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# Language Arts K B Unit 14: Good Food for You

## Lesson 1: Good Food for You: Genre

### Good Food for You: Introduction

#### Learning Goals

In this unit, your student will be learning about why it is important to eat healthy foods. There are 23 learning goals for this unit:

1. Use key details to make predictions, with prompting and support.
2. Repeat high-frequency words.
3. Understand how the suffix -*ful* changes the meaning of a word.
4. Identify the purpose of “how-to” books, with support.
5. Use key details to answer questions about a text, with prompting and support.
6. Identify high-frequency words.
7. Pronounce words with short *e* and long *e*.
8. Practice writing uppercase *A–M*.
9. Identify the topic of a “how-to” book.
10. Use headings to locate key details about a topic.
11. Match high-frequency words.
12. Understand how the suffix -*less* changes the meaning of a word.
13. Identify words with short *e* and long *e* (*e*, *ee*, CVC*e*).
14. Describe the purpose of the drawings and illustrations in a how-to book.
15. Answer questions about key details in a diagram.
16. Arrange high-frequency words with letters.
17. Build words with short *e* and long *e*.
18. Practice writing uppercase *N–Z*.
19. Select the topic for a “how-to” book, drawing or dictating to brainstorm ideas.
20. Retell information presented on a diagram.
21. Restate simple two-step directions.
22. Read emergent readers with high-frequency words fluently.
23. Compose the steps for the process in a how-to book, using digital tools.

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

Your student’s learning within “Good Food for You” will be assessed with the following items:

* Good Food for You: Genre Quick Check
* Good Food for You: Genre Skills Check
* Good Food for You: Comprehension Quick Check
* Good Food for You: Comprehension Skills Check
* Good Food for You: Speak/Listen Quick Check
* Good Food for You: Speak/Listen Skills Check
* Good Food for You: Fluency Quick Check
* Good Food for You: Fluency Skills Check
* Good Food for You: Synthesize Quick Check
* Good Food for You: Synthesize Skills Check

At the end of each day there is a skills check assessment. Skills check assessments will allow you to observe your student completing a variety of skills and indicate whether they were able to demonstrate the skills successfully. This assessment does not count toward 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

Set the Stage for Learning

Before your student begins to work on the day’s first English Language Arts lesson, create a treasure map. On paper, draw a winding dotted line from one corner to the opposite corner. Label these corners START and END. Along the dotted line, write the lesson titles. As your student completes each lesson, have them move a coin or other marker along the map. When they reach the end, have them open a treasure chest (such as a shoe box) with a small treasure inside (such as a “coupon” to play a game).

1. Read the introduction with your student. Point out that this week they will be talking about eating healthy foods.
2. Watch the video together. You may want to pause at the end of each slide to discuss the food in the photos and the ideas on the slides about the food we eat. After viewing the video, discuss other foods that are healthy to eat.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask about the healthy foods they eat.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if they also like the healthy food described and if they have the same reason for eating healthy foods.

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

#### Key Words

* **author** – the person who wrote the words
* **details** – important information
* **illustrator** – the person who drew the pictures
* **photograph** – a picture that is made using a camera
* **title** – the name of a book

#### 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.

[Good Food for You\_Genre Long e.ee review](https://cite-media.pearson.com/legacy_paths/e98ea304-068b-4b1b-af03-e5d665e6cd6a/Good%20Food%20for%20You_Genre%20Long%20e.ee%20review.pptx)

#### Explain

Learning Coach Tip

You will be sharing *Why We Eat Healthy Foods* with your student. Your student will not be expected to read the book independently. You may share the text by reading aloud the printed book, by reading aloud the text you display on the screen, or by having your student listen to the audio recording of the book.

|  |
| --- |
| **Reading Comprehension Instructional Focus** |
| **Lesson** | **Learning Goal** | **Focus** |
| Part 1 | Use key details to make predictions, with prompting and support. | **Prereading Activities****•**Pre-teach important concept vocabulary**•**Identify the title and author**•**Use details to predict what the book will be about. |
| Part 2 | Use key details to answer questions about a text, with prompting and support. | **First Read of the Book****•**Check for overall understanding of the text. |
| Part 3 | Use headings to locate key details about a topic. | **Reread a Part of the Book****•**Teach a comprehension skill.**•**Use headings to locate details. |
| Part 4 | Answer questions about key details in a diagram. | **Reread a Part of the Book****•**Teach a comprehension skill.**•**Answer questions about key details in a diagram. |
| Part 5 | Retell information presented on a diagram. | **Reread a Part of the Book****•**Teach a comprehension skill.**•**Retell information in a diagram. |

Learn New Words

1. It is important for your student to understand the following words and phrases to understand what is happening in *Why We Eat Healthy Foods*.
2. Draw attention to the picture for the word *bones*. Ask your student to describe what they see. Then, have your student stand up. Explain that the inside of their body looks like this skeleton. There are many bones, or hard parts, that form the frame. Support your student to identify a very large bone in their body and a very small bone in their body. Ask: Why do you think bones are important?
3. Continue with the picture for the word *muscles*. If possible, gather two pencils and a rubber band. Wrap the rubber band around the two pencils. Ask your student to imagine that the two pencils are bones. Explain that for the bones to be able to move they must be joined by a soft stretchy part of the body called a muscle. Say: Look at the picture. Point to the bones. How many do you see? What do the muscles help the bones do. What would happen if you did not have muscles that joined the bones in your body?
4. Draw attention to the picture for the word *heart*. Have your student place a hand on their chest over their heart. Ask: What do you feel? Explain that one of the most important parts inside their body is their heart. It is the heart’s job to pump blood throughout their body. The beating they feel is their heart working to pump their blood. Ask: Why is your heart an important part of your body?

|  |  |
| --- | --- |
| **Word or Phrase** | **Meaning** |
| bones | the hard parts inside your body that form the frame |
| muscles | the soft parts inside your body that join bones and help you move |
| heart | the part of your body in your chest that pumps blood throughout your body |

Title, Author, Illustrator

1. Review that every book has a cover that gives the title, or name, of the book. Have your student point to the title on the cover of *Why We Eat Healthy Food* and read it together.
2. Also review that the author of the book is the person who writes the words. Have your student point to the name *Rosalyn Clark* on the cover and read it together. Ask your student: *Does the first letter of a person’s name begin with a capital letter or a lowercase letter?* (a capital letter)
3. Continue by reviewing the role of an illustrator. Support your student as they explain that an illustrator is the person who drew the drawings in a book. Ask: Does every book have drawings? Look at the picture on the cover of *Why We Eat Healthy Foods*. Ask: Is it a drawing or a photograph? Then, support your student as they suggest why many information texts do not have an illustrator.

Use Details to Predict

1. Explain that before you listen to or read a book it is important to think about what the book might be about. One way to do that is to look at the details on the cover. The title and the picture on the cover give important information about the topic, or what the book will be about.
2. Allow time for your student to look at the details on the cover of *Why We Eat Healthy Foods*. Then, support them as they answer the two questions about the information on the cover. **IF** your student is unfamiliar with the meaning of the word *healthy*, **THEN** explain that when you are strong and not sick you are healthy.
3. Scaffold as your student uses the details they noticed to predict what they think the text will be about. Use the sentence frames to help your student speak in complete sentences and to explain why they think the way they do.

