ask your student to identify the noun (*the boys*) and ask: Does the pronoun *them* mean more than one boy? Ensure that your student understands the pronoun is correct and have them give a thumbs-up.
3. Repeat this routine with the remaining sentences, asking your student whether the pronoun stands for the noun. Provide support to your student as necessary.

#### Practice

1. Read the directions aloud. Explain that your student will listen to two sentences, and they will complete the second sentence with a pronoun that stands for the noun. Point out that they will have two pronouns to choose from to complete the sentence.
2. Read each sentence to your student, and have them choose the pronoun that takes the place of the noun. **IF** your student chooses incorrectly, **THEN** point out that *Rosie* is a noun that tells about one girl so *her* is the correct pronoun.
3. **IF** your student answers correctly, **THEN** have them complete the remaining items independently. Otherwise, work together with your student on the remaining items, following the same procedure and providing support as necessary.

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

#### Explain

Learning Coach Tip

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

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

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

#### Check-In

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

#### Practice

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

[So Much Snow](https://cite-media.pearson.com/legacy_paths/582c6294-150b-4472-8a8d-893c1941aebe/Snow.pdf)

### Objective: In this section, you will say the sounds of short **o** and long **o** in the middle of words.

#### Explain

The Sound for Short *o*

1. Review that every word is made up of letters and their sounds. Tell your student that they will review the short *o* sound in the middle of a word. Model with an example.
2. Point to the photos of a fox, dog, and mop. Then say *fox* slowly, emphasizing the middle sound. Have your student repeat the word with you. Use the same procedure for *dog* and *mop*. Then, ask your student to say the sound they hear in the middle of the words. Remind your student that the middle sound is the short *o* sound.

Middle Sound Identification

* Say the word *not* with me: *not*.
* Now listen to me say *not* slowly: *n-o-t*.
* Listen as I say the word again. *n-o-t*.
* Now I will say the word again. Listen for the middle sound in *not*: *n-o-t*.
* Say the middle sound you hear in *not*.
* This sound is the short *o* sound. Say the sound with me.

Learning Coach Tip

The vowel letters are *a, e, i, o, u*. Some words have only one vowel letter. When the single vowel is in the middle of two consonants, it usually has a short sound. For example, these words have the short *o* sound: *job, hot, mom*. Some words have a long vowel sound. A long vowel is pronounced the way the letter name is spoken. When the vowel is followed by a consonant and *e*, the vowel usually has a long sound and the *e* at the end of the word is silent. For example, these words have the long *o* sound: *home, pole, note*.

The Sound for Long *o*

1. Tell your student that now they will review the long *o* sound in the middle of a word. Model with an example.
2. Point to the photos of the rose, rope, and cone. Then say *rose* slowly, emphasizing the middle sound. Have your student repeat the word with you. Use the same procedure for *rope* and *cone*. Then, ask your student to say the sound they hear in the middle of the words. Remind your student that the middle sound is the long *o* sound.

Middle Sound Identification

* Say the word *note* with me: *note*.
* Now listen to me say *note* slowly: *n-o-te*.
* Listen as I say the word again. *n-o-te*.
* Now I will say the word again. Listen for the middle sound in *note*: *n-o-te*.
* Say the middle sound you hear in *note*.
* This sound is the long *o* sound. Say the sound with me.

Discriminate the Sound for Short *o* and Long *o*

1. Have your student listen for the middle sound in a pair of words. Tell your student that you are going to say two words. As you say the words, ask your student to listen to the middle sounds in the words. If the words have the same middle sound, tell your student to hold a thumb up. If the middle sounds are different, tell your student to hold a thumb down. Use these word pairs.

|  |  |  |  |
| --- | --- | --- | --- |
| **lot-rod** | **hope-note** | **rob-robe** | **job-mop** |
| **bone-home** | **hop-hope** | **tone-top** | **joke-job** |

#### Check-In

1. If needed, help your student identify the pictures as a hose and a log. Guide them to say the words *hose* and *log* slowly as they listen for the middle sound. **IF** your student cannot identify the middle sound, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *h—o—se*, *l—o—g*. Ask your student to say the middle sound in each word.
2. Then, say the words slowly a second time, and ask them to tell you which picture name has the short *o* sound in the middle.
3. Continue with the second item. Confirm that your student can identify the pictures as a bone and a sock before guiding them through the directions.
4. Say the words *bone* and *sock* with your student and discuss that the middle sounds are not the same. Have them name the picture with the long *o* sound in the middle. **IF** your student cannot identify the middle sound, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *b—o—ne*, *s—o—ck*. Ask your student to say the middle sound in each word.

