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# Language Arts 1 B Unit 11: Be Creative!

## Lesson 1: Be Creative!: Genre

### Be Creative!: Introduction

#### Learning Goals

In this unit, your student will be learning that sometimes it takes creative thinking to solve a problem. There are 18 learning goals for this unit:

1. Listen to a text to build comprehension and identify whether the text tells a story or gives information.
2. Determine the meaning of unknown words and phrases using sentence-level context as a clue to the meaning of the word or phrase.
3. Identify and spell words with *a, aw, au, augh, al.*
4. Determine the number of syllables in a printed word.
5. Activate prior knowledge to identify features of books that tell stories and books that give information.
6. Determine the meaning of multiple-meaning words and phrases using sentence-level context as a clue to the meaning of a word or phrase.
7. Identify and practice writing *Pp*, *Ss*, and *Mm*.
8. Read words with *a, aw, au, augh, al,* and read the high-frequency words *answer, brought, busy, door, enough,* and *eyes*.
9. Ask questions to identify distinguishing characteristics of fairy tales, folktales, and myths from around the world.
10. Use sentence-level context as a clue to the meaning of a word or phrase.
11. Blend words with *a, aw, au, augh,* and *al*.
12. Identify and practice writing *Hh, Kk,* and *Rr*.
13. Identify distinguishing characteristics of fables and nursery rhymes from around the world.
14. Identify and describe your favorite type of story: fable, nursery rhyme, folk tale, or informational text.
15. With support, read a book of choice.
16. Build words with *a, aw, au, augh, al*.
17. Make predictions and correct or confirm predictions using characteristics of a genre (e.g., fairy tales, folk tales, nursery rhymes).
18. Blend and build words with *a, aw, au, augh, al*.

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.

* Be Creative!: Genre Quick Check
* Be Creative!: Comprehension Quick Check
* Be Creative!: Speak/Listen Quick Check
* Be Creative!: Fluency Quick Check
* Be Creative!: Synthesize Quick Check

#### Spark

1. Read the title with your student. Point to the word *creative* and read the word again for your student. Explain that *creative* means “thinking in new ways.” Tell your student that thinking creatively helps them solve problems. Give an example. Say that you have a hole in your wall. You need a creative way to hide it until it can be fixed. Ask your student what you can do. **IF** they can’t think of ideas, **THEN** suggest one to get them to start thinking creatively, such as hanging a picture over the hole.
2. Before reading, ask your student to think about what Hannah’s problem is. They should also listen for how Hannah solves it. Then, read the story about Hannah to your student. When you are done, read the questions and help your student answer them. **IF**they struggle to identify Hannah’s problem and her creative solution, **THEN**reread the story again, stopping at points when the problem and solution are revealed. For example, stop after reading the first paragraph and ask your student what Hannah wants. (a bird feeder) When you reach the end of the story, ask your student how Hannah solved the problem with creative thinking. (She made a bird feeder out of a plastic bottle.)

#### Activate Prior Knowledge

1. Read the first paragraph with your student. Then, view the picture and read the caption with your student. Invite your student to talk about a time when they used creative thinking to make something. Have them describe the materials they used.
2. Read the activity with your student and confirm that they understand what to do. You may use the Draw and Write graphic organizer or have your student draw and write in their notebook. Help them complete the sentence frames.
3. Read each bulleted item. Have your student tell about topics they have learned about and which ones are new to them.
4. Share some examples of words with *aw* and *augh*—such as *raw, saw, taught,* and *caught*—to show your student what they will be looking for as they read.

### Objective: In this section, you will listen to identify whether something is a story or information.

#### Key Words

* **facts**– things that are true
* **information**– tells about real people, places, or things
* **story** – tells about something that happens that may not be real

#### Decoding Routines

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.

[Be Creative!\_Genre short o.a.aw.au.augh.al](https://cite-media.pearson.com/legacy_paths/1f0b62a6-b3f5-48a6-a521-c8fa8f2d6eb0/Be%20Creative%21_Genre%20short%20o.a.aw.au.augh.al.pptx)

#### Explain

**A Note to the Learning Coach**

The anchor text, *The Terrible Storm,*features a trickster rabbit. The trickster rabbit is a classic character found in folk tales from around the world. Trickster rabbits are especially common in tales from African and American indigenous cultures. The anchor text is a retelling of a Puerto Rican story, but “Why Rabbit Has a Short Tail” in Practice is a retelling of a Cherokee tale—a rare story in which the rabbit does not do the tricking but is tricked itself.

1. Read the introduction with your student. Review the meaning of each boldfaced term. Help your student read the first text, and discuss how they know it is information. **IF**your student needs support, **THEN**scaffold with these questions.
   1. Are hurricanes real storms? (yes)
   2. Could a hurricane have wild wind and heavy rain? (yes)
   3. Does this text tell facts about hurricanes? (yes)
2. Help your student read the text about the West Wind. Look at the picture together, and have your student answer the question. Point out that a wind cannot have feelings—it cannot feel angry. The illustration shows the wind as a creature with a face. Both of these details show that the text is a story.
3. Next, read *The Terrible Storm* aloud. Ask your student to listen carefully to identify whether what they hear is a story or information.

#### Check-In

1. Talk with your student about the features that make The Terrible Storm a story. **IF** your student needs additional support, **THEN** scaffold by asking questions such as the following:
   1. Does the text tell facts about tigers? (no)
   2. Does the text have made-up characters and events? (yes)
   3. Could a real rabbit escape from a tiger? (maybe)
   4. Could a real rabbit escape from a tiger by making up a story about a terrible storm? (no)
2. Point out that many stories feature animal characters that act like people. Explain why animals that talk or otherwise act like people are a good clue that a text is a story and not information.

#### Practice

1. Read the directions with your student. Clarify what your student should listen for.
2. Then, read the passage aloud.

Why Rabbit Has a Short Tail

Fox was fishing. He tied his fish to his tail and waited for Rabbit. Rabbit hopped up. He had a long, bushy tail. It was longer than Fox’s tail.

Fox told Rabbit to fish in the pond. “Put your tail in, and fish will come!” Rabbit fell for the trick. He put his tail in and the ice froze over it. Fox went to grab Rabbit, and Rabbit jumped away, leaving most of his tail behind. Since then, Rabbit has had a short tail.

1. Have your student identify the text as telling a story or giving information. Explain that rabbits do, in fact, have short tails—but not because they lost their tails while fishing. Some stories from long ago were told to give funny explanations for real things. This is one example of such of story.

