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# Language Arts 2 B Unit 11: We All Have Feelings

## Lesson 1: We All Have Feelings: Genre

### We All Have Feelings: Introduction

#### Learning Goals

In this unit, your student will be learning about feelings and how having strong feelings is perfectly normal. There are 17 learning goals for this unit:

1. Identify whether a read-aloud text tells a story or gives information.
2. Capitalize holidays when writing.
3. Identify two and three-syllable words containing combined syllable types (closed, open, vowel teams, vowel-*r*, and Cve syllables).
4. Read grade-level text with understanding.
5. Identify similes in texts.
6. Capitalize product names when writing.
7. Write uppercase and lowercase *Pp, Ss,* and *Mm*.
8. Read two- and three-syllable words containing combined syllable types.
9. Identify metaphors in texts.
10. Capitalize geographic names when writing.
11. Blend two- and three-syllable words containing combined syllable types.
12. Write uppercase and lowercase *Hh, Kk,* and *Rr*.
13. Identify how words and phrases communicate feelings in a literary text.
14. Build two- and three-syllable words containing combined syllable types.
15. With support, read a book of choice.
16. Identify how words and phrases appeal to the senses in a literary text.
17. Decode two- and three-syllable words containing combined syllable types.

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.

1. We All Have Feelings: Genre Quick Check
2. We All Have Feelings: Comprehension Quick Check
3. We All Have Feelings: Speak/Listen Quick Check
4. We All Have Feelings: Fluency Quick Check
5. We All Have Feelings: Synthesize Quick Check

#### Spark

1. Read the title and the first two paragraphs with your student. Ask your student why speaking in front of people could be either an exciting or nervous feeling. Encourage them to think about a time when they had a different feeling from someone else in the same situation. Then, explain how having strong feelings is both normal and natural.
2. Read the different scenarios on the slide with your student. **IF** your student needs help understanding how the person was feeling and why, **THEN** reread and help your student identify the feelings named in the text (proud, left out, sad, embarrassed) and the reasons why they felt that way.
3. Read the questions with your student. **IF** your student cannot provide answers, **THEN** have them use the names of characters in each question as a clue to reread the correct scenario. Then, have them locate the answers.

#### Activate Prior Knowledge

1. Read the first paragraph with your student. **IF** your student is not sure how to identify their feelings, **THEN** suggest they stop and ask themselves questions in any given situation: How do I feel about this? Why? Then, brainstorm examples of feelings, such as angry, curious, calm, happy, afraid, disgusted, excited, lonely, grateful, and so on.
2. Read the activity with your student and confirm that they understand what to do. Have your student write their sentences in their notebook. **IF** your student has trouble writing the sentences, **THEN** provide sentence frames: I felt  when . I felt  because . Encourage your student to tell you about their ideas.
3. Read each bulleted item and have your student tell about topics they have learned about and which ones are new to them.

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

#### Key Words

* **events** – things that happen in a story
* **facts** – things that are true
* **informational text** – a text that tells about real people, places, or things
* **story** – a text that tells about something that happens that may not be real

#### Decoding Routine

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

[We All Have Feelings\_Genre Syllable review and ild.old.ind.olt.ost](https://cite-media.pearson.com/legacy_paths/78791edc-a1bc-4cbe-be9a-3317114c0fac/We%20All%20Have%20Feelings_Genre%20Syllable%20review%20and%20ild.old.ind.olt.ost.pptx)

#### Explain

1. Read the introduction with your student and review the meaning of each boldfaced term. Explain that even when stories seem real, they are products of an author’s imagination.
2. Help your student read the first text and discuss how they know it gives information. Point out that each sentence gives a fact about beans.
3. Have your student read the text about Alma and respond to the question. Discuss that Alma acts like a real child, but she is not real. An author made her up.
4. Next, read *The Bean Tepee* aloud. Ask your student to listen carefully to identify whether they hear a story or an informational text.

[The Bean Tepee](https://cite-media.pearson.com/legacy_paths/a535c97d-c04f-4819-8868-5e6418f15e80/The%20Bean%20Tepee.pdf)

#### Check-In

1. Talk with your student about the elements that make *The Bean Tepee* a story.
2. **IF** your student has trouble with question 1, **THEN** ask these questions:
	1. Does Robin act like a real person? (yes)
	2. Could you meet Robin in real life? (no)

Explain that the author has chosen to make Robin seem realistic so readers can easily understand her feelings and actions. However, the author has used her own imagination to make up Robin, her grandmother, and the events that take place in the story.

#### Practice

1. Read the directions with your student. Ask your student to tell you what they would expect to hear in an informational text (facts) and in a story (made-up events).
2. Then, read aloud this text.
3. Have your student determine whether the text tells a story or gives information. Make sure they can explain their choice.

Jack and the Beanstalk

Jack was told to take his cow to market and sell it for gold. Instead, he traded it for a pile of magic beans. Jack’s mother threw the beans on the ground, and they grew into a beanstalk that reached the sky. Jack climbed the beanstalk and met a giant. The giant chased Jack. Jack chopped down the beanstalk and ran home with the giant’s bag of gold.

### Objective: In this section, you will capitalize the names of holidays when you write.

Key Words

* **proper noun** – a word that names a specific person, animal, place, or thing

#### Explain

1. Review with your student the difference between a noun and a proper noun, making sure to review the key term *proper noun* using the on-screen definition. Explain that a noun names any person, animal, place, or thing, while a proper noun names a specific person, animal, place, or thing. Ask your student to give some examples of proper nouns. Then, explain that each word in a proper noun begins with a capital letter. Ask your student to write their name, explain why it is a proper noun, and point out the capital letter used to begin the name.
2. Review that a holiday is a day on which something is celebrated. Point out the difference between a common noun like *birthday*, which applies to many birthdays, and a specific holiday such as *Memorial Day*. Explain that when a word or phrase refers to a specific holiday, it is a proper noun and should be capitalized.
3. Read the second paragraph and examples with your student. Have your student point to the capital letter or letters in the holiday names. Ask them which of these holidays have more than one word in their name (Earth Day and Labor Day). Note that the first letter of each word in each word in the holiday name is a capital letter. Invite your student to name additional holidays. Point out that each one begins with a capital letter. **IF** your student has trouble thinking of the names of holidays, **THEN** invite them to look at a calendar to see what holidays are listed within each month.
4. Have your student read the sentence that Lan wrote and identify the mistake. Then, have them answer the question to correct the mistake. **IF** your student has difficulty answering correctly, **THEN** review what the words in a holiday name begin with (a capital letter), and ask whether the holiday in this example begins that way.