#### Practice

1. Confirm that your student can name each picture: robe, pot. Then say each word slowly, emphasizing the middle sound, and have your student repeat the word with you. Ask your student to say the sound they hear in the middle of each word. Then, have your student name the picture of the top. Say the word *top* slowly, emphasizing the middle sound, and have your student repeat. Have your student match the word with the same middle sound by naming the word with the short *o* sound: *pot*. **IF** your student has difficulty matching the middle sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *r—o—be*, *p—o—t*.
2. Confirm that your student can name each picture: box, nose. Then, have your student name the picture of the hole in paper. Say the word *hole* slowly, emphasizing the middle sound, and have your student repeat. Have your student match the word with the same middle sound by naming the word with the long *o* sound: *nose*. **IF** your student has difficulty matching the middle sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *b—o—x*, *n—o—se*.

### Objective: In this section, you will practice writing numbers **6**, **7**, **8**, **9**, and **10**.

#### Explain

1. Read the introduction, and review the types of handwriting strokes illustrated. Point out the difference between the stroke that curves to the right and the stroke that curves to the left. You may want to model how to write each stroke on unlined paper.
2. Explain that today, your student will be learning how to write numbers *6*, *7*, *8*, *9*, and *10*.

How to Write Number *6*

1. Use the arrow image to discuss how to write the number *6*. Then, model how to write the number *6* as you explain the sequence of line strokes: You make a curved line to the left and down. You curve back up close the loop.
2. Have your student finger-write in the air the number *6* along with you as you name each line stroke.

How to Write Number *7*

1. Use the arrow image to discuss how to write the number *7*. Then, model how to write the number *7* as you explain the sequence of line strokes: First, you make a straight line to the right. Then, you make a slanted line down.
2. Have your student finger-write in the air the number *7* along with you as you name each line stroke.

How to Write Number *8*

1. Use the arrow image to discuss how to write the number *8*. Then, model how to write the number *8* as you explain the sequence of line strokes: First, you make a curved line to the left. Then, you curve right. You curve back up to the left. Last, you make a slanted line up to the right.
2. Have your student finger-write in the air the number *8* along with you as you name each line stroke.

How to Write Number *9*

1. Use the arrow image to discuss how to write number *9*. Then, model how to write the number *9* as you explain the sequence of line strokes: First, you make a curved line to the left. You make a curved line to the right. Then, make a straight line down.
2. Have your student finger-write in the air number *9* along with you as you name each line stroke.

How to Write Number *10*

1. Use the arrow image to discuss how to write the number *10*. Then, model how to write the number *10* as you explain the sequence of line strokes: First, you make a straight line from top to bottom. Lift your pencil. Then, you make a curved line to the left and down. You make a curved line to the right and up and close the shape.
2. Have your student finger-write in the air the number *10* along with you as you name each line stroke.

#### Check-In

Learning Coach Tip

Your student will continue to make rainbow numbers. Have a crayon available for the following colors: red, orange, yellow, green, blue, purple. Reinforce the colors of the rainbow as your student traces the numbers with each crayon.

1. Print the Rainbow [Numbers *6* and *7*](https://cite-media.pearson.com/legacy_paths/3ba5ff3f-5a5c-4496-9bf2-63ced01a8851/Rainbow_Numbers_6_and_7.pdf)worksheet, the [Rainbow Numbers *8* and *9*](https://cite-media.pearson.com/legacy_paths/7444b434-6e13-410e-b30a-bcf7504b1a4f/Rainbow_Numbers_8_and_9.pdf)worksheet, and the [Rainbow Number *10*](https://cite-media.pearson.com/legacy_paths/a8dd0638-8aab-4a8d-acf5-08085b7f716a/Rainbow_Number_10.pdf)worksheet. Have your student use safety scissors to cut apart five number cards. If you do not have a printer, create number cards by drawing the outline of *6*, *7*, *8*, *9*, and *10* on a sheet of paper.
2. Review that a rainbow is made up of many colors, and explain that today your student will be using red, orange, yellow, green, blue, and purple crayons to make a rainbow numbers *6*, *7*, *8*, *9*, and *10*.