### Objective: In this section, you will use clues in a sentence to find the meanings of words you do not know.

#### Explain

1. Introduce the idea of clues in a sentence. Explain that all readers come across words they don’t know when they read sentences. Reassure your student that they can read the sentence carefully and look for clues, or words that give a hint about what the unknown word means. Discuss the comparison to a detective, noting that this is someone who looks for clues to solve a problem. Tell your student that they will look for clues to better understand what words mean.
2. Read the opening text with your student. Review that a phrase is a group of words that go together to tell about something. With your student, read the numbered steps about how to use sentence clues to find out what words mean.
3. Read the example sentence together. Point out the bold word *sweater*. Ask what the word means. **IF**your student answers incorrectly, **THEN**tell them you will work together as reading detectives to find the meaning. Read the sentences about the clues together. Encourage your student to carefully read every word in the example sentence. Explain that at least one other word in the sentence will help them find out what the word *sweater*means. **IF**your student answered correctly, **THEN**have them find and tell you what clues they could have used if they did not know the word.
4. Look at the two pictures with your student. Have them think about the clues that tell what a sweater is. Ask if either or both pictures look like something they would wear. Ask which one would keep them warm.
5. Read the questions with your student and have them answer. Explain that they will not always be able to use pictures to find the meaning of a word they don’t know. Remind your student to follow the numbered clues to be a reading detective.

#### Check-In

1. Read the directions with your student. Explain that they will find clues that tell what each bold word or phrase means.
2. Do the first activity with your student. Point out the bold word lost. Have your student try to find the word or words that would be a clue if something was lost. **IF**your student answers incorrectly, **THEN**ask guiding questions, such as: What would someone do if they lost their dog? (They would try to find it.) How would they do that? (They would *look for* it.)
3. Continue with the second and third activities. Have them work independently as they are able. **IF** your student struggles, **THEN** help them find the clues in each sentence to determine what the unknown word means. Model the activities as needed to help your student be successful.

#### Practice

1. Read the directions together. Explain that your student will use sentence clues to tell what each bold word means.
2. Read the first item together. Ask your student if they know what the bold word means. If they do not know, have them look for clue words in the sentence and point them out. Guide them to see that the phrase *funny* joke is a clue about the meaning of the word *giggles* and that a giggle is a laugh.
3. Provide support as needed to help your student read the sentences and follow the steps in looking for clues and defining the word. As needed, help them see that *job*, *fish*, and *food* are clues in the second and third items.

### Objective: In this section, you will spell words after naming the **a, aw, au, augh,** and **al**vowel sound.

#### Warm-Up

Begin by having your student identify the sounds they hear in words with *a, aw, au, augh,* and *al*. 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:

|  |  |  |
| --- | --- | --- |
| **water**  (4 sounds) | **raw**  (2 sounds) | **haul**  (3 sounds) |
| **taught**  (3 sounds) | **talk**  (3 sounds) | **hawk**  (3 sounds) |

#### Explain

Learning Coach Tip

Some words have one or more letters that blend to make one vowel sound, such as the vowel sound of *aw* in *raw*. This vowel sound is a unique sound that is neither long nor short. The most common spellings of this vowel sound are:

* the letters *a* as in *water*
* the letters *aw* as in *raw*
* the letters *au* as in *haul*
* the letters *augh* as in *taught*
* the letters *al* as in *talk*

Words with *a, aw, au, augh,* and *al*

1. Have your student read the words with *a, aw, au, augh,* and *al.* Then, have your student answer the first question to identify that the words have the same vowel sound. Explain that the letters*a, aw, au, augh*, and *al* stand for one vowel sound in the words.
2. Have your student answer the remaining questions to identify the spelling of the vowel sound in the words. Then, have your student name the letters in each word and say the sound each letter or group of letters stands for. Explain that the letters *a, aw, au, augh,* and *al* make one vowel sound in each word (*w-a-s-h, p-aw, s-au-c-e, c-augh-t, w-al-k*). Tell your student that the *e* at the end of the word *sauce*is silent. **IF**your student has difficulty with the words, **THEN**say the sound of each letter or group of letters in the word and have your student repeat after you. If necessary, explain that the *l*in the word *walk*is silent and review that the letters *al*stand for the same vowel sound heard in *wash, paw, sauce,* and *caught*.

Two-Syllable Words with *a, aw, au, augh,* and *al*

1. Have your student read the word with you and clap for each of the syllables in the word. Have your student look at the word. Explain that if they see a long word that they might not know, they can break the word into word parts or syllables. Point out that each syllable has one vowel sound. Then, have your student answer the question to identify that *laundry*has two vowel sounds and two syllables (*laun-dry)*.
2. Read each syllable in the word *laundry* and answer the questions to have your student identify the spelling of the vowel sound in each syllable. **IF**your student has difficulty identifying the letters that stand for the vowel sound in each syllable, **THEN**say the sound of each letter or vowel pair in the word and have your student repeat after you. Review that the letters *au*stand for the vowel sound in the first syllable and *y* stands for the long *e* vowel sound in the last syllable of *laundry*.

Introduce Spelling Words

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

#### Practice

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

* She **caught**the ball. (c**augh**t)
* I **yawn**when I am tired. (y**aw**n)
* We **walk**to the park. (w**al**k)
* I **pause** the movie to get more popcorn. (p**au**se)
* He will use a **saw** to cut the wood. (s**aw**)
* We **wash** our hands before dinner. (w**a**sh)

### Objective: In this section, you will use vowel sounds to tell how many syllables are in a word.

#### Key Words

* **syllable** – a word part with one vowel sound

#### Explain

Learning Coach Tip

Your student will use the vowel sounds in a word to determine the number of syllables, or word parts. Learning to identify and read syllables will help your student read longer words. Throughout the lesson, remind your student that each syllable has only one vowel sound even when there is more than one vowel in the syllable. Two vowels together may make one vowel sound, or there may be a vowel sound with a vowel-consonant-silent *e*.

1. Tell your student they are going to figure out how many word parts, or syllables, there are in a word by using the vowel sounds. Review that the vowels are *a, e, i, o, u,* and sometimes *y* and that two vowels together can make one sound as in *tail, coat,* and *tie*.
2. Watch the video with your student. Point out that the student and the Learning Coach identify the number of syllables in words by sounding out the words to hear and count the vowel sounds.
3. Read the introduction with your student. Explain that learning how to identify and read syllables, or the parts of a word, will help them read longer words. Point out that the vowel sounds they hear in a word will show how many syllables there are.
4. Ask your student to look at the picture of the sun, say its name, and listen to the vowel sound. Then, have your student look at the sunset picture and slowly read the word *sunset*. Work through the questions about the vowel sounds and number of syllables in *sun* and *sunset*. Point out the separation of the two syllables in *sun-set*.
5. Next, have your student look at the picture of the sailboat, say its name, and listen to the vowel sounds. Answer the questions with your student to identify the number of vowel sounds and syllables. **IF** your student has difficulty equating the vowel sounds with the syllables, **THEN** point out the two vowels together in each syllable that make one sound. Emphasize to your student to listen for the vowel sounds and not count the number of vowels they see in a word.

#### Check-In

1. Read the directions with your student. Have your student read each word, then work through the questions.
2. Check that your student is correctly identifying the number of syllables in each word. **IF** your student continues to have difficulty with vowel sounds and syllables, **THEN** say each syllable in a word and have your student repeat them after you. Say the word again and have your student count the number of vowel sounds.

