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# Language Arts 1 B Unit 13: Something Everyone Can Use

## Lesson 1: Something Everyone Can Use: Genre

### Something Everyone Can Use: Introduction

#### Learning Goals

In this unit, your student will be learning about certain things people use every day all over the world. There are 18 learning goals in this unit.

1. Listen to a text to build comprehension and identify whether the text tells a story or gives information.
2. Identify what commas are and how they are used.
3. Identify and spell words with three-letter blends: *scr*, *spl*, *spr*, *str*, *thr*, and *shr*.
4. Identify the purpose of "how to" books and read an example, with support.
5. Scan the text to identify topic sentences.
6. Read words with three-letter blends: *scr*, *spl*, *spr*, *str*, *thr*, and *shr* and read high-frequency words *been*, *children*, *month*, *question*, *their*, and *year*.
7. Practice writing with spacing between letters.
8. Brainstorm topics for "how to" books, consulting examples as needed.
9. Identify supporting points in informational texts.
10. Identify commas used in dates.
11. Blend words with three-letter blends: *scr*, *spl*, *spr*, *str*, *thr*, and *shr*.
12. Identify the topic of a "how to" book.
13. Identify the reasons an author gives to support points in an informational text.
14. Write complete sentences with words spaced appropriately and sentences spaced appropriately.
15. Build words with three-letter blends: *scr*, *spl*, *spr*, *str*, *thr*, and *shr*.
16. Select the topic for a "how to" book.
17. Select an informational text to read and summarize, with prompting and support as needed.
18. Compose a topic sentence for a "how to" book introducing the topic.

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.

* Something Everyone Can Use: Genre Quick Check
* Something Everyone Can Use: Comprehension Quick Check
* Something Everyone Can Use: Speak/Listen Quick Check
* Something Everyone Can Use: Fluency Quick Check
* Something Everyone Can Use: Synthesize Quick Check

#### Spark

1. Read the title of the lesson and the first paragraph with your student. Then, read the list. View the photo and read the caption with your student. Explain that wood comes from the trunk of trees. Point to the logs in the photograph. Tell your student that these logs will be used to build homes and other buildings. It can also be used to make things like furniture, doors, boxes, and paper. Ask your student what other things they think are made of wood. **IF** they cannot think of an item, **THEN** point out the features of wood products, such as the visible grain, which they can see on a tabletop and the
2. Read the next paragraph and introduce the flipbook. As you and your student view the flipbook, answer any questions your student may have, including confirming word meanings. After viewing, help your student answer the question. **IF** they cannot name a surprising use, **THEN** review the items mentioned in the flipbook. Then pose the question again. You may invite your student to share why they were surprised.

#### 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 share ideas they have or questions they have about things made from wood.
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. You may use a sentence frame to help them: I am using a . It is made from . **IF** they cannot think of something they use that contains wood, **THEN** help them recall some of the items mentioned in the flipbook.
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 silent letters like *know*, *gnu*, and *wrong* to show your student what they will be looking for as they read.

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

[Something Everyone Can Use\_Genre blends scr.spl.spr.str.thr.shr](https://cite-media.pearson.com/legacy_paths/ef2b7beb-f132-4c52-ab9a-59e166f20c42/Something%20Everyone%20Can%20Use_Genre%20blends%20scr.spl.spr.str.thr.shr.pptx)

#### Explain

1. Read or play the slide narration for the introduction with your student. If necessary, review that information is something that tells about real people, places, and things and that facts are things that are true.
2. Read the story to your student and discuss why it is a story. **IF**your student needs support, **THEN**explain that the story is about Yara and Nana who are not real people. The things they say and do are made-up.
3. Read the text about how to draw a face to your student. **IF**your student needs support, **THEN**explain that the text gives information about how to draw a face. To reinforce this point, give your student a blank piece of paper and a pencil. Then, read the text out loud as your student listens and follows the steps for drawing a face.
4. Next, read *Wonderful Wheels* aloud. Tell your student to listen carefully and identify whether what they hear is a story or a text with information.
5. Guide your student to answer the question. Talk about how *Wonderful Wheels* is a book with information.**IF** your student struggles, **THEN** review the difference between a story and a book with information. A story is about made-up people, places, and things. A book with information tells facts about real people, places, and things.

[Wonderful Wheels](https://cite-media.pearson.com/legacy_paths/7dcfd5a3-a1af-4f03-ba03-9c516ca03954/Wonderful%20Wheels.pdf)

#### Check-In

Talk with your student about why *Wonderful Wheels* is a book with information, not a story. **IF**your student needs additional support, **THEN**scaffold by asking questions such as:

* Did you hear a story about wheels? Or did you hear facts about wheels? (facts about wheels)
* What can wheels help real people do? (carry things, go places)
* What is one thing you learned about wheels? (Long, long ago, the world had no wheels.)

#### Practice

1. Read the directions with your student. Clarify that your student should listen as you read aloud “How to Tie a Simple Knot.” They should use what they have learned in the lesson to identify it as a story or as a text that gives information.
2. Read the text “How to Tie a Simple Knot.”
3. Guide your student to answer the questions. They should identify the text as giving information. You may wish to give them these sentence starters to aid with discussion:
   * I heard information/a story. (information)
   * I heard \_\_\_\_\_ about \_\_\_\_\_. (facts, how to tie a knot)
   * The text was about \_\_\_\_\_. (how to tie a knot)
4. To reinforce the point that the text gives information, give your student a piece of string or a ribbon. Have them follow the steps for tying a knot as you read the passage aloud again.

### Objective: In this section, you will tell what commas are and how they are used.

#### Key Words

* **comma** – a mark that separates words or numbers

#### Explain

Quick Review

Review that different marks in the text can give you directions when you read. For example, a period tells you to stop at the end of a sentence. A question mark alerts you to a question. An exclamation mark tells you to read with strong feeling. A comma does not come at the end of a sentence, but it gives a similar kind of information.

1. With your student, read the first sentence and look at the mark. Ask your student if they know what it is. Continue reading together to identify the mark as a comma. Review the definition of the key word with your student. If you have a book or other text nearby, ask your student to do a comma hunt on one or two pages to find more commas.
2. Read the next part of the instruction, and discuss where a comma appears and how it is used. Explain that commas separate words in a sentence that might otherwise be confusing if they appeared one right after the other. Tell your student that separating words with a comma adds a tiny pause between the words. Explain that this helps readers understand that the words name different things or ideas rather than the same thing. **IF** your student would benefit from a model, **THEN** say a short list of items very quickly without stopping, and then repeat the list with a pause between each item. Discuss how the pause makes it easier to understand that you are listing separate items.
3. Read the example sentences with your student, paying attention to the pauses indicated by the commas in the second sentence. Ask your student to point to the commas they see. Then, discuss how the sentences are different (only the second sentence has commas) and how this difference affects how you read and understand what the sentence says.
4. Guide your student to respond to the two questions and explain their answers, making sure they understand that the second sentence is easier to read because commas make it clear that pears, apples, and plums are separate items.

#### Check-In

1. Read the directions with your student. Explain that they will choose the correct answer to each question to show what they know about commas.
2. Answer the first question together. Have your student identify the comma. Then, have them write to show what a comma looks like. **IF** your student answers correctly, **THEN** have them complete the rest of the activity on their own. **IF** your student answers incorrectly, **THEN** review what a comma looks like.
3. Provide support as your student completes the other activities. Review their responses when they have completed the activity, and provide any needed feedback.

#### Practice

1. Read the directions and sample sentence together. Explain that your student will answer questions about this sample sentence to show what they know about commas and when to pause.
2. Complete the first activity with your student. Work together to find and count the commas in the example sentence. Discuss what the commas do and how they help readers.
3. As needed, continue to support them as they choose answers for the remaining activities. Remind your student that a comma indicates a tiny pause between words.

### Objective: In this section, you will spell words after naming the blends **scr, spl, spr, str, thr,** and **shr**.

#### Warm-Up

Begin by having your student identify the number of sounds they hear in words with the three-letter blends*scr, spl, spr, str, thr,*and*shr*. Use the following routine:

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

Use the following words:

|  |  |  |
| --- | --- | --- |
| **scrap**  (5 sounds) | **split**  (5 sounds) | **spread**  (5 sounds) |
| **straw**  (4 sounds) | **three**  (3 sounds) | **shrink**  (5 sounds) |

#### Explain

Learning Coach Tip

Some words have three consonants that blend at the beginning of a word, such as the*scr* in *scrap*. These consonants are called three-letter blends. Some common three-letter blends are:

* the letters *scr*as in*scrap*
* the letters *spl*as in *split*
* the letters *spr* as in *spread*
* the letters*str* as in *straw*
* the letters *thr* as in *three*
* the letters *shr*as in *shrink*

The three-letter blends *thr* and *shr* include a consonant digraph, *th*and*sh*, which consists of two letters that stand for a single sound. In the three-letter blends*thr* and *shr*, the sound of the digraph blends with the sound of the letter *r*at the beginning of the word.