Numbers *6* and *7*

1. Begin with the number card for *6*. Work with your student to identify where they should begin to trace each number. Use the arrow image in Explain as a guide. Trace with your finger as you give directions such as: *curved line, curved line*. Then, have your student do the same thing before tracing with each crayon. You may want to have your student continue to identify strokes. Observe as your student traces. **IF** you notice that your student is not tracing in the correct sequence, **THEN** model tracing with your finger again. Have your student do the same before they continue.
2. Continue with number *7*, giving directions such as: *straight line, slanted line*.

Numbers *8* and *9*

1. Continue with number *8*. Work with your student to identify where they should begin to trace each number. Use the arrow image in Explain as a guide. Trace with your finger as you give directions such as: *curved line, curved line, curved line, slanted line*.
2. Continue with number *9*, giving directions such as: *curved line, curved line, straight line*.

Number *10*

1. Continue with number *10*. Work with your student to identify where they should begin to trace the number. Use the arrow image in Explain as a guide. Trace with your finger as you give directions such as: *straight line, curved line, curved line*.
2. When your student completes the activity, have them add the new rainbow numbers to their handwriting folder.

#### Practice

1. Have unlined paper available. Encourage your student to use the rainbow numbers as a model as they practice writing *6*, *7*, *8*, *9*, and *10*.
2. **IF** you observe that your student is picking up their pencil while making the number *8*, **THEN** model how to finger-write the number, tracing in the air very slowly and smoothly, as you give directions such as: *curved line, curved line, curved line, slanted line*.

## Lesson 3: Snowy Days: Speak/Listen

### Objective: In this section, you will identify key details about the topic of the book.

#### Key Words

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

#### Explain

1. Begin by reviewing why an author writes an information text. Review that the author wants to give information about a real person, place, animal, or thing. Explain that what the author writes about is the topic of the information text. Then, read the introduction together. Discuss why details in an information text are important. Review that details in the pictures and the words give information about the topic.
2. Explain that today they will be learning to find details that give information in *Let It Snow!* If you have the print version of *Let It Snow!,* then display it now. Watch the video together. You may want to pause the video during the discussion about the graph on the third page so your student can use details to get information about where it snows a lot. **IF** your student is curious about the cities listed in the graph, **THEN** use a world map to identify where each city is located.
3. Support your student as they answer the questions about the video. Encourage your student to look at the graph on the third page of *Let It Snow!* as they answer the second question. Then, discuss why the pictures and the words are important to understand the information in an information text.

[Let It Snow!](https://cite-media.pearson.com/legacy_paths/1b69fb59-2823-4526-9c07-fcbe27f618bb/Let%20It%20Snow_Rev.pdf)

#### Check-In

1. Read the directions with your student. Tell them that they will find details about statements in *Let It Snow!* Remind your student that an author gives details both in the pictures they include in the book and in the words they write.
2. Have your student turn to the second page and find the statement in Activity 1: Snowstorms are dangerous! Then, scaffold as your student identifies three details that give information about the statement. Follow the same procedure for Activity 2. The statement appears on the last page of the information text.
3. **IF** your student has difficulty identifying details, **THEN** reread together the page on which the details appear. Use the sample responses to provide additional support.

[Let It Snow!](https://cite-media.pearson.com/legacy_paths/1b69fb59-2823-4526-9c07-fcbe27f618bb/Let%20It%20Snow_Rev.pdf)

#### Practice

1. Have your student read *So Much Snow.* Explain that they should think about the topic, or what the book is mostly about, as they read.
2. Then, read the directions for the activity together. Ask: What is the information text mostly about? Then, have your student identify the topic of the text. Continue by having your student find three details about the topic. Encourage them to explain how the pictures and the words give information about the topic.
3. **Daily Writing:** Have your student write a response to the following writing prompt: Would you like to live where there is a lot of snow? Why or why not? Encourage your student to read aloud what they wrote.

[So Much Snow](https://cite-media.pearson.com/legacy_paths/582c6294-150b-4472-8a8d-893c1941aebe/Snow.pdf)

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

#### Explain

Get Ready for Learning

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

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

#### Check-In

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

#### Practice

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

[So Much Snow](https://cite-media.pearson.com/legacy_paths/582c6294-150b-4472-8a8d-893c1941aebe/Snow.pdf)

### Objective: In this section, you will use the pronoun **I**.

#### Key Words

* **pronoun** – a word that takes the place of a noun

#### Explain

Quick Review

Guide your student to recall that pronouns take the place of a noun. Remind your student that the pronoun *I* refers to yourself and is always written with a capital letter.