#### Practice

1. Read the directions with your student and have them work through the questions. Your student may be challenged by the open syllable in *robot* and say *rob-ot*. Make sure your student says the first syllable with a long *o, ro-*, then the second syllable with a short *o, bot*.
2. In Question 4, slowly say *butterfly* a few times with your student, so they can hear that there are three vowel sounds and three syllables.

## Lesson 2: Be Creative!: Comprehension

### Objective: In this section, you will identify features of books that tell stories and books that give information.

#### Key Words

* **facts** – things that are true
* **fiction** – writing that tells stories that are not real
* **information** – tells about real people, places, or things
* **nonfiction** – writing that tells about real people and events
* **story** – tells about something that happens that may not be real

#### Explain

1. Read the opening paragraph with your student. Review the boldfaced terms. If you wish, have your student name some books you have read together that fit into each category.
2. Duplicate the chart in Explain and help your student complete it. Save the chart to refer to in Practice.
3. Look at the photograph with your student, and have them respond to the questions. **IF** your student has trouble, **THEN**scaffold with these questions.
   1. Do the animals on the cover of *The Birthday Bash* look like real animals? (no)
   2. Does the "magic tree castle" sound like a real place? (no)
4. Watch the video with your student, and read about the new terms fiction and nonfiction. Then, have your student determine whether the tiger illustration would appear in a *fiction* book or a *nonfiction* book, and explain how they know.

Set a Purpose

Help your student set a purpose for reading *The Terrible Storm*. First, link to the book and talk about the title and picture on the cover. Encourage your student to make predictions about the story based on what they see.

Before You Read: Vocabulary

1. Guide your student to use details in each sentence to infer the meaning of each vocabulary word. Have your student identify which of the words they have heard before and which are new to them. Help your student explore the words in detail. For example, for the word *mango*, scaffold with activities like these:
   1. Read the sentence with your student. Draw attention to the boldfaced vocabulary word.
   2. Ask questions such as the following:
      1. How can you tell that a mango is a kind of food? (The sentence says that it is ready to eat.)
      2. How can you tell what a mango looks like? (The sentence says that it is orange.)

* **mango:** a sweet fruit with a hard seed in the middle
* **scurried:** moved in a hurry
* **suspiciously:** in an untrusting way
* **tilted:** tipped to one side

Read

Help your student read the story, encouraging them to notice what the animals do and how they act. Point out that much of what the animals do could only happen in a story.

[The Terrible Storm](https://cite-media.pearson.com/legacy_paths/7504c934-4579-462d-babf-dd9513565a20/The%20Terrible%20Storm.pdf)

#### Explain

1. Look at the photograph with your student, and have them respond to the questions. **IF** your student has trouble, **THEN**scaffold with these questions.
   1. Do the animals on the cover of *The Terrible Storm* look like real animals? (no)
   2. What can you tell from Tiger's face? How is Tiger feeling? (confused or afraid)
2. Watch the video with your student, and read about the new terms fiction and nonfiction. Then, have your student determine whether the tiger illustration would appear in a *fiction* book or a *nonfiction* book, and explain how they know.

Set a Purpose

Help your student set a purpose for reading *The Terrible Storm*. First, link to the book and talk about the title and picture on the cover. Encourage your student to make predictions about the story based on what they see.

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* **mango:** a sweet fruit with a hard seed in the middle
* **scurried:** moved in a hurry
* **suspiciously:** in an untrusting way
* **tilted:** tipped to one side

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Help your student read the story, encouraging them to notice what the animals do and how they act. Point out that much of what the animals do could only happen in a story.

[The Terrible Storm](https://cite-media.pearson.com/legacy_paths/cf6f047e-0531-442c-bfa1-1f69805739d7/The%20Terrible%20Storm.pdf)

Check for Understanding

Ask your student to tell how many times Rabbit tricks Tiger (twice). Have your student describe both incidents. (Rabbit first talks Tiger out of eating him by convincing him that a storm is coming. Then, he talks him out of eating Monkey by telling him to throw Monkey in the air and then gulp her down.)

#### Check-In

1. Read the directions with your student, and have them mark each sentence as *true* or *false*.
2. **IF** your student needs support, **THEN** return to the information in Explain and review the differences between stories and information.

#### Practice

1. Read the directions, and give your student a copy of the completed chart from Explain.
2. Remind your student that they have looked at what the animals do and how the animals act in *The Terrible Storm.*Have your student complete the sentences by choosing *real*or *made up* and then explaining how they know.

### Objective: In this section, you will figure out how you might change your reading choices by explaining how you choose books.

#### Key Words

* **information** – tells about real people, places, or things
* **stories** – tell about something that happens that may not be real
* **topic** – who or what an information text is about

#### Explain

1. Read the opening paragraph about Luis and his reaction with your student. Look at the photograph together, and have your student respond to the question. Point out that information books often contain new vocabulary words.
2. Explain that sometimes readers feel frustrated or upset when they see many hard words in a text. Discuss the ways your student deals with difficult words in a text (for example, by sounding them out, looking at context, or asking for help).
3. Continue with the next paragraph and the bulleted list. Talk about your student’s preferences when they choose a book to read.
4. Continue with Luis’s conversation with the librarian, Ms. Castro. Then, have your student answer the question. **IF** your student needs help, **THEN** return to the dialogue and ask what Ms. Castro suggests for Luis. (She says she will find him an easier book.)
5. Finally, read the last paragraph with your student. Discuss reasons why readers should expand on the kinds of books they always read. (For example, to learn new things, to see what different kinds of books are like, and to make you more accepting of the ways different people think.)

#### Check-In

1. Read the directions, and then read each scenario and the choices that follow with your student. Have your student choose the best response for each reader.
2. **IF** your student has difficulty, **THEN** scaffold with questions like these:
   1. Why is Fen bored? (She always reads the same thing.)
   2. How could Fen solve that problem? (Read something new.)
   3. Why doesn’t Clay read information texts? (He thinks they are hard.)
   4. How could Clay solve that problem? (Read easier texts.)

#### Practice

1. Help your student read the bulleted questions and discuss their responses.
2. Read the directions, and have your student talk to you about making a change in reading selections.
3. Have your student complete the sentence with a suggestion about a way to change or expand their reading choices.