Words with Blends *scr, spl, spr, str, thr*, and *shr*

Have your student read the words with the three-letter blends *scr, spl, spr, str, thr,*and*shr*. Then, have your student answer the questions to identify that each word has three consonants that blend at the beginning of the word. Explain that each letter in the blends *scr, spl, spr,*and *str* make its own sound in the word. Then, point out the consonant digraphs *th*and *sh* at the beginning of the words *throne* and *shrimp*. Remind your student that the letters *t*and*h*and the letters*s*and *h* stand for a single sound in a word. Review the sound of *th*and *sh* in the words and explain that the sound of *th* and *sh*blend with the sound of the letter *r* in words with the three-letter blends *thr*and*shr*. Then, have your student name the letters in each word and then say the sound each letter or digraph stands for (s-c-r-u-b, s-p-l-a-sh, s-p-r-o-u-t, s-t-r-e-e-t, th-r-o-n-e, sh-r-i-m-p). **IF** your student has difficulty with the words, **THEN** review that each of the letters in the blends *scr, spr,*and*str*make their own sound in the words, and the letters*th*and*sh* stand for one sound that blends with the sound of *r* at the beginning of the words.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter or digraph makes 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 three-letter blend in each word.

* I have **three** new books. (**thr**ee)
* Are you **strong** enough to carry the big box? (**str**ong)
* The **shrub** has green leaves and pink flowers. (**shr**ub)
* Our TV has a big **screen**. (**screen**)
* These yellow flowers bloom in the **spring**. (**spr**ing)
* We **split**the pizza and share the slices. (**spl**it)

### Objective: In this section, you will read how-to texts to understand what they do.

#### Key Words

* **how-to text** – a text that tells how to do something
* **information text** – writing that gives true facts

#### A Note to the Learning Coach

During the next month, your student will be learning how to write a how-to text. Each day, your student will spend time learning about the characteristics of a how-to text. They will also work through the stages of the writing process: prewriting, drafting, revising, editing, and publishing.

Here’s an overview of what your student will do in each unit:

|  |  |
| --- | --- |
| **Something Everyone Can Use** | * Understand what a how-to text is and how it is different from an information text. * Understand how to select a topic for a how-to text. * **Prewrite:**Select a topic for a how-to text and write a topic sentence stating what the text will show the reader how to do. |
| **Parts That Help** | * Understand how writers use sequence to order the steps in a how-to text. * Understand how writers end a how-to text. * **Draft:** Write sentences listing steps in a process in sequential order; write a closing sentence for a how-to text. |
| **Using What You Know** | * **Teacher feedback:** Understand how to improve a how-to text. |
| **All Parts Needed** | * **Revise:** Make content changes to a how-to text. * **Edit:** Check for grammar, spelling, and punctuation mistakes. * **Publish:** Write a final copy of the how-to text and share it with you. |

#### Explain

Quick Review

Before beginning today’s lesson, explain that the text your student will be writing over the next few weeks is a kind of information text. As needed, take a moment to review what your student knows about this text type from a writer’s perspective.

* An information text gives true facts about real people, places, and things.
* Writers write information texts to share information about a topic, or what the information is about.
* Sometimes, writers share true information they know. Other times, writers share information they have found by reading other texts.

As you review the instruction on how-to texts with your student, continue to make connections between how-to and information texts so that your student better understands why a how-to text is considered a type of information text.

1. Introduce the idea of a how-to text to your student by asking them to tell the steps involved in completing a familiar task, such as picking up their toys or accessing a favorite game or activity on a phone or tablet. Ask questions to help them articulate the steps, such as: What do you do first? What do you do after that? What is the last thing you do? How do you know you are finished? Then, discuss where someone might find steps like these written down (for example: in instructions that come with a product, in a recipe). Explain that a text that tells the steps in how to do or make something is called a how-to text. Invite your student to tell where they think the name comes from (it describes what the text does).
2. Examine the image at the beginning of the lesson and read the opening text with your student. Discuss what steps might be involved in teaching a dog how to stay.
3. Review the meanings of the key words *how-to text* and *information text* with your student and discuss why a how-to text is considered a kind of informational text. Explain that both give the reader information. An information text tells true facts about a topic. A how-to text is a series of steps that explain how to complete a task. Discuss why the steps are considered true facts rather than imagined.
4. Watch the video with your student and discuss the steps included in the how-to text the student and Learning Coach read. Read the question with your student and have them explain their answer to you.
5. Continue to the next screen and read the information about Jamari, the student model writer. Then, read the model text, “How to Make a Birthday Card,” together. Discuss what readers learn from Jamari’s text and why he might have written it, and then have your student respond to the questions. Encourage them to explain their responses and provide support as needed.
6. Explain to your student that they will be writing their very own how-to text. They will tell readers how to do a task they know how to do. Introduce the rubric for writing a how-to text, recognizing that your student will probably be unfamiliar with most of the information in the rubric.

[How to Make a Birthday Card](https://cite-media.pearson.com/legacy_paths/a0d6e793-17fe-4e2a-baff-80a29dfce26f/How%20to%20Make%20a%20Birthday%20Card.pdf)

Learning Coach Tip

If you have access to a printer, you may want to print out a copy of “How To Make a Birthday Card” for your student to reference and mark up to identify characteristics of a how-to text.

[How-to Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/773b2303-3dd9-44be-980b-1dbd2da5c73d/LA%201%20How-to%20Text%20Rubric.dotx)

#### Check-In

1. Read the instructions with your student. Then, reread “How to Make a Birthday Card” together, noting that it is the same text that you read earlier in the lesson.
2. Complete the first question with your student. Read the question and ask your student to tell what readers will know how to do after reading Jamari’s text. **IF** your student has difficulty, **THEN** circle back to the title of the text and guide your student to reread it. Discuss how it helps readers understand what information the writer has included in the text.
3. Continue on to the second question and have your student respond orally. Provide feedback and support as needed.

#### Practice

1. Read the directions with your student. Make sure they understand that they are answering questions about a new how-to text.
2. Read “How to Make Modeling Clay” with your student, and then guide them to respond to the questions. As your student answers each question, remind them to refer back to Chloe’s how-to text. Encourage them to write a complete sentence in their notebook, or you may want to have your student dictate their response.
3. Review your student’s responses and provide any needed feedback.

Learning Coach Tip

Your student may want to follow the steps in the how-to text and make their own modeling clay. If so, use the following amounts of each ingredient: 4 tablespoons of flour, 2 tablespoons of salt, ½ cup of warm water, 1 tablespoon of vegetable oil, and 4–5 drops of food coloring.

## Lesson 2: Something Everyone Can Use: Comprehension

### Objective: In this section, you will identify topic sentences in paragraphs from information texts.

#### Key Words

* **paragraph** – a group of sentences about the same topic
* **topic sentence** – the sentence that tells the main idea in a paragraph

#### Explain

A Note About This Lesson

In this lesson, your student will learn how to identify topic sentences in an information text. Before your student begins, you may wish to review the concept of sentences and paragraphs, and how the two are related.

1. Read or play the slide narration for the instruction with your student. Explain that a topic sentence is the most important sentence in a paragraph because it tells the paragraph’s main idea or most important point. Clarify that there is only one topic sentence in a paragraph. Review the meaning of “paragraph” as needed. (a group of sentences that relate to one idea)
2. Make sure your student understands that a topic sentence is often the first sentence in a paragraph. It is usually first in order to help readers understand what the rest of the paragraph will be about.
3. Read the list of steps your student can use to find the topic sentences in a text. You may wish to demonstrate how to scan or move your eyes quickly over a text.
4. Read about Idir with your student. Read the paragraph about how to save water. Then, read about how Idir found the topic sentence. Point out that Idir follows the steps your student learned earlier in the lesson.
5. Ask your student to identify the topic sentence in the paragraph Idir read. **IF** your student struggles, **THEN** review the steps for finding the topic sentence in a paragraph. Remind your student that the topic sentence is often the first sentence, and it tells the most important idea in the paragraph. Ask guiding questions like these:
   * What is the paragraph about? (saving water.)
   * What is the most important idea? (ways to save water)
6. Watch the video with your student. Guide your student to notice how the student in the video finds the topic sentence.