[Why We Eat Healthy Foods](https://cite-media.pearson.com/legacy_paths/5d46edc6-549b-4757-a977-f2459781d1f0/Why%20We%20Eat%20Healthy%20Foods.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at pictures in the beginning, middle, and end of the book.
2. With your student, look at the picture on page 5 of *Why We Eat Healthy Foods*. **IF** your student has difficulty using details to describe what they see in the picture, **THEN** think aloud about what you see. For example: *I see different vegetables such as beans and peppers. I think this is in a grocery store or market. What else do you see in the picture?*
3. Continue with the pictures on pages 13, 14, and 17.

#### Practice

1. Review that the photos in *Why We Eat Healthy Foods* give a lot of information. Now it is time for your student to think about what they notice by looking at the pictures and telling you what they think the book will be about. Explain that there isn’t a right or wrong answer to the question. **IF** your student has difficulty making a prediction, **THEN** model a response using the sample response.
2. **Daily Writing:** You may want to have your student respond to the following writing prompt: What is your favorite food? Tell me what it looks like. Tell me what it tastes like. Encourage your student to write independently and to read their writing to you. Remember that your student is developing as a writer and may not write in complete sentences or spell words correctly.

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

#### Explain

Quick Review

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

1. Have your student talk about the first picture. Ask questions such as: What is happening? Who do you see in the picture? What are they doing? Read the question below the picture. Continue with the second picture and sentence. Explain that when you talk about something that already happened, you may use the word *was*.
2. Point to the word *Was*, say the word, and have your student repeat. Continue with the word *was*. Explain that *was* is a word that they will see many times in books they read. The word tells them about something that already happened.

#### Check-In

1. Read the question for the first picture aloud. Ask questions such as: What are they doing? Continue with the second sentence.
2. Tell your student that you will point to a word and say it. Then, they should repeat the word. Confirm their understanding that the words *Was* and *was* tell them about something in the past by asking questions such as: What are they doing? Is the action happening now or did it already happen? **IF** your student has difficulty understanding that the word *was* *is used* to tell them about an action that has already happened, **THEN** provide an example such as: The dog is wagging their tail. Ask: Is the dog wagging their tail now? The dog was wagging their tail. Ask: Is the dog wagging their tail now?

#### Practice

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

[Make Word Cards](https://cite-media.pearson.com/legacy_paths/56ca735e-3b93-4b23-93ee-5ff4cadbf67a/Make_Word_Cards_Was.pdf)

### Objective: In this section, you will identify how **-ful** changes the meaning of a word.

#### Explain

1. Introduce the idea of the word part -*ful* by displaying an image of happy people and saying: *These people are cheerful*. Ask your student to describe the people. Point to the letters -*ful* and tell your student the addition of the letters makes a new word that means *full of cheer*.
2. Read the text with your student and emphasize that a word part is a letter or group of letters. Have your student look at the first photo as you read the sentence. Have your student point to the word *colorful*. Explain that -*ful* is a word part that goes at the end of a word. Adding -*ful* makes a new word with a different meaning. **IF** your student needs help visualizing the addition of the letters, **THEN** have them cover up the letters -*ful* with their finger and say the word *color*. Tell your student that the word part -*ful* means *full of* and explain that *color* + *ful* makes the word *colorful*, which means *full of color*.
3. Continue by having your student look at the next photo as you read the sentence aloud. Have them point to the word *peaceful*. Explain that adding -*ful* changes the meaning of the word *peace*to*full of peace*.
4. Continue with the third photo and read the sentence aloud. Have your student point to the word *playful*. Read the question aloud and have your student answer. **IF** your student answers incorrectly, **THEN** remind them that -*ful* means *full of*so the new word, *playful*, means *full of play*.

#### Check-In

1. Read the directions aloud to your student. Explain that they will find a word that fits a meaning. Remind your student that -*ful* means *full of* and adding -*ful* to the end of a word changes the meaning of a word. Read aloud the words in the word box and explain they will choose one of the words to answer a question.
2. Read aloud the first question and have your student answer. **IF** your student answers correctly, **THEN** have them finish the remaining activities independently. **IF** your student answers incorrectly, **THEN** have them use a finger to cover up the word part -*ful* in the answer choices and say aloud the word that remains. Ensure your student recognizes that *powerful* means *full of power*.
3. Have your student continue with the remaining items and provide support as necessary.

#### Practice

1. Read aloud the directions to your student. Explain they will finish a sentence with a word that ends with the word part -*ful*. Point out that adding -*ful* changes the meaning of a word.
2. Work together with your student on the first activity. Point out the word box and read aloud the words that end in -*ful*. Then, have your student look at the first photo as you read aloud the sentence they will finish. Ask your student to look at the words in the word box and choose one to finish the sentence. **IF** your student chooses incorrectly, **THEN** have them focus on the meaning of the correct word, asking questions such as these: What can you do with a shovel? (dig) How can it help you get work done? (It can move dirt or snow quickly.) Remind your student that -*ful* means *full of* so a shovel is *useful*, or *full of use*.
3. Continue with the remaining items, following the same procedure, and supporting your student as necessary.

### Objective: In this section, you will tell what how-to books do.

#### Key Words

* **how-to-book** – a book that tells how to do something

#### Explain

A Note to the Learning Coach

Over the past year, your student has developed as a writer by exploring several different writing forms. Now, they will focus more intensively on informative writing by developing and finalizing their how-to book over three weeks. 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, peer review, revising, editing, and publishing. It will be important to keep your student motivated during this extended focus on writing by making sure they have a clear understanding of what they have already accomplished and what still needs to be done.

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

|  |  |
| --- | --- |
| **Good Food for You** | • Understand the purpose of a how-to book and the drawings it contains.• Understand how to select a topic for a how-to book.• **Prewrite:**Select a topic for a how-to book.• **Draft:**Write sentences that tell the steps in a process. |
| **A World of Healthy Food** | **• Draft:**Create drawings that support the steps in a how-to book.• **Peer review:**Share the text of a how-to book, ask for and receive feedback.• **Revise:** Add details to clarify the order of the steps. |
| **Chefs Cook** | **• Revise:**Make content changes to clarify ideas in a how-to book.**• Edit:** Check for mistakes in capitalization and punctuation.**• Publish:** Put together a final copy of the how-to book and share it with you. |

Quick Review

Your student will likely be familiar with information text from the reading they’ve done. 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 facts about real people, places, and things.
* Writers write information texts to share information with readers.
* Sometimes, writers share information they know. Other times, writers share information they have learned.