### Objective: In this section, you will use clues in a sentence to choose which meaning of a word is correct.

#### Explain

1. Explain to your student that some words are new to them, or the words have more than one meaning. Read the information in the chart with your student. Guide them to see the two meanings of the word *ring*.
2. Then, ask your student what the word *hard* means. Prompt them to consider that it has two meanings: It can mean *not soft* or it can mean *difficult*. Then, tell your student that they can find which meaning is correct by using clues in a sentence. Read and discuss the steps in determining which of two word meanings is correct.
3. Write this sentence on an index card: *The math problem was hard*. Ask your student which meaning is correct here. A math problem cannot be soft or hard, so the word must mean *difficult* here.
4. Read aloud the two meanings of *bat*. Ask your student to give an example of a time when they might encounter each kind of bat.
5. Read the example sentence with your student. Ask them to point to the word in bold and tell what it is. Remind them that this word has more than one meaning. Then, discuss how they could figure out which of the two meanings is used in the example sentence. Read the next paragraph and discuss how the phrase *hit the ball* gives a clue about the meaning of *bat* in the sentence. This is an example of a word relationship that helps you understand the unknown word. *Bat* and *ball*go together.
6. Have your student examine each image and determine which shows the correct meaning of *bat* in the sentence. Then, have them tell you the meaning and explain how they were able to determine it.
7. **IF** your student struggles, **THEN** read the example sentence with them again, word by word. For each word, ask this question: Does this word tell you more about the meaning of *bat?*
8. If your student still struggles understanding a new word suggest an antonym or synonym to help. For example, *ring* might be understood if another word is offered like chime, ding, or clang.

#### Check-In

1. Read the directions with your student. Make sure they understand that there is a word below each image, and that it is a word with more than one meaning or even an unknown word. They will use the image to choose the correct meaning of the word from the two answer choices.
2. Read the first item with your student. Have them say the word below the picture and explain how it describes what the picture shows. Then, read each answer choice with your student and have them choose the answer that best states the meaning shown in the picture. **IF** your student answers incorrectly, **THEN** reexamine the image with them. Have them complete this frame with the answer they chose: I see a picture of a . Help them understand why the sentence doesn’t make sense as they’ve completed it.
3. If the picture does not help, remind your student that they may see other words in the sentence that can help.  Give an example, such as: A tree has leaves, roots, and \_\_\_\_. *Bark* must be a part of the tree.
4. You may also want to give your student other examples of something more familiar that can relate to the unknown word. "Remember the rocking chair and how it moved?"
5. Continue with the second activity, allowing your student to work independently as able. Review their work with them and provide any needed feedback.

#### Practice

1. Read the directions with your student. Explain that they will use clues to choose the correct meaning of the words in each activity.
2. Read the first item together. Discuss different meanings of the word *seal*. Ask your student to find another word in the sentence that can help them understand the correct meaning of *seal* and point out the word to you. Then, have them choose which answer choice best describes the meaning indicated by the clue word.
3. Continue with the second and third activities. Provide support as needed for helping your student find the clues in each sentence.
4. Review their work with them when they have finished, making sure they can identify the clue words in each sentence.

### Objective: In this section, you will write capital and lowercase **Pp**, **Ss**, and **Mm**.

#### Explain

Quick Review

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

How to Write Capital P and Lowercase p

1. Watch the videos with your student to review how to form capital *P* and lowercase *p*. Point out that capital *P*looks a lot like lowercase *p*, but lowercase *p*starts at the middle line and extends below the bottom line. 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. Together, read the steps about how to form capital *P* and lowercase *p*.

How to Write Capital S and Lowercase s

1. Watch the videos with your student to review how to form capital *S* and lowercase *s*. Point out that lowercase *s* is a smaller version of capital *S*. Capital *S* starts at the top line, and lowercase *s* starts at the middle line.
2. Read the steps together on how to form capital *S* and lowercase s.

How to Write Capital M and Lowercase m

1. Watch the videos with your student to review how to form capital *M* and lowercase *m*. Point out that capital *M* is formed with straight and slanted lines, while lowercase *m* includes straight and curved lines. Have your student follow along and write both letters in the air.
2. Together, read the steps about how to form capital *M* and lowercase *m*.

#### Check-In

Learning Coach Tip

Sometimes your student may tense up their hands and fingers when writing. Doing this can result in sore fingers and poorly written letters. If your student’s fingers get tired quickly, encourage them to take breaks to shake out their hands and wiggle their fingers.

1. Print the [*Pp*, *Ss*, *Mm* handwriting worksheet](https://cite-media.pearson.com/legacy_paths/cf303c0b-9faa-48c2-9467-ee830ec6e29a/Capital%20and%20Lowercase%20Pp%2C%20Ss%2C%20and%20Mm.pdf). If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced. Then, read the directions with your student.
2. Discuss the letter models that are on the worksheet. Review the steps to forming each letter as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF**you notice that your student is having difficulty forming any of the letters, **THEN**discuss the differences in the letter forms. Remind your student that the capital letters are formed between the top and bottom lines. Also, remind them that lowercase *s* and *m* are formed in the space between the middle and bottom lines, while lowercase *p* 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 with your student to explain what they should write on each row. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF**your student has difficulty orienting *Ss*correctly, **THEN**discuss the difference between right and left, and remind your student that *Ss* begins with a curve up and to the left.

### Objective: In this section, you will read words with **a, aw, au, augh,** and **al,** and the words **answer, brought, busy, door, enough,** and **eyes**.

#### Warm-Up

Remind your student of the vowel sound spelled *a, aw, au, augh,* and *al*. Say the words *caught* and *talk* and have your student repeat them.

* Tell your student to listen as you say a pair of words.
* Say each sound in each word slowly.
* Have your student repeat the pair of words.
* Have your student tell which word has the same vowel sound heard in *caught* and *talk*.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **watch-witch**  (watch) | **drew-draw**  (draw) | **hunt-haunt**  (haunt) | **lawn-lane**  (lawn) |
| **stalk-stake**  (stalk) | **cause-case**  (cause) | **clay-claw**  (claw) | **taught-tote**  (taught) |

#### Explain

Read Words with *a, aw, au, augh,* and *al*

1. Use the first word to review how to read words with the vowel sound spelled *a*.
   1. Read the first word.
   2. Name the letter that stands for the vowel sound.
   3. Say the vowel sound.
   4. Read the word again, and have your student repeat after you.
2. Continue using the same procedure to review the vowel sounds spelled *aw, au, augh,* and *al*. Remind your student that the letters *a, aw, au, augh,* and *al* stand for one vowel sound in the words.

Read High-Frequency Words

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

High-Frequency Words Routine

1. Look at the word.
2. Say the word.
3. Spell the word.
4. Write the word.

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

**Learning Coach Tip**

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

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the letters that stand for the vowel sound in each spelling word. Then, have your student sort the words by the number of sounds heard in each word.

|  |  |
| --- | --- |
| *2 sounds* | *3 sounds* |
| saw | wash  yawn  pause  caught  walk |

#### Check-In

1. Use the sentences to confirm that your student can read the words *answer, brought, busy, door, enough,*and *eyes*. **IF** your student has difficulty reading a high-frequency word, **THEN** review by using the high-frequency word routine introduced in Explain.
2. Also pay attention to how your student reads the words *talk, slaw, laundry, auto, hawk,* and *water* to confirm that your student can read words with *aw, au, augh,* and *al* correctly. Remind your student that the letters a, *aw, au, augh,* and *al* spell one vowel sound in a word.