Set a Purpose for Reading

Help your student set a purpose for reading *Wonderful Wheels*. Have your student look at the cover and the pages of the text. Discuss the title and the pictures with your student. Ask what they think the book will be about. **IF** your student has difficulty, **THEN**focus on the cover. Scaffold by asking questions like these:

* What do you see on the cover? (different things with wheels)
* Read the title. (*Wonderful Wheels*) What do you think the book will be about? (wheels)

[Wonderful Wheels](https://cite-media.pearson.com/legacy_paths/40283199-a24b-43de-ba63-e72d9c9e0def/Wonderful%20Wheels.pdf)

Before You Read: Vocabulary

1. Guide your student to use the details in each sentence to infer what each vocabulary word means. For example, for the word “boasting,” scaffold with these activities:
   * Read the sentence with your student and draw attention to the boldface vocabulary word.
   * If needed, demonstrate how to boast. Use your voice to express an extremely confident tone as you say, “I am the best Learning Coach in the world! And you are the best student in the world!”
   1. Ask questions based on your student’s own experiences:
      1. Do you think we are really the best Learning Coach and student in the world? Be honest. (We are good, but we may not be the best in the whole world.)
      2. What did you notice about my voice and my words? (You sounded sure when you said we are the best.)
      3. What do you think “boasting” means? (bragging or saying that something is bigger or better than it really is)
2. Have your student use the vocabulary word in a sentence. **IF** your student has difficulty, **THEN** scaffold by asking: When or where might you hear someone boasting? (I might hear someone boasting in ads on TV that say things are the best. I might hear kids on the playground say that they are the best at something or that they have the best thing.)
3. You may wish to point out that on page 2 of *Wonderful Wheels*, Wanda Wheel says she is *not* boasting when she says she is wonderful. That means she thinks wheels really are great. Later, after your student reads the text, ask them if they agree.

* **boasting:** saying that something is bigger or better than it really is
* **tame:** to train a wild animal
* **loads:**heavy things that are lifted or carried
* **steering:** controlling the direction something goes in

Read

1. Allow time for your student to read the text.
2. Encourage your student to pause occasionally as they read to talk about what they have learned so far.

Check for Understanding

Use the question to quickly assess whether your student understands that *Wonderful Wheels* is a book with information about wheels. **IF**your student has difficulty identifying something that uses wheels, **THEN**them look at the picture on the cover or have them look at page 10. Have your student point to at least three things in the picture with wheels and name them. (The illustration shows a bicycle, a baby carriage, a skateboard, a motorcycle, trucks, and cars.)

#### Check-In

1. Read the directions with your student. Listen as your student tells you what a topic sentence is.
2. For the second question, clarify that your student should complete the sentences out loud. **IF** your student struggles to complete a sentence, **THEN** review the instruction from the first part of the Explain section. Focus on the definition of a topic sentence and the steps for finding one in a paragraph.
3. Then, listen as your student tells you which sentence is often the topic sentence. Discuss why it makes sense that the topic sentence is usually first. (It tells what the paragraph will be about.)

#### Practice

1. Read the directions with your student. Clarify that your student will read a paragraph from *Wonderful Wheels* and then use the steps they learned to find its topic sentence.
2. Tell your student to read the text excerpt and then read the answer choices.
3. Guide your student to click on the correct answer. They may click on the Hint button if they choose incorrectly and then try again.
4. Listen as your student tells you how they found the topic sentence.

### Objective: In this section, you will decide if a text has the information you need by following some steps.

#### Key Words

* **topic sentence** – sentence that tells the main idea in a paragraph

#### Explain

1. Before you begin the lesson, talk about times your student has looked for information in a book or online. Ask your student how they knew if the text had the information they needed. Explain to them that not every text has information that they will be looking for. Tell your student that in this lesson they will learn some steps for figuring out if a text has the information they need.
2. Read or play the slide narration about Gan with your student. Point out that Gan finds an online article called “Even You Can Sing.” Read the steps Gan uses to figure out if the text has the information he needs. Review the meaning of the key word “topic sentence” as needed.
3. Point out that after following the steps, Gan figures out that the text has the information he needs because the article tells how to sing.
4. Then, read about how Gan uses steps to figure out if a video has the information he needs to learn how to sing. Point out how the steps for the video are slightly different than for the online article. Gan has to watch and listen. He can’t look quickly for a topic sentence. Instead, he should listen for important words and details.
5. Point out that Gan figures out, after following the steps, that the video does not have the information he needs because it tells why one person likes to sing, not how to sing.

#### Check-In

1. Read the directions with your student. Make sure your student understands that they will answer two multiple choice questions about how to find the information they need for learning how to dance. Each question has three correct answers.
2. Work with your student to read through each question. **IF** your student struggles to identify the three correct answers, **THEN** have them review the steps Gan used. Remind your student that Gan used slightly different steps when reading an article and when viewing a video.

#### Practice

1. Read the directions with your student. Clarify that you will read aloud “How to Plant a Seed” as your student listens and follows along.
2. Read aloud “How to Plant a Seed” to your student.
3. Have your student decide if “How to Plant a Seed” has the information they need.
4. Listen as your student tells you how they decided. You may provide these sentence starters to aid the discussion.

**How to Plant a Seed**

1. You can plant a seed. You just need some dirt, water, and sunshine.
2. First, choose the seed you want to grow. Then, fill a small pot with dirt. Wet the soil a little bit.
3. Put your seed on top of the dirt. Use your finger to press it into the dirt. Cover the seed with a little bit of dirt.
4. Now put the pot in a sunny place. Don’t let it dry out. Soon your seed will turn into a tiny plant.

### Objective: In this section, you will read words that begin with the blends **scr, spl, spr, str, thr,** and **shr**and the words **been, children, month, question, their,** and **year**.

#### Warm-Up

Have your student say single-syllable words with the three-letter blends *scr, spl, spr, str, thr,* and *shr*by blending the sounds the letters make.

* 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 to say the word.

Use the following words:

|  |  |  |
| --- | --- | --- |
| **screen**  (5 sounds) | **splash**  (5 sounds) | **spray**  (4 sounds) |
| **street**  (5 sounds) | **throw**  (3 sounds) | **shred**  (4 sounds) |

#### Explain

Read Words with Blends scr, spl, spr, str, thr, and shr

1. Use the words to review how to read words with the three-letter blends*scr, spl, spr, str, thr,*and*shr*.
   * Read the first word.
   * Say the sound of the letters in the three-letter blend scr.
   * Read the word again and have your student repeat after you.
2. Continue to review with the second picture. Remind your student that each letter makes a sound in the three-letter blend *spl*.
3. Have your student continue by reading the remaining words. Remind your student that each letter makes a sound in the three-letter blends *scr, spl, spr*, and *str*. Then, remind your student that the three-letter blends *thr* and *shr* spell two sounds. Review that the letters *t* and *h* and the letters *s* and *h* make one sound in a word. Explain that the sound of the *th* and *sh* blends with the sound of*r* in words with the blends *thr* and *shr*.

Read High-Frequency Words

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

High-Frequency Words Routine

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

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

Learning Coach Tip

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

Read Spelling Words

Have your student continue to practice spelling the words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the three-letter blend in each spelling word. Then, have your student sort the words by the number of sounds in each three-letter blend.

|  |  |
| --- | --- |
| 2 Sounds – thr, shr | 3 Sounds – scr, spl, spr, str |
| three  shrub | screen  split  spring  strong |

#### Check-In

1. Use the sentences to confirm that your student can read the words *been, children, month, question, their,*and *year.***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 *throat, splash, stream, strange, spray,* and *shrubs* to confirm that your student can read words with three-letter blends correctly.

#### Practice

1. Have your student read “What Do We Do Today?” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with the three-letter blends *scr, spl, spr, str, thr,* and *shr*.
2. Print “What Do We Do Today?” Have your student reread the text silently. Then, have your student follow the directions to hunt for the high-frequency words*been, children, month, question, their,* and *year* and words with the three-letter blends *scr, spl, spr, str, thr*, and *shr*.

[What Do We Do Today?](https://cite-media.pearson.com/legacy_paths/11b383d8-dd2e-4289-885d-87a1da5ba453/What%20Do%20We%20Do%20Today.pdf)

### Objective: In this section, you will write with correct spacing between letters.

#### Explain

Quick Review

Before reading the lesson with your student, remind your student that letters are put together in a special order to spell words. Tell your student that they will practice writing with proper spacing between letters.

Read the introduction and look at the image of the word *cold*. Ask your student what word the letters spell.

Write With Correct Spacing Between Letters

1. Together with your student, read the first paragraph. Ask your student what they notice about the spaces between the letters in the word *cold*.
2. Read the next paragraph and the tips that tell how to space between letters with your student. Ask your student to imagine and trace each step in the air, or you may wish to demonstrate correct spacing on paper. Make sure they understand how to write with correct spacing between letters.
3. Read the questions with your student and encourage them to answer the questions aloud before revealing the answers. **IF** your student struggles to answer the third question, **THEN** write a word in which the spaces are too large or too small. Ask your student how easy or difficult it is to read the word.

