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# Language Arts 1 B Unit 11: Something Better

## Lesson 1: Something Better: Genre

### Something Better: Introduction

#### Learning Goals

In this unit, your student will be learning about new and better things that can result if something is lost or taken away. There are 16 learning goals for this unit.

1. Listen to a text to build comprehension and identify whether the text tells a story or gives information.
2. Identify real-life connections between words and their use.
3. Identify and spell words with silent letters: *wr*, *kn*, and *gn*.
4. Break two-syllable words following basic patterns into syllables to decode the words.
5. Make predictions using text structures (e.g., sequence, cause and effect, compare/contrast).
6. Use newly acquired vocabulary in new situations.
7. Identify and practice writing *Xx*, *Uu*.
8. Read words with silent letters: *wr*, *kn*, and *gn* and read high-frequency words: *brother, father, friend, love, mother,* and *picture*.
9. Correct or confirm predictions using text structures (e.g., sequence, cause and effect, compare/contrast).
10. Use domain-appropriate vocabulary to communicate ideas in writing, with guidance and support as needed.
11. Blend words with silent letters: *wr*, *kn*, and *gn*.
12. Identify and practice writing *Qq*, *Gg*.
13. Identify how the use of text structure (e.g., chronological, cause and effect) contributes to an author's purpose in a text.
14. With support, read a book of choice.
15. Describe your favorite type of book with relevant details, expressing ideas and feelings clearly.
16. Blend and build words with silent letters: *wr*, *kn*, and *gn*.

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 Better: Genre Quick Check
* Something Better: Comprehension Quick Check
* Something Better: Speak/Listen Quick Check
* Something Better: Fluency Quick Check
* Discussion
* Imagine That! Skills Check
* Imagine That! Online Practice
* Imagine That! Unit Test

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

#### Spark

A Note to the Learning Coach

This lesson discusses composting. If your student is interested in learning more about how to compost, you may help them find more information on the internet. Search using the key words “composting for kids.”

1. Read the title and the slide with your student. Confirm that your student understands what it means to have something “left over” or “leftovers.” You can use a banana as an example. Explain that the fruit of the banana is eaten. The peel, however, is left over. It is the part of the fruit you do not eat. People usually throw this part of the banana in the garbage.
2. After reading the bullet points, invite your student to share which way they have reused some leftover items. Define words like *recycle* and *compost*. **IF** your student does not understand the idea of recycling, **THEN** explain the process in some more detail. Tell your student that when they *recycle*, they separate the trash into materials, such as metal, plastic, and paper. These items are brought to special places. Here, metal and plastic are melted. When cooled, it can be used to make new things. Paper is soaked. It turns to mush. When it dries, more paper is made. For *compost*, explain that it is something made from materials that were once alive, like leaves, hay, and vegetables. The compost that is produced from these rotting organic materials is added to dirt to make good fertilizer, or plant food.
3. Tell your student they will learn more about composting. Introduce the video and watch it with your student. As you play the video, pause to answer questions or clarify information. You may also wish to point out that although the video explains how to compost indoors, there are ways to do it outdoors, too.
4. Help your student answer the question. **IF** they cannot answer the question, **THEN** replay the third and fourth slides of the video. Have your child repeat the information they learn on the slides.

#### Activate Prior Knowledge

1. Read the first paragraph with your student and view the image. Invite your student to talk about other ideas they may have for reusing things that get left behind.
2. Read the activity with your student and confirm that they understand what to do. You may use the Draw and Write graphic organizer or have your student draw and write in their notebook. Help them complete the sentence frames.
3. Read each bulleted item. Have your student talk about topics they have learned about and which ones are new to them.
4. Share some examples of words spelled with the letters *wr*, *kn*, and *gn*, such as *wrong*, *know*, and *gnu*, to show your student what they will be looking for as they read.

### Objective: In this section, you will listen to identify if something is a story or 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 Better\_Genre silent letters wr.kn.gn](https://cite-media.pearson.com/legacy_paths/c830d624-2445-43c8-9827-a1d10ae67e8a/Something%20Better_Genre%20silent%20letters%20wr.kn.gn.pptx)

#### Get Ready for Learning

Review the concepts of real and not real with your student. Point to things in the room around your student. Ask, “Is it real?” Ask your student how they know. (Your student can see, hear, or touch things that are real.) Then, name people, places, or things that are imaginary or not real, such as characters in your student’s favorite books or movies. Discuss why they are not real. (They don’t really exist. They are imaginary.)

#### Explain

1. Read the introduction with your student or play the slide narration. If necessary, review the meaning of the key words. Explain that a story is made up, and an information text tells facts that are true.
2. As your student follows along, read “Next Stop, Space.” Discuss why the passage is not a story. **IF** your student needs support, **THEN** explain that the passage tells facts about how people go places. It tells how one day people may be able to ride an elevator into space. This information is true.
3. Read the passage “Up, Up, and Away.” Discuss why it is a story. **IF** your student needs support, **THEN** explain that stories are about made-up people, places, and things. Point out that although Jiya and Papa act like real people, they are made up. Your student could not meet them in real life.
4. Read aloud the text *My Hair Grew*. Ask your student to listen to identify whether what they hear is a story or gives information. **IF** your student struggles, **THEN** review that a book with information tells facts about something, and a story tells about made-up people, animals, or creatures.

[My Hair Grew](https://cite-media.pearson.com/legacy_paths/6137a898-d54c-46b1-8181-96e22db4e92b/My%20Hair%20Grew.pdf)

#### Check-In

1. Talk with your student about why *My Hair Grew* tells a story and is not a book with information.
2. **IF** your student needs additional support, **THEN** scaffold by asking questions like these:

#### Practice

1. Read the directions with your student. Make sure your student understands the task. Your student will listen to identify if the text “Tall or Small?” is a story or if it gives information as you read aloud.

Tall or Small?

“I wish I was tall,” Elu said. “Granddad is tall. He can reach the jar with treats. He can get my kite out of the tree. It’s better to be tall.”

Grandma said, “You will be tall someday. But then you won’t fit in my lap. Then Granddad won’t be able to pick you up. It’s not so bad being small.”

Grandma gave Elu a hug. “Maybe it is better to be small,” he said.

### Objective: In this section, you will use describing words to tell about people, animals, and things.

#### Explain

Quick Review

Review that nouns name people, animals, places, or things. Other words can describe those people, animals, places, or things. Remind your student that describing words are called adjectives. They can tell how something looks, sounds, tastes, smells, or feels. Ask your student to name adjectives that describe some objects in the room.

1. Read the first paragraph and the examples with your student. Explain that the words in bold are describing words. They tell more about the nouns that follow. Ask your student what other describing words might tell about a party, a lemon, and a blanket.
2. Read the meaning of *striped* with your student. Then, look at and read about the examples of striped things that Cleo finds. Have your student point out the stripes in each picture. Challenge your student to find something in the house that is striped.
3. Have your student look at the pictures of the fish and the bird. Ask them to say what they notice about each one before answering the questions.
4. Read the first question with your student and have them answer. **IF** your student has difficulty, **THEN** review the meaning of striped and the striped things earlier in the section. Ask this question: Which animal has a pattern like the one in the other pictures?
5. Read the second question with your student and have them answer. **IF** they need help, **THEN** suggest they think about a category, such as animals. Ask if they can name another striped animal. Provide further hints as needed until your student can name something else that is striped.