Learning Coach Tip

Make sure your student is clear about which words in a holiday name (or any proper noun) should be capitalized. Most words are capitalized. However, articles such as *the* and prepositions such as *of* are not generally capitalized as part of a proper noun or title.

#### Check-In

1. Read the directions with your student. Explain that they will determine if the holiday in bold in each sentence is grammatically-correct. If it is, they should choose True. If not, they should choose False.
2. Complete the first activity together. Encourage your student to find the name of the holiday. **IF** your student incorrectly identifies *African* as the holiday, **THEN** tell them that *African* is a proper noun, but it refers to specific people. Help your student understand that Kwanzaa is a holiday that celebrates African cultures.
3. Have your student complete the remaining activities independently, as they are able. Provide additional feedback if needed. Remind your student that holidays begin with capital letters.

#### Practice

1. Read the directions together. Explain that your student will complete each sentence with the name of a holiday, and they will write the full sentence in their notebook. They will need to write the holiday name correctly, using capital letters where they belong.
2. Complete the first activity with your student. Have them tell you their favorite holiday, and write the sentence (with that holiday) in their notebook. Remind them to check that they have used correct capitalization for the holiday.
3. Ask your student to complete the other activities independently. Allow them to choose any holiday that makes sense for each sentence. Provide feedback and support if necessary.

### Objective: In this section, you will name words with different kinds of syllables.

#### Key Words

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

#### Warm Up

Begin by having your student separate words into syllables. Model using the word *pilot*. Say the word, and have your student repeat it. Then, repeat the word with your student, breaking it into syllables: *pi-lot*. Continue by having your student separate two- and three-syllable words using the following routine:

* Say the word.
* Have your student repeat the word.
* Say the word again slowly with your student, breaking it into syllables.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **better**(bet-ter) | **sidewalk**(side-walk) | **tidy**(ti-dy) | **musical**(mu-si-cal) |
| **underneath**(un-der-neath) | **sweater**(sweat-er) | **important**(im-por-tant) | **zebra**(ze-bra) |

#### Explain

Learning Coach Tip

Helping your student notice that syllable patterns in words will help them read and spell longer words. A syllable is a word part with one vowel sound. Here are some common syllable types:

* **closed** – a syllable that ends with a vowel followed by one or more consonants and a short vowel sound, as in *can* and *lap-top*
* **open** – a syllable that ends with one vowel with a long vowel sound, as in *we* and *he-ro*
* ***r*-controlled** – a syllable that has a vowel followed by the letter *r* in which the vowel and *r* spell one vowel sound, as in *car* and *mark-er*
* **vowel team** – a syllable that has two or more vowels together that spell one vowel sound, as in *rain* and *meat-loaf*
* **vowel-consonant-*e*** – a syllable that ends with a vowel followed by a consonant and silent *e* and has a long vowel sound, as in *cake* and *life-time*
1. Have your student read the introduction. Review that a syllable is a word part with one vowel sound. Explain that there are many kinds of syllables, and use the chart to review the syllables that your student has learned. Identify the vowels and consonants in each of the example words together with your student. Then, read each word aloud, emphasizing the vowel sound of each syllable, and have your student repeat.
2. Continue by having your student read the introductory sentences. Explain that some words have more than one kind of syllable. Then, have your student read the two-syllable words *robot* and *teacup*. Have your student point to each syllable of the word as they say the word aloud. Then, have your student read the three-syllable words *fingernail* and *valentine*. Have your student answer the questions to identify the different kinds of syllables in the words. **IF** your student has difficulty identifying a kind of syllable, **THEN** review the syllable chart with your student. Then, return to the word and have your student identify the spelling of the vowel sound in the syllable. Say the sounds of the syllable aloud, emphasizing the vowel sound, and have your student repeat.

Introduce Spelling Words

1. Introduce the spelling words. Say each word with your student. Then, say the words again, pausing between the syllables of each word, and have your student repeat. Ask your student to name each letter to spell the word.

#### Check-In

Listen as your student reads the words, using the pictures as clues. Have your student look at the syllables in each word to identify the words with different kinds of syllables: *cupcake, tiger,* and *exercise*. **IF** your student has difficulty identifying a word with different kinds of syllables, **THEN** say each syllable in the word and have your student repeat. Next, have your student look at the spelling of the vowel sound in each syllable. Work with your student to identify each kind of syllable in the word to determine if the word has one kind of syllable or different kinds of syllables.

#### 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 identify the syllables by drawing a line between the syllables of each word. **IF** your student has difficulty identifying the syllables of a word, **THEN** read the word with your student, pausing between the syllables, and have your student mark where the syllables divide. Guide your student in identifying the spelling of the vowel sound in each syllable.

1. We are going to a restaurant for **dinner**. (din-ner)
2. The cake has a sweet, chocolate **flavor**. (fla-vor)
3. The ground is wet after the **rainstorm**. (rain-storm)
4. I **invite** my friends to the party. (in-vite)
5. He writes a **letter** to his grandma. (let-ter)
6. The weather is cold in **wintertime**. (win-ter-time)
7. She is **polite** and always says “please” and “thank you.” (po-lite)
8. I jumped when I heard that **sudden** clap of thunder. (sud-den)

### Objective: In this section, you will identify how you can better understand a story when you find that you are confused.

#### Explain

Learning Coach Tip

Today’s lesson guides your student to monitor their understanding of a story and use strategies to get their understanding back on track. Prior to beginning the lesson, discuss what it means to *understand* something. Ask your student to describe a time when they did not understand a specific task or set of instructions, and talk about how that made them feel. Reassure them that everyone struggles with understanding a concept at one time or another and that it’s frustrating to feel this way. Then, tell your student that today, they will learn some ways they can help themselves when they find they don’t understand a story they are reading.