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. Review with your student the different reasons writers write. Explain that one reason is to teach other people how to do something. Ask your student what they know how to do that they could teach to someone else. As needed, provide examples such as: get ready for bed, kick a soccer ball, or play tic-tac-toe.
2. Use the on-screen definition to introduce the key term *how-to book*. Explain that a how-to book is a kind of information text. When a writer writes a how-to book, they share information about how to do or make something. Ask your student to give a thumbs-up if they think that *how-to book* is a good name for this kind of writing and to tell why. (A how-to book is a book that tells “how to” do something.)
3. Return to the activity your student knows how to do. Guide them to tell you the steps involved in doing the activity. As needed, as questions such as: What do you do first? What do you do after that? What do you do last? Ask if the activity would be easy or hard to do if they told the steps in a different order.
4. Remind your student that they have learned that the texts they write have a beginning, a middle, and an end. Explain that this is also true of a how-to text.
	* In the beginning, the writer tells what they will show readers how to do.
	* In the middle, the writer tells the steps that readers need to follow.
	* At the end, the writer reminds readers what they have learned to do.
5. Introduce your student to the student writer Calli. Explain that Calli is in kindergarten, just like your student. She is also a writer like your student. Tell your student that Calli has written a how-to book about something she knows how to do. Assist your student in describing the pictures and reading the sentences in Calli’s book. Discuss why Calli was careful to put the steps to planting a seed in order.
6. Assist your student in answering the questions about the how-to book.
7. Explain to your student that they will soon begin working on their own how-to book. Their book will tell readers how to do a task they know how to do.
8. Introduce the rubric for writing a how-to book, recognizing that your student will be unfamiliar with most of the information it contains. Explain that the rubric has information about what writers do to make sure their text has all the parts it needs.

[How-to Book Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/a1773c89-727d-4f3a-93a3-0839b051f2e6/LA%20K%20How-to%20Text%20Rubric.dotx)

Learning Coach Tip

As you use the rubric to track your student’s progress throughout the how-to book writing process, keep in mind that kindergarten writing proficiency is developmental. Indicators traditionally used with more experienced writers (the use of complete sentences, appropriate grammar and spelling, and so on) may not apply to your student at this stage of their development and should not drive your assessment of their understanding of the writing process.

#### Check-In

1. Read the title of each book with your student and have them point to the cover as you say the title. Discuss with your student what each book might help readers understand.
2. Read the first question with your student and ask them to choose the book that would show them how to braid hair. **IF** your student has difficulty answering, **THEN** ask them to describe the picture on the cover of each book. Ask which images tell them that the writer will show readers how to braid hair.
3. Assist your student in answering the second question as needed. Discuss with your student why the two books are considered how-to books and what kind of information they would likely share.

#### Practice

1. Remind your student that a how-to book has a beginning, a middle, and an end. Explain that you are going to read them the beginning and end of a how-to book about making sock puppies. Then, your student will think more about the middle part. Ask your student to remind you what happens in the middle part of a how-to book (the writer tells what to do).
2. Read the beginning and ending sentences and talk about what they help readers understand about making sock puppies.
3. Have your student point to the pictures that show what to do to make a sock puppy. Explain that the steps are not in the right order. Your student will need to decide the correct order of the steps.
4. Assist your student in using both the images and the text to decide which sentence tells what to do first, next, and last. Provide support and feedback throughout the activity.

## Lesson 2: Good Food for You: Comprehension

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

#### Key Words

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

#### Explain

1. Tell your student that today they are going to listen to *Why We Eat Healthy Foods*. Remind them that an author writes an information text to give information about a topic, or what the text is mostly about. Also, review that details in the words and pictures give important information about the topic. You can use details to answer questions to understand information about a topic that you might not know a lot about.
2. If you have the print version of *Why We Eat Healthy Foods*, display it now. Review that an author of an information text knows a lot about the topic they write about. Ask: What topic does the author of *Why We Eat Healthy Foods* know a lot about? Then, revisit the title of the information text. Discuss that a reason the author wrote the text is to explain why we should all eat healthy foods. Explain that as they listen to and read *Why We Eat Healthy Foods*, they should look for details in the pictures and words that will help them answer the question: Why should you eat healthy foods?
3. Then, watch the video with your student. Encourage them to follow along as the student in the video uses details to answer questions about the topic. Support your student as they answer the two questions about the topic of the text.

[Why We Eat Healthy Foods](https://cite-media.pearson.com/legacy_paths/5d46edc6-549b-4757-a977-f2459781d1f0/Why%20We%20Eat%20Healthy%20Foods.pdf)

#### Check-In

1. Read the directions with your student. Guide them as they answer the questions about the words and photos in *Why We Eat Healthy Foods*. Each question asks your student about a kind of food, or a food group. Since the information text is long and includes a lot of information, you may want to add a sticky note at the beginning of the section of text that introduces a different kind of food or food group: page 5 – fruits and vegetables; page 12 – dairy; page 14 – protein; page 17 – grains.
2. **IF** your student does not respond in a complete sentence, **THEN** reread the sentence frame and encourage your student to use the provided language as they respond. **IF** your student has difficulty identifying key details in the text or pictures, **THEN** use prompts, such as: *Look closely. What do you see in the photo? Listen closely. What do the words say? What kinds of food did you learn about?*

#### Practice

1. Remind your student that details, or important information, help them learn about a topic they may not know a lot about. Revisit the title, *Why We Eat Healthy Foods*. Explain that the author gives many reasons for why eating foods is important. To answer the question, they will have to think about the different kinds of food they learned about and explain why that kind of food is healthy.
2. Read the directions together, the question, and the sentence frames. Support your student as they answer the question. **IF** your student has difficulty identifying reasons the author explains, **THEN** revisit each section of the text that gives information about foods in a specific food group. You may want to provide a think aloud such as: I know that eating fruits and vegetables will keep me healthy. Now, I want to explain why. I will turn to page 5 and reread. On page 7 I find an important detail. I learn that fruits and vegetables have vitamins. The vitamins help keep your body strong. Fruits and vegetables are healthy food. Healthy food helps to keep your body strong.
3. **Daily writing:** Have your student use details from the information text to write a response to the question. Encourage your student to read what they have written to you.

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

#### Explain

Learning Coach Tip

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

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

#### Check-In

Read the directions aloud. Then, have your student complete the activity. **IF** your student has difficulty sorting the word W*as* correctly, **THEN** remind them that W*as* has three **IF** your student has difficulty sorting the word *was* correctly, **THEN** remind them that *was* begins with a lowercase *w and Was begins with an uppercase W.*

#### Practice

1. Read *Who Was Eating?* with your student. Talk about what happens in the book.
2. Then, have your student identify the number of times they see the word *was* in the text. Have them draw a happy face on a sticky note or a sheet of paper each time they find the word *was*.

[Who Was Eating?](https://cite-media.pearson.com/legacy_paths/e37f4ed1-ba99-4617-9897-833c352f914f/Who%20Was%20Eating.pdf)

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

#### Explain

The Sound for Short *e*

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

Middle Sound Identification

* Say the word *met* with me: *met*.
* Now listen to me say *met* slowly: *m-e-t*.
* Listen as I say the word again. *m-e-t*.
* Now I will say the word again. Listen for the middle sound in *met*: *m-e-t*.
* Say the middle sound you hear in *met*.
* This sound is the short *e* sound. Say the sound with me.

Learning Coach Tip

The vowel letters are *a, e, i, o, u*. Some words have only one vowel letter. When the single vowel is in the middle of two consonants, it usually has a short sound. For example, these words have the short *e* sound:*led, vet, gem*. Some words have a long vowel sound. A long vowel is pronounced the way the letter name is spoken. The letter *e* can spell the long *e* sound at the end of a word with no other vowels, such as in *he*. The letters *ee* can also spell the long *e* sound in the middle and at the end of words. For example, these words have the long *e* sound: *we*, *see*, and *deep*.