#### Check-In

1. Read the directions with your student. Explain that they will sort pictures into columns with the word that describes it.
2. Have your student complete the sorting activity. Do the first item together to make sure they understand the interactive format.
3. **IF** your student answers correctly, **THEN** have them complete the rest of the activity on their own. **IF** your student has difficulty, **THEN** make sure they understand the meaning of each word and can identify the animal or object in each picture. Read the hints as needed to provide additional support to help your student answer successfully.
4. When your student finishes the activity, read the Feedback Notes to reinforce understanding or to help them see what they missed. If they missed any items, allow them to try again.

#### Practice

1. Read the directions together. Explain that your student will use the describing words in the box to complete the sentences, based on what they see in each picture. Tell your student they will use each word one time, and they will write the complete sentences in their notebook.
2. Read the words in the box together. Make sure your student understands the meaning of each one.
3. Do the first activity together. Read the first sentence with your student. Have them write the sentence frame in their notebook. Then, have them look at the picture. Discuss the expression on Troy’s face and what it might show before your student selects a word to complete the sentence.
4. Have your student continue with the remaining items, helping them to read the sentence frames as needed. As needed, help your student choose words to complete the second and third sentences. Tell them that *cozy* means *comfortable*, and *spotted* means *with* *dots*.

### Objective: In this section, you will spell words after naming the sound for **wr**, **kn**, and **gn**.

#### Warm Up

Begin by having your student identify the sounds they hear in words with silent letters *wr*, *kn*, and *gn*. Use the following routine:

* Say the word. (Define the word *gnat*, if necessary.)
* Have your student repeat the word.
* Say the word again slowly. Have your student clap or tap each time they hear a sound to identify the number of sounds in each word.

Use the following words:

|  |  |  |
| --- | --- | --- |
| **sign**  (3 sounds) | **wreck**  (3 sounds) | **kneel**  (3 sounds) |
| **wrote**  (3 sounds) | **gnat**  (3 sounds) | **knew**  (3 sounds) |

#### Explain

Learning Coach Tip

Many words have letters that are silent when the words are spoken. These silent letters can be in the beginning, in the middle, or at the end of a word. The letter pairs *wr* and *kn* have the silent letters *w* and *k* at the beginning of words, as in *wrote* and *kneel*. The letter pair *gn* has the silent letter *g* at the beginning of words, as in *gnash*; in the middle of words, as in *signage*; and at the end of words, as in *sign*.

Words with *wr*, *kn*, *gn*

Read the words with your student. Explain that a *gnome* is an imaginary creature, usually found in people’s yards as a statue for decoration. Have your student answer the questions to identify that the first letter in each word is silent when the word is spoken. Explain that *wr*, *kn*, and *gn* are letter pairs in which the first letter is silent and only the second letter is spoken. Have your student name the letters in each word and then say the sound the letters stand for, emphasizing that letter pairs *wr*, *kn*, and *gn* stand for one sound. (*wr-a-p, kn-i-t, gn-o-me*). **IF** your student has difficulty with the silent letters, **THEN** point to the letter pair and have your student say the sound, followed by the sound for the remaining letters in the word. Have your student repeat after you. Point out that the word *gnome* has an additional silent letter. Remind your student that the final *e* makes the vowel sound long but is silent when the word is spoken.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Define any word that is unfamiliar. Then, have your student say the sound the letters stand for in the word, in particular the letter pairs *wr*, *kn*, and *gn*. 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 silent letter in each word. Note that the silent letter in *sign* is the third letter in the word. Use the following sentences:

* I have a watch on my **wrist**. (**w**rist)
* A small **gnat** is on my arm. (**g**nat)
* I hurt my **knee** in the ball game. (**k**nee)
* Our dog likes to **gnaw** on its bone. (**g**naw)
* We will **knock** on the front door. (**k**nock)
* We hung a **wreath** on the door. (**w**reath)

### Objective: In this section, you will break words into syllables to read the words.

#### Key Words

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

#### Explain

Learning Coach Tip

Your student will use vowel and letter sounds to break apart and read two-syllable words. They will decode the sounds in each syllable, then blend the sounds to read the word. Your student will be working with the following basic syllable patterns:

|  |  |  |
| --- | --- | --- |
| **Syllable** | **Pattern** | **Example** |
| closed | * ends in a consonant * short vowel sound | happen  h**a**p/p**e**n |
| open | * ends with a vowel * long vowel sound | bonus  b**o**/nus |
| silent -*e* | * a vowel and a silent *e*make one sound | invite  in/v**i**t**e** |
| vowel team | * two vowels together make one sound | teacup  t**ea**/cup |
| *r*-controlled | * a vowel and an *r* make one sound | garden  g**ar**/den |

You may want to explain these patterns to your student as they break words into syllables. Also, tell your student that when breaking a word into syllables, two vowels that make one sound stay together, and two consonants that make one sound stay together.

1. Tell your student that they can read a longer word by breaking the word into syllables. They can use letter sounds to decode each syllable, then blend the syllables to read the word.
2. Watch the video with your student. The student in the video, along with the Learning Coach, says the letter sounds in a syllable, then blends the syllables to read the word.
3. Ask your student to look at the picture of the rabbit, say its name, and listen to the vowel sounds. Work through the questions with your student. Have your student point out the two vowels and the letters *bb* between them. Explain that when two of the same consonant are in the middle of a word, the word can be broken into syllables between the consonants. Have your student break the word into syllables, say the letter sounds in each syllable, and blend the sounds. Then, have your student blend the syllables to read the word.: *r-a-b/b-i-t*; *rab/bit*; *rabbit*.
4. **IF** your student has difficulty breaking the word into syllables, **THEN** use letter tiles *a*, *b*, *b*, *i*, *r*, and *t* to model dividing the word into syllables. Move the tiles together as you say the letter sounds in each syllable, and then move the syllables together to blend and read the word.
5. Next, have your student look at the picture of the robot, say its name, and listen to the vowel sounds. Answer the questions with your student. Have your student point out the vowels and the consonant between the vowels. Your student may at first say *rob/ot*. Explain this syllable pattern: if there is one consonant between two vowels, the first vowel has a long sound. The consonant stays with the second vowel, which has a short sound. So the syllables are*ro/bot*.
6. **IF** your student has difficulty breaking the word into syllables, **THEN** use letter tiles *b, o, o, r, t* to demonstrate (*ro/bot*), or have your student write the word and draw a slash between the syllables (*ro/bot*).
7. Have your student look at the picture of the teacup, say its name, and listen to the vowel sounds. Work through the questions with your student. Explain that the vowels *ea* together have one vowel sound, long*e*. The syllables are divided between*ea* and*c, tea/cup*. Add that a compound word such as teacup is always broken between the two words. **IF** your student has difficulty, **THEN** have them write the word, draw a slash between*a* and*c* (*tea/cup*), say each syllable, then blend the syllables to say the word.