1. Ask your student what they think makes a story enjoyable or fun to read. You may want to discuss a particular story or book that your student has read and enjoyed. Have them talk about the experience of reading, how they felt after reading the book, and what made the experience a positive one.
2. Read the introduction with your student. Discuss why not being able to understand a particular part of a story might make the experience of reading a story less enjoyable.
3. Discuss what careful readers do to check their understanding as they read. (As needed, remind your student that when you *pause*, you stop briefly.) Ask your student to think about why making sure you understand what you read is an important part of the reading process.
4. Together, read the steps that readers can take when they find that they don’t understand a certain part of a story. Point out that having to read words and ideas that are difficult lessens understanding. Talk about how each step can help a reader get themselves “unstuck.”
5. **IF** your student has difficulty grasping what it means to read with understanding, **THEN** you may want to model reading part of a text hesitantly, stopping to sound out and wonder about the meaning of words. Show how stopping to look up words and rereading can lead to better understanding.
6. Watch the video with your student. Point out that the student and her Learning Coach check their understanding of the story by asking questions about it. Explain that talking about a story after you read it is a great way to show yourself and others that you understand the events that take place and what happens to the characters. Have your student respond to the question to check their understanding of this idea.

#### Check-In

1. Read the directions with your student. Direct them to respond orally.
2. Work through the questions together. **IF** your student has difficulty determining how to monitor their understanding, **THEN** review the steps presented in the lesson. You may want to copy the steps and display them in your student’s workspace for them to refer to.
3. Comment on your student’s responses as they answer each question, providing feedback as needed.

#### Practice

1. Read the directions with your student. If your student selects a story that is too difficult, then try to direct them to one that is at the correct reading level. You may want to suggest that they read *The Lion and the Mouse*, the story they listened to earlier.
2. Before your student reads the story silently, review with them the tips for what to do when you get stuck. Check in with them every few minutes to make sure they are monitoring their understanding.
3. When your student has finished reading, have a conversation about the experience. Ask your student to identify any parts that were difficult to understand and to describe what they did to get their understanding back on track. Discuss their thoughts on the process of monitoring their own understanding, as well as what they found easy and challenging about it.

## Lesson 2: We All Have Feelings: Comprehension

### Objective: In this section, you will identify similes and metaphors.

#### Key Words

* **compare** – to show how two or more things are alike
* **describe** – use details to tell who or what something is like
* **metaphor** – a phrase that compares two unlike things
* **simile** – a phrase that uses *like* or *as* to compare two unlike things

#### Explain

1. Read the opening paragraph with your student and review the definitions of the boldfaced words. Remind your student that words can help readers picture what an author describes. Words that describe and compare allow readers to see and experience the story.
2. Look at the picture of the meadow together and read the two sentences and their explanation. Point out that both sentences compare the meadow to something that is not a meadow. One sentence uses the word *like* to compare. That sentence is a simile. The sentence that compares without using *like* or *as* is a metaphor. Have your student speculate on how the meadow might smell (like warm grass and flowers) and how the meadow is like a carpet of flowers (the flowers spread out along the ground like a carpet).
3. Watch the video together, pointing out that the student is looking specifically for similes here. Help your student answer the questions.

Set a Purpose

Help your student set a purpose for reading *The Bean Tepee*. Link to the text and let your student spend a minute or two glancing through it. Have your student express their thoughts about what kind of story it seems to be and why they might like to read it.

Before You Read: Vocabulary

Guide your student to use details in each sentence to infer what each vocabulary word means. Scaffold discussion of each word. For example, for the word *molasses*, you might use activities like these:

* Read the sentence with your student. Draw attention to the boldfaced vocabulary word.
* Ask questions like these about the word:
1. If you touch molasses, how does it feel? (thick, sticky)
2. If you taste molasses, how does it taste? (sugary, sweet)
3. **molasses:** a sweet syrup made from sugarcane
4. **nestled:** snuggled up to
5. **snaked:** twisted around
6. **tepee:** a cone-shaped tent

Read

As they read the text, have your student think about the main character’s feelings and how they change over time.

[The Bean Tepee](https://cite-media.pearson.com/legacy_paths/a535c97d-c04f-4819-8868-5e6418f15e80/The%20Bean%20Tepee.pdf)

Check for Understanding

Have your student explain why the two characters cry at the beginning and end of the story. (Robin cries because she misses her family and is worried about the baby; Grandma cries because she will miss Robin.) Talk about why sadness, worry, and loneliness can make people cry.

#### Check-In

1. Read the directions with your student and read the column heads on the chart together. Then, have your student label each sentence.
2. **IF** your student needs support, **THEN** ask: Does this sentence use *like* or *as* to compare two unlike things? Is it a simile?

#### Practice

1. Help your student locate the sentence on page 2 of *The Bean Tepee*. Remind your student that this is the point in the story at which Robin sees the bean tepee for the first time.
2. Have your student answer the questions independently. **IF** you wish to extend the activity, **THEN** ask your student to explain how the tepee is like an upside-down ice cream cone. (It is the same shape.)

### Objective: In this section, you will identify similes and metaphors in advertising.

#### Key Words

* **metaphor** – a phrase that compares two unlike things
* **simile** – a phrase that uses *like* or *as* to compare two unlike things

#### Explain

1. Look at the photograph with your student and read the dialogue together. Make sure your student understands the difference between *simile* and *metaphor*. If you wish, point out the two things being compared in each example: cereal’s taste to honey, a bite of cereal to a blast of fruit flavor, and cereal’s texture to apples in autumn.
2. Explain that advertisers like to use similes and metaphors to grab customers’ attention and interest them in a product. Sometimes the comparisons make sense, and sometimes they are exaggerated, but the goal is the same: to draw customers in and make them buy things.

#### Check-In

1. Read the directions together. Then, have your student look at each picture and the two sentences that follow. Discuss which sentence is more appealing and would make your student more likely to want the product. Talk about your student’s choice.
2. **IF** your student needs additional support, **THEN** have them identify each sentence as a simile or a metaphor (the first sentences in each pair are similes, and the second sentences are metaphors). Ask your student to talk about the picture each sentence paints in their mind and tell which picture is more pleasant. Point out that not every simile or metaphor is appropriate for selling a product.

#### Practice

1. Look at the pictures together and have your student choose one product to advertise.
2. Read the directions together. Have your student choose a sentence starter or develop one of their own to describe the product. Guide your student to make a comparison that could help sell the product to a customer.
3. Discuss your student’s comparison and have them explain why it might help sell the product.

### Objective: In this section, you will capitalize the names of specific products when writing.

#### Key Words

* **product** – an item that people buy
* **proper noun** – a word that names a specific person, animal, place, or thing

#### Explain

Quick Review

Review with your student that a proper noun names a specific person, animal, place, or thing. Ask your student to write down a few proper nouns they know, such as the names of holidays. Ask your student what is special about how these words are written. (Elicit that they begin with capital letters.)