The Sound for Long *e*

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

Middle Sound Identification

* Say the word *feet* with me: *feet*.
* Now listen to me say *feet* slowly: *f-ee-t*.
* Listen as I say the word again.*f-ee-t*.
* Now I will say the word again. Listen for the middle sound in *feet*: *f-ee-t*.
* Say the middle sound you hear in *feet*.
* This sound is the long *e* sound. Say the sound with me.

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **leg-get** | **deep-seed** | **met-meet** | **led-let** |
| **deep-den** | **red-reed** | **teen-ten** | **peep-heel** |

#### Check-In

1. If needed, help your student identify the pictures of someone peeling an orange as peel and a pen. Guide them to say the words *peel* and *pen* slowly as they listen for the middle sound. **IF** your student cannot identify the middle sound, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *p—ee—l, p—e—n*. Ask your student to say the middle sound in each word.
2. Then, say the words slowly a second time, and ask them to tell which picture name has the short *e* sound in the middle.
3. Continue with the second item. Confirm that your student can identify the pictures as feet and red before guiding them through the directions.
4. Say the words *feet* and *red* with your student and discuss that the middle sounds are not the same. Have them name the picture with the long *e* sound in the middle. **IF** your student cannot identify the middle sound, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *f—ee—t, r—e—d*. Ask your student to say the middle sound in each word.

#### Practice

1. Confirm that your student can name each picture: seed, ten. Then, say each word slowly, emphasizing the middle sound, and have your student repeat the word with you. Ask your student to say the sound they hear in the middle of each word. Then, have your student name the picture of the net. Say the word *net* slowly, emphasizing the middle sound, and have your student repeat. Have your student match the word with the same middle sound by naming the word with the short *e* sound: *ten*. **IF** your student has difficulty matching the middle sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *s—ee—d, t—e—n*.
2. Confirm that your student can name each picture: pet, meet. Then, have your student name the picture of the boy peeking through his fingers as *peek*. Say the word *peek* slowly, emphasizing the middle sound, and have your student repeat. Have your student match the word with the same middle sound by naming the words with the long *e* sound: *meet*. **IF** your student has difficulty matching the middle sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *p—e—t, m—ee—t*.

### Objective: In this section, you will practice writing capital letters **A** to **M.**

#### Explain

1. Remind your student that they have learned how to write all the letters of the alphabet, both capital and lowercase. Explain that today they will be practicing how to write capital letters *A* to *M*. Have your student revisit the rainbow letters they created for the capital letters *A* to *M*.
2. Read the introduction with your student and have them look at the images of the kinds of lines and the images of the capital letters. Review the types of handwriting lines: straight lines, slanted lines, and curved lines. Remind them that some letters use only one kind of line, but other letters may use a combination of different kinds of lines. Discuss with your student that straight lines can go from top to bottom or from left to right. Slanted lines can go down to the right or down to the left. Curved lines can curve to the left, right, up, or down. You may want to model how to write each stroke on unlined paper and have your student repeat.
3. Read the questions aloud and have your student answer. **IF** your student answers incorrectly, **THEN** use the images to review the line strokes.

#### Check-In

1. Have your student look at the images of the capital letters. Read aloud each question and have your student point to the letter or letters that answer the question. Remind your student that some letters are made up of only one kind of line, but some other letters are made up of more than one kind of line.
2. **IF** your student has trouble identifying the kinds of lines in the letters, **THEN** use the images of the letters to review the line strokes, having your student trace with their finger as they identify each line.

#### Practice

1. Have unlined paper available. Ask your student to use the rainbow letters in their handwriting folder as models as they practice writing capital letters *A* to *M*. Then, have your student practice writing their name.
2. **IF** you observe that your student’s hand is getting tired while writing all 13 letters at once, **THEN** you may want to have them practice writing lightly without pressing too hard on the paper, which can cause fatigue.

### Objective: In this section, you will tell what the topic of a how-to book is.

#### Key Words

* **how-to-book** – a book that tells how to do something
* **topic** – who or what the information in a text is about

#### Explain

1. Use the on-screen definition to review the key terms *how-to book* and *topic*. Remind your student that the word *topic* tells what a piece of writing is about. Review that how-to book is always about something that the writer shows readers how to make or do. So, a how-to book is what the book shows readers.
2. Point out the picture of Cezar to your student and read the text aloud. Then, guide them to answer the question and identify the topic of Cezar’s book. Ask needed, guide your student with additional questions: What will Cezar teach readers how to do? What will readers learn by reading his book?
3. Explain that when they write a how-to book, careful writers make sure that all their sentences are about the topic. Remind your students that how-to books tell how to make or do something. This means that the details a writer includes in a how-to book must help readers understand how to make or do whatever the writer is writing about.
4. Read the three sentences Cezar wrote for his how-to book. Have your student give a thumbs-up or thumbs-down to show whether or not each sentence helps readers understand what to do in order to ride a bike. Help them understand that the first two sentences each tell one step readers might do to ride a bike. The third sentence provides information about bikes but does not tell readers anything about how to ride them. Have them answer the question to confirm understanding.
5. As time allows, take a few minutes to connect the idea of the topic to the title of a how-to book. Explain that many how-to books have titles that are easy to remember because the title tells the topic of the book. Invite your student to suggest what Cezar might call his book (for example: *How to Ride a Bike*) and explain their answer.

#### Check-In

1. Point out the pictures and explain that each shows something a writer might tell how to make or do. Have your student what each picture shows. Then, tell your student that they are going to read some how-to topics and figure out which topic goes with which picture.
2. Read the first how-to topic to your student. Discuss what a reader might learn by reading a how-to book about this topic. Then, have your student identify the number of the picture it shows. **IF** your student has difficulty identifying the correct picture, **THEN** review each picture and talk about a how-to topic it might show. Have your student compare those ideas to the topic in the activity item.
3. Continue with the remaining items, providing support as needed.

#### Practice

1. Help your student access Ji-ho’s how-to book. If a printer is available, print out the pages and staple them together so that your student has a complete how-to model they can refer to as they work on their book.
2. Read Ji-ho’s how-to book with your student. Then, discuss what readers learn by reading the book and what information Ji-ho includes to help them learn it. Finally, guide your student to answer the question by identifying the topic of Ji-ho’s book and telling how they could do so.
3. Provide support and feedback as your student responds. As time allows, discuss characteristics of Ji-ho’s book that make it a how-to book.

## Lesson 3: Good Food for You: Speak/Listen

### Objective: In this section, you will use headings to find key details.

#### Key Words

* **details** – important information
* **headings** – the title of a part of a book

#### Explain

1. Explain that when an author writes an information text, they think about how they want to organize the information. Some authors decide that they want to make the information in the text easier to find. The authors divide the information into parts. They give each part a title, or a heading.
2. Read the introduction together and the page from a book about fruit. Then, have your student point to the heading of the page. Discuss that the heading gives details about the type of fruit the author is giving information about. Point out that the heading looks like the title of a book. Important words in a heading begin with a capital letter. Ask: Do the details on this page tell us about apples? If you want to learn about strawberries, should you read this part?
3. If you have the print version of *Why We Eat Healthy Foods*, then display it now. Watch the video together. Encourage your student to follow along as the student in the video uses details in the heading to find information.
4. After viewing the video, support your student as they draw a conclusion about whether they will find details about oranges in the part of a book with the heading, “All About Bananas.”