#### Check-In

1. Read the directions with your student. Have your student say the name of each picture. Then, work through the questions together to decode and read the word. You may need to point out that the *ur* in *turkey* stands for the vowel sound, so the word breaks between *r* and *k*. In addition, point out that the consonants *ck* in *jacket* also stand for one sound.
2. Check that your student correctly breaks apart a word, decodes each syllable, then blends the syllables to read the word. **IF** your student continues to have difficulty, **THEN** have your student use letter tiles or write the word, break it into syllables, decode the syllables, then say the syllables together to read the word.

#### Practice

1. Read the directions with your student. Make sure they know what to do. Then, have them work through each activity independently.
2. If necessary, review the basic syllable patterns.

## Lesson 2: Something Better: Comprehension

### Objective: In this section, you will make predictions about a story by using clues about how it is told.

#### Key Words

* **clues** – pieces of information that help answer a question
* **predict** – to use clues to guess what will happen next
* **text structure** – the way a story is told

#### Explain

A Note about this Lesson

Making predictions is an important skill. Using clues from the text to guess what happens next keeps the reader engaged and improves comprehension. The text structure of a story, how the text is organized, gives certain clues that the reader can use to make predictions. In this unit, your student will learn how text structure is used to make predictions. Your student will notice if a text uses cause and effect, sequence, or compare/contrast as a structure. Each of these text structures leads to a slightly different type of prediction the reader can make. In a story that uses cause and effect, the reader can make a prediction about how something will happen or what will happen because something happens. In a story that uses sequence, the reader can make a prediction about what will happen next or what happened before. In a story that uses compare/contrast, the reader can make a prediction about something that will be the same or different. Encourage your student to make predictions based on the text structure of the story they are reading.

1. Read the instruction with your student or play the slide narration. Discuss the meaning of the key words with your student. You may wish to review the concept of predicting by giving an everyday example. For example, talk with your student about how weather is predicted. The people who predict the weather make guesses about what the weather will be like. Sometimes they are right, and sometimes they are wrong.
2. Make sure your student understands the concept of text structure. Explain that “structure” means the way something is made, organized, or put together. Give examples of things with structure, such as a house of cards or a pillow fort.
3. Read the chart of clue words and text structures with your student. Explain that text structure is the framework for how a story is told.
4. Explain to your student that identifying how a story is told can help them to make a prediction. Point out that your student can make more than one prediction about a story. Your student can guess what will happen next or how something will happen or how something will be the same or different.
5. Read about Luna and the story “The Bad Day” with your student. Point out the clue words that Luna sees in the story. **IF** your student does not understand how Luna knows the story is told using cause and effect, **THEN** review the chart on the first screen of the Explain section.
6. Read Luna’s prediction. Ask your student if they think it is a good prediction. Then, have your student make their own prediction by answering the question. **IF** your student struggles to think of a different prediction, **THEN** provide support by asking questions such as these:
   1. Luna predicts that good things will happen to Manny. Is it possible that bad things could happen instead?
   2. What else might happen to Manny?
7. Watch the video with your student. Guide your student to focus on the student’s predictions. Explain that the student uses information and details from the story to guess what will happen next.

Set a Purpose for Reading

Have your student look at the cover of *My Hair Grew*. Talk about the title and the pictures on the cover and in the book. Then, discuss why your student will read the book.

[My Hair Grew](https://cite-media.pearson.com/legacy_paths/b4884c1f-6609-4f15-9971-b438803c60ac/My%20Hair%20Grew.pdf)

Before You Read: Vocabulary

1. Guide your student to use details in each sentence to infer what each vocabulary word means. For example, for the word “puff,” scaffold with activities such as these:
   1. Read the sentence with your student and draw attention to the boldface vocabulary word.
   2. If needed, demonstrate how to take a breath and use your lips to make a short burst or puff of air.
   3. Ask questions based on your student’s own experiences:
      1. Have you ever blown out a candle or a match? (yes) What did you do? (I took a deep breath and blew air out from my mouth.)
      2. Does a puff of air last a long time or short time? (a short time)
      3. What do you think “puff” means? (a short burst of air)
2. Have your student use the vocabulary word in a sentence. **IF** your student has difficulty, **THEN** scaffold by asking your student to think of something else they can use a puff of air to do. (to blow dust off something, to blow my hair out of my face)

**puff:** a short burst of air

**accidentally:** doing something by mistake

**stretched:** to pull or make something long and thin

**shrink:** to make smaller

**swept:** cleaned with a broom

Read

1. Allow time for your student to read the text. Encourage your student to pause occasionally as they read to talk about what is happening in the story. Encourage them to think about how the story is told (using cause and effect) and make predictions about what will happen next or why something has happened.

Check for Understanding

Use the question to quickly assess whether your student understands what the monster did in *My Hair Grew* to control their hair. **IF** your student has difficulty answering the question, **THEN** have them reread pages 3 and 7. Make sure your student understands that the monster causes its hair to grow by blowing on its thumb. The monster causes its hair to shrink by sucking on its thumb.

#### Check-In

1. Read the directions. Clarify that your student will match each set of clue words with the way a story is told or the text structure.
2. **IF** your student struggles, **THEN** review the chart with the clue words from the first part of the Explain section.

#### Practice

1. Read the directions. Make sure your student understands they will do three things: They will read a story. They will think about how it is told. They will make a prediction about what will happen next.
2. Allow time for your student to read “Ola’s Painting.”
3. Listen as your student tells you about the clue words and the story’s structure and makes a prediction. Encourage your student to complete the question stems.
4. You may wish to share the sample answer with your student. Discuss how your student’s prediction is similar or different from the sample prediction.

### Objective: In this section, you will describe how to fix a problem by asking “What if…?” questions to make predictions.

#### Key Words

* **answer** – something you say or write when you are asked a question
* **prediction** – a guess about what will happen next
* **question** – something to ask to get information

#### Explain

1. Read the instruction with your student or play the slide narration for your student. Review definitions of key words, as needed.
2. Make sure your student understands what a prediction is. Explain that your student can make predictions about real life, as well as about stories. You may wish to give an example of a real-life prediction. For example, make a prediction about what you might have for lunch or something you will do later today.
3. Before you and your student read about Afe, ask your student about strategies they use to fix their own problems. Do they try to fix a problem on their own? Do they immediately ask for help? Do they ask questions? Do they give up when can’t fix it the first time they try? Tell your student they can follow the steps Afe uses to think about how to fix a problem.
4. Focus on the “What if…?” questions Afe asks. Point out that “What if…?” questions lead Afe to think about different ways to fix the problem.
5. Explain that Afe uses the answers to the “What if…?” questions to make a prediction, or guess, about what might happen. Afe won’t know if his prediction is correct until he tries it.
6. Point out that Afe asks more “What if…?” questions when his idea doesn’t work. He makes another prediction. He keeps trying. Explain that some problems require several tries before they can be fixed.