[Letter Spacing Worksheet](https://cite-media.pearson.com/legacy_paths/6292d39e-84f9-4a00-927e-ccdfba215f74/Spacing%20Between%20Letters.pdf)

#### Check-In

1. Print the [Letter Spacing](https://cite-media.pearson.com/legacy_paths/6292d39e-84f9-4a00-927e-ccdfba215f74/Spacing%20Between%20Letters.pdf) worksheet. Then read the directions with your student. If you do not have a printer, use a sheet of lined paper for your student and write any models that need to be traced.
2. Discuss the models that are on the worksheet. Review the steps to forming each letter, pointing out the spaces between letters, as your student traces the words.
3. Observe as your student completes the worksheet. **IF** you notice that your student is using too much space between letters, **THEN** draw a vertical line after a letter and encourage your student to begin the next letter right after that line.

#### Practice

Learning Coach Tip

For your student to learn the proper spacing between letters, consider writing some words while your student watches. Draw their attention to the distance between the last finished letter and the next letter you are about to start. Encourage them to point to each space.

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 spacing their letters properly, **THEN** go back and read the Explain section again and write more words for your student to practice tracing.

### Objective: In this section, you will name the topic of a how-to text using what you know about topics.

#### Key Words

* **how-to text** – a text that tells how to do something
* **title** – the name of a text
* **topic** – what a text is about

#### Quick Review

As needed, review the connection between an information text and a how-to text with your student. Help your student understand that a how-to text is a special type of information text that tells someone how to do a task.

#### Explain

1. Read the first paragraph with your student and review the meanings of the key words *how-to text* and *topic*. Discuss the purpose of a how-to text. Remind your student that because a how-to text is a kind of information text, readers know that they can really make or do what the steps of the text describe.
2. Discuss the meaning of a topic in a how-to text. Make sure your student understands that the topic is what the how-to text about. Explain to your student that writers write how-to texts about something they know about. Point out the image and discuss the how-to topic it shows and what a text with that topic might tell about. Then, review the example topics in the chart and discuss why each is an example of a how-to topic a writer might write about.
3. Discuss with your student why it’s important that a how-to writer be familiar with their topic. Point out that in order for a writer to be able to clearly explain how to do or make something, they have to be familiar with the process themselves. Ask your student what might happen if they tried to tell you how to do something they had never done before. Help your student realize that how-to texts have to be about something the writer knows how to do.
4. Continue to the next screen and remind your student that they have already read “How To Make a Birthday Card,” a how-to text written by a student named Jamari. Review Jamari’s how-to text with your student, reminding them as needed that Jamari wrote the text to tell the reader how to make your own birthday card. Then, have your student answer the question by identifying the topic of Jamari’s text. **IF** they have difficulty identifying the topic, **THEN** guide them with questions such as: What does Jamari show readers how to do? What do readers learn by reading his text?
5. Review the meaning of the key word *title* with your student. Point out the title of Jamari’s text and guide your student to read it aloud. Ask them to tell if they notice anything interesting about the title, leading them to understand that it states the topic directly. Then, read the last paragraph with your student. Point out that writers make it easy for readers to identify the topic of a how-to text by identifying the topic right in the title. Discuss how this benefits readers (for example: they are able to use the title to determine whether or not they want to read the text and learn to make or do what the writer describes).

[How to Make a Birthday Card](https://cite-media.pearson.com/legacy_paths/0243a985-bc92-42e1-a483-a62db226cef7/How%20to%20Make%20a%20Birthday%20Card.pdf)

#### Check-In

1. Read the activity directions. Explain that each question is followed by three text titles. Only one of the titles reflects the topic of a how-to text. Your student should select the title that could be the topic for a how-to text.
2. Read the first question with your student. Discuss each title, guiding your student to look for the one that teaches or shows something. Then, have them select an answer. **IF** your student has difficulty, **THEN** review the definitions of a how-to text and topic.
3. Have your student complete the second activity independently as they are able. Review and discuss their responses when they have finished both questions.

#### Practice

1. Read the directions with your student. Explain that they will be answering questions about a different text, but that they have already read this text previously.
2. Read “How to Make Modeling Clay” with your student. Then, complete the first question with them. Ask your student to point out the topic on the screen and then respond to the question. As needed, review your discussion of the topic in the student model text, guiding your student to recall how they were able to identify it.
3. Encourage your student to write their response in their notebook. As needed, have them dictate their response.
4. Review your student’s responses and provide any needed feedback.

## Lesson 3: Something Everyone Can Use: Speak/Listen

### Objective: In this section, you will identify the supporting points in a paragraph from an information text.

#### Key Words

* **main point** – the most important idea in a paragraph
* **supporting points** – sentences that explain why the main point is true
* **topic sentence** – the sentence that tells the main idea in a paragraph

#### Explain

Quick Review

Before your student begins the lesson, quickly review what they learned previously about how to find a topic sentence in a paragraph in an informational text. Remind your student that a topic sentence tells the main point, or most important idea, in a paragraph. Revisit how to scan, or quickly look, for the paragraph’s first sentence, which is usually the topic sentence. Point out that there is only one topic sentence in a paragraph.

Explain that the other sentences in a paragraph have a job, too. Many of them are supporting points. Tell your student that they will learn in this lesson how to find supporting points in a paragraph in an information text.

1. Read or play the slide narration for the first paragraph of instruction with your student. Make sure your student understands that a topic sentence tells the main point, or most important idea, in a paragraph.
2. Read or play the slide narration for the second paragraph of instruction with your student. Clarify that supporting points are found by looking at the sentences that follow a topic sentence in a paragraph. They tell why the main point in the topic sentence is true. **IF** your student struggles with the concept of “supporting point,” **THEN** explain that “supporting” in this context means “giving more information that something is true.” Provide this example of “supporting”:
   * You read a paragraph about how canaries make good pets. You also read, in the same paragraph, that canaries can sing very well.
3. Review the list of questions your student can ask to find the supporting points.
4. Watch the video with your student. Point out that the student finds supporting points that help to explain the main point in a paragraph.
5. Read the paragraph about ways to save power with your student. Then, point to the topic sentence and read it aloud. Have your student answer the question about the main point. Make sure your student can name the main point. (People can use less power.)
6. Then, guide your student to look at the other sentences in the paragraph to find the supporting points. Tell your student they are looking for sentences that explain how people can use less power. Remind your student to ask questions and think about what the sentences tell them about the main point.
7. Guide your student to answer the question. **IF** they struggle to explain why the sentence is a supporting point, **THEN** ask these scaffolding questions:
   * Is the sentence about the main point (People can use less power)? (yes)
   * Does it tell why the main point is true? (yes)
   * Does it help explain how to do the main point? (Yes, it tells how people can use less power.)

The second sentence gives more information, and supports the fact that canaries make good pets.

Check-In

1. Read the directions with your student. Clarify that your student will tell what a supporting point is and then will identify three questions they can ask to find a supporting point in a paragraph.
2. Listen as your student answers the first question. **IF** your student needs support, **THEN** review that a supporting point helps to explain the main point in a paragraph. You may wish to draw a parallel between a table and its legs. The top of a table is the main point. The legs are the supporting points. They help support the main point.
3. Read aloud each question choice for the second question. Listen as your student tells which questions can be used to find supporting points. **IF** your student needs support, **THEN**have them review the list of questions in the Explain section.

#### Practice

1. Read the directions with your student. Clarify that your student will read the paragraph from page 10 in *Wonderful Wheels*. Then they will use what they have learned to identify one sentence that is a supporting point.
2. Allow time for your student to read the paragraph. Or you may read it aloud as your student listens and reads along.
3. Have your student read about the topic sentence. Talk about the main point. (People found more ways to use wheels.)
4. Guide your student to find a supporting point in the paragraph. Remind your student that it will be in a sentence that is not the topic sentence. Encourage your student to use the sentence frame to identify a supporting point and the reason why it supports the main point.
5. Your student may identify sentence 3, 4, or 5 as a supporting point. **IF** your student has no trouble identifying one supporting point, **THEN** encourage them to identify at least one more. You may wish to share the sample answers with your student. Your student can compare sentences and reasons.

[Wonderful Wheels](https://cite-media.pearson.com/legacy_paths/93f1bc73-a3a7-41cf-83be-12ed7bf7b68b/Wonderful%20Wheels.pdf)

### Objective: In this section, you will listen carefully to a text to learn information.

#### Key Words

* **supporting points** – sentences that explain why the main point is true
* **topic sentence** – the sentence that tells the main idea in a paragraph

#### Explain

1. Read or play the slide narration for the instruction with your student. Focus on the steps Mia uses when she listens for information. Clarify that Mia listens carefully for important words and ideas, including the topic sentence and supporting points. Make sure your student knows the meaning of the key words “topic sentence” and “supporting points.”
2. Point out that Mia has a strategy for when she does not understand something as she listens: She asks questions. **IF** your student needs support, **THEN** scaffold with questions that draw on your student’s own experiences. Ask questions, such as these:
   * Have you ever asked me to say something again? Why? (Yes, because I did not understand.)
   * Why might Mia want to hear some of the words again? (She did not understand them the first time.)
   * Do you ever have questions about something you hear? (yes)
   * Why might Mia have questions? (She needs help understanding what she heard.)
   * Mia tells what she heard, but it’s not correct. Why might she ask to listen again? (Maybe this time, she will understand the information better.)