1. Use the onscreen definition to review the Key Word. Review pronouns, and read the sentences to your student as they look at the photos. Have them listen to the question and name the pronouns (*they* and *he*). Ask: What nouns could the pronoun replace? (Sample response: The kids and Kevin)
2. Review that they learned that *I* is a pronoun that stands for one person. It is different from the pronouns *he* or *she* because it refers to yourself. Demonstrate some examples of how to use the pronoun *I* by saying: Your name is [insert student’s name]. You would not say: [Student’s name] is tired. [Student’s name] is going to bed. Instead, you would say: I am tired. I am going to bed.
3. Read the text, and emphasize that *I* can be a letter, providing examples such as the following: *It is snowing*. *My shoe is wet*. Explain that the letter *I* in *It* and *is* are letters within the words and not pronouns. **IF** your student is confused, **THEN** point out that *I* is a pronoun when it is used by itself and refers to yourself. Stress that the pronoun *I* is always written with a capital letter no matter where the pronoun appears in the sentence.
4. Read aloud the sentences with the pronoun *I*. Then, ask your student to point to the*I* in each sentence. Ask your student what they notice about each example of *I*. (It is a word by itself; it is a capital letter; it can be at the beginning of the sentence or in the middle.)

#### Check-In

1. Read the directions with your student. Explain that you will look at sentences together. Each sentence has an *I* or *i*. Your student will think about why the letter is a capital or a lowercase letter.
2. Guide your student through the first activity. Read the sentence aloud. Have your student identify the *I* and tell whether it is capitalized or lowercase. Then, ask them to explain why a capital letter is used. **IF** your student isn’t sure, **THEN** review that when *i* is part of a word, it is a letter. When it is by itself, it is a pronoun and is capitalized.
3. Continue with the second activity. Ensure your student understands that the letter *i* is lowercase because it is part of a word and not a pronoun.

#### Practice

1. Read the directions aloud. Explain that your student will listen to two sentences and choose which one shows the pronoun *I* written correctly. Remind your student that the pronoun *I* is always capitalized, regardless of where it is in a sentence.
2. Guide your student through the first activity. Have your student point to the *I* in each sentence. Ask them to tell which sentence uses the pronoun *I* correctly. **IF** your student isn’t sure, **THEN** review the difference between the capital *I* and lowercase *I* with your student. Ask them to tell which form of the letter is used to write the pronoun *I* (capital).
3. Repeat with the remaining sentences, following the same procedure. Provide support as necessary.

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

#### Warm Up

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **j-og**  jog | **p-ole**  pole | **t-op**  top | **v-ote**  vote |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **rode**  (without the beginning sound of *r*)  -ode | **box**  (without the beginning sound of *b*)  -ox | **goat**  (without the beginning sound of *g*)  -oat | **poke**  (without the beginning sound of *p*)  -oke |

#### Explain

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

#### Check-In

1. Have your student identify the words *tot* and *tote*. Explain that a tot is a young child and a tote is a bag, usually used for shopping or the beach. Say each word slowly, emphasizing the middle sound in each word, and have your student repeat. Read aloud the first question and have your student identify the word with the short *o* sound. **IF** your student has difficulty following the direction, **THEN** clarify that the middle letter of a word comes after the first letter. Have your student name the letters in the word *tot*. Explain that *o* is the middle letter.
2. Continue by reading aloud the second question. Have your student identify the word with the long *o* sound. **IF** your student has difficulty identifying the word, **THEN** explain that the long *o* sound is the sound the letter makes, *o*. Say the word slowly and have your student repeat.
3. Have your student look closely at the words *tot* and *tote*. Ask your student to name the letter that is added to *tot* to make the word *tote*. Have your student tell you what happens to the vowel sound when the letter *e* is added to *tot*.
4. Help your student identify the words *hop* and *hope*. Guide your student through the questions to name the word with a short *o* sound and the word with a long *o* sound. Have your student identify that the letter *e* was added to *hop* to make a word with a long *o* sound, *hope*.