#### Check-In

1. Read the questions with your student. You may wish to point out that Bo has a problem, like Afe did in the Explain section.
2. Encourage your student to answer the questions independently. **IF** your student struggles, **THEN** have them review the steps Afe used to think about his problem.

#### Practice

1. Read the directions with your student. Allow time for your student to reread page 3 of *My Hair Grew*.
2. Talk with your student about the monster’s problem. Read the questions that your student will answer about the steps to fix a problem. Then, listen as your student tells you questions that the monster could ask, predictions the monster could make about fixing the problem, and if the solution worked.
3. You may wish to share the sample answers with your student and talk about how the questions and predictions are alike or different.
4. If time allows, you may wish to repeat the activity by having your student reread page 5 of *My Hair Grew*. This time the problem is the monster has too much hair. Have your student list questions the monster can ask, make predictions about how the monster can fix the problem, and tell if the solution worked.

[My Hair Grew](https://cite-media.pearson.com/legacy_paths/b4884c1f-6609-4f15-9971-b438803c60ac/My%20Hair%20Grew.pdf)

### Objective: In this section, you will use new words in sentences.

#### Key Words

* **dictionary** – a book or program that tells the meaning of words

#### Explain

Quick Review

Review that words tell about many things in the world. Your student must learn new words and what they mean to better understand the world. Using the words they learn helps them better understand the words and tell what they mean. Explain that using sentence clues is one strategy your student can use to help them learn new words in texts they read.

1. Read the opening text, the key word, and its definition with your student. Explain that a dictionary is a resource that your student can use to look up new words and learn what they mean. Ask what else your student can do to figure out what a new word means. Remind them that looking for sentence clues is another way to help them learn new words.
2. Talk with your student about Imani’s new word and how she figures it out. Have your student look up *feast* in an online or print dictionary. Point out the part of speech and the definition, or meaning. Make sure your student understands what *feast* as a noun means.
3. Tell your student that finding the meaning of a new word is just the beginning. Continue reading together about what Imani does with her new word. Have your student look at the picture and read what Imani says. Ask how Imani practices using the word. (She uses it to talk about her breakfast.)
4. Have your student answer the questions. **IF** your student has trouble answering Question 1, **THEN** review the definition of *feast*. Ask how much food would be at a large meal.
5. Let your student know that there can be a variety of answers for Questions 2 and 3. Make sure your student’s responses show understanding of the word *feast*. They may name a holiday or special occasion as a time when people have a feast, and favorite or special foods appropriate to include in a feast.
6. After your student answers the questions, review how Imani practiced her new word. She used it to connect to something in her life. Encourage your student to practice using new words they learn, too. Remind them that they can use new words to make connections to things in their own lives.

#### Check-In

1. Read the directions with your student. Explain that they will use the words in the chart to complete the sentences based on each word’s meaning. Your student will use each word once. Then, they will say the complete sentence out loud.
2. Read each word and its meaning with your student. Make sure your student understands what each word means.
3. Read the sentences with your student and do the first activity together. Have your student fill in the blank with a word from the box that makes sense. **IF** your student has trouble answering, **THEN** prompt them to think about how a room might look after it has been cleaned. Have them look for a word in the chart with a similar meaning.
4. Continue with the second and third activities. If your student is able, have them read the sentences and select their answer independently before sharing the complete sentence with you. **IF** your student struggles or does not know, **THEN** support them as they complete the second and third activities. Help them look for sentence clues to find the word that fits in each sentence.

#### Practice

1. Read the directions together. Explain that your student will use the bold words to answer the questions. Knowing each word’s meaning will help them answer.
2. Read the first word and its meaning together. Make sure the meaning of *select* is clear. You may wish to explain that when you select something, you choose it over something else. Then, read the first question with your student and have them respond out loud. Remind them to answer with a complete sentence and to include the bold word in their response.
3. Have your student answer the other questions on their own, as they are able. Continue to help them read the questions, as needed. Review their responses when they have completed the activity, and provide any needed feedback.

### Objective: In this section, you will write capital **Xx** and **Uu**.

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they already learned how to write capital and lowercase letters *Xx* and *Uu*. In this lesson, they will practice writing all four of those letterforms. Point out that they will use what they know about writing curved lines and slanted lines to write these letters.

Read the introduction and review the images of the capital and lowercase letters *Xx* and *Uu*. Point out that the capital *X* and the lowercase *x* have the same shape, but that the lowercase *x* starts at the middle line rather than at the top line, so is a smaller version of capital *X*. Then, point out that the capital and lowercase forms of *Uu* are similar: they both include a curve that touches the bottom line, but capital *U* starts at the top line and lowercase *u* starts at the middle line. They will also retrace part of lowercase *u* but not capital *U*.

How to Write Capital A and Lowercase a

1. Watch the videos with your student to review how to form capital *X* and lowercase *x*. Point out that capital *X* looks like lowercase *x*. Have your student follow along to write both letters in the air and tell what is the same and what is different between these two letterforms.
2. Read the steps together about how to form capital *X* and lowercase *x*.

How to Write Capital U and Lowercase u

1. Watch the videos with your student to review how to form capital *U* and lowercase *u*. Point out that both forms of the letter have curves that touch the bottom line. Have your student follow along to write both letters in the air. Read the steps together on how to form capital *U* and lowercase *u*.

#### Check-In

Learning Coach Tip

Encourage your student to sit up straight and use their non-dominant hand to steady the paper as they write. Good posture and keeping the paper from moving can help your student form clearer letters.

1. Print the [*Xx* and *Uu* handwriting worksheet](https://cite-media.pearson.com/legacy_paths/c7e94e28-9603-4040-9f48-b0eddaa5515a/Write%20Xx%20and%20Uu.pdf). 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 or letters that will need to be traced.
2. Discuss the letter models that are on the worksheet. Review the steps to forming each letter as your student follows the arrows on the letterform.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming either letter, **THEN** discuss the differences in the letterforms. Remind your student that the capital forms of the letters are formed between the top and bottom lines while the lowercase forms are formed between the middle and bottom lines.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty determining where the slanted lines of *Xx* should cross, **THEN** remind them the lines in capital *X* should cross at the middle line, and the lines in lowercase *x* should cross halfway between the middle and bottom lines.

### Objective: In this section, you will read words with **wr**, **kn**, and **gn** and the words **brother**, **father**, **friend**, **love**, **mother**, and **picture**.