[Why We Eat Healthy Foods](https://cite-media.pearson.com/legacy_paths/5d46edc6-549b-4757-a977-f2459781d1f0/Why%20We%20Eat%20Healthy%20Foods.pdf)

#### Check-In

1. Remind your student that headings tell them what a section of a book is about. Look through *Why We Eat Healthy Foods* with your student. Point out the headings and offer prompts, such as: *What do you think this part of the book will be about?* Reinforce that the headings are also listed in the table of contents.
2. Read the directions and confirm that your student understands when to give a thumbs-up and when to give a thumbs-down. You may want to do the first activity together. **IF** your student has difficulty finding the section in the book, **THEN** model how to use the contents to find it. Also remind the student that pictures, as well as words, give details. Ask: Do you see a picture of an orange in the part with the heading “Healthy Food Groups”?

[Why We Eat Healthy Foods](https://cite-media.pearson.com/legacy_paths/5d46edc6-549b-4757-a977-f2459781d1f0/Why%20We%20Eat%20Healthy%20Foods.pdf)

#### Practice

Read the directions aloud. Encourage your student to work independently. **Daily Writing:** Have your student dictate or write a response to this prompt: Write a heading for a part of a book about healthy snacks. Ask your student to talk about their drawings and labels.

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

#### Explain

Get Ready for Learning

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

1. Talk with your student about what is happening in the first picture. Then, read the sentence. Continue with the second picture and question. Review that the word *It* is used in place of an object’s name and the word *Was* tells us about something in the past.
2. Use the prompts to have your student find the high-frequency word in each sentence and then compare the number of letters in the words *It* and *Was*. Remind your student that words have letters, but the number of letters in a word can vary. Also, explain that some words have similar letters, and other words have completely different letters. You may want to ask questions such as: Do the words *It* and *Was* have the same number of letters? Do the words *It* and *Was* have any letters that are the same?

#### Check-In

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

#### Practice

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

[Who Was Eating?](https://cite-media.pearson.com/legacy_paths/e37f4ed1-ba99-4617-9897-833c352f914f/Who%20Was%20Eating.pdf)

### Objective: In this section, you will identify how **-less** changes the meaning of a word.

#### Explain

Quick Review

Remind your student that adding the word part -*ful* changes the meaning of a word because -*ful* means “full of.” Then, explain that a different word part you will talk about today can also change the meaning of a word.

1. Introduce the lesson by demonstrating how adding the word part *-less* changes the meaning of a word. First, have your student put on a hat and then take it off, saying: You are now hatless. Ask: Are you with a hat or without a hat? (without)
2. Read aloud the text with your student. Point out that, similar to -*ful*, the word part -*less* is added to the end of a word. Explain that the two endings mean different things. Emphasize that -*less* means *without*. Have your student look at the first photo as you read the sentence. Have your student point to the word *spotless*. Then, explain that adding the letters *-less* to the end of a word changes the meaning, so something *spotless* is *without spots*. **IF** your student needs help in visualizing the addition of the word part, **THEN** have them cover up the word part -*less* with their finger so they see only the original word *spot*. Then, have them lift their finger to see how adding -*less* makes a new word and changes the word’s meaning.
3. Have your student look at the next photo as you read the sentence aloud. Have them point to the word *shoeless*. Explain that adding *-less* changes the meaning of the word *shoeless* to *without shoes*.
4. Continue and have your student look at the last photo as you read the sentence aloud. Then, read aloud the question and have your student answer. **IF** your student has difficulty answering, **THEN** remind them that -*less* means *without*, and adding the word part changes the word’s meaning to *without hair*.

#### Check-In

1. Read the directions aloud with your student. Explain that they will look at a photo and listen to a sentence about it. Then, they will listen to a question and find a word that matches the meaning.
2. Work together on the first activity. Read the first sentence aloud. Ask your student what the word means *without meat*. **IF** your student has difficulty choosing the correct word, **THEN** remind them that *-less* at the end of a word means *without*. Help your student identify that *meatless* means *without meat*.
3. Continue with the remaining items, supporting your student as necessary.

#### Practice

1. Read the directions aloud and explain they will listen to a question that asks them to find the word that matches a meaning. Explain they will choose from three answers, but only one is correct. Remind your student to look for a word part that means *without*.
2. Read the first question aloud. Then, have your student listen as you read aloud each possible answer. Ask them to point to the word that means *without care*. **IF** your student chooses correctly, **THEN** have them continue with the remaining items independently. **IF** your student chooses an incorrect answer, **THEN** use the feedback notes to discuss why *careless* is the correct answer and the other answer choices are incorrect.
3. Continue with the remaining items, following the same procedure. Provide support to your student as necessary.

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

#### Warm-Up

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **r-ed**red | **p-eek**beet | **d-en**den | **h-eel**heel |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **led**(without the beginning sound of *l*)-ed | **peel**(without the beginning sound of *p*)-eel | **men**(without the beginning sound of *m*)-en | **deep**(without the beginning sound of *d*)-eep |

#### Explain

1. Review that every word has letters and sounds. Remind your student that some letters have more than one sound. Review that the letter *e* is a vowel, and it has more than one sound. Tell your student that today they will review the short sound and long sound of the letter *e*.
2. Have your student name the picture and identify the word *bed*. Guide your student as they identify the middle letter in *bed*. Say the word *bed* slowly, asking your student to repeat it. Then, ask your student to identify the middle sound they hear in *bed*. Have your student say *bed*, clapping the sounds. Ask your student to tell how many sounds they hear. (3) Have your student name the letters in *bed* and tell how many letters are in the word. (3) Name each letter and have your student say the sound. Help your student conclude that each letter makes a sound. Review that the letter *e* stands for the middle sound in *bed*, also known as the short *e* sound.
3. Continue by having your student name the picture and identify the word *beet*. Guide your student as they identify the middle letters in *beet*. Say the word *beet* slowly and ask your student to repeat the word. Then, ask your student to identify the middle sound they hear in *beet*. Reinforce that when the vowel sounds like its name, *e*, it is called a long sound. Then, have your student say *beet* clapping the sounds. Ask your student to tell how many sounds they hear. (3) Then, have your student name the letters in *beet* and tell how many letters are in the word. (4) Name each letter and have your student say the sound. Review with your student that the two letter *e*’s together stand for the long *e* sound.
4. Have your student look closely at the words *bed* and *beet*. Ask them to tell which word has a short *e* sound and which word has a long *e* sound.
5. Continue by having your student name the pictures and identify the words *web* and *we*. Guide your student as they identify the middle letter in *web*. Then, ask your student to identify the middle sound they hear in *bed*. Ask your student to name the last letter in *we* and identify the sound they hear at the end of the word. Review that the letter *e* at the end of the word can also have the long *e* sound.

#### Check-In

1. Have your student name the pictures and identify the words *men* and *me*. Say each word slowly, emphasizing the vowel sound in each word, and have your student repeat. Read aloud the first question and have your student identify the word with the short *e* sound. **IF** your student has difficulty following the direction, **THEN** clarify that the middle letter of a word comes after the first letter. Have your student name the letters in *men*. Explain that *e* is the middle letter.
2. Continue by reading aloud the second question. Have your student identify the word with the long *e* sound. **IF** your student has difficulty identifying the word, **THEN** explain that the long *e* sound is the sound the letter makes, *e*. Say the word slowly and have your student repeat.
3. Have your student look closely at the word *men* and ask what letter stands for the short *e* sound. Then, have your student look at the word *me* and tell what letter stands for the long *e* sound.
4. Help your student name the pictures and identify the words *feet* and *vet*. Guide your student through the questions to name the word with a short *e* sound and the word with a long *e* sound. Have your student identify the letters that stand for the long *e* sound in *feet* and the letter that stands for the short *e* sound in *vet*.