#### Check-In

1. Read the directions with your student. Clarify that Diego wants to learn about trains. His Learning Coach reads an information text out loud. Your student will answer questions about how Diego can listen to the text about trains.
2. Work with your student to answer the questions. **IF** your student struggles, **THEN** guide your student to make the connection between Diego and Mia. Point out that Diego, like Mia, listens to his Learning Coach to learn information. Have your student review what Mia did while listening for information and apply it to Diego.

#### Practice

1. Read the directions with your student. Clarify that you will play the audio version of *Wonderful Wheels* as your student listens. (Alternately, you may choose to read the text aloud. You may also choose to play or read only a portion of the text, rather than the entire text.)
2. Guide your student to use the steps to listen carefully for information. Be prepared to pause the audio recording or your oral reading, so your student can ask a question or request to hear parts again.
3. After your student listens, allow them time to think about what they heard. Then, listen as they tell you what they learned. You may provide these sentence starters to aid the discussion:
   * One thing I learned was \_\_\_\_\_.
   * One interesting thing I heard about wheels was \_\_\_\_\_.
   * Another new thing I learned was \_\_\_\_\_.
4. Check that your student has understood the text correctly. If they have not, replay or read the section of the text with the correct information. Have your student listen again and then tell you what they heard.
5. You may wish to share the sample answer. Discuss with your student how what they learned compares to the sample answer.

[Wonderful Wheels](https://cite-media.pearson.com/legacy_paths/93f1bc73-a3a7-41cf-83be-12ed7bf7b68b/Wonderful%20Wheels.pdf)

### Objective: In this section, you will identify commas used in dates.

#### Key Words

* **comma** – a mark that separates words or numbers
* **date** – a certain day of a month or a year

#### Explain

Quick Review

Review what a comma looks like. Have your student find commas on a page of familiar text or in a sample sentence. Ask them to recall what a comma tells a reader to do. If necessary, remind them that a comma tells the reader to pause briefly before continuing to read the sentence.

1. Read the first sentence with your student and review the definition of the key word *date*. Then, have your student answer the questions to assess what they know about the components of a date. **IF** a review would benefit them, **THEN** display a calendar and review the months of the year. Explain that each month has a certain number of days and that 12 months make up a year. Guide your student to name today’s date, including the month, day of the month, and year.
2. Review the key word *comma* with your student, and then read the text about commas in a date together. Explain that a comma is a mark that is used to separate parts of a date. Remind your student that different dates have different months, days, and years. However, the comma always goes in the same place in every date. It is always after the month and day, and before the year.
3. Have your student tell today’s date, using the month, day of the month, and year. Write the date on a sheet of paper. Direct your student to point to the comma.
4. Then, read the example with your student. Discuss what is missing from the date (a comma) and how they know. Have your student point to where they think the comma should go and why, and then answer the questions.
5. Discuss why commas are an important part of a date. Return to the example date and point out that without a comma, it is hard to tell the 6 and 2021 apart. Point out that adding a comma clearly separates the two elements of the date.

Learning Coach Tip

If your student has trouble describing the position of a comma in a date, have them point to the comma again, and then to the numbers on either side of it. Prompt them to use words like *before* or *after* to tell where the comma goes.

#### Check-In

1. Read the directions with your student. Explain that they will read sentences about commas and dates. Your student will tell if each statement is true or false.
2. Do the first item together to make sure your student understands the interactive activity. **IF** your student has trouble answering correctly, **THEN** review with them the opening text to remind them about where the comma goes in a date.
3. Have your student complete the second item on their own. Provide support as needed to help them identify correct comma placement in dates.

#### Practice

1. Read the directions together. Explain that your student will write each date in their notebook and will circle the comma in each date before telling you the position of the comma in the sentence.
2. Do the first activity together. Have your student point to the month, the day, and the year. Ask them to point to the comma. Then, have them write the full date in their notebook and circle the comma. Finally, have them explain the position of the comma. As needed, provide a frame: The comma is between  and .
3. Have your student continue independently on the other items as able. As needed, review with your student what a comma looks like. Make sure your student knows that it belongs after the month and day, and before the year.

### Objective: In this section, you will blend sounds in words with blends **scr, spl, spr, str, thr,** and **shr**.

#### Warm-Up

Have your student blend sounds to say words that begin with the three-letter blends*scr, spl, spr, str, thr,*and*shr*.

* 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:

|  |  |  |
| --- | --- | --- |
| **screech**  (5 sounds) | **splatter**  (6 sounds) | **sprig**  (5 sounds) |
| **strange**  (6 sounds) | **thrill**  (4 sounds) | **shrug**  (4 sounds) |

#### Explain

Blend Words with Blends *scr, spl,*and*str*

Explain that some words begin with three consonants and that the sound of the consonants blend at the beginning of the word. Point out that each letter stands for its sound in the three-letter blends *scr, spl, spr,*and *str*. Add that the sound of the letters *th*or*sh* blends with the sound of *r* in the blends *thr*and*shr*. Use letter tiles to form the word *scrap.* Space the letters. Move the letter tiles together as you blend the sounds.





Use the following routine:

* Say the word.
* Say the sound of the first two letters and blend the sounds.
* Add the sound of the next letter and blend the three sounds.
* Add the sound of the vowel and blend.
* Add the sound for the last letter and blend.
* Say the word.

Blend Words with Blends *thr*and*shr*

Explain that the sound of *th*or*sh* blends with the sound of *r* in the blends *thr*and*shr*. Use letter tiles to form the word *throb*. Explain that if you’re head throbs, it has constant dull pain. Place the *t*and*h* tiles together to stand for the sound of the *th*digraph. Space the remaining letters. Move the letter tiles together as you blend the sounds.





Use the following routine:

* Say the word.
* Say the sound of the first two letters.
* Add the sound of the third letter and blend the sounds.
* Add the sound of the vowel and blend.
* Add the sound for the last letter and blend.
* 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. Remind your student that the letters *n* and *g* stand for one sound in the words *spring*and *strong*.

#### Check-In

Have your student use letter tiles to spell each word. Make sure that your student places the letters *th*and*sh*together. Review the blending routine:

1. Say the word.
2. Say the sound the first two letters make and blend them.
3. Add the next letter and blend the three sounds.
4. Add the sound of the vowel or vowels and blend.
5. Add the sound for the last letter or letters and blend.
6. Say the word.

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

#### Practice

1. Listen as your student reads “What Do We Do Today?” aloud. **IF** your student struggles to blend the sounds in words with the blends *scr, spl, spr, str, thr,*and*shr*, **THEN** use the letter tiles to blend the sounds the letters make.
2. Also check for the correct pronunciation of the high-frequency words *been, children, month, question, their,* and *year*.

### Objective: In this section, you will think of topics for your how-to text.

#### Key Words

* **how-to text** – a text that tells how to do something
* **topic** – what a text is about

#### Get Ready for Learning

In today’s lesson, your student will begin to think about a potential topic for their own how-to text. To help your student generate ideas, you may wish to point out and review examples of commonly-used how-to texts and books. For example, your student may be familiar with recipes or instructions that tell how to operate a machine or put a product together. Your student may have also followed directions to perform a simple science experiment. Gather a few examples and review them with your student, asking them to identify the purpose of each text and what it shows readers how to do or make.

#### Explain

1. Read the first paragraph with your student and review the meaning of the key words*how-to text* and *topic*. Remind your student what they have learned about the purpose of a how-to text and the information it shares with readers, and then tell them that over the next few weeks, they will be working on their own how to-text. Ask them to tell you what they think the first step in the process of writing a how-to text will be. Guide them to see that they will first choose their topic, or what their how-to text will tell readers how to do.
2. Read the second paragraph with your student. Remind your student that writers of how-to texts need to know how to do the task or activity they talk about in their text, and discuss why this is so. Provide a concrete example by pointing out the student model text, “How to Make a Birthday Card.” Ask your student: Do you think Jamari wrote his text without ever making a birthday card before? Explain that making a birthday card is likely something Jamari can do well, although he may have learned the steps in the process himself before writing the text. That is why he can tell someone else how to do it.
3. Briefly review what makes a good topic with your student. Remind them that how-to writers look for a topic that a reader will be able to do easily; discuss what might happen if the steps in making or doing the task were too difficult for a reader to complete or if the reader needed a lot of materials that were hard to obtain.
4. Watch the flipbook with your student. Stop to discuss each image and idea. Help your student understand that what each child’s how-to text tells is the topic of that text.
5. As your student watches the flipbook, they may want to discuss ideas for their own how-to text. Discuss any possible ideas your student suggests. **IF** your student is frustrated thinking of things they can do, **THEN** review the images in the flipbook. Use the images to make suggestions that you know match your student’s interests. Is your student good at building things with blocks or interlocking cubes? Maybe your student likes to make art projects, make some suggestions. Can your student make toast? Or set the table? Gentle suggestions may be useful to get your student thinking.
6. Have your student respond to the question. If necessary, help them realize that the topic of each how-to text is what the child knows how to do.