#### Warm Up

Have your student say single-syllable words that begin with *wr*, *kn*, and *gn* by blending the sounds the letters make. Use the following routine:

* Tell your student to listen as you say a word.
* Say each sound in the word slowly.
* Have your student mark each sound with a tap.
* Have your student blend the sounds together to say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **knots**  (4 sounds) | **wrench**  (4 sounds) | **gnat**  (3 sounds) | **knife**  (3 sounds) |
| **wrap**  (3 sounds) | **wrote**  (3 sounds) | **gnaw**  (2 sounds) | **wreck**  (3 sounds) |

#### Explain

Read Words with *wr*, *kn*, and *gn*

1. Use the words to review how to read words with the silent letters *wr*, *kn*, and *gn*. Follow these steps:
   1. Read the first word.
   2. Name the two letters in the beginning of the word.
   3. Name the silent letter and say the sound of the letter pair.
   4. Read the word again and have your student repeat after you.
2. Continue to review. Explain that a *gnu* is a hoofed animal found in Africa. Remind your student that when a word begins with the letter pairs *wr*, *kn*, or *gn*, the first letter is silent and the second letter is spoken. **IF** your student has difficulty reading a word, **THEN** cover the first letter of the word and have your student read the word. Then, uncover the first letter and have your student read the word again.

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 the O-ring and use the cards to practice reading high-frequency words.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the silent letter in the beginning of each spelling word. Then, have your student sort the words by *wr*, *kn*, and *gn*.

|  |  |  |
| --- | --- | --- |
| **wr** | **kn** | **gn** |
| wrist  wreath | knock  knee | gnaw  gnat |

#### Check-In

1. Use the sentences to confirm that your student can read the words *brother*, *father*, *friend*, *love*, *mother*, and *picture*. **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 *write*, *knit*, *knot*, *sign*, and *wren* to confirm that your student can read words with *wr*, *kn*, and *gn* correctly. Point out that the letter pair *gn* comes at the end of the word *sign*. Remind your student that when the letters *wr* and *kn* are at the beginning of a word and the letters *gn* are at the beginning or end of a word, the letters *w*, *k*, and *g* are silent.

#### Practice

1. Have your student read “Friends” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with *wr*, *kn*, and *gn*.

[Friends](https://cite-media.pearson.com/legacy_paths/bd24dc53-d2b3-4eff-8dc5-f3ad8e4159e1/Friends.pdf)

## Lesson 3: Something Better: Speak/Listen

### Objective: In this section, you will tell whether the predictions about a story are correct.

#### Key Words

* **details** – important pieces of information
* **prediction** – a guess about what will happen next

#### Explain

1. Read the first paragraph with your student or play the slide narration for your student. Review what a prediction is and how to make a prediction about a story, as needed.
2. Explain that after your student makes a prediction, they need to find out if it is correct. Make sure that your student understands the meaning of *correct*. **IF** your student struggles, **THEN** provide other words your student can use for “correct” (right, true) and “not correct” (incorrect, wrong).
3. Read the steps for checking a prediction. Explain that knowing the way a story is told (the story’s text structure) can help your student check if their prediction is correct. Help your student identify the text structure (cause and effect, sequence, or compare/contrast).
4. In addition to asking if the prediction is correct, encourage your student to confirm that their prediction is correct by using questions about text structure, such as these:
   1. For stories that use cause and effect:
      1. What was the cause? What was the effect?
      2. Did something cause something else to happen?
   2. For stories that use sequence:
      1. What happens next in the story?
      2. Did one thing happen after another thing?
   3. For stories that use compare/contrast:
      1. Was something that happened like another thing in the story?
      2. Was something that happened different from another thing in the story?
5. Make sure your student understands that their predictions may often be incorrect. They are only guesses. The important thing is for your student to notice when their predictions are incorrect and to correct them, using details from the story.
6. Watch the video with your student. Afterwards, discuss how the student in the video checks their prediction that the bears will return home and catch Goldilocks in their house. The student finds specific details from the story. The student identifies cause and effect to help check that her prediction was correct.
7. Have your student answer the question. They should understand that the student in the video made a correct prediction about the story. **IF** your student is unsure, **THEN** have them review the first minute of the video.

#### Check-In

1. Read the directions with your student. Make sure they understand the task.
2. Have your student use the sentence frames to tell you the steps Cesar can follow to check his prediction for a story that he read. **IF** your student struggles, **THEN** have them review the steps for checking a prediction in the Explain section.
3. Explain that Cesar’s prediction was not correct. Have your student use the sentence frames to tell you what Cesar should do to correct his prediction.

#### Practice

1. Explain the activity to your student. Your student will read Caria’s prediction, read the story Max and Kate, and then check if the prediction is correct.
2. Have your student read Caria’s prediction.
3. Allow time for your student to read *Max and Kate* on their own or with your help.

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.

[Max and Kate (A)](https://cite-media.pearson.com/legacy_paths/5da61ec3-5ac0-4182-a161-477d360fece7/Max%20and%20Kate%20Apple%20Tree%28A%29.pdf)

[Max and Kate](https://cite-media.pearson.com/legacy_paths/41311fd4-8151-4cc7-9f33-25bea1b8ed00/Max%20and%20Kate%20Apple%20Tree.pdf)

[Max and Kate (B)](https://cite-media.pearson.com/legacy_paths/c5199c57-7559-4075-86f7-4f814366b564/Max%20and%20Kate%20Apple%20Tree%28B%29.pdf)

Then, have your student work through the activities to check Caria’s prediction. Point out that your student will have to follow the steps for checking a prediction in order to complete the activities. Your student should understand that Caria’s prediction is not correct. In the story, Daddy uses the wood to make a tree house for Max and Kate. Your student should explain that Caria should correct her prediction. Encourage your student to use a sentence frame, such as “I predicted , but  instead.”

### Objective: In this section, you will make predictions by using creative thinking to answer questions about details in a story.

#### Key Words

* **prediction** – a guess about what will happen next

#### Explain

1. Read the instruction with your student or play the slide narration. Make sure your student understands that a prediction is a guess about what will happen next in a story.
2. Explain that thinking about the details in the story and talking about them can help your student make better predictions. It can also help them focus on the details they used to make the prediction.
3. Read and review the questions your student can use to think more deeply about the details in a story. Explain that the more of these questions they talk about, the better the prediction will be.
4. Then, read the conversation between Jay and his Learning Coach with your student. If needed, have your student review pages 3, 4, and 5 of the text.

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[Max and Kate (A)](https://cite-media.pearson.com/legacy_paths/5da61ec3-5ac0-4182-a161-477d360fece7/Max%20and%20Kate%20Apple%20Tree%28A%29.pdf)

[Max and Kate](https://cite-media.pearson.com/legacy_paths/41311fd4-8151-4cc7-9f33-25bea1b8ed00/Max%20and%20Kate%20Apple%20Tree.pdf)

[Max and Kate (B)](https://cite-media.pearson.com/legacy_paths/c5199c57-7559-4075-86f7-4f814366b564/Max%20and%20Kate%20Apple%20Tree%28B%29.pdf)

Point out how the questions lead Jay to think about different parts of the story so he can make a thoughtful guess about what will happen next. You may wish to discuss with your student how Jay's prediction compares to the end of the story.

#### Check-In

1. Read the directions with your student. Make sure they understand the task.
2. Have your student answer the questions. **IF** your student struggles, **THEN** have them reread the conversation between Jay and his Learning Coach in the Explain section.