#### Practice

1. Have your student read “Dawn and the Fox” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with *a, aw, au, augh,*and *al*.
2. Print “Dawn and the Fox” Have your student reread the text silently. Then, have your student follow the directions to hunt for the high-frequency words *answer, brought, busy, door, enough,* and *eyes* and words with *a, aw, au, augh,* and *al*.

[Dawn and the Fox](https://cite-media.pearson.com/legacy_paths/5051853e-4f55-4d4c-95a6-268d1196d652/Dawn%20and%20the%20Fox.pdf)

## Lesson 3: Be Creative!: Speak/Listen

### Objective: In this section, you will ask questions to identify kinds of stories.

#### Key Words

* **fairy tale** – a children’s story about magical and made-up beings and places
* **folktale** – an old story that is handed down
* **myth** – a story that tells about a belief of a group of people

#### Explain

1. Read the opening paragraph with your student. Remind your student that they ask questions to learn about stories. They may also ask questions to learn what kind of story they are reading.
2. Read the flipbook with your student. Have your student identify questions on pages 3, 4, and 5. Explain that answers to each of the questions guides a reader to know more about the kind of story being read.
3. Review the three kinds of stories with your student, making sure they know that all three are old stories (folktales) from different cultures around the world. The major differences include the kinds of characters and the focus of the tale. Folktales may teach lessons or just show characters behaving in funny or silly ways. Fairy tales feature magical places and events. Myths were often devised to explain natural events that were poorly understood at the time.
4. Watch the video with your student. In the video, the student learns about a fourth kind of story, a fable. Your student will look at fables in depth on Day 4.

#### Check-In

1. Read the directions with your student. Have your student connect each question with the type of story it matches.
2. **IF** your student has trouble with the activity, **THEN** return to Explain and review the three types of stories in the bulleted list.

#### Practice

1. Make sure your student can access *The Terrible Storm*. Have them respond to each question with **yes** or **no**.
2. Ask your student to use those responses to write the kind of story *The Terrible Storm* represents. If necessary, write the three types of stories on a whiteboard: folktale, fairy tale, myth. Encourage your student to explain how they know the story is a folktale. (The characters are funny animals, but the story does not include magic or tell how something was created.)

[The Terrible Storm](https://cite-media.pearson.com/legacy_paths/cf6f047e-0531-442c-bfa1-1f69805739d7/The%20Terrible%20Storm.pdf)

### Objective: In this section, you will solve riddles about different kinds of stories and characters.

#### Key Words

* **fairy tales** – children’s stories about magical and made-up beings and places
* **folktales** – old stories that are handed down
* **myths** – stories that tell about the beliefs of a group of people

#### Explain

1. Read the opening paragraph and look at the photograph with your student. Explain that a riddle is a sort of word puzzle that asks a question. Point out how Jayla’s answer fits the riddle: A bat sleeps in the day. It flies at night. It has no feathers.
2. Continue with the next paragraph, focusing on the definitions of the boldfaced terms. Review Jayla’s chart and explain that it is a good way for her to remember the features of each kind of story.
3. Read aloud Jayla’s first riddle:
4. Have your student use Jayla’s chart to tell which kind of story Jayla’s riddle is about. Point out how the answer fits the riddle: A myth can have gods, and it can tell how something was created.

I tell about the god Thor.

I tell how thunder was created.

What am I?

#### Check-In

1. Read the directions with your student. Then, help you child read each riddle. Have your student decide which of the choices is correct for each riddle.
2. Make sure your student knows the characteristics of each kind of story.
3. **IF** your student has trouble selecting the correct story type, **THEN** return to the chart and definitions in Explain and read the riddles a second time.

#### Practice

1. Return to *The Terrible Storm* and review the characters in the story before your student starts this activity.
2. Read Jayla’s riddle with your student and have them solve the riddle based on what they know about the characters in the story. Point out how their answer fits the riddle: Rabbit has long ears and can trick a tiger.
3. Review the five steps for writing a riddle about a character in *The Terrible Storm*. Then, have your student select a character independently and complete the sentences to write their own creative riddle.
4. Ask your student to share the riddle by reading it aloud to you and having you solve it based on their clues. Encourage them to speak clearly and loudly so that you can understand their clues.

[The Terrible Storm](https://cite-media.pearson.com/legacy_paths/cf6f047e-0531-442c-bfa1-1f69805739d7/The%20Terrible%20Storm.pdf)

### Objective: In this section, you will use clues in a sentence to tell what a word means.

#### Explain

Learning Coach Tip

This lesson continues the exploration of using sentence clues to define unknown words. Your student can bring their own knowledge to infer the meaning based on clues. For example, if you say, *Listen* *to the* *music*, and your student does not know what the word *listen* means, they can infer that *music* is something to hear, so *listen* must mean *to* *hear*.

1. Review what your student has learned so far about how to use clues in a sentence to find the meaning of a word they don’t know or to tell which meaning is correct when a word has more than one meaning. Write these words on an index card, and have your student say which ones mean more than one thing: *bat, eat, fly, sit.* (*bat, fly*)
2. Read the opening text with your student and review the steps in using sentence clues to find the meaning of a word. Discuss how the steps help readers know what to do when they come across a word they don’t know and why careful readers make sure to stop and figure out the meaning of a word when they are unsure about it.
3. Read the example sentence with your student. Have them point to the word *fawn*, and explain that some readers may not know what this word means. Ask your student to tell you what those readers should do (follow the steps and look for sentence clues).
4. Reread the sentence word by word, discussing how each word might give a clue about the meaning of the word *fawn*. Then, guide your student through the first activity item and have them respond orally. **IF** your student has difficulty, **THEN** review the meanings of *mother* and the phrase *takes* *care* *of*.
5. Guide your student to put the clues together and use them to define the word *fawn*. Then, discuss how your student will remember to look for sentence clues when they need to define a word they’re unsure of.

#### Check-In

1. Read the directions with your student, making sure they understand the interactive elements. Explain that they will match a sentence with the meaning of a word within the sentence.
2. Complete the first activity with your student. Help them look for clues that tell the meaning of each word in bold. Ask questions to help them interpret clue words, such as: How would horses get across a field? Where is a room where you would eat a meal?
3. **IF**your student struggles, **THEN**remind them to look for clues in each sentence. You can also have them read each definition in the second column and decide which makes the most sense with each sentence.
4. Continue with the second item. If your student is able, have them work independently.

#### Practice

1. Read the directions together. Explain that your student will use sentence clues to tell what the words in bold mean.
2. Do the first item together. Ask your student if they know what *nail*means. If they don’t, work with them to use clues in the sentence (such as *hang the picture*) to find what the word means.
3. As needed, provide frames to help your student structure their response, such as: A nail . A stain is a(n) .
4. When your student has completed the activity, review their responses and provide any needed feedback.