#### Practice

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

[Words with Short o and Long o](https://cite-media.pearson.com/legacy_paths/183d61a6-644e-4841-946c-5d1ec516fc16/Words%20with%20Short%20o%20and%20Long%20o.pdf)

[Words with Short o and Long o Answers](https://cite-media.pearson.com/legacy_paths/c3e8b7e9-1c79-4901-94cb-3238fe697173/Words%20with%20Short%20o%20and%20Long%20o%20Answers.PDF)

## Lesson 4: Snowy Days: Fluency

### Objective: In this section, you will use a table of contents to find facts and details in a book.

#### Key Words

* **table of contents** – a page at the beginning of a book that names each part and the page number the part begins on

#### Explain

The Table of Contents

1. Review that many books are put together with the same parts. Have a student select a favorite book and identify the cover and the back cover. Explain that today you will learn about a different part of a book called a Table of Contents. Read the introduction and the table of contents together.
2. If you have the print version of *Look at the Rain,* display it now. Ask: Does the book have a cover? Does it have a back cover? Then, watch the video together. After viewing, have your student explain why an author might include a table of contents in the book.
3. Support your student as they answer the questions about the table of contents in *Look at the Rain.* Ask: Why are page numbers in a table of contents important? Explain that the page numbers help you find the page in the book with facts and details you are looking for.
4. Then, have your student look at *Let It Snow!* Ask: Does the book have a cover? Does the book have a back cover? Scaffold as your student answers the question about *Let It Snow!* You may want them to draw a conclusion about why the author of *Let It Snow!* did not include a table of contents.

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

[Let It Snow!](https://cite-media.pearson.com/legacy_paths/1b69fb59-2823-4526-9c07-fcbe27f618bb/Let%20It%20Snow_Rev.pdf)

#### Check-In

1. Read the directions and the table of contents together. Have your student point to the titles of each part in the book. Then, have them point to the page on which each part begins.
2. Support your student as they answer questions about where to find specific facts and details. **IF** your student has difficulty using a table of contents to locate facts and details, **THEN** provide a think aloud such as: I am very glad the author of *Two Kinds of Weather* included a table of contents. I know a lot about rain but want to learn more about snow. The table of contents tells me that I should turn to page 11 if I want to find details about snow. Where should I look if I want to find details about how to stay warm in snowy weather?

#### Practice

1. Read the directions and the table of contents together. Ask: What is the topic of the book? What do you know about blizzards? Then, have your student use the table of contents to identify the page in the book where they will find details about blizzards.
2. **Daily Writing:** Have your student respond to the following writing prompt: Think about *Let It Snow!* Write a table of contents for the book. Encourage your student to write independently and to share the table of contents with you.

### Objective: In this section, you will read high-frequency words and sentences with high-frequency words.

#### Show What You Know

1. Look at the picture with your student. Remind them that you have been reading about different kinds of weather. Ask your student to read the sentence below the picture. Assist your student as needed. Explain that the exclamation mark at the end of the word tells about strong feeling. Model reading the sentence with strong feeling, emphasizing the word *so*.
2. Read the words in the word box together. Remind your student that these are words that readers know by sight.
3. As your student looks at each picture, read the captions. Let your student repeat the sentence after you read it. Then, have your student respond to the questions by locating the word and its accompanying picture and by reading the word aloud.
4. Assess how successful your student was in completing the activities by considering the following:
   * **Less Successful** – My student was unable to locate words without assistance and had trouble reading the words.
   * **Moderately Successful** – My student confused words that began or ended similarly but read most of the words correctly.
   * **Very Successful** – My student easily located and read each word in the captions.

#### Try This

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

* **Less Successful** – Return to the word box in Show What You Know and have your student point in turn to words as you say them at random. Then, complete the Try This Activity together, having your student read only the boldfaced words while you read the other words.
* **Moderately Successful** – Return to the word box in Show What You Know and have your student read each word. Then, complete the Try This activity together, having your student read the boldfaced words first and then read the sentences aloud.
* **Very Successful** – Complete the Try This activity, having your student read the sentences aloud.

1. Read the directions for Activity 1. Have your student look at the picture and tell what they see. (children splashing at a pool)
2. Have your student read the sight words in the bulleted sentence or the sentence itself, depending on their level of expertise. Encourage your student to read the words without hesitation. Remind them that they can use their voices to show strong feeling as they read exclamations.
3. Repeat the steps for Activity 2.
4. Have your student assess their work by answering the questions in Talk About It. Have them decide whether they were able to read whole sentences without stopping after each word.

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

#### Explain

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

#### Check-In

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

#### Practice

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

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

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/c6ed692b-5dbb-4d8b-a9bd-4174dc97d4f6/Suggested%20Reading%20Lists%20K%E2%80%932.pdf)

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

Simultaneous Oral Reading

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

Repeated Readings

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

Partner Reading

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

#### Try This

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

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

#### Warm Up

Remind your student that they have learned two sounds for the letter *o*, a short *o* sound as in *hop* and a long *o* sound as in *hope*. Have your student say the two words—*hop, hope*.