#### Practice

1. Read the directions with your student. Make sure they understand the task. They will read the first part of a story and make a prediction about it. Tell your student to pay attention to details and clues.
2. Allow time for your student to read the first part of “The Biggest Tomato.” Or read the story aloud as your student listens and follows along.
3. Have your student share their prediction. Use the questions to discuss how your student made the prediction. You may wish to share the sample answer with your student and discuss how the sample prediction is like or unlike your student's prediction.
4. Then, read the rest of the story with your student. You may wish to discuss how your student's prediction compares to the end of the story.

### Objective: In this section, you will use words that help you write about a topic.

#### Explain

Quick Review

Review that your student can practice using new words to tell about things in the world. Point out that they can practice using words both when they are speaking and when they are writing.

1. Help your student better understand domain-related vocabulary by preparing several familiar topics related to science, math, or social studies. For example, a topic might be *community helpers* or *the human body*. Write each topic in the center of a sheet of paper. Help your student brainstorm words they know that are related to each topic. Write the related words around each topic on the paper.
2. With your student, read the opening text about words related to a topic. You may wish to refer back to the topics you prepared as examples to reinforce understanding about what a topic is.
3. Read together the sentences about Ty. Ask your student to name the topic Ty writes about (prairie dogs). Look at the sentence Ty writes. Explain that there may be words Ty could use to make his sentence more exact.
4. Continue reading together about the word *burrow*. Make sure your student understands that a burrow is a prairie-dog hole. Explain that using this word can help Ty write more exactly about the topic of prairie dogs and where they live.
5. Read the first question with your student and have them respond and explain their answer. **IF** your student has difficulty, **THEN** review the definition of *burrow* in the instruction. Make sure your student understands that Ty wants to replace the more general word *hole* with a word that tells the same idea in a more specific way.
6. Work with your student to answer the second question by coming up with a new sentence that replaces *hole* with *burrow.* Discuss how the sentence more accurately conveys Ty’s idea about prairie dogs.
7. Encourage your student to use words related to their topic when they are writing. Explain that this will make their ideas clearer and easier to understand. Point out that they may have to learn more about the topic to find the right word. Discuss what Ty did to learn more about his topic and find a better word to replace the more general *hole* (he looked in a dictionary).

#### Check-In

1. Read the directions with your student. Explain that they will read words and their meanings and will choose from two examples the one that uses the correct meaning of the word.
2. Look at the picture. Then, preview the words and meanings with your student. Ask your student what topic they are all about (trees or tree parts).
3. Read the first word and definition with your student. Have them point to the tree’s trunk in the picture. Then, read the sentences together. **IF** your student answers incorrectly, **THEN** have them point to the tree’s trunk in the picture again. Ask whether this part of the tree is something an animal could climb or something that changes color in the fall. Have your student say the correct sentence and write it in their notebook.
4. Continue with the second and third activities. If your student is able, have them work independently. Help them read words, meanings, and sentences as needed. **IF** your student answers incorrectly, **THEN** continue to support them. Point to the branches and roots and ask specific questions about each to help your student answer correctly. Allow your student to try again so that they can be successful.

#### Practice

1. Read the directions together. Tell your student that they will use the word that makes sense to complete each sentence. Have them write the complete sentences in their notebook.
2. With your student, read the words in the box and their meanings. Discuss what topic they are all about (books or stories). You may suggest that your student point out the title, author, and illustrator of a picture book they have.
3. Do the first activity together. See if your student can select the correct word from the box to complete the sentence. If they are successful, then encourage them to complete the other activities independently, but help them read sentences as needed. You may also want to consider asking guiding questions such as these: Who writes stories? Who makes the pictures for stories?

### Objective: In this section, you will blend sounds in words with **wr**, **kn**, and **gn**.

#### Warm Up

Have your student blend sounds to say words with *wr*, *kn*, and *gn*. Use the following routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **gnome**  (3 sounds) | **knob**  (3 sounds) | **wrench**  (4 sounds) | **kneel**  (3 sounds) |
| **gnu**  (2 sounds) | **wreck**  (3 sounds) | **know**  (2 sounds) | **wrap**  (3 sounds) |

#### Explain

Blend Words with *wr*, *kn*, and *gn*

Explain that when the letter pairs *wr*, *kn*, and *gn* are at the beginning of a word, the first letter of each word is silent and only the second letter is spoken. Review that the letter pair *gn* can also come at the end of a word. In this case, the letter *g* is still silent. Use letter tiles to form the word *wren*. Space the letters. Move the letter tiles together as you blend the sounds.







Use the following routine:

* Say the word.
* Say the sound that the first two letters make.
* Add the sound that the third letter makes.
* Add the sound for the last letter and blend.
* Say the word.

**IF** your student has difficulty blending the sounds to say the word, **THEN** repeat the routine with words from the Warm Up. Review that the letters *w*, *k*, and *g* are silent when the word is spoken.

#### Check-In

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

1. Say the word.
2. Say the sound that the first two letters make.
3. Say the sound that the next letter makes, and blend the sounds together.
4. Add the sound for the next letter and blend.
5. Continue adding letters and blending the sounds, if necessary.
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. Then, have your student say the word independently.

#### Practice

1. Listen as your student reads “Friends” aloud. **IF** your student struggles to blend the sounds in words with *wr*, *kn*, and *gn*, **THEN** use the letter tiles to help your student blend the sounds the letters make.
2. Also, check for the correct pronunciation of the high-frequency words *brother*, *father*, *friend*, *love*, *mother*, and *picture*.

### Objective: In this section, you will write **Qq** and **Gg.**

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they already learned how to write capital and lowercase letters *Qq* and *Gg*. In this lesson, they will practice writing all four of those letterforms. Point out that they will use what they know about writing curved lines and circular strokes to write these letters.

Read the introduction and review the images of the capital and lowercase letters *Qq* and *Gg*. Point out that capital *Q* and the lowercase *q* look different, and so do the capital and lowercase forms of *Gg*. Point out that both capital letters are formed between the top and bottom lines while the lowercase forms of both *Qq* and *Gg* drop below the bottom line.

How to Write Capital Q and Lowercase q

1. Watch the videos with your student to review how to form capital *Q* and lowercase *q*. Point out that capital *Q* looks like capital *O*, but capital *Q* includes a line at the bottom. Have your student follow along to write both capital *Q* and lowercase *q* in the air and tell what is the same and what is different between the two letterforms.
2. Read the steps together about how to form capital *Q* and lowercase *q*.

How to Write Capital G and Lowercase g

1. Watch the videos with your student to review how to form capital *G* and lowercase *g*. Point out that lowercase *g* extends below the bottom line, and is similar to lowercase *q*. Have your student follow along to write both capital *G* and lowercase *g* in the air.
2. Read the steps together on how to form capital *G* and lowercase *g*.

#### Check-In

Learning Coach Tip

If your student’s fingers get tired after a short time of handwriting practice, encourage them to take breaks to shake out their hands and wiggle their fingers. Encourage your student not to hold their pencil too tightly, as this can cause their hands to tire out faster.