#### Check-In

1. Read the instructions and each question with your student. Make sure your student understands that they should select the topic that they think would be the best choice for the writer described in the sentence. They should tell you the letter of their choice.
2. **IF** your student is not sure about the options of a particular question, **THEN** expand on what you think each topic represents and guide them to see that they are looking for similarities between what the child can do and one of the topic choices.
3. Have your student respond to the remaining questions orally. Provide only as much support as they need to answer. Review and discuss their responses with your student when they have finished all three questions.

#### Practice

1. Read the directions with your student. Explain that your student will not choose their topic today; instead, the goal is to think of a number of ideas that they might be able to use.
2. Point out the bulleted questions and explain that they are meant to help your student think about topics that might be a good fit for them. Guide your student to use the questions to reflect on their own abilities and interests.
3. As needed, provide a few how-to texts and review them with your student to help spark ideas. (See the note at the beginning of this Learning Coach Guide.)
4. Have your student write their ideas in their notebook. You may want to have your student dictate their ideas to you.
5. Discuss your student’s ideas and help them eliminate any that are unrealistic or overly difficult or complex. Ask your student questions to help them clarify what they are thinking. Add any notes or information that might be helpful.

## Lesson 4: Something Everyone Can Use: Fluency

### Objective: In this section, you will identify the reasons an author gives to support points in an information text.

#### Key Words

* **author** – a person who writes
* **paragraph** – a group of sentences about the same topic
* **reasons** – explain why something is true
* **topic sentence** – the sentence that tells the main idea in a paragraph

#### Explain

1. Read or play the slide narration for the introduction with your student. As needed, clarify the meaning of key words. An “author” is a person who writes. A “paragraph” is a group of sentences about the same topic. The “topic sentence” tells the main idea of the paragraph and is usually the first sentence of the paragraph.
2. Then, read and discuss the paragraph explaining “reasons.” Explain that authors use reasons to tell why an idea is true. The reasons explain the main point. **IF** your student needs support, **THEN** give them an example of an idea and a reason, such as these:
   * Tell your student that you two should stand up and stretch. Prompt your student to ask, “Why?”
   * Then, give a reason. Stand up and stretch to take a break from sitting.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will be completing sentences about what reasons are and how to find them in a text.
2. Work with your student to complete the sentences. Listen as your student tells you the answers. **IF** your student needs additional support, **THEN** review the definition of “reasons” by revisiting the instruction on the first Explain slide. You may also review how Seth found a reason in the information text. First, he asked “Why?” Then, he looked for a sentence that told him why the main point was true.

#### Practice

Read the directions with your student. Clarify that they will read the text *Calling Grandma* and will identify the reasons for one of the main points presented in the information text.

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.

[Calling Grandma (A)](https://cite-media.pearson.com/legacy_paths/18c08772-bfdd-4a7b-aa5a-4515b446ef06/Calling%20Grandma%28A%29.pdf)

[Calling Grandma](https://cite-media.pearson.com/legacy_paths/4369f1eb-a0a2-41bd-9422-9a245adfb8b2/Calling%20Grandma%28O%29.pdf)

[Calling Grandma (B)](https://cite-media.pearson.com/legacy_paths/9062f2e2-5af7-40fe-9373-863084f54ebe/Calling%20Grandma%28B%29.pdf)

1. Allow time for your student to read the text. Answer any questions your student may have about time zones. Reinforce the concept by giving examples of what time it is in different places compared to the time it is where your student lives. Use the map on pages 20-21 to show the time at your student’s location compared to the time at a different location.
2. Clarify that your student will now reread a paragraph from *Calling Grandma* to identify two reasons the author gives for the main point, that it is too early to call Grandma.
3. Guide your student to read the main point of the paragraph from page 19 of the text.
4. Then, have them reread the rest of the sentences in the paragraph. Encourage your student to use the sentence frames to identify the two reasons. You may remind your student that the reasons will answer the question, “Why can’t I call Grandma now?”
5. **IF** your student has no trouble identifying the two reasons, **THEN** have them turn to page 22 of the text. Read this main point in the second paragraph: “But Mom says you could call your uncle now.” Ask your student to read the rest of the paragraph to identify the reasons. (He’s on a trip in London, England. London’s time zone is five hours ahead of yours. It’s afternoon where your uncle is.)

### Objective: In this section, you will ask questions about your oral reading of an information text to become a better oral reader.

#### Explain

1. Before you read the instruction with your student, review that someone who reads aloud well says all the words clearly and correctly. They also read at a good pace or speed, neither too quickly nor too slowly. Review that when a reader does these things, they help the listener understand the text better. **IF** your student needs support, **THEN** model how to read out loud from a familiar text. Say all the words clearly and correctly. Read at an appropriate pace.
2. Read or play the slide narration about Luisa with your student. Point out that Luisa asks questions to find out how well she read out loud. If she did not read out loud well, that’s a problem she wants to solve.
3. Then, point out that Luisa did not say a word correctly. That’s a problem she wants to solve, too. So, she asks questions to find out how to say the word correctly.
4. Explain that Luisa uses the answers to her questions to become better at reading aloud. Tell your student that they will use Luisa’s questions to become better at reading aloud, too.

#### Check-In

1. Read the directions with your student. Make sure they know they will answer questions about what they can ask as they read a text aloud.
2. Encourage your student to answer the questions independently. Listen to your student’s responses. **IF** your student struggles to identify the questions Luisa asked, **THEN** have them reread the instruction in the Explain section.

#### Practice

1. Read the directions with your student. Clarify that your student will practice fluency by reading aloud two pages from *Calling Grandma*. Then, they will reflect by asking questions to identify any problems with their oral reading.
2. Allow your student time to read the pages silently before reading aloud.

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.

Five Finger Test

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

[Calling Grandma (A)](https://cite-media.pearson.com/legacy_paths/18c08772-bfdd-4a7b-aa5a-4515b446ef06/Calling%20Grandma%28A%29.pdf)

[Calling Grandma](https://cite-media.pearson.com/legacy_paths/4369f1eb-a0a2-41bd-9422-9a245adfb8b2/Calling%20Grandma%28O%29.pdf)

[Calling Grandma (B)](https://cite-media.pearson.com/legacy_paths/9062f2e2-5af7-40fe-9373-863084f54ebe/Calling%20Grandma%28B%29.pdf)

1. Listen as your student reads aloud. Note any words that they skip or mispronounce, but do not offer any correction. Assign a rating for their reading speed on a scale of 1 to 3 (1 being too slow, 3 being too fast, and 2 being just right).
2. Listen as your student asks questions about their reading. Use your notes to answer their questions.
3. Then, talk about what questions to ask if your student said a word incorrectly. Listen as your student asks questions about how to pronounce the word “sections.” If your student pronounced the word correctly but had trouble with a different word, then point it out. Pronounce and define any word or words that caused your student to stumble.
4. Listen as your student tells you how your answers will help them read aloud better.
5. Give your student an opportunity to show they have improved by asking them to read aloud pages 2-3 of *Calling Grandma* again. Repeat the process of asking and answering questions. Be sure to point out areas of improvement.

### Objective: In this section, you will write sentences with correct spacing between words and sentences.

#### Explain

Quick Review

Before reading the lesson with your student, remind your student that they already learned how to write words with correct spacing between each letter. Explain to your student that today they will learn how to write sentences with correct spacing between words and each sentence.

Read the introduction and look at the image of the sentences. Ask your student to read the sentence aloud.

Write With Correct Spacing Between Words and Sentences

1. Together with your student, read the paragraphs. Ask your student what they notice about the spaces between the words in each sentence. Ask what they notice about the space between the two sentences.
2. Point out the example sentences again. Make sure your student understands that the space between words and the space between sentences are about the same and that the space between words and sentences is bigger than the space between letters.
3. Read the questions with your student and encourage them to answer the questions aloud before revealing the answers. **IF** your student struggles to answer the second question, **THEN** write a sentence in which the spaces between words are too small. Ask your student how easy or difficult it is to read the sentence.