1. Read the key words and definitions with your student. Review what capital letters and proper nouns are. Then, explain that a product is an item (a common noun) that people can buy, but it has a more specific product name (a proper noun) that begins with a capital letter. Explain that if the product name is two or more words, each word will begin with a capital letter.
2. Read the first two paragraphs with your student and guide them to look at the chart. Have them compare the product and the product name in each example, noting that the product refers to a lower-case common noun, and the product name refers to a specific proper noun, so it gets capitalized.
3. Ask them what products (that are common nouns) they use in their home. Encourage them to name foods, household items, and toys. Then, ask what these products are specifically named by the companies that make them (proper noun). If necessary, check packages to find the products’ proper names.
4. Have your student look at the image as you continue to read together and identify what the package contains (cookies), as well as the product name on the package (Cookie Duo).
5. Continue reading together. Explain that, since Cookie Duo is a specific product name and a proper noun, it will start with a capital letter. Note that each word in the proper noun should be capitalized.
6. Guide your student to answer the question to show understanding. Remind them that each word in the product name should be capitalized not just the first word itself.

Learning Coach Tip

Some product names are commonly used to identify the product. Clear up any confusion about the distinction between, for example, tissues or blocks (common nouns that are not capitalized) and the proper product names (proper nouns that are capitalized).

#### Check-In

1. Read the directions with your student. Explain that they will say whether or not the product name in bold is written correctly. If it is not, they should rewrite the product name correctly in their notebook, with a capital letter at the beginning of each word.
2. Complete the first item together. Have your student read aloud the product name in bold. Guide them to recognize that *Fishies* is the product name of a kind of fish food, so *Fishies* should be capitalized.
3. **IF** your student understands and answers correctly, **THEN** have them complete the other activities independently. **IF** your student struggles, **THEN** provide additional support. Help them understand that product names are specific proper nouns that should be capitalized.
4. When your student finishes the other activities, check that they have answered the questions correctly and have fixed the mistakes in the activities. Provide feedback to help your student understand that product names begin with a capital letter.

#### Practice

1. Read the directions together. Explain that your student will complete each sentence with the name of a product. Have them write in their notebook the full sentence with the product name capitalized correctly.
2. Complete the first item with your student. If they do not know the product name of soap they use, help them find the package and read what it says, or make up what they think would be a good product name for soap. When your student writes their sentence, make sure they capitalize the product name.
3. Have your student complete the other activities independently, as they are able. Allow them to choose any product name that makes sense for each sentence.
4. When your student finishes the activities, read their sentences with their product names. Be sure they have correctly capitalized the product names. Provide feedback and support if necessary, and allow your student to correct any mistakes they may have made.

### 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 have 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.

Read the introduction and review the images of the capital and lowercase letters *Pp, Ss,*and *Mm*. Point out that the capital *S*and the lowercase *s*have the same shape, but that the lowercase *s*starts at the middle line rather than at the top line, so it is a smaller version of capital *S*. Then point out that the capital and lowercase forms of *Pp*and *Mm* are different. Lowercase *p*extends below the bottom line and lowercase *m*includes curved lines.

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. Read the steps together 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 to write both letters in the air.
2. Read the steps together on how to form capital *M* and lowercase *m*.

#### Check-In

Learning Coach Tip

Sometimes your student may tense up their hands and fingers while 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](https://cite-media.pearson.com/legacy_paths/93800217-24b4-48ec-abcb-f453a4f72bfb/Capital%20and%20Lowercase%20Pp%2C%20Ss%2C%20and%20Mm.pdf) worksheet. Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper and write any models that need to be traced.
2. Discuss the letter models that are on the worksheet. Review the steps to forming each letteras your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming either letter, **THEN** discuss the differences in the letter forms. Remind your student that the capital forms of the letters are formed between the top and bottom lines. Also, remind them that lowercase *s*and *m*are formed in the space between the middle and bottom lines while lowercase *y* drops below the bottom line.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty orienting *Ss*correctly, **THEN**discuss the difference between right and left. Remind your student that *Ss*begins with a curve up and to the left.

### Objective: In this section, you will read words with different kinds of syllables.

#### Warm Up

Begin by having your student identify the number of syllables they hear in words. Have your student clap or tap the number of syllables in each word. Use the following routine:

* Say the word.
* Have your student repeat the word.
* Say the word again slowly, pausing between each syllable of the word.
* Have your student clap or tap the number of syllables in each word.

Use the following words:

|  |  |  |
| --- | --- | --- |
| **carpet**(car-pet,2 syllables) | **understand**(un-der-stand,3 syllables) | **Sunday**(Sun-day2 syllables) |
| **necktie**(necktie,2 syllables) | **calendar**(cal-en-dar,3 syllables) | **happy**(hap-py,2 syllables) |

#### Explain

A Note About the Lesson

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

[Two-Column Chart](https://cite-media.pearson.com/legacy_paths/72a17fca-2fb8-4c50-9c49-352cb471c9c9/Two-Column%20Chart_Different%20Syllables.pdf)

Words with Different Kinds of Syllables

Use the words to review how to read words with different kinds of syllables. Remind your student that there are many kinds of syllables, and review the syllable types that your student has learned.

* **closed:** a syllable that ends with a vowel followed by one or more consonants and a short vowel sound, as in*sun-set*
* **open:** a syllable that ends with one vowel with a long vowel sound, as in *yo-yo*
* ***r*-controlled:** a syllable with a vowel and *r* that spell one vowel sound, as in *hard-er*
* **vowel team:** a syllable with two or more vowels together that spell one vowel sound, as in *rain-coat*
* **vowel-consonant*-e*:** a syllable with a vowel followed by a consonant and silent *e* and a long vowel sound, as in the last syllable of *sun-shine*

Remind your student that some words have more than one kind of syllable. For example, the word *popcorn* has one closed syllable, *pop*, and one *r*-controlled syllable, *corn*.

* Read the word.
* Clap or tap each vowel sound to count the number of syllables in the word.
* Read the word again, and have your student repeat it after you.

Continue by using the remaining words to review how to read words with different kinds of syllables. **IF** your student has difficulty reading a word, **THEN** work with your student to identify the spelling of the vowel sound and each kind of syllable in the word. Say the sounds of each syllable of the word, and then say the sounds of the syllables together to read the word.