1. Print the [*Qq* and *Gg* handwriting](https://cite-media.pearson.com/legacy_paths/a9676b34-95d0-428b-97d9-58674bcf689b/Write%20Qq%20and%20Gg.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 or letters that will need to be traced.
2. Discuss the letter models that are on the worksheet. Review the steps to forming each letter as your student follows the arrows on the letterform.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming either letter, **THEN** discuss the differences and similarities to other letters. Explain that lowercase *q* and lowercase *g* are almost the same, but the direction of the curve below the bottom line is different for each letter.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty determining how far below the bottom line to extend their lowercase letters, **THEN** remind them that the curves in both lowercase *g* and lowercase *q* should reach about the same distance below the bottom line as from the middle line to the bottom line.

## Lesson 4: Something Better: Fluency

### Objective: In this section, you will identify how the way a story is told adds to the author’s purpose.

#### Key Words

* **author’s purpose** – why an author writes a text
* **text structure** – the way a story is told

#### Explain

1. Read or play the slide narration for the instruction about an author’s purpose. Make sure your student understands that an author’s purpose is why an author writes a book.
2. Read the list of reasons why an author may write a book with your student. Authors write to inform, persuade, or entertain. Point out that authors write stories so that readers will enjoy them, not to give them information or to make them do or think something.
3. Watch the video. The student talks about how the story *Goldilocks and the Three Bears* is told. Guide your student to focus on the discussion of the word "chronologically." **IF** your student is unsure of its meaning, **THEN** have them review the first few minutes of the video and explain that "chronologically" means things happen in order. You may wish to draw your student's attention to clue words that indicate a story is told in chronological order (first, then, next, finally).
4. Review the concept of text structure with your student. Make sure your student understands that text structure refers to the way a story is told. Review, as needed, that a story may be told using sequence or chronological order (one thing happens after another), cause and effect (one thing makes another thing happen), or compare/contrast (one thing is the same or different as another thing).
5. Watch the next video with your student. Pause it as needed to answer any questions your student may have. After viewing, make sure your student understands that text structure helps an author with their purpose. Point out that the way an author tells a story makes readers want to find out what happens next.

#### Check-In

1. Read the directions with your student. Make sure they understand the task.
2. Work with your student to complete the sentences in the activities. **IF**your student struggles, **THEN**have them review the instruction in the Explain section or watch the video again.

#### Practice

1. Have your student read the story about the bear. You may wish to read the story aloud to your student, as they listen and follow along. If you read the story aloud, be sure to emphasize the words *so* and *because*. These words will help your student identify the story’s text structure as cause and effect.
2. Read each multiple-choice question with your student. Allow time for your student to answer the questions on their own before you offer to help them. Remind them to use the Hint if they get stuck after their first try.

### Objective: In this section, you will identify the purpose of an ad by reading it aloud.

#### Key Words

* **purpose** – why an author writes something

#### A Note to the Learning Coach

This lesson discusses how advertisements persuade people to do or want things. Before you begin the lesson with your student, you may wish to find examples of familiar and appropriate advertisements to discuss with your student, such as print ads in magazines and newspapers, and commercials. You can talk about how an advertisement’s visuals, words, and sounds (voices, music, sound effects) help get people to feel a certain way or do something.

#### Explain

1. Read or play the slide narration for the first paragraph with your student. Make sure your student understands that people create advertisements. They are like authors of books. Like authors, people who make ads have a purpose. Their purpose is to get people to want something or to do something, such as buy a product or take an action.
2. Read about ads that give information to get people to do something. Point out the picture. Then, read the ad with your student. Ask your student what the ad wants to get them to do. **IF** your student struggles with identifying the purpose of the ad, **THEN** point out the information in the ad. (Fruits and veggies are good for you. They help your body grow.) Identify what the ad wants your student to do. (Eat some fruits and veggies every day.) Ask your student whether or not the ad made them want to eat fruits and vegetables.
3. Read about ads that make people feel strongly in order to get them to do something. Ask your student what the ad wants them to feel. **IF** your student struggles to identify the purpose of the ad, **THEN** point out the words in the ad related to feelings (kindness, smile, help). Identify what the ad wants your student to do. (Be kind by smiling and helping others.) Ask your student if they think the ad makes people want to be kind and make the world a better place.
4. Guide your student through the instruction about reading an ad out loud with your student. Focus on the list of steps. Talk about what it means to use your voice to show feeling. Brainstorm a short list of feelings (e.g., happy, sad, excited). Then, demonstrate how to use your voice to express them. Point out how your voice sounds each time. For example, a happy or excited voice sounds bright and clear. A sad voice sounds soft and low.
5. Read the ad with your student. Then, read about how Kana uses her voice to read the ad aloud and figure out what the ad wants her to feel and do.
6. Demonstrate how Kana might have read out loud by using an urgent or sympathetic voice. Emphasize the words “help,” “home,” “pet,” and “best friend.” Point out the exclamation point that tells you to read urgently or excitedly. Then, have your student read the ad out loud, mimicking your voice.

#### Check-In

1. Read the directions with your student. Make sure your student understands the task.
2. Read the questions and have your student answer in conversation with you. **IF**your student struggles to answer the questions, **THEN**have them reread the instruction in the Explain section about the purpose of ads. Point out the examples of ads and how they get people to do something (by giving information, by making me feel strongly about something).

#### Practice

1. Read the ad with your student. Allow time for your student to look at the picture, think about the words, and decide what feeling to express with their voice as they read out loud.
2. Listen as your student reads the ad out loud. Your student may wish to read it out loud more than once. Give your student feedback on the expression, rate, and accuracy of their reading.
3. Listen as your student tells you what the ad wants them to feel and do. You may wish to give your student this sentence starter: The ad makes me feel  about .

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

#### Practice Reading Fluently

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

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

Simultaneous Oral Reading

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

Repeated Readings

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

Partner Reading

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

#### Try This

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

### Objective: In this section, you will build words with **wr**, **kn**, and **gn** in different ways.

#### Warm Up

Begin by having your student identify the number of sounds in words with *wr*, *kn*, and *gn*. Use the following routine:

* Stretch the word by saying each sound (*s-i-gn*). (Explain the meaning of any unknown words.)
* Have your student mark each sound with a tap.
* Have your student say the word sound by sound.
* Ask your student to identify the number of sounds in each word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **sign**  (3 sounds) | **wrench**  (4 sounds) | **knob**  (3 sounds) | **gnash**  (3 sounds) |
| **write**  (3 sounds) | **knife**  (3 sounds) | **knit**  (3 sounds) | **wrong**  (3 sounds) |

#### Explain

1. Use the chart to review the sounds for *wr*, *kn*, and *gn*. Remind your student that each letter pair makes just one sound because the first letter is silent and the second letter is spoken. Have your student say the sound each letter pair makes.
2. Gather the following letter tiles: *a, e, g, i, k, l, n, o, p, r, s, t, w*. Use the letter tiles to model with your student how to build words with *wr*, *kn*, and *gn*.