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

Use the following words:

|  |
| --- |
| **rod-rode:**Which word has the long *o* sound? (rode) |
| **tot-tote:**Which word has the short *o*sound? (tot) |
| **not-note:**Which word has the long *o*sound? (note) |
| **Ross-Rose:**Which word has the short *o*sound? (Ross) |

#### Explain

1. Gather the following letter tiles: *e, h, o, p*.
2. Use the letter tiles to model with your student how to build a word with short *o*.
   1. Build the word hop with the letter cards *h, o,* and *p*.
   2. Name the letters.
   3. Blend the sounds to say the word and have your student say the word.
   4. Then, use the word in a sentence: *She can hop like a bunny*.
3. Show your student how a long *o* word can be formed by adding the letter *e* to the end of a short vowel word.
   1. Name the letters.
   2. Blend the sounds to say the word and have your student repeat.
   3. Point out that the *e* is silent and by adding the letter *e* the short *o* word becomes a long *o* word.
   4. Then, use the word in a sentence: *I hope we get a puppy*.
   5. Have your student say the two words: *hop, hope*.

#### Check-In

1. Gather the following letter tiles: *c, d, e, o, r*.
2. Have your student build the word *rod* with the letter tiles *r, o,* and *d*. Read the word with your student and use the word in a sentence: *I have a fishing rod*. Then, read each set of directions to your student. Explain that cod is a type of fish and that you can use a number code to open a garage door or a safe. Observe your student build the words with the short *o* vowel sound and change them to words with a long *o* vowel sound. Have your student say each word they build and together talk about its meaning. **IF** your student has difficulty blending the sounds when saying the word aloud, **THEN** model reading the word correctly. Position the letter tiles for reinforcement.



#### Practice

1. Gather the following letter tiles: *b, e, n, o, r, t*.
2. Have your student build the word *not* with the letter tiles *n, o,* and *t*. Read the word with your student and use the word in a sentence: *Do not open the box*. Then, read each set of directions aloud as your student builds the words independently. Have your student say each new word aloud and together talk about its meaning. **IF** your student has difficulty building and saying the words on their own, **THEN** help your student position the letter tiles in each word one at a time. Then, model blending the sounds of the letters to say the word and have your student repeat.
3. Listen as your student reads “Pop-Pop and I” aloud. **IF** your student struggles blending the sounds in the words with the short *o* or long *o* vowel sounds, **THEN** use the letter tiles to blend the sounds the letters make.
4. Also, check for the correct pronunciation of the high-frequency word *so*.
5. Encourage your student to pay close attention to the pictures as they reread the story.
6. Check for overall comprehension of the text. Ask questions such as: Where do Pop-Pop and his granddaughter go? What do they see? Which animal has a big nose? Which animal does not have a big nose? How does the story end?
7. Then, have your student follow the directions to hunt for the high-frequency word *so* and words with short *o* and long *o*.

Learning Coach Tip

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

[Pop-Pop and I](https://cite-media.pearson.com/legacy_paths/ef9047ae-5894-4a04-9f96-baa3086cd8d9/Pop%20Pop%20and%20I.pdf)

[Pop-Pop and I Answers](https://cite-media.pearson.com/legacy_paths/54bc15ad-3911-4659-81f8-38098d92e14e/Pop%20Pop%20and%20I%20Answers.pdf)

### Objective: In this section, you will practice writing number words for **1, 2, 3, 4,** and **5**.

#### Explain

1. Read the introduction and review straight, slanted, and curved handwriting strokes. You may want to model how to write each stroke on unlined paper.
2. Have your student revisit the rainbow letters they created, particularly the lowercase letters they will use to write number words for *1*, *2*, *3*, *4*, and *5*: *e, f, h, I, n, o, r, t, u, v,* and *w*. Ask questions such as: Which letters have straight lines? Which letters have slanted lines? Which letters have curved lines? Explain that today they will write the number words *one, two, three, four,* and *five*. Tell your student that a number word is the name of a number spelled out in letters.