#### Check-In

1. Print the [Word Spacing](https://cite-media.pearson.com/legacy_paths/c3ab7f89-843e-49db-8610-5826dc47618f/ELA_1_0489_Word_Sentence_Spacing_worksheet.pdf) worksheet. Then read the directions with your student. If you do not have a printer, use a sheet of lined paper for your student and write any models that need to be traced.
2. Discuss the models that are on the worksheet. Review the amount of space that should go between letters, words, and sentences with your student.
3. Observe as your student completes the worksheet. **IF** you notice that your student is using too much space between words or letters, **THEN** encourage your student not to move their pencil as far to the right before beginning each new letter.

#### Practice

Learning Coach Tip

For your student to learn the proper spacing between words and sentences, encourage them to leave a space the width of their index finger between each word and each sentence. Alternately, they can measure the space by using the width of their pencil.

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 spacing their words and sentences properly, **THEN** go back and read the Explain section again and write more sentences for your student to practice tracing.

### Objective: In this section, you will build words with the blends **scr**, **spl**, **spr**, **str**, **thr**, and **shr**.

#### Warm Up

Begin by having your student identify the number of sounds in a word that begins with a three-letter blend. Have your student blend the sounds. Use the following routine:

* Say the word.
* Have your student repeat the word.
* Say the word without a beginning sound.
* Ask your student to identify the sound that is missing.

Use the following words:

|  |  |  |
| --- | --- | --- |
| scream, cream | strap, trap | struck, truck |
| thread, red | strip, trip | shrink, rink |

#### Explain

Gather the following letter tiles: *a*, *c, e* (2), *g, h, i, k, m, n, o, p, r, s, t, w*. Use the letter tiles to model with your student how to build words with the blends *scr*, *spl*, *spr*, *str*, *thr*, and *shr*.

#### Check-In

1. Gather the following letter tiles: *a*, *c*, *e*, *h*, *i*, *l* (2), *m*, *p*, *r*, *s*, *t*.
2. Read each set of directions to your student. Observe as your student builds the words with three-letter blends. Have your student identify the vowel sound in each new word that is formed. Explain that a *shrill* sound is very high and loud, like a fire alarm. **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 each set of directions aloud 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. **Spelling Test** Use the following sentences to test the spelling words:

|  |  |  |
| --- | --- | --- |
| * **shrub** | Do you like the leaves on this **shrub**? | **shrub** |
| * **strong** | She is **strong** enough to carry her brother. | **strong** |
| * **screen** | The mosquitoes cannot get through the **screen**. | **screen** |
| * **three** | I played games with **three** friends. | **three** |
| * **split** | Would you like to **split**this apple with me? | **split** |
| * **spring** | We pick flowers in the **spring**. | **spring** |

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 previously studied.

### Objective: In this section, you will choose a how-to topic that is just right.

#### Key Words

* **how-to text** – a text that tells how to do something
* **topic** – what a text is about

#### Get Ready for Learning

In today’s lesson, your student will narrow down their list of topic ideas and choose the one they will write about. Make sure your student has the list of ideas they previously prepared available.

#### Explain

1. Read the first part of the lesson with your student, making sure to go over the definitions of the key words *topic* and *how-to text*. (You may want to ask your student to remind you of the definitions.) Then, remind your student that they have already read Jamari’s how-to text; as needed, ask your student to briefly summarize the text or read it again together.
2. Point out the chart and explain to your student that it lists the ideas Jamari brainstormed before he actually wrote his text. Make sure they understand that Jamari needed to think about each idea in order to determine whether or not it would make a good topic for his how-to text.
3. Remind your student of what they have already learned about what makes a good how-to topic: It is something the writer knows how to do and can explain to others. Then, explain that another characteristic of a good how-to topic is that it is something that can be done in just the right amount of steps—not too many and not too few. Ask your student what might happen if a how-to text had too many steps (the reader might not have time to do all the steps; they might get bored and not want to complete the task) or too few steps (the reader would be finished very quickly; the result might not be very satisfying). Discuss why a just-right topic is one that has a manageable number of steps—a number that will keep readers interested, but will not be too time-consuming or overwhelming.
4. Go through the list of Jamari’s topic ideas one by one and discuss why the two examples are not appropriate. Encourage your student to explain why the first topic is too big and the second is too small.
5. Read the first question with your student and discuss Jamari’s final choice. Ask your student to tell you if they think it was the right choice and why. Then, have them complete the second question and explain their answer.
6. End by discussing what your student will do to make sure the topic they choose is just right.

[How to Make a Birthday Card](https://cite-media.pearson.com/legacy_paths/7cee40d1-dcce-4d12-af09-d24f426da782/How%20to%20Make%20a%20Birthday%20Card.pdf)

#### Check-In

1. Read the instructions with your student. Make sure they understand that they will need to decide which of two topics is “just right”—in other words, which is not too hard and not too easy.
2. Complete the first item with your student. Read the topics. Ask your student how many steps it might take to complete each task. Then, have them select the one that seems more manageable. **IF** they have difficulty selecting the more appropriate topic, **THEN** review the definition of a “just-right” topic and how readers should feel about it.
3. If your student is able, have them complete the next item on their own. Otherwise, continue to support your student in comparing the two topics.

#### Practice

1. Read the directions with your student. Explain that they will now review each topic idea they have to make sure it is not too big or too small, and then select the topic they will use for their how-to text.
2. Help your student evaluate each topic against the Topic Idea Checklist. Guide them in eliminating choices. Allow them to add new ideas to their list as needed, but remind them that their goal for today is to choose one final topic.
3. Discuss your student’s ideas as they work through each topic. As needed, help them think about the number of steps each one would require.
4. When your student has decided on a final topic, have them write their topic in their notebook using the sentence frame. As needed, have them dictate their topic to you.

## Lesson 5: Something Everyone Can Use: Synthesize

### Objective: In this section, you will summarize an information text you choose to read.

#### Key Words

* **main ideas** – the most important ideas that tell what a story is about
* **summarize** – to tell the main ideas of an information text or a story
* **topic sentence** – the sentence that tells the main idea in a paragraph

#### Explain

1. Read or play the slide narration for the introduction with your student. Point out that Nova chooses a text that will give her the information that she wants to learn about how to select a pet.
2. Point out that Nova reads the book before she summarizes it. Clarify that to “summarize” means “to tell the main ideas in an information text or a story.” Explain that a summary includes only the most important ideas in a text. For that reason, it is much shorter than the text it summarizes. **IF** your student needs support, **THEN** model how to summarize a text. Choose an information text that is familiar to you and your student. Read it together, then model how to point out the main ideas and retell them using your own words.
3. Focus on the steps Nova uses to summarize the text. Explain to your student that rereading the text is an important first step in summarizing. Review that a topic sentence states the main point or main idea in a paragraph. Review the meaning of main ideas as needed. Point out that when summarizing, your student should use their own words as much as possible and retell the main ideas in order. Emphasize that the summary should be short compared to the text your student reads.
4. Read Nova’s summary with your student. Make sure your student understands that the summary is much shorter than the text Nova read. Point out how Nova introduces the text in the first sentence of her summary and shares the main ideas, not specific details from the text.
5. Watch the video with your student. Point out that the student in the video retells the main ideas from each topic sentence in the how-to book. The student also tells each main idea in the correct order.

#### Check-In

1. Read the directions with your student. Make sure your student understands that they will decide if statements about how to summarize a text are true or false.
2. Read each statement with your student. Listen as your student says “true” or “false” for each. You may wish to discuss why the statements that are false are false. **IF** your student needs additional support, **THEN** have them review the steps to summarize a text and discuss the characteristics of a summary. (It is short, tells only the main ideas, uses your own words, tells ideas in order.)

#### Practice

1. Read the directions with your student. Clarify that they will choose a text to read and then summarize it.
2. Ask your student to choose to read either *Wonderful Wheels* or *Calling Grandma*.

[Wonderful Wheels](https://cite-media.pearson.com/legacy_paths/065b813e-c6ed-4909-924e-c8914071709c/Wonderful%20Wheels.pdf)

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.

[Calling Grandma (A)](https://cite-media.pearson.com/legacy_paths/54469da4-7e8f-4d5a-bbf4-6593c718762b/Calling%20Grandma%28A%29.pdf)

[Calling Grandma](https://cite-media.pearson.com/legacy_paths/e3bb523a-0ace-4eb4-8b71-2e576a991d48/Calling%20Grandma%28O%29.pdf)

[Calling Grandma (B)](https://cite-media.pearson.com/legacy_paths/6a9aeb65-0f36-4ce5-aa04-9ab52e0aa197/Calling%20Grandma%28B%29.pdf)

1. Allow time for your student to read the text. Encourage them to use the steps they learned to summarize the information text they chose to read. They will retell the main points to you and you will record the main points in the chart. As your student shares the most important points, you will write them in a chart.
2. You may wish to access the flowchart or you may wish to draw a flowchart in your student’s notebook.