### Objective: In this section, you will blend sounds in words with **a, aw, au, augh,** and **al**.

#### Warm-Up

Have your student blend sounds to say words with *a, aw, au, augh,* and *al* using the following routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **watch**  (4 sounds) | **saw**  (2 sounds) | **author**  (3 sounds) | **naughty**  (4 sounds) |
| **chalk**  (3 sounds) | **lawn**  (3 sounds) | **thaw**  (2 sounds) | **because**  (5 sounds) |

#### Explain

Blend Words with *a* and *aw*

1. Explain that the letter *a* stands for the vowel sound in many words. Use letter tiles to form the word *water*. Space the syllables *wa* and *ter*. Move the letter tiles that form syllables together as you blend the sounds.
   1. Say the word.
   2. Say the sounds the first syllable makes.
   3. Add the sounds for the last syllable and blend.
   4. Say the word.





Use the following routine.

1. Follow this procedure for saying the sounds in words with the vowel sound spelled *aw*. Remind your student that the letters *aw* spell one vowel sound in the word.
   1. Say the word.
   2. Say the sound the first letter makes.
   3. Say the sound the next letter makes and blend the sounds.
   4. Add the sound the letter aw makes and blend the sounds.
   5. Say the word.

Blend Words with *au, augh,* and *al*

1. Explain that the vowel sound of *a* and *aw* as in *water* and *claw* can also be spelled with the letters *au, augh,* and *al*. Use letter tiles to form the word *cause*. Space the letters, making sure *a* and *u* are together. Move the letter tiles together as you blend the sounds.
   1. Say the word.
   2. Say the sound the first letter makes.
   3. Add the sound the letters au make and blend the sounds.
   4. Add the sound for the last letters and blend. Say the word.
2. Continue by following the same procedure for saying the words with the vowel sound spelled *augh* and *al*. **IF** your student has difficulty blending the sounds to say the word, **THEN** repeat the routine with words from the Warm-Up.







Use the following routine.

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.

Blend Words with a, aw, au, augh, and al

Blend Words with au, augh, and al

Say the word that has a vowel sound spelled **au**.



Say the word slowly. Blend the sounds of the letters and the vowel sound spelled **au**.



Say the word again.



Now, say this word with the vowel sound spelled **augh**.



Say the word slowly. Blend the sounds of the letters and the vowel sound spelled **augh**.



Say the word again.



Say the word that has a vowel sound spelled **al**.



Say the word slowly. Blend the sounds of the letters and the vowel sound spelled **al**.



Say the word again.



#### Check-In

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

1. Say the word.
2. Say the sound the first letter or letters makes.
3. Say the sound the letters *a, aw, au, augh,* and *al* make and blend the sounds.
4. Add the sound for the last letter or letters, if appropriate, and blend.
5. Say the word.

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

#### Practice

1. Listen as your student reads “Dawn and the Fox” aloud. **IF** your student struggles to blend the sounds in words with *a, aw, au, augh,* and *al*, **THEN** use the letter tiles to blend the sounds the letters make. Remind your student that the letters *a, aw, au, augh,* and *al* spell the vowel sound in the words.
2. Also, check for the correct pronunciation of the week’s high-frequency words answer, brought, busy, door, enough, and eyes.

[Dawn and the Fox](https://cite-media.pearson.com/legacy_paths/5051853e-4f55-4d4c-95a6-268d1196d652/Dawn%20and%20the%20Fox.pdf)

### Objective: In this section, you will write capital and lowercase **Hh, Kk**, and **Rr**.

#### Explain

Quick Review

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

1. Read the introduction and review the images of the capital and lowercase letters *Hh, Kk*, and *Rr*. Point out that the capital *K* and the lowercase *k* have a similar shape, but lowercase *k* has slanted lines that stay below the middle line, while capital *K* has slanted lines that reach the top and bottom lines.
2. Point out that the capital and lowercase forms of *Hh* and *Rr* are different: lowercase *h* includes a curved line and lowercase *r* stays below the middle line.

How to Write Capital H and Lowercase h

1. Watch the videos with your student to review how to form capital *H* and lowercase *h*. Point out that capital *H* uses only straight lines, while lowercase *h* has a curved line. 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. Together, read the steps about how to form capital *H* and lowercase *h*.

How to Write Capital K and Lowercase k

1. Watch the videos with your student to review how to form capital *K* and lowercase *k*. Point out that lowercase *k* is similar to capital *K*. They both start with a straight line down from the top line to the bottom line, but lowercase *k* has slanted lines that stay below the middle line, while capital *K* has a slanted line that extends to the top line.
2. Together, read the steps on how to form capital *K* and lowercase *k*.

How to Write Capital R and Lowercase r

1. Watch the videos with your student to review how to form capital *R* and lowercase *r*. Point out that capital *R* looks different from lowercase *r*. Have your student follow along and write both letters in the air.
2. Together, read the steps about how to form capital *R* and lowercase *r*.

Write Hh, Kk, and Rr

#### Check-In

Learning Coach Tip

Your student may have difficulty forming their letters properly if their paper slides around. Encourage your student to use their non-dominant hand to steady the paper while the other hand holds the pencil.

1. Print the *[Hh, Kk, Rr](https://cite-media.pearson.com/legacy_paths/b36e9eec-9c1b-4c9d-b853-0859368edc5e/Write%20Hh%2C%20Kk%2C%20and%20Rr.pdf)*[handwriting worksheet](https://cite-media.pearson.com/legacy_paths/b36e9eec-9c1b-4c9d-b853-0859368edc5e/Write%20Hh%2C%20Kk%2C%20and%20Rr.pdf). If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced. Then, read the directions with your student.
2. Discuss the letter models that are on the worksheet. Review the steps to forming each letter as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student has difficulty forming lowercase *k*, **THEN** remind them that the slanted line connects to the straight line halfway between the middle line and the bottom line. Encourage your student to use their finger to mark the point where the slanted line should meet the straight line before they draw the slanted 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 with your student to explain what they should write on each row. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty forming any of the letters, **THEN** go back and watch the videos again.

## Lesson 4: Be Creative!: Fluency

### Objective: In this section, you will recognize features of fables and nursery rhymes.

#### Key Words

* **fable** – a short story that teaches a lesson
* **moral** – a lesson about right or wrong taught in a fable
* **nursery rhyme** – a simple old song or poem for children
* **rhyme** – sound the same

#### Explain

A Note to the Learning Coach

The Leveled Reader for this unit is a play based on a fable. The play uses themes from the fable but is not a precise retelling. A more classic version of the source fable is in this lesson. Once your student has read the retelling here, they should recognize the moral in the play as well.

1. Read the opening paragraph and the introduction to fables with your student, focusing on the boldfaced terms. Then, help your student to read the short fable that follows and answer the question. Explain that the moral of a fable is often written as a sentence after the story.
2. Read the introduction to nursery rhymes with your student. Discuss any experience your student might have in memorizing or reciting nursery rhymes. Then, read the nursery rhyme together. Point out that the singsong rhythm of nursery rhymes makes them easy to learn.
3. Have your student find the word that rhymes with *wool*, explaining that rhyme is about sound, and not all rhyming words have spellings that look the same.
4. Watch the video with your student. Have your student watch for special features of the nursery rhyme, including its song version; its rhymes; and its simple, singsong rhythm.
5. Introduce the Leveled Reader, *The Tortoise and the Hare*, and read it aloud with your student. If you prefer, allow your student to complete Check-In and Practice before reading the play.