Write Number Words for *1*, *2*, *3*, *4*, and *5*

1. Have your student look at the image of the number *1* and say it aloud. Then, have them look at the number word for *1*. Point out that the order of letters is important to spell out the number word. Ask them to look at the spacing in the image of the number word. Point out that no parts of the letters touch each other.
2. Now, have them identify each lowercase letter in the number word: *o, n,* and *e*. Remind them that they have already practiced writing the letters *o, n,* and *e* in other lessons. Model how to write each letter and have them finger-write in the air along with you.
3. Continue in the same way to have your student identify each number and the number words for *two, three, four,* and *five*. Model how to write each letter and have them finger-write in the air along with you.

#### Check-In

1. Print the [Write Number Words for *1, 2, 3, 4,* and *5*](https://cite-media.pearson.com/legacy_paths/e6cab875-18ed-4c15-9fd5-ef53b2f53980/Write%20Number%20Words%20for%201%2C%202%2C%203%2C%204%2C%20and%205.pdf)worksheet. If you do not have a printer, write the words *one, two, three, four,* and *five* on a piece of paper. Along the left side, draw sets of balls (one ball, two balls, three balls, four balls, five balls).
2. Read the directions aloud. Point out the word box with the number words. Begin with the image of one ball, pointing out the number 1. Ask your student to identify how many balls are shown. Then, have them identify the number word *one* in the word box. **IF** they have difficulty choosing the correct number word from the box, **THEN** revisit the Explain slide and have them review the images.
3. Work with your student to identify where they should begin to trace each letter. Finger-write each letter in the word, beginning with the letter *o*, as you give directions such as: *curved line, curved line; n—straight line, curved line;* and *e–straight line, curved line*. Then, have them do the same thing before writing the number word on the worksheet. You may want to have them continue to identify strokes. Observe as they write. **IF** you notice that your student is not writing a letter in the correct sequence, **THEN** model tracing with your finger again. Have them do the same before they continue.
4. Continue with the number words *two, three, four,* and *five*.

#### Practice

1. Have unlined paper available. Encourage your student to use the number words they wrote in Check-In as a model as they practice writing *one, two, three, four,* and *five*.
2. **IF** you observe that your student is using improper spacing between the letters of number words, **THEN** remind them that the letters should not touch one another. Model writing the number words, as necessary.

## Lesson 5: Snowy Days: Synthesize

### Objective: In this section, you will identify details in pictures about a topic.

#### Key Words

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

#### Explain

1. Talk about how words and pictures work together to give information in an information text. Review that sometimes a detail is shown in a picture but not in the text. Ask: What might happen if you did not look closely at pictures in an information text?
2. Explain to your student that they will learn to identify details in pictures to learn more about the topic of an information text. If you have the print version of *Let It Snow!,* then display it now. Ask: What is the topic of *Let It Snow?* Then, watch the video together. Encourage them to follow along as the student in the video points out some of the key details they notice in the pictures and in the graph.
3. Then, support your student as they identify details in a picture on the second page that gives information about the topic, snow. **IF** your student has difficulty identifying details about the topic, **THEN** scaffold by asking questions such as: Who do you see? What are they doing? Why do you think the people are dressed the way they are?

[Let It Snow!](https://cite-media.pearson.com/legacy_paths/1b69fb59-2823-4526-9c07-fcbe27f618bb/Let%20It%20Snow_Rev.pdf)

#### Check-In

1. Read the directions together. Explain that your student will be identifying details in the picture on the last page of the story that tell them about snow. Then, they will explain what the details help them understand about the topic.
2. Support your student as they identify three details about the topic. **IF** your student identifies details that are not about the topic, **THEN** redirect them by asking questions. For example: Yes, I see that the girl is wearing a blue hat. The color is very pretty but it doesn’t tell us much about snow. Why do you think the girl is wearing a hat?

[Let It Snow!](https://cite-media.pearson.com/legacy_paths/1b69fb59-2823-4526-9c07-fcbe27f618bb/Let%20It%20Snow_Rev.pdf)

#### Practice

1. Have your student read *So Much Snow.* Explain that they should look closely at the details in the pictures to learn more about the topic.
2. Read the directions together. Then, have your student complete the activity. Revisit specific pages in *So Much Snow,* as needed.
3. **Daily Writing:** Encourage your student to respond to the prompt: Why are children in *So Much Snow* happy at the end of the story? Encourage your student to share their writing with you after they are finished.