More Words with Two or Three Syllables

1. Help your student apply what they have learned about different kinds of syllables to reading other two- and three-syllable words. Read aloud the introduction and the word *report*. Then, look at each syllable of the word with your student. Say the sounds of each syllable, and guide your student in identifying each type of syllable in the word by naming the letter or letters that spell the vowel sound in each syllable.
2. Then, have your student look at the syllables in the word *butterfly*. Read the word aloud, and have your student repeat. Say the sounds of each syllable and guide your student in identifying each type of syllable in the word by naming the letter or letters that spell the vowel sound in each syllable.
3. Continue by having your student look at the syllables in the words *weekend, garden,* and *underline* to read the 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. Guide your student in drawing a line between the syllables in each spelling word. Then, have your student sort the words by the number of syllables in each word. **IF** your student has difficulty sorting the words, **THEN** say the word and have your student repeat it, clapping the syllables.

|  |  |
| --- | --- |
| **Two Syllables** | **Three Syllables** |
| politeflavorletterdinnersuddeninviterainstorm | wintertime |

#### Check-In

Listen as your student reads the words in the box. Then, have your student use the two-column chart to sort the words by the number of syllables in the word. **IF** your student has difficulty sorting the words, **THEN** read each word, pausing between syllables, and have your student draw a line between each syllable of the word.

#### Practice

Use the sentences to confirm that your student can read words with different kinds of syllables. Have your student write the words with different kinds of syllables in their notebook. **IF** your student has difficulty reading a word with different kinds of syllables, **THEN** identify each syllable in the word together with your student. Say the sounds in each syllable and then blend the sounds of the syllables together to read the word. Have your student repeat.

## Lesson 3: We All Have Feelings: Speak/Listen

### Objective: In this section, you will identify words that name sounds.

#### Key Words

* **describe** – use details to tell who or what something is like
* **metaphors** – phrases that compare two unlike things

#### A Note to the Learning Coach

Your student may already have learned about certain sound words—rhymes and words that begin the same way (alliteration). This lesson deals with onomatopoeia, which is the creation of a word from a natural sound.

#### Explain

1. Read the opening paragraph with your student and watch the video to review metaphors.
2. Read the next paragraph together. Then, watch the sound word video. **IF** your student could use more support, **THEN** ask them to recall the object that made each of these sounds: Beep! (a car horn), Rat-a-tat-tat! (a jackhammer), Screech! (a subway train), Quack! (a duck).

#### Check-In

1. Read the directions with your student.
2. Have your student match each object to the sound it makes. **IF** your student could benefit from more practice, **THEN** ask them to name one other object that might make the same sound as those in this exercise. (Examples might be a car door for Bang, an oven timer for Ding, and a key in a lock for Click.)

#### Practice

1. Read the directions together and help your student access the text.
2. Help your student locate paragraph 3 on page 8. Then, have your student answer the questions independently. Discuss that walking through leaves or on gravel might make a crunching sound; walking on pavement or on carpeting would not.
3. Follow up by asking your student who Robin thought was making the crunch sound (Grandma) and who was really making the sound (Dad).

[The Bean Tepee](https://cite-media.pearson.com/legacy_paths/a535c97d-c04f-4819-8868-5e6418f15e80/The%20Bean%20Tepee.pdf)

### Objective: In this section, you will contrast sound words in different languages.

#### Key Words

* **describe** – use details to tell who or what something is like

#### Explain

1. Read the opening paragraph and explain that people have invented sound words that imitate, or sound like, animals. We use those words when we write about the animals and the sounds they make.
2. Look at the photograph with your student and read the paragraph that follows. Ask your student to tell which word they usually use to describe the sound a dog makes.
3. Look at the chart together, explaining to your student that it shows how to say animal sounds in three languages. Then, starting with the row of English words, say the sound words aloud and have your student repeat each one. You may use these pronunciations:
	1. Spanish: gwo, gwo; cro-AH, cro-AH; kee-kee-ree-KEE
	2. Chinese (Mandarin): wong, wong; goo-AH, goo-AH; woe-woe-woe
4. Discuss how the sound words are alike and different. Discuss your opinions about which words sound most like the animals described.

#### Check-In

1. Read the directions together. Have your student identify each animal and find it on the chart in Explain. Then, have your student say the sentence aloud, including the correct sound word. Work with your student on their pronunciation as needed.
2. **IF** your student has trouble locating the correct word on the chart, **THEN** use these questions to orient them:
	1. What animal is it? Trace your finger across to find that animal.
	2. What language is it? Trace your finger down to find that language.
	3. Now read the sound word your finger found.

#### Practice

1. Read the directions with your student. Have them look at the pictures. Identify the dinosaurs as a stegosaurus, a tyrannosaurus rex, and a velociraptor.
2. Have your student invent a sound word that each dinosaur might have made. Then, have them read aloud the sound words they wrote. If you wish, have your student explain their thinking.

### Objective: In this section, you will capitalize the names of places when writing.

#### Key Words

* **proper noun** – a word that names a specific person, animal, place, or thing

#### Explain

Quick Review

Review with your student that a proper noun names a specific person, animal, place, or thing. Ask your student to say what kinds of proper nouns they know, such as the names of holidays or products. Ask them to write the name of a holiday and the name of a product and identify what is special about how these words are written. (They begin with a capital letter.)

1. Use the key word and definition to review the key word *proper noun*. Remind them that a proper noun names a specific person, place, animal, or thing and is always capitalized.
2. Read the first two paragraphs with your student. Ask them to name one or more examples of cities, states, or countries they know.
3. Have your student look at the chart of the names of places. Ask them to point out the capital letter or letters in some of the place names. If possible, look at a city map, a map of the United States, and/or a map of the world to find more places that could be added to the chart.
4. Ask your student to look at the picture of the map. Have them identify what the map shows (the United States). Make sure they understand that each word is the name of a different state. Then, have them answer the question. **IF** your student is unsure of the letter to capitalize in a particular state, **THEN** remind them that a state’s name is a proper noun—like a person’s name—and should begin with a capital letter.