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.

[The Tortoise and the Hare (A)](https://cite-media.pearson.com/legacy_paths/edd8770d-eec7-4b25-b7bc-07669dce8cb8/The%20Tortoise%20and%20the%20Hare%28A%29.pdf)

[The Tortoise and the Hare](https://cite-media.pearson.com/legacy_paths/aad2b712-d93b-405c-9d22-cba775c6c0d2/The%20Tortoise%20and%20the%20Hare.pdf)

[The Tortoise and the Hare (B)](https://cite-media.pearson.com/legacy_paths/a839892b-872d-4761-882f-188854f44081/The%20Tortoise%20and%20the%20Hare%28B%29.pdf)

#### Check-In

1. Read the directions with your student. Then, ask your student to respond to each statement by writing or saying *fable* or *nursery rhyme*.
2. **IF** your student struggles with the format of the questions, **THEN** restate them as follows:

#### Practice

1. Help your student to read “The Dog in the Pond.” Make sure to explain the words *greedy* and *reflection* before you begin.
   * greedy – wanting something more than you already have
   * reflection – a picture of yourself, like looking in a mirror
2. Then, have them answer the questions by completing the sentences after the story.
3. Encourage your student to provide all the reasons they can think of to label the story a fable rather than a nursery rhyme. They may use negative statements (“It does not rhyme”) as well as positive statements (“It ends with a moral.”)

### Objective: In this section, you will record yourself reading aloud at a good rate of speed.

#### Key Words

* **fable** – a short story that teaches a lesson

#### Explain

A Note about This Lesson

For Check-In and Practice, you will need a recording device that can easily be played back. You may wish to use a digital recorder, a computer program, or even an app on a mobile device. Practice working with it so you can be ready for the activities.

1. Remind your student about the story of the hare and the tortoise. Read the first paragraph with your student. Explain that reading aloud requires reading at a good rate. If your student reads too fast, they might skip words. If your student reads too slowly, they might lose the attention of their audience. They should read at a rate that allows them to keep a listener’s attention without making errors.
2. Continue with the next paragraph and discuss why it is useful to improve your reading rate. (to read more comfortably and keep your listener’s attention)
3. Look at the photograph together and read about Niko. Explain that after recording herself reading aloud, she listened to see whether her rate was reasonable. Tell your student that they will have a chance to record their own reading and listen to it to make improvements.

#### Check-In

Ask your student to choose one character from the three character cast list in *The Tortoise and the Hare*.

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.

[The Tortoise and the Hare (A)](https://cite-media.pearson.com/legacy_paths/edd8770d-eec7-4b25-b7bc-07669dce8cb8/The%20Tortoise%20and%20the%20Hare%28A%29.pdf)

[The Tortoise and the Hare](https://cite-media.pearson.com/legacy_paths/aad2b712-d93b-405c-9d22-cba775c6c0d2/The%20Tortoise%20and%20the%20Hare.pdf)

[The Tortoise and the Hare (B)](https://cite-media.pearson.com/legacy_paths/a839892b-872d-4761-882f-188854f44081/The%20Tortoise%20and%20the%20Hare%28B%29.pdf)

1. Ask your student to scan the play to find that character’s first words. Have your student read the words silently. Then, have them read aloud while you record.
2. **IF** your student has trouble reading the character’s words without errors, **THEN** read together, sounding out any difficult parts. Then, record your student reading independently.
3. Play the recording and have your student read each sentence in Check-In and choose the word that describes their reading.
4. Record the same reading again and play it back. Have your student assess their fluency by choosing one of the three descriptions in the sentence in Check-In.

#### Practice

A Note to the Learning Coach

There are several ways to approach this activity. If another person is available, you might rehearse the play as a three character group before recording it. If not, you may read two parts while your student reads one. If time is an issue, you may choose a short section of the play to focus on for your recording. Make a decision about your approach before introducing the activity to your student.

1. Read the directions and numbered steps with your student. Choose roles and get ready to read, making sure that your student can access the play.
2. Practice reading the play or a section of the play aloud. Review any difficult words and remind your student to aim for a reasonable rate of speed as they read aloud.
3. Record the play or section. Then, listen to the recording together and discuss what you hear. Encourage your student to assess their own oral reading and to make suggestions about how to improve it.
4. Finally, have your student tell how making a recording can help them improve their reading aloud (fluency). Help them use their own words to complete the sentence in Practice.

### Objective: In this section, you will identify your favorite kind of text, giving reasons for your choice.

#### Show What You Know

1. Read the introductory paragraph with your student and look at the table of genres together. Remind your student that they have studied other kinds of texts. This section will deal only with the four kinds of texts in the table.
2. Read the bulleted list with your student. Explain that readers change their minds about the kinds of texts they like best. Sometimes, your student might find an author they like and read all of that author's work, no matter what kind of text it is. Sometimes, your student might read a book outside of their usual comfort zone and realize they like that kind of text a lot. It is fine for readers to change their minds about reading preferences!
3. Read Tiana's description of the type of text she likes best and ask your student to respond to the questions. **IF** your student has trouble, **THEN** return to the table of text types and help your student compare the descriptions there to Tiana's descriptions.

Assess how successful your student was in completing the activity by considering the following:

* **Very Successful** — My student successfully identified and described the text Tiana meant.
* **Moderately Successful** — My student identified and described the text Tiana meant but needed some help.
* **Less Successful** — My student eventually identified the text Tiana meant but needed a lot of support to describe it.

#### 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.

* **Very Successful** — Have your student use the graphic organizer to list a text type and explain their preference for it.
* **Moderately Successful** — Encourage your student to describe each of the text types in the word box, using the table in Show What You Know if needed. Then, assign the graphic organizer.
* **Less Successful** — Review the table of text types. Have your student respond to the four bulleted questions before choosing a favorite text type.

1. Read the directions and the four text types in the box. Distribute the graphic organizer and discuss the instructions: Your student is to write the name of one kind of text in the center and write reasons for liking that kind of text in the surrounding boxes.
2. Remind your student to choose only one of the four text types shown. They should write three or four reasons for liking that kind of text.
3. After your student completes the written task, hold a conversation about their choices. Make sure their reasons correspond to descriptions of the text type rather than being vague statements about books in general. (For example, "I like stories that teach a lesson" is better than "I like stories from the library.")
4. Conclude the lesson by having your student assess their work. Guide your student to choose the sentence that best describes their work.

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

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/f7e57966-2a93-425e-a338-468aad4e4283/Suggested%20Reading%20Lists%20K%E2%80%932.pdf)

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

Simultaneous Oral Reading

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

Repeated Readings

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

Partner Reading

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

#### Try This

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

### Objective: In this section, you will build words with **a, aw, au, augh,** and **al**.

#### Warm-Up

Begin by having your student identify the number of sounds in a word with *a, aw, au, augh,* and *al*. Have your student blend the sounds. Use the following routine:

* Stretch a word by saying each sound in the word. (­*p*-*aw*)
* Ask your student to say the word. (*paw*)
* Ask your student to identify the vowel sound of the word (the sound the letters *aw* stand for).