#### Check-In

1. Gather the following letter tiles: *a, d, e, g, i, k, m, n, o, p, r, s, t, w*.
2. Read each set of directions to your student. Observe as your student builds the words with *wr*, *kn*, and *gn*. Have your student identify the two letters that make one sound in each new word formed and tell which letter is silent.
3. Remind your student that the letter pairs *wr*, *kn*, and *gn* together make one sound, with the first letter being silent and the second letter being spoken. **IF** your student is not quickly blending the letter sounds when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement. Move the beginning two tiles together to show that they make one sound. Then, add the other tiles, one at a time, as your student blends the sounds to read the word.



#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Then, have your student write the spelling words in their notebook.
2. Have your student continue to practice reading the high-frequency words. If your student has written each high-frequency word on an index card, have them review the words from this unit and high-frequency words studied previously.

### Objective: In this section, you will describe your favorite type of book by having a discussion with others and by writing about it.

#### Apply

1. Read the introduction and review the rules for speaking with others. Point out that whenever your student participates in an oral discussion with others, they should speak loudly enough to be heard, slowly enough to be understood, and clearly enough to make every word understandable. Tell your student that they will have a chance to chat about their favorite type of book with another student. Point out the photograph and explain that the student shown is listening as another student talks about their favorite type of book.
2. Review the steps for describing a favorite type of book. Remind your student that they should be specific. You may wish to brainstorm a list of types of books your student is familiar with, such as fairy tales, adventure stories, mysteries, science fiction stories, stories about animals, biographies, autobiographies, realistic fiction, fantasies, and information books.
3. Remind your student that their description must include specific details about the type of book they choose. They must tell what type of book they like and why they like it. Encourage them to give a specific example and at least one reason. **IF** your student could benefit from additional preparation for responding in complete sentences,**THEN** provide them with these sentence frames to use:
   1. My favorite type of book to read is \_\_\_\_\_.
   2. I like this kind of book because \_\_\_\_\_.
   3. One other thing I like about this type of book is \_\_\_\_\_.

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

* Very Successful – My student successfully discussed independently.
* Moderately Successful – My student discussed somewhat independently.
* Less Successful – My student needed significant help to discuss.

#### Apply

1. Have your student read Aadan’s description of his favorite type of book.
2. Have your student answer the questions about Aadan’s description.
3. **IF** you wish to extend the activity by analyzing Aadan’s description, **THEN** point out how specific Aadan is in his description of his favorite type of book.
   1. He identifies his favorite type of book: fairy tales.
   2. He tells how fairy tales make him feel.
   3. He gives an example of a fairy tale.
   4. He gives specific details about fairy tales to tell why he likes them.

Assess how successful your student completed the activity by considering the following:

* Very Successful – My student successfully read Aadan’s discussion independently and answered the questions.
* Moderately Successful – My student read most of Aadan’s discussion independently and needed minor help to answer the questions.
* Less Successful – My student needed significant help to read Aadan’s discussion and answer the questions.

#### 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. The following list recommends where to start based on your assessment of your student's earlier performance.

* **If they were Very Successful**– Demonstrate how to use the discussion board or videoconferencing software and allow your student to chat independently.
* **If they were Moderately Successful –**Have your student read their ideas aloud to you before posting them to the discussion board.
* **If they were Somewhat Successful**– Review the rules for describing a favorite book. Discuss your student’s ideas before they post them. Have them read their ideas aloud to you before sending them.

1. You may wish to print out or write down the discussion prompt for your student to refer to as they participate in the discussion. Remind your student that they will describe their favorite type of book as they talk to other students.
2. Review the Sample Chat and read the prompt with your student. Make sure your student is able to use the keyboard.
3. Remind your student to use complete sentences to respond to the prompt and chat with other students and adults in class. Avoid using common informal language, such as LOL (laugh out loud), y'all, gonna, or IDK (I don't know).
4. Explain that they may use some informal language when talking with friends, such as "the movie was awesome!"
5. Ask why they would use a formal tone with adults and an informal tone when talking with peers. If they have difficulty explaining why they would use different tones give examples formal occasions, such as class or work, versus informal ones, like playing with friends or online chats.

## Lesson 5: Something Better: Fluency Discussion

There is no Learning Coach Guide for this lesson.

## Lesson 6: Something Better: Synthesize

### Objective: In this section, you will build words with **wr**, **kn**, and **gn** while blending sounds.

#### Warm Up

Begin by having your student identify the number of sounds in a word that contains letters *wr*, *kn*, or *gn*. Have your student blend the sounds. 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **knack**  (3 sounds) | **wrench**  (4 sounds) | **gnu**  (2 sounds) | **knife**  (3 sounds) |
| **wreck**  (3 sounds) | **know**  (2 sounds) | **wren**  (3 sounds) | **sign**  (3 sounds) |

#### Explain

Quick Review

Review that *wr*, *kn*, and *gn* make one sound, with the first letter silent and the second letter spoken. Have your student say the sound *wr*, *kn*, and *gn* make in the words *write*, *knit*, and *gnash*. You may want to use letter tiles to provide an example, such as *wring*.



1. Read the introduction and the word pairs with your student. Note if your student is saying the words with *wr*, *kn*, and *gn* correctly. Explain that when you *gnash* your teeth, you grind your teeth together. Then, have your student answer each question about the words.
2. Explain that one way to build words is to keep the ending letters the same and change the letters at the beginning of the word. Read each pair of words with your student and discuss that the words end with the same letters. Discuss that the letters at the beginning of each word are different. Remind your student that the letter pairs *wr*, *kn*, and *gn* together make one sound, with the first letter silent and the second letter spoken. Then, have your student say each word. **IF** your student does not blend the sounds correctly, **THEN** have your student use letter tiles to spell each word.

#### Check-In

1. Gather the following letter tiles: *a, e, f, g, h, i, k, l, n, r, s, t, w*.
2. Read each of the directions with your student. Observe as your student builds the words with *wr*, *kn*, and *gn*. Have your student identify the sounds in each new word formed. **IF** your student is not blending the sounds together when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Discuss the meanings of any words unfamiliar to your student.
2. **Spelling Test:** Use the following sentences to test the spelling words:
   * **Knock** two times to come in. (**k**nock)
   * We made a **wreath** of pine cones. (**w**reath)
   * The goat likes to **gnaw** on the fence. (**g**naw)
   * A bug bit my **knee**. (**k**nee)
   * A **gnat** flies around my peach. (**g**nat)
   * Wear the name tag on your **wrist**. (**w**rist)
3. Have your student continue to practice reading the high-frequency words. If your student has written each high-frequency word on an index card, have them review the words from this unit and high-frequency words studied previously.

### Review

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

Help your student 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.

### Study Tips

Read the page out loud to your student. Read each study tip to them. Discuss with your student which study tips might be most helpful for them.

Work with your student to think of any other study tips that could help them with any specific topics they need to review.

Provide time for your student to review. Tell them that they are about to take an online practice assessment. Tell your student that this assessment will not count toward their grade, but it will help them make sure they know everything they need to know before taking the unit test.

## Lesson 7: Imagine That! Unit Test

There is no Learning Coach Guide for this lesson.