#### Check-In

1. Read the directions with your student. Explain that they will say whether or not the place name in bold is written correctly. If not, they should rewrite the place name or names correctly in their notebook, with a capital letter at the beginning of each word.
2. Complete the first item together. Have your student read aloud the place name in bold. Guide them to understand that *New Jersey* is the name of a place (specifically, a state), so both words should begin with a capital letter.
3. **IF** your student understands and answers correctly, **THEN** have them complete the other activities independently. **IF** your student struggles, **THEN** provide additional support. Help them understand that place names (like states, countries, and cities) are proper nouns that should be capitalized.
4. When your student finishes the other activities, check that they have answered the questions correctly and have fixed the mistakes in the activities. Provide feedback to help your student understand that names of places begin with a capital letter.

#### Practice

1. Read the directions together. Explain that your student will write a sentence in their notebook to answer each question. Each answer should include at least one place name that starts with a capital letter. If possible, provide your student with United States and world maps to use as references.
2. Answer the first question together. If your student is not sure of a state that begins with the letter M, help them brainstorm a list or do a quick online search. Then, have your student write a sentence in their notebook with the state they chose. Remind them to capitalize the name of the state.
3. Have your student complete the rest of the activities independently, as they are able. Allow them to choose any place name or names that answer the questions. Check that the place names are capitalized, and provide feedback and support if necessary.

### Objective: In this section, you will blend sounds in words with different kinds of syllables.

#### Warm Up

Have your student blend syllables to say words with different kinds of syllables:

* Say each syllable in a word slowly.
* Have your student repeat the sounds in each syllable.
* Have your student blend the syllables and say the word.

Use the following words:

|  |  |  |
| --- | --- | --- |
| **sis-ter**(sister) | **drag-on-fly**(dragonfly) | **night-time**(nighttime) |
| **pa-per**(paper) | **blue-ber-ry**(blueberry) | **suit-case**(suitcase) |

#### Explain

Review that a syllable is a word part with one vowel sound and that there are many kinds of syllables: closed, open, *r*-controlled, vowel team, and vowel-consonant-*e*. Remind your student that some words have more than one kind of syllable. Have your student say the word *raisin* and use letter tiles to form the word. Guide your student in identifying that the first syllable has the vowel team *ai*. Then, help your student in identifying that the second syllable is a closed syllable with a short vowel sound. Blend the sounds of each syllable and then move the syllables together as you blend the sounds of the syllables together.





Use the following routine:

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

Continue by having your student say the word *yesterday* and use letter tiles to form the word. Guide your student in identifying the syllables: the first syllable is a closed syllable with a short vowel sound, the second syllable is an *r*-controlled syllable, and the last syllable is one with a vowel team, *ay*. Blend the sounds of each syllable, and then move the syllables together as you blend the sounds of the syllables together. **IF** your student has difficulty blending the sounds in a word, **THEN** read the word again, pausing between the syllables. Then, blend the sounds of the syllables together with your student to read the word.





Use the following routine:

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

Blend Sounds in Spelling Words

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

#### Check-In

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

1. Say the word.
2. Say the sounds of the first syllable and blend the sounds together.
3. Say the sounds of the second syllable and blend the sounds together.
4. If the word has three syllables, say the sounds of the last syllable and blend the sounds together.
5. Blend the syllables together.
6. Say the word.

Listen as your student reads each word. **IF** your student has difficulty blending the syllables in a word, **THEN** guide your student in identifying each type of syllable in the word. Model saying the word with your student. Then, have your student say the word independently.

#### Practice

Use the paragraph to confirm that your student can blend sounds to read words with different kinds of syllables. **IF** your student has difficulty reading a word with different kinds of syllables, **THEN** review by having your student use letter tiles to build the boldface words. Work with your student to identify the syllables in the word, and have them blend the sounds of the syllables to read the words.

### 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 have 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. Read the steps together 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. Read the steps together 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. Read the steps together on how to form capital*R*and lowercase *r*.

#### Check-In

Learning Coach Tip

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

1. Print the [*Hh*, *Kk*, *Rr* handwriting](https://cite-media.pearson.com/legacy_paths/86e96b0d-1243-453c-b9b9-741a0cfdf3a0/Capital%20and%20Lowercase%20Hh%2C%20Kk%2C%20and%20Rr.pdf) worksheet. Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper and write any models that need to be traced.
2. Discuss the letter models that are on the worksheet. Review the steps to forming each letteras your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that they have difficulty forming lowercase *k*, **THEN** remind them that the slanted line connects to the straight line halfway between the middle line and bottom line. Encourage them 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 for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper.
2. **IF**your student has difficulty forming any of the letters, **THEN** go back and watch the video(s) again until your student feels more confident.

## Lesson 4: We All Have Feelings: Fluency

### Objective: In this section, you will identify words and phrases that tell about feelings.

#### Key Words

* **characters** – people or animals in a story
* **describe** – use details to tell who or what something is like

#### Explain

1. Read the opening paragraph with your student, pausing to review the boldfaced words.
2. Watch the video together. Have your student notice how the author gives clues to feelings without specifically saying, “The dog was happy” or “The cat was upset.”
3. Allow your student to look at the illustration and name some words that describe the feelings the characters may have. **IF** your student struggles to interpret facial or body expressions, **THEN** describe the scene and have your student offer possible words and phrases: One person is yelling at a second person, who has their back turned and their arms folded. Maybe the second person did or said something that made the first person feel a certain way.
4. Together, read *Jumping on the Bed*. In the Practice activity, your student will have a chance to look more closely at the feelings expressed in the poem.

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.

[Jumping on the Bed (A)](https://cite-media.pearson.com/legacy_paths/db441445-8cd7-4342-88be-7f1c94cf9bbc/Jumping%20on%20the%20Bed%28A%29.pdf)

[Jumping on the Bed](https://cite-media.pearson.com/legacy_paths/332c3f40-138d-4198-9e1b-f85bca9d4f0b/Jumping%20on%20the%20Bed%28O%29.pdf)

[Jumping on the Bed (B)](https://cite-media.pearson.com/legacy_paths/20880511-acf4-4a71-956e-85d4cdb54c4b/Jumping%20on%20the%20Bed%28B%29.pdf)

#### Check-In

1. Read the directions with your student and help them access the text and locate the first paragraph on page 7. Have them read the paragraph aloud if you wish.
2. Help your student read each description and complete the sentence with a word or words that describe feelings. Point out that the author has carefully chosen actions and descriptions that tell about feelings without directly stating how Robin feels.
3. **IF** your student's limited vocabulary makes it hard for them to name feelings, **THEN** consider working together to start a list of feeling words you can add to, as your student reads additional literary texts.