Use the following words:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| talk | yawn | launch | taught | walk |

#### Explain

Gather the following letter tiles: *a, c, g, h, k, l, n, p, t (2), u, w.* Use the letter tiles to model with your student how to build words with *a, aw, au, augh,* and *al.* If necessary, remind your student that the letters *a, aw, au, augh,* or *al* spell one vowel sound in the words.

#### Check-In

1. Gather the following letter tiles: *a, c, d, h, k, l, n, r, s, t, w.*
2. Read each set of directions to your student. Observe your student build the words with *al* and *aw*. Have your student identify the vowel sound of 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

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

## Lesson 5: Be Creative!: Synthesize

### Objective: In this section, you will predict what you will read based on knowledge of different kinds of texts.

#### Key Words

* **predict** – to use clues to guess what will happen next
* **prediction** – a guess about what will happen based on clues

#### Explain

1. Read the opening sentence and review the features of texts in the table.
2. Continue with the next paragraph. Explain that reading often means making guesses about what might happen next or what sorts of characters and events might appear. Help your student understand that knowing the kind of text they are reading can help them make predictions.
3. Watch the video with your student. Explain that once a reader has made a prediction, they can read ahead to see whether that prediction was correct. Then, they can change the prediction if necessary, based on what they read.

#### Check-In

1. Read the directions with your student. Then, ask your student to respond to each question by choosing A, B, or C.
2. **IF** your student chooses incorrectly, **THEN** return to the table in Explain and review the features of different text types.

#### Practice

1. Tell your student that you will read a text together in three steps. In step 1, you will predict what you might see. In step 2, you will check your prediction. In step 3, you will finish the story and tell how your prediction was correct or changed.
2. Begin by having your student make a prediction based on the title and genre of the story. Save this prediction to refer to as you read.
3. Continue with the beginning of the Bulgarian folktale. Have your student consider their original prediction and make changes based on their reading if necessary.
4. Finish reading the story together. Discuss whether the original prediction needed to be changed and why. Your student may suggest that the story teaches a lesson, even though it is not expressed in a moral, or they may have expected animal characters but changed their prediction to human characters after reading a bit of the tale.

### Objective: In this section, you will revise predictions about real events.

#### Key Words

* **predict** – to use clues to guess what will happen next
* **prediction** – a guess about what will happen based on clues

#### Explain

1. Read the opening paragraph and review the definition of *predict.* Discuss how looking out the window is one way to predict the weather. Have your student test this by looking outside and making a prediction about the morning or afternoon to come.
2. Look at the second photograph with your student and talk about how the family feels. (For example, they may be disappointed or surprised.) Read Camila’s statement and discuss how she changes her prediction based on what she sees.
3. End by reading the final paragraph aloud. Point out that Camila does not get upset when her prediction is incorrect. She makes a new prediction based on the change in clues.

#### Check-In

1. Read the directions with your student. Then, look at the first photograph together and have your student predict how the tomatoes might be used.
2. Look at the second photograph together, pointing out that some of the tomatoes have been used for a particular purpose. Have your student use the revised clues to make a new prediction about how the tomatoes will be used.
3. **IF** your student has trouble revising their prediction, **THEN** scaffold with questions like these:
   1. Was your first prediction correct? Why or why not?
   2. What does the second photograph tell you about the tomatoes? (They were made into soup.)
   3. How does your prediction need to change?

#### Practice

1. Read the directions with your student. Have your student share some of the ways they predict what a book will be about. (by reading the title, looking at the pictures, or reading the first page)
2. Read the directions in Activity 1 and have your student make a prediction based on the book’s title. Save the prediction to look at again after Activity 2.
3. Move to Activity 2 and have your student look at the illustration and make a decision about how and whether to change their original prediction. Remind them that as they get more information, they may need to revise their thinking.
4. Discuss why your student’s prediction changed. Ask them to explain what new clues led them to change their mind.

### Objective: In this section, you will build words with **a**, **aw**, **au**, **augh**, and **al** while blending sounds.

#### Warm Up

Have your student say single-syllable words with *a*, *aw*, *au*, *augh*, and *al* 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:

|  |  |  |
| --- | --- | --- |
| **wash**  (3 sounds) | **raw**  (2 sounds) | **haul**  (3 sounds) |
| **caught**  (3 sounds) | **chalk**  (3 sounds) | **hawk**  (3 sounds) |

#### Explain

Quick Review

Review that the letters *a*, *aw*, *au*, *augh*, and *al* can stand for the vowel sound in words, as in *wash*, *raw*, *haul*, *caught*, and *chalk*. Remind your student that the letters *a*, *aw*, *au*, *augh*, and *al* make one vowel sound in a word. Some other example words are *watch*, *dawn*, *launch*, *naughty*, and *walk*. You may want to use letter tiles to provide an example, such as *paw*.



1. Read the introduction and the words with your student. Note whether your student is saying the words with the vowel sound spelled *aw*—*paw*, *flaw*, *claw*, and *thaw*—correctly. Then, have your student answer each question about the words.
2. Explain that one way to build words is to keep the ending letters the same and change the letter or letters at the beginning of the word. Read the words with your student and discuss that each word ends with the letters *aw*. Discuss that the consonant or consonants at the beginning of each word are different. Remind your student that the letters *a*, *aw*, *au*, *augh*, and *al* spell one vowel sound in words*.* Then, have your student say each word that ends with the letters -*alk*, *-ault*, and *-aught*. **IF** your student does not blend the sounds correctly, **THEN** have your student use letter tiles to spell each word. Position the letter tiles close together to remind your student to say the sounds of the letters together.

#### Check-In

1. Gather the following letter tiles: *a*, *d*, *f*, *n*, *w*, *y*.
2. Read each set of directions with your student. Observe as your student builds the words with the vowel sound spelled *aw*. Have your student identify the letters that spell the vowel sound in each new word formed. Remind your student that each word they build ends with the letters *awn*. The only letter that changes as your student builds a new word is the beginning consonant. **IF** your student is not blending the sounds of the letters together when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

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

|  |  |  |
| --- | --- | --- |
| **• walk** | We **walk**through the store. | **walk** |
| **• pause** | I **pause** to tie my shoes. | **pause** |
| **• wash** | Will you **wash** the dishes? | **wash** |
| **• yawn** | They **yawn**as they go to bed. | **yawn** |
| **• saw** | The worker used a large **saw**to cut the tree. | **saw** |
| **• caught** | She **caught** a big fish. | **caught** |

Have your student continue to practice reading the high-frequency words. If your student has written each high-frequency word on an index card, have them review the words from this unit and high-frequency words studied previously.

### Review

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

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

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

### Reflect

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