#### Practice

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

[Words with Short e and Long e](https://cite-media.pearson.com/legacy_paths/824ae362-8025-4216-92a3-0e7f472c44b0/Words%20with%20Short%20e%20and%20Long%20e.pdf)

[Words with Short e and Long e Answers](https://cite-media.pearson.com/legacy_paths/a2013cf8-884e-4ec1-aed8-ec36ce3c3ca2/Words%20with%20Short%20e%20and%20Long%20e%20Answers.pdf)

### Objective: In this section, you will tell how pictures in a how-to book show readers how to do the steps and when to do them.

#### Key Words

* **steps** – actions you do to make or do something

#### Explain

1. Review that when a writer writes a how-to book, they share information about how to do or make something. First, they tell readers what they will learn to make or do. Then, they tell readers the directions to follow to make or do the task. Use the on-screen definition to explain that these directions are called *steps*.
2. Point out the steps from Calli’s how-to book about how to plant a seed. Discuss how Callie uses both words and pictures to tell the steps. Read the first step to your student and discuss the picture together. Ask your student to point out details in the picture that might help someone do the step. Then, ask: Why do you think Calli drew a picture to go with the step? Elicit that the picture clearly shows what the words say to do and that, as a result, readers can more easily understand the step.
3. Continue with the second and third steps, reading each one and discussing the picture Calli drew to show what to do. Ask your student to give a thumbs-up or thumbs-down to show if they think the pictures make the steps in Calli’s how-to book easier or harder to understand and encourage them to explain why.
4. Point out that Calli tells the steps in a special order and ask your student if they can tell what that order is. Guide them to see that each step is listed in the order that the reader does it. Ask your student what might happen if Calli told readers to water the seeds before she told them to put the seeds in the hole (it would not make sense because the seeds would not have been planted yet).
5. Support your student as they answer the question about the order of the steps and pictures. Reiterate that careful writers include a picture to show each step and tell about the steps and pictures in the order that they are done.

#### Check-In

1. Point out that the three pictures show the steps that tell how to feed a dog. Discuss what is happening in each picture. Then, tell your student that they are going to read the steps that go with the pictures. They will decide which picture each step tells about.
2. Guide your student in completing the activity. Read aloud each step and ask your student to tell which picture the step tells. **IF** your student has difficulty, **THEN** review the details in each picture. Ask your student: What is the girl doing? Is she getting the bag of food? Guide your student to give a thumbs-up or thumbs-down to respond.
3. As needed, support your student by reading all three steps before completing the first item:
	1. Get the bag of food.
	2. Fill a cup with food.
	3. Put the food in the bowl.

#### Practice

1. Remind your student that careful writers show the pictures for each step in the order that they are done so that readers can more easily follow the steps. Explain that now that your student has figured out which step goes with which picture, they will decide the correct order of the three pictures.
2. Assist your student in completing the activity. As needed, provide support by reminding your student that the pictures show the steps that tell how to feed a dog. Point out, for example, that you can’t put the food in the bowl until you go get the bag of dog food.
3. When your student has completed the activity, provide any needed feedback.

## Lesson 4: Good Food for You: Fluency

### Objective: In this section, you will answer questions about key details in a diagram.

#### Key Words

* **details** – important information
* **diagram** – a picture that gives information

#### Explain

1. Explain that sometimes the author of an information text decides to include a special kind of picture. The picture gives a lot of information with few words. Read the introduction together and talk about the example diagram. Ask: What does this diagram tell us about?
2. If you have the print version of *Why We Eat Healthy Foods*, then display it now and turn to the diagram on page 18. Watch the video together. You may want to pause the video periodically to allow your student to answer questions about the information in the diagram before the student in the video does.
3. After viewing the video, review that when you come to a diagram in an information text, you should ask two questions: How do I read the diagram? What information does the diagram give? Point out that many diagrams have a title. The title helps you understand what the diagram is about. Then, support your student as they answer the question to explain what a diagram is.

[Why We Eat Healthy Foods](https://cite-media.pearson.com/legacy_paths/5d46edc6-549b-4757-a977-f2459781d1f0/Why%20We%20Eat%20Healthy%20Foods.pdf)

#### Check-In

1. Read the directions together. If you have the print version of *Why We Eat Healthy Foods*, you may want to display the diagram on page 22 to make it easier for your student to answer questions about it.
2. Then, support your student as they answer questions about details in the diagram. **IF** they have difficulty answering the first question, **THEN** ask your student to point to the title of the diagram. Review that when a diagram has a title, the title gives a clue about what the diagram will be about.
3. **IF** your student has difficulty answering the last question, **THEN** read the text below the diagram together. Explain that the text gives information about the kinds of food to eat every day.

[Why We Eat Healthy Foods](https://cite-media.pearson.com/legacy_paths/5d46edc6-549b-4757-a977-f2459781d1f0/Why%20We%20Eat%20Healthy%20Foods.pdf)

#### Practice

1. Read the directions together. Then, support your student as they read the diagram. Orient them by having them point to the picture of the flower. Review that this diagram includes arrows. The arrows connect one picture to the next. Encourage your student to trace the arrows that connect each picture in the diagram as they note details in the pictures. Then, support your student as they answer questions about the details in the diagram.
2. **Daily Writing:** Have your student respond to the prompt: Write a story about a character who grows a healthy food. Encourage your student to read their writing to you.

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

#### Explain

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

#### Check-In

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

#### Practice

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

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

#### Warm Up

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

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

Use the following words:

|  |
| --- |
| **red-read:**Which word has the long *e* sound? (read) |
| **fell-feel:**Which word has the short *e*sound? (fell) |
| **fed-feed:**Which word has the short *e*sound? (fed) |
| **bet-beet:**Which word has the long *e*sound? (beet) |

#### Explain

1. Gather the following letter tiles: *e* (2)*, m, s, t*.
2. Use the letter tiles to model with your student how to build a word with long *e*.
	* Build the word *see* with the letter tiles *s, e*, and *e*.
	* Name the letters.
	* Blend the sounds to say the word and have your student say the word.
	* Then, use the word in a sentence: *We see a clouds in the sky*.
3. Then, show your student what can happen to the vowel sound when the last letter changes.
	* Change the last *e* in *see* to *t*.
	* Blend the sounds to say the word and have your student repeat.
	* Point out that by changing the last letter the long vowel sound is now a short vowel sound.
	* Then, use the word in a sentence: *He has a set of toy cars*.
4. Continue changing, adding, and deleting letters with your student. After every word is built, have your student say the word and tell whether the vowel sound is short *e* or long *e*.