[Flowchart](https://cite-media.pearson.com/legacy_paths/a981b32a-edba-41c8-a94d-316b9740f3b8/Chart.pdf)

[Flowchart Answers](https://cite-media.pearson.com/legacy_paths/1b23f485-19c4-4eda-9377-649ce0de806d/Chart%20Answers.pdf)

1. Record each main idea as your student tells you. Encourage them to go back through the text page by page. Remind them, as needed, that a paragraph’s most important point is stated in the topic sentence, which is usually the first sentence in a paragraph. Then, listen as your student uses the completed chart to retell the main ideas in the correct order. Remind them to introduce the text in the first sentence. You may wish to share the sample answer with your student. Discuss how your student’s summary compares.

### Objective: In this section, you will identify the best way to share what you learn from reading or listening to an information text.

#### Explain

1. Read or play the slide narration for the instruction with your student. Focus on the list of four ways your student can share what they learn.
2. Ask your student to summarize the four ways: drawing, telling, moving or acting out, and writing. Talk to your student about how they like to share what they learn. **IF** your student needs support, **THEN** ask questions like these:
   * After you learn something, do you like to draw, talk, act or move, or write?
   * If you read a book about how to draw cats, how could you share what you learned? (Sample answers: I can draw a cat; I can write the steps for how to draw a cat; I can tell the steps for how to draw a cat.)
3. Point out that most of the time your student probably tells you or writes about what they learned. Discuss with your student times when they might draw or act out to show what they learned. For example, it might be easier to draw a picture of something than to use words to describe it. It might be easier to act out something than to tell how to do it.
4. Read about the four students and how they share what they learn with your student. After reading about each student, have your student answer these questions:
   * How does Brielle share what she learned? (She draws.)
   * How does Emir share what he learned? (He tells his Learning Coach.)
   * How does Jade share what she learned? (She moves her body or acts it out.)
   * How does Ali share what he learned? (He writes a sentence.)

#### Check-In

1. Read the directions with your student. Clarify that they will use the words in the Word Bank to complete the sentences about how the children show what they learn.
2. Listen as your student completes the sentences. Encourage your student to look for clues in the sentences to figure out which word is the best for how that child shared what they learned. **IF** your student struggles to complete a sentence, **THEN** review the four ways to share ideas. Read the sentence with your student to identify the clues and then ask guiding questions, such as these:
   * How does this student show how they learned?
   * Do they use their body?
   * Do they write a sentence?
   * Do they draw a picture?
   * Do they tell their Learning Coach?

#### Practice

1. Read the directions with your student. Make sure your student understands that they will read or listen to a text. Then, they will tell how they can share what they learn from the text.
2. Invite your student to read “How to Make a Pizza,” or read it aloud as your student listens.

How to Make a Pizza

You can make a pizza. This is a quick way.

You need a tortilla, tomato sauce, and cheese. You also need a grown-up to work the oven.

First, ask a grown-up to turn on the oven. Next, put a tortilla on a plate. Spoon some tomato sauce on the tortilla. Add some cheese on top.

Ask a grown-up to put the pizza in the oven. Watch it. Let it cook until the cheese bubbles.

Take it out. Let it cool. Then, enjoy your pizza!

### Objective: In this section, you will write the beginning of your how-to text, including a topic sentence and a list of what readers will need.

#### Key Words

* **topic sentence** – a sentence that tells what a text is about

#### Show What You Know

1. Remind your student that they have already selected the topic for their how-to text. Ask them to tell you what it is. Then, explain that today, they will begin writing their text by telling readers about the topic they have chosen.
2. As needed, review that all texts have three parts: a beginning, a middle, and an ending. The beginning of a how-to text identifies what readers will learn how to make or do. The middle tells the steps readers must follow to make or do the task. The ending tells readers that they have finished the task. **IF** your student would benefit from additional exploration, **THEN** revisit “How to Make a Birthday Card” with your student and help them annotate the beginning, middle, and ending of the text.
3. Read the text on the first slate with your student, making sure they understand the definition of the key word *topic sentence*. Review the purpose of a topic sentence and discuss the information it provides about what readers will learn to make or do. Explain that writers can also use a topic sentence to give readers additional information about the task, such as why they might want to do it, how difficult it will be to do, and so on. Ask your student where the topic sentence goes (at the beginning). Then, have them answer the question by explaining that the topic sentence tells the topic of the text.
4. Before continuing to the next screen, discuss the second part of a how-to beginning by explaining that a writer must also let readers know what they will need in order to make or do the task. If your student is familiar with a list of ingredients or materials often found in recipes or craft projects, help them understand that this sentence serves the same purpose.
5. Continue to the next section and read the section titled “Jamari’s Beginning” with your student. Remind them that careful writers like Jamari plan their writing before they write anything down. Review Jamari’s planning chart, noting the two parts and discussing how the chart helped Jamari get ready to write the beginning of his text.
6. Discuss Jamari’s topic sentence with your student. Ask your student to point out the portion of the sentence that identifies the topic (“make a birthday card”). Then, discuss the additional information Jamari includes. Point out that Jamari added information about the task itself (“It is easy”) and about how to use the birthday card (“for someone you know”). Have your student answer the question to identify how the topic sentence helps readers.
7. Discuss the second sentence in Jamari’s beginning with your student. Point out that Jamari begins the sentence with the words *You will need*; discuss how this helps readers know why the sentence is important. Then, have them answer Question 3 and explain their response.
8. Continue to the section titled “Edda’s Beginning” and read the text about Edda with your student. Explain that Edda is writing the beginning of her how-to text and they are going to help her. Review Edda’s planning chart and have your student answer the questions orally to make sure they understand the components of the beginning of the text.
9. Review the topic sentence frame with your student. Point out the two parts they will complete. Guide your student to identify which part tells the topic (the second part) and which tells more about the topic (the first part). Then, ask them to complete the sentence in their notebook. **IF** they have difficulty, **THEN** help them connect back to Edda’s planning chart, pointing out that the first line contains the topic. Discuss a word or phrase that Edda could use to describe the process of making fruit salad; for example: *easy, fun, not hard*.
10. Then, move on to the second sentence frame. Remind your student that in this frame, Edda will tell readers what they need to have in order to make the fruit salad. Have your student complete the frame with the list of materials from the chart.
11. **IF** your student struggles with writing either part of Edda’s beginning sentences, **THEN** have them dictate their response to you.

[How to Make a Birthday Card](https://cite-media.pearson.com/legacy_paths/97f8dbfe-a5b6-4d41-beb5-d40654b9d571/How%20to%20Make%20a%20Birthday%20Card.pdf)

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

* **Less Successful** — My student was not able to write a complete topic sentence or description of material needed. Information about the topic and materials was missing or unclear.
* **Moderately Successful** — My student was able to complete both sentence frames by writing a topic sentence and list of materials, but did not clearly state some information.
* **Very Successful** — My student was able to clearly complete both sentences frames by writing a topic sentence that named the topic and told something about it by completing an accurate list of materials needed.

#### 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** — Review the lessons in this unit. Make sure your student understands that a topic sentence includes a statement of what readers will learn to make or do, and may also include some additional information about the task. Make sure they also understand that as part of the beginning of their how-to text, writers tell readers what they will need to have in order to do the task. As needed, provide your student with sentence frames they can use to write each part of the beginning.
* **Moderately Successful —** Have your student identify the two parts of the beginning of their how-to text. Then, guide them to complete a planning chart with the topic and materials needed to make or do the task. Finally, work with your student to write their topic sentence and list of materials.
* **Very Successful** — Have your student complete the activity independently.

1. Read the directions with your student. Make sure your student has finalized the topic they will write about.
2. Guide your student to copy the planning chart into their notebook and complete it with information about their topic and materials the reader will need. **IF** your student needs help thinking through their materials list, **THEN** help them brainstorm the asking questions such as: What will readers use to draw the picture? What will readers need to put the water in?
3. Go over the two sentences your student will write. Note that their topic sentence should identify what readers will make or do as well as some additional information, such as how hard the task will be or why a reader might want to do it. Remind them that their second sentence should tell the items that readers will need to do the task. Suggest that your student begin this sentence with “You will need….”
4. Before your student begins writing, review the first row of the How-To Text Rubric with them. Explain that this row lists the parts of the beginning of a how-to text and will help them decide if they have included all the parts.

[How-to Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/773b2303-3dd9-44be-980b-1dbd2da5c73d/LA%201%20How-to%20Text%20Rubric.dotx)

### Review

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

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

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

### Reflect

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