[So Much Snow](https://cite-media.pearson.com/legacy_paths/582c6294-150b-4472-8a8d-893c1941aebe/Snow.pdf)

### Objective: In this section, you will follow directions that someone tells you.

#### Explain

1. Begin by playing a quick game of “Simon Says.” Tell your student that if they hear “Simon says,” they should follow your command. If you don’t say “Simon says,” they should stay still. Give your student three simple commands, like these:
   1. Simon says, take two steps forward.
   2. Simon says, take one step back.
   3. Jump up and down.
2. When you are finished, talk about what a player needs to do to be good at the game. First, they have to listen carefully to whether or not “Simon says” is part of the directions. Then, they have to listen carefully to what they are told to do so that they can repeat the action.
3. Discuss with your student that listening to and following directions can help them learn new things. It can help them correct mistakes they have made. It can also help keep them safe. Talk about how important it is to listen carefully when others give directions for things like how to cross a busy street or how to behave in the car or on the bus.
4. Point out that it is also important to think about what a person says when they give directions. Tell your student that thinking helps them understand exactly what to do. Ask: What happens if you don’t think about what I say when we play Simon Says? (I might do an action that I’m not supposed to.)
5. Watch the video together. Discuss how the children in the video know what to do. You may want to ask questions such as:
   1. How does Phong know what to do? (Someone gives him directions.)
   2. Does Phong follow the directions? (yes)
   3. How do you know? (He puts the ball in the basket.)
6. When you and your student have finished viewing the video, give your student a simple command; for example, tell them to hold up three fingers or clap their hands. As you say the directions, make sure they make good eye contact, listen carefully, and think about your instruction before doing it. Ask them to tell you how they knew what to do.
7. As time allows, repeat the activity with directions that are more difficult or complex. Be sure to praise your student or give a thumbs-up when they follow your directions. If they have difficulty following your directions, then provide support and model how to try again.

#### Check-In

1. Explain that your student is going to follow some directions that you give them. The directions will tell them which picture to point to. They will need to look at you, listen carefully, and think about what you say before they do it.
2. Read the directions in each item to your student. Have your student follow the directions by pointing to the appropriate picture. Offer praise if they follow your directions, or give support if they struggle.
3. **IF** your student has difficulty, **THEN** revisit the video in the Explain section. Point out how Franky needs some help remembering what to do. Then, give your student another chance to follow the directions.

#### Practice

1. Make sure your student understands what they will do. Reiterate that you will give them some directions. Then, they will need to look at you, listen carefully, and think before they do what you say. Finally, they will tell you what they did.
2. Give your student three simple commands; for example: Close your eyes. Make a sound like a cat. Put your hands over your ears. You may wish to have your student draw as you give directions instead. For example, direct them to draw the sun and two clouds.
3. Allow your student time to process the directions and then do them. Afterward, ask them to tell you what they did. If needed, provide sentence beginnings to help them express their ideas. Encourage your student to explain how looking, listening, and thinking helped them understand what they should do. Provide support and feedback as needed.

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

#### Explain

1. Have your student talk about what is happening in each picture. Then, read each sentence together.
2. Explain that the words “So many kids play soccer.” make a sentence and that every sentence has words. Have your student look at the first word in the sentence. You may want to ask questions such as these: What is the first word in the sentence? Does *So* begin with a capital letter or a lowercase letter? Explain that the first letter in the first word in a sentence always begins with a capital letter.
3. Then, read the last word in the sentence together. Draw attention to the period at the end of the sentence. Explain that marks are used to show where a sentence ends. The mark at the end of “So many kids play soccer.” is called a period.

#### Check-In

1. Listen as your student reads *So Much Snow* aloud.
2. Monitor how your student reads the high-frequency word *so*. **IF** you notice they have difficulty reading *so*, **THEN** have them use letter tiles to spell the word. Read the word together.
3. Discuss what your students what the story is about. Provide student frames to encourage using complete sentences: *First, . Next, . Last, .*

[So Much Snow](https://cite-media.pearson.com/legacy_paths/582c6294-150b-4472-8a8d-893c1941aebe/Snow.pdf)

#### Practice

1. Print the practice worksheet. If you do not have a printer, provide a sheet of paper for your student.
2. Tell your student they will add a page to the book *So Much Snow.* Have them think of something else that the boy and the girl in the story will do, and draw a picture. Then, have your student dictate or write a sentence for their picture. Have them read the sentence.

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

### Review

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

Encourage your student to say something aloud about each topic on the list. **IF** they have forgotten about any of the topics, **THEN** help them remember what they have learned.

### Reflect

Guide your student to reflect on their learning. Ask them to identify what was easy for them to learn and have them explain why. Then, have them name the favorite thing they learned.