#### Check-In

1. Gather the following letter tiles: *b, d, e* (2)*, f, r, t*.
2. Have your student build the word *bee* with a *b* letter tiles and two *e* tiles. Read the word with your student and use the word in a sentence: *The bee buzzes around the flower*. Then, read each set of directions to your student. Observe your student build the words with the short and long *e* vowel sound. Have your student say each word they build and together talk about its meaning. **IF** your student has difficulty blending the sounds when saying the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

1. Gather the following letter tiles: *b, d, e*(2)*, f, s, t*.
2. Have your student build the word *fed* with the letter tiles *f, e,* and *d*. Read the word with your student and use the word in a sentence: *I fed the ducks at the pond*. Then, read each set of directions aloud as your student builds the words independently. Have your student say each new word aloud and together talk about its meaning. **IF** your student has difficulty building and saying the words on their own, **THEN** help your student position the letter tiles in each word one at a time. Then, model blending the sounds of the letters to say the word and have your student repeat.
3. Continue by printing a copy of the decodable story, “My Pets.” If you do not have a printer, then display the text on screen.
4. Listen as your student reads “My Pets” aloud. **IF** your student struggles blending the sounds in words with the short *e* or long *e* vowel sounds, **THEN** use the letter tiles to blend the sounds the letters make.
5. Also, check for the correct pronunciation of the high-frequency word *was*.
6. Encourage your student to pay close attention to the pictures as they reread the story.
7. Check for overall comprehension of the text. Ask questions such as these: Who feeds the pets? What does Mom see in the kitchen? How does the story end?
8. Then, have your student follow the directions to hunt for the high-frequency word *was* and words with short and long *e*.

Learning Coach Tip

In this Practice activity, your student will read the decodable reader “My Pets.” The decodable reader will support your student’s understanding of the sound–letter relationship of the short *e* and long *e* vowel sounds and the high-frequency word *was*.

[My Pets](https://cite-media.pearson.com/legacy_paths/ac2628b4-353d-4ba2-8f3f-03c84ac559c2/My%20Pets.pdf)

[My Pets Answers](https://cite-media.pearson.com/legacy_paths/991c0978-eb22-4b15-9fb0-be402c90a9a3/My%20Pets%20Answers.pdf)

### Objective: In this section, you will practice writing capital letters **N** to **Z**.

#### Explain

1. Remind your student that they have learned how to write all the letters of the alphabet, both capital and lowercase. Explain that today they will be practicing how to write capital letters *N* to *Z*. Have your student revisit the rainbow letters they created for the capital letters *N* to *Z*.
2. Read the introduction with your student and have them look at the images of the kinds of lines and the images of the capital letters. Review the types of handwriting lines: straight lines, slanted lines, and curved lines. Remind them that some letters use only one kind of line, but other letters may use a combination of different kinds of lines. Remind your student that straight lines can go from top to bottom or from left to right. Slanted lines can go down to the right or down to the left. Curved lines can curve to the left, right, up, or down. You may want to model how to write each stroke on unlined paper and have your student repeat.
3. Read the question aloud and have your student answer. **IF** your student answers incorrectly, **THEN** use the images to review the line strokes. Point out that **R** has a straight line, curved line, and slanted line.

#### Check-In

1. Have your student look at the images of the capital letters. Read aloud each question and have your student point to the letter or letters that answer the question. Remind your student that some letters are made up of only one kind of line, but other letters are made up of more than one kind of line.
2. **IF** your student has trouble identifying the kinds of lines in the letters, **THEN** use the images of the letters to review the line strokes, having your student trace with their finger as they identify each line.

#### Practice

1. Have unlined paper available. Ask your student to use the rainbow letters in their handwriting folder as models when they practice writing capital letters *N* to *Z*. Then, have your student practice writing their name.
2. Observe as your student writes the letters. **IF** you notice that your student is not writing the lines of a letter in the correct sequence, **THEN** model writing in the air with your finger again and have your student repeat.

### Objective: In this section, you will pick a topic for your how-to book.

#### Key Words

* **topic** – who or what the information in a text is about

#### Explain

1. Review the purpose and structure of a how-to book with your student. Remind them that a how-to book tells how to make or do something and contains pictures and steps to make what to do clear and understandable to readers.
2. Remind your student that they have shown what a careful writer they are. Then, ask them to tell you what careful writers do before they write. Guide your student to recognize that careful writers plan first. Tell your student that today, they will begin work on their own how-to book by choosing the topic they will write about. Use the on-screen text to review the key word *topic* and discuss why a topic is an important part of writing.
3. Read the text about Darius and then play the flipbook that describes how to choose a how-to topic. As your student watches the flipbook, pause to answer any of their questions or discuss specific ideas. Assist your student in answering the question by asking them to tell which is easier: telling someone how to do a task that you do often, or telling them how to do something you’ve never done yourself.

Make a List

1. Read the text about what Darius does to plan with your student. Discuss why Darius made a list of different things he could do, pointing out that doing so allowed Darius to brainstorm a variety of ideas before narrowing down the list. Talk about reasons why Darius picked the idea he did, such as these examples: it was the something he knew how to do, it was something he was good at, it was something he wanted to teach others.
2. Assess your student’s understanding of the process of choosing a topic by guiding them to answer the question.

#### Check-In

1. Tell your student that they are now going to think about their own how-to book topic. Remind your student that careful writers choose a topic they know about. Point out that a how-to writer is like a teacher because they show others something they know how to do.
2. Assist your student in brainstorming topics for their how-to text. Keep a running list of their ideas or, if you prefer, suggest that they draw each idea they have.
3. **IF** your student has difficulty coming up with ideas, **THEN** help them get started by offering a few suggestions of things they like to do and that you think they do well.

#### Practice

1. Review your student’s list of topic ideas with them. Use the questions to focus your student’s thinking and help them determine how suitable the idea is for their how-to book.
2. Have your student pick an idea from their list. Discuss the idea and direct your student to draw a picture of their idea. Explain that their picture should show what they will be teaching others to do.

## Lesson 5: Good Food for You: Synthesize

### Objective: In this section, you will retell about details in a diagram.

#### Key Words

* **diagram** – a picture that gives information
* **details** – important information
* **retell** – tell in your own words

#### Explain

1. Review that a diagram is a picture that gives information. Discuss why the author of an information text includes a diagram. Explain that even though there are few words in a diagram, the pictures and the words give many details. One way you can make certain you understand the details in the diagram is to use your own words to talk about it. When you do that, you retell the information in the diagram. Read the introduction together.
2. If you have the print version of *Why We Eat Healthy Foods*, then display it now. Open to the diagram at the end of the book before you begin to watch the video together. Encourage your student to follow along as the student in the video uses their own words to talk about the details in the diagram. Review that when you retell, you check to make certain you understand the information in the diagram.
3. After viewing the video, support your student as they answer questions to summarize why it is important to retell details in a diagram.

[Why We Eat Healthy Foods](https://cite-media.pearson.com/legacy_paths/5d46edc6-549b-4757-a977-f2459781d1f0/Why%20We%20Eat%20Healthy%20Foods.pdf)

#### Check-In

1. Read the directions and *Why We Eat Healthy Foods* together. Have your student turn to the diagram on page 22. If you have the print version of the information text, you may want to display it to make it easier for your student to refer to the diagram. Remind your student that when you retell something, you use your own words.
2. Next, read the sentence frames together. Support your student as they complete the sentence frames to retell the information in the diagram. **IF** your student has difficulty retelling, **THEN** refer to the sample responses. Write the word or words that complete each frame on individual index cards. Together, use the index cards to complete the sentence frames.