[The Bean Tepee](https://cite-media.pearson.com/legacy_paths/a535c97d-c04f-4819-8868-5e6418f15e80/The%20Bean%20Tepee.pdf)

#### Practice

1. Read the directions together and help your student access the text. Point out that again, the author does not directly tell how the character feels. Instead, they use descriptions and actions to *show* how the character feels.
2. Have your student work independently to copy words or phrases from the poem that express each feeling named. Accept any words and phrases that your student can justify.

### Objective: In this section, you will express feelings about a student’s writing.

#### Explain

1. Read the opening paragraph and look at the photograph together. Then, read the three rules for talking about other people’s writing. Discuss why each rule might be useful when it comes to helping others with their writing.
2. Continue with the next paragraph, pointing out that not only do Lian and Diego want their own writing to improve, but they also want each other’s writing to improve. Explain that working together is a good way to get ideas and make improvements. It is easier to accept other people’s critiques if they are polite and positive.

#### Check-In

1. Read the directions together. Explain that Lian has read Diego’s writing and is coming up with things to say.
2. Have your student choose the one sentence in each set of three that is most positive, polite, and helpful.
3. **IF** your student could use additional support, **THEN** review each sentence, asking:
	1. Is this positive?
	2. Is this polite?
	3. Is this helpful? Does it tell Diego how to improve his writing?

#### Practice

1. Read the directions with your student. Ask your student to read Lian’s story silently before reading it aloud. Then have them read it aloud, using their voice to express how the narrator might feel. They may repeat the oral reading if necessary.
2. Ask your student to provide some feedback to Lian that is positive, polite, and helpful. They may do so in writing or aloud. Encourage your student to think about these questions:
	1. Is this positive?
	2. Is this polite?
	3. Is this helpful? Does it tell Lian how to improve her story?

### Objective: In this section, you will build words with different kinds of syllables.

#### Warm Up

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

* Stretch each word by saying each syllable in the word. (*re-mem-ber*)
* Ask your student to blend the sounds to say the word. (*remember*)

Use the following words:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| music(mu-sic) | sunflower(sun-flow-er) | inside(in-side) | Saturday(Sat-ur-day) | cos-tume(cos-tume) |

#### Explain

Gather the following letter tiles: *a*(2)*, b, c, d, e*(2)*, f, g, h, k, l, m*(2)*, n*(2)*, o*(2)*, p, r*(2)*, s, t*(2)*, u, v, w, y*(2). Use the letter tiles to model with your student how to build words with different kinds of syllables. Review the different kinds of syllables that your student has learned: closed, open, *r*-controlled, vowel team, and vowel-consonant-*e*.

#### Check-In

1. Gather the following letter tiles: *a, d, e*(2)*, f, h, i, n, o, r*(2)*, s*(2)*, u, w, v*.
2. Read each set of directions to your student. Observe your student build the words with different kinds of syllables. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Then, have your student use the letter tiles to build spelling words.

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

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/94a719d7-3c0e-4670-86ac-f693bfa9fb0a/Suggested%20Reading%20Lists%20K%E2%80%932.pdf)

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

Simultaneous Oral Reading

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

Repeated Readings

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

Partner Reading

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

#### Try This

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

### Objective: In this section, you will generate questions and multiple answers about a story, using your own experiences to guide you.

#### Show What You Know

1. Read the instructions with your student. Explain that the question word *why* asks for reasons. The answer might start with *Because.*
2. Read about Luca and read his friend’s question. Explain that Luca might not find the answer directly in the story. He might have to use his own experience to think of answers.
3. Read Luca’s answers and have your student choose the one they prefer. Make sure they can offer reasons for their preference.
4. Continue by having your student read “Bessie and Babe” independently and then answer Luca’s question in a way that makes sense based on their knowledge and understanding of the story. Remind your student to offer two possible answers.

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

* **Less Successful** – My student was unable to respond to the question in two ways that were logical and showed understanding based on experience.
* **Moderately Successful** – My student needed help answering the question in two ways that were logical and showed understanding based on experience.
* **Very Successful** – My student successfully responded to the question in two ways that were logical and showed understanding based on experience.

#### 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 – Ask your student a different why question about “Bessie and Babe,” such as “Why was Paul worried about Bessie?” Have your student answer the question. Then work on Try This orally.
* Moderately Successful – Help your student give a quick oral summary of The Bean Tepee before they write a question and answers in Try This.
* Moderately Successful – Help your student give a quick oral summary of The Bean Tepee before they write a question and answers in Try This.
1. Help your student access *The Bean Tepee*.
2. Read the directions together. Give your student time to review the story to find something they wonder about.
3. Have your student compose a*why* question and then answer it based on their understanding of and experience with characters’ feelings and human nature. Remind your student that there may be multiple answers to a *why* question. Here they are asked to give two possible answers.
4. Conclude the lesson by having your student assess their work. Guide your student to choose the sentences that best describe their work.

[The Bean Tepee](https://cite-media.pearson.com/legacy_paths/a535c97d-c04f-4819-8868-5e6418f15e80/The%20Bean%20Tepee.pdf)

## Lesson 5: We All Have Feelings: Synthesize

### Objective: In this section, you will identify words and phrases that appeal to the senses.

#### Key Words

* **describe** – use details to tell who or what something is like
* **five senses** – sight, sound, touch, smell, and taste

#### Explain

1. Read the opening paragraph with your student and review the boldfaced words. Have your student identify each body part they use to see, hear, touch, smell, and taste.
2. Watch the video together. Have your student notice how the author uses specific words to show how things sound and feel.
3. Read the chart with your student and challenge them to come up with one more word for each row of the chart. Point out that the words on the chart are describing words, but other words may appeal to the senses, too. For example, in the video, the author used the action words *whimpered* and *whined* to show how things sound.

#### Check-In

1. Read the directions with your student and look at the illustration together. Have your student tell you what is happening in the picture and where and when it is taking place. (A girl is eating watermelon at a picnic outdoors in summer.)
2. Help your student think of descriptive words to describe what someone in the picture might see, hear, feel, smell, and taste. **IF** your student answers with basic nouns, such as *grass* for “sight” or *watermelon* for “taste,” **THEN** encourage them to tell *how* the grass looks and *how* the watermelon tastes.

#### Practice

Help your student access *Jumping on the Bed.* Point out that the author does not use simple describing words, but they do use phrases that appeal to the senses.

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.

[Jumping on the Bed (A)](https://cite-media.pearson.com/legacy_paths/db441445-8cd7-4342-88be-7f1c94cf9bbc/Jumping%20on%20the%20Bed%28A%29.pdf)

[Jumping on the Bed](https://cite-media.pearson.com/legacy_paths/332c3f40-138d-4198-9e1b-f85bca9d4f0b/Jumping%20on%20the%20Bed%28O%29.pdf)

[Jumping on the Bed (B)](https://cite-media.pearson.com/legacy_paths/20880511-acf4-4a71-956e-85d4cdb54c4b/Jumping%20on%20the%20Bed%28B%29.pdf)

Have your student work independently to copy lines from the poem that fulfill each requirement. There are multiple possibilities for questions 1 and 2 but only one simile in the poem.

### Objective: In this section, you will identify foods that are examples of each of the five basic tastes.

#### Key Words

* **five senses** – sight, sound, touch, smell, and taste

#### Explain

1. Read the opening paragraph and look at the photograph together. Have your student identify some of the foods they see.
2. Continue with the next paragraph, focusing on the boldfaced term. Then, read the chart together. If you wish, explain that different parts of the tongue have taste buds that are sensitive to different kinds of tastes.
3. Read the last paragraph. Discuss that eating nothing but foods with one taste would lead to an unhealthful diet. People stay healthy by mixing up the kinds of foods they eat. Mixing up different tastes is one good way to make sure a person eats a balanced diet and stays healthy and strong.

#### Check-In

1. Read the directions together. Then, have your student look at the pictures and complete each sentence.
2. **IF** your student has trouble identifying a single taste for each picture, **THEN** explain that many foods contain multiple tastes, but one taste is usually dominant. For example, pickles may taste salty because they are made in a salt solution. However, the main taste we get when we bite into a dill pickle is a sour taste. Suggest that your student close their eyes and imagine biting into each food pictured. You may need to describe any unfamiliar foods to your student. Then, have them write the first taste they imagine.

#### Practice

1. Read the chart together, identifying any foods your student does not recognize. Then, encourage your student to complete the sentences in Activity A.
2. Before your student completes Activity B, challenge them to choose a food with a different taste profile from the one they used in Activity A. For example, if they liked a sweet food, they might choose a sour, salty, bitter, umami, or savory food. Then, have your student complete the sentences in Activity B.
3. Once your student has named a food they want to try, discuss how they might locate or access that food. For example, they might look for it in the grocery store, ask a family member about it, or search for it on a menu. Have your student describe how they expect the new food to taste.

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

#### Warm Up

Have your student say words with different kinds of syllables by blending the syllables to say the word.

* Tell your student to listen as you say a word.
* Say each syllable of the word slowly.
* Have your student repeat.
* Have your student blend the sounds of the syllables together to say the word.

Use the following words:

|  |  |  |
| --- | --- | --- |
| **life-boat**(lifeboat) | **cus-tom-er**(customer) | **o-pen**(open) |
| **for-get**(forget) | **to-mor-row**(tomorrow) | **dis-like**(dislike) |

#### Explain

Quick Review

Remind your student that a syllable is a word part with one vowel sound and there are many kinds of syllables. Review the kinds of syllables that your student has learned.

* **closed** – a syllable that ends with a vowel followed by one or more consonants and a short vowel sound, as in *lap-top*
* **open** – a syllable that ends with one vowel with a long vowel sound, as in *he-ro*
* ***r*-controlled** – a syllable that has a vowel followed by the letter *r* in which the vowel and *r* spell one vowel sound, as in *mark-er*
* **vowel team** – a syllable that has two or more vowels together that spell one vowel sound, as in *meat-loaf*
* **vowel-consonant-*e*** – a syllable that ends with a vowel followed by a consonant and silent *e* and has a long vowel sound, as in *fire-place*

Review that some words have more than one kind of syllable, as in *student, pancake, flower, carpenter,* and *history*. You may want to use letter tiles to provide an example.



1. Read the introduction and the words with your student. Note if your student is saying the words with different kinds of syllables, *daytime, bedtime,* and *summertime*, correctly. Then, have your student answer the question to identify that the words have different kinds of syllables and end with the syllable *time*.
2. Explain that one way to build words with different kinds of syllables is to keep the ending letters the same and change letters at the beginning of the word. Read the words with different kinds of syllables with your student and discuss that each word ends with a vowel-consonant-*e* syllable with the long *i* vowel sound. Point out that the first syllable or syllables of the words are not the same kind of syllable. Work with your student to identify the type of beginning syllable or syllables in each word (*day*: vowel team, *bed*: closed, *an-y*: closed, open, *sum-mer*: closed, *r*-controlled). Then have your student say each word with different kinds of syllables in the chart. **IF** your student does not blend the sounds of a word correctly, **THEN** have your student use letter tiles to spell the word. Position the letter tiles to show the sounds of the syllables in each word and remind your student to blend the sounds of the syllables together to read the word.

#### Check-In

1. Gather the following letter tiles: *b, c*(2)*, e, l, m, n, r, u*(2).
2. Read each of the directions with your student. Observe your student build the words that end with the syllable *ber*. Discuss how adding the syllables *cucum* to *ber* forms the three-syllable word (*cu-cum-ber*). **IF** your student is not blending the sounds of the letters together when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

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

|  |  |  |
| --- | --- | --- |
| **• wintertime** | We wear warm coats in the **wintertime**. | **wintertime** |
| **• rainstorm** | The yard is wet and muddy after the **rainstorm**. | **rainstorm** |
| **• flavor** | Do you like the**flavor** of coconut? | **flavor** |
| **• dinner** | We had chicken and broccoli for **dinner.** | **dinner** |
| **• letter** | Sue writes a**letter** and mails it to her friend. | **letter** |
| **• invite** | Did Bill **invite** you to his birthday party? | **invite** |
| **• polite** | They are **polite**and open the door for the teacher. | **polite** |
| **• sudden** | The car came to a **sudden** stop. | **sudden** |

### Review

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

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

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

### Reflect

Guide your student to write a reflection using the sentences provided. **IF** your student has trouble identifying an area of difficulty or an area where more practice is needed, **THEN** refer back to earlier practice activities and scored assignments.