[Why We Eat Healthy Foods](https://cite-media.pearson.com/legacy_paths/5d46edc6-549b-4757-a977-f2459781d1f0/Why%20We%20Eat%20Healthy%20Foods.pdf)

#### Practice

1. Review the information in the diagram together. Remind your student that you should use your own words when you retell the information in a diagram. Then, read the sentence frames together. **IF** your student has difficulty with retelling, **THEN** use the sample response to support them.
2. **Daily Writing:** Have your student respond to the following prompt: Tell me about the healthy foods you ate yesterday. Encourage your student to share their writing with you.

### Objective: In this section, you will repeat directions to show you understand them.

#### Explain

1. Begin by giving your student one and two simple commands (for example, jump high or jump high and then touch your nose), and have them do each action. Next, give one command—but this time, ask your student to repeat the command to you before doing it. Try this again, this time giving two commands. Talk about what was different between the first set of commands and the second. Guide your student to tell which set was easier to follow and why they think so.
2. Talk with your student about the importance of repeating steps out loud after hearing them. Guide your student to understand that saying the steps again shows three things: they heard the steps, they understood the steps, and they can do the steps on their own.
3. Watch the video together. You may wish to pause the video after each child repeats the steps back to the adult. Discuss what happens in each example. You may want to ask questions such as these:
	* What steps does the grown-up give?
	* What steps does the child say back?
	* Does the child know what to do?
4. Point out how each child says the steps back in the correct order and discuss why. Then, ask your student if they noticed that the children use some of their own words to say the steps back again. Explain that using their own words shows they understand the steps and can do the steps on their own.
5. After watching the video, guide your student to respond to the questions to gauge their understanding of how repeating steps out loud can help them understand what to do on their own.

#### Check In

1. Talk with your student about what is happening in the picture. Point out that Dylan is the boy in the picture and that his aunt is helping him by giving two steps for eating a banana. Have your student listen to what Aunt Sara says to Dylan. Review that your student will choose the steps that Dylan says back to her by showing a thumbs up (for “yes”) or a thumbs down (for “no”).
2. Read the first question to your student and have them respond. If needed, reread Aunt Sara’s steps and ask your student if the steps Dylan says sound the same. **IF** your student has difficulty, **THEN** ask your student these guiding questions:
	* What does Aunt Sara say to do first? (Peel the banana.)
	* What step should Dylan say first? (Peel the banana.)
	* Can Dylan eat the banana before he peels it? (no)
3. Continue with the second question. **IF** your student has difficulty, **THEN** read Aunt Sara’s words and Dylan’s words again, and ask your student if Dylan tells the steps in the same way as Aunt Sara.

#### Practice

1. Begin by explaining the activity. Tell your student that you will give them simple one-step and two-step directions to follow. They will repeat the steps to you to show they understand. Then, they will show they can follow the steps on their own.
2. If you wish to give your student directions that involve objects, such as socks, drawing paper, or markers, make sure your student has access to them before you begin.
3. Give your student a simple one-step or two-step direction, such as these examples:
	* Put your hand on your head.
	* Pat your back.
	* Put one sock on your right foot. Then, put the other sock on your left foot.
	* Pick up the napkin/paper towel/sheet of paper. Then, fold it in half.
	* Choose a marker. Then, draw a circle.
4. Listen as your student repeats the steps back to you in their own words and with the steps in the correct order. Encourage your student to do or act out the steps.
5. You may provide additional practice by giving your student one or more two-step directions to repeat and follow.
6. Praise your student for repeating the steps accurately back to you, for showing understanding, and for demonstrating they can do the steps on their own.

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

#### Explain

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

#### Check-In

1. Listen as your student reads *Who Was Eating?* aloud.
2. Monitor how your student reads the high-frequency word *was*. **IF** you notice they have difficulty reading *was*, **THEN** have them use letter tiles to spell the word. Read the word together.
3. Discuss what your student learned by reading the book. Provide student frames to encourage using complete sentences: *\_\_\_\_\_ is a healthy food. Another healthy food is \_\_\_\_\_\_*.

[Who Was Eating?](https://cite-media.pearson.com/legacy_paths/e37f4ed1-ba99-4617-9897-833c352f914f/Who%20Was%20Eating.pdf)

#### Practice

1. Print the practice worksheet. If you do not have a printer, provide a sheet of paper for your student.
2. Tell your student they will add two pages to the book *Who Was Eating?* Have them think of a healthy food and draw a picture of it. Then, have them think of someone eating the healthy food and draw another picture. Finally, have your student write a sentence for each picture. Have them read the sentences to you.

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

### Objective: In this section, you will write the steps for your how-to book.

#### Show What You Know

Get Ready for Learning

Later in the lesson, you will be directed to record your student as they demonstrate the steps they will write about in their how-to book. Make sure your student has available all the materials they will need to show you the steps. You may want to set up a camera or smartphone in advance of the lesson so that you will be ready to record your student.

1. Remind your student that Darius, a student writer, has planned his how-to book by deciding the topic, or what he will write about. Now, Darius needs to think about the steps he will write. Review that steps are the directions that tell readers how to make or do what the how-to book is about.
2. Read the questions Darius asks about his topic. Discuss why it is important for a writer to know how many steps they will need to write. Point out that writers often write each step on a separate page of their book, and discuss why this might be so (it makes it easier to identify each step). Read aloud what Darius will do and have your student respond to the question.

Do the Steps

Read the text about how Darius shows his Learning Coach what to do to make a jelly sandwich. Discuss how showing the steps to his Learning Coach might help Darius. Point out that Darius’s Learning Coach doesn’t just watch Darius—they make a video of what he does. Point out that by watching a video of himself making the sandwich, Darius can see each step he will write about. He or his Learning Coach can stop or rewind the video at any point to discuss a particular step. Discuss what Darius might learn by watching a video of himself doing the steps. Then, have your student answer the question to explore why the video would be helpful in writing his how-to book.

Write the Steps

Reiterate that Darius watches the video of himself doing the task before he begins writing the steps so that he has a clear understanding of each step he must include. Then, read the text about how Darius writes the steps with your student. Point out that Darius begins each sentence with an action word. Ask your student if they remember what action words are called (verbs). Talk about why Darius uses a verb at the beginning of each sentence (to help readers understand what action to do). As time allows, brainstorm a few more action verbs Darius might use to write steps that tell what to do (for example: *take out* the bread, *open*the jelly jar, *cut* the sandwich in half).

1. Remind your student that careful writers make sure to write the steps of a how-to book in the order that they need to be done. Read Darius’s steps again and discuss the order in which they appear. Ask your student to give a thumbs-up if the order of the steps helps them understand what to do.
2. Assess your student’s understanding by having them answer the questions about the order of each step. Provide support as needed.

Assess how successful your student was in answering the questions by considering the following:

* **Less Successful** – My student struggled to identify the number of steps included in a how-to book and the order in which the steps were presented. They had difficulty recognizing the purpose of action words in a step.
* **Moderately Successful** – My student was able to identify particular steps and they incorporated action words, but had difficulty explaining how the steps were sequenced.
* **Very Successful** – My student understood how to begin each step with an action word and sequence them properly.

#### Try This

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

* **Less Successful** – Review the lessons. Return to the models in previous lessons to reteach the concepts that your student did not master. As your student completes the various Try This activities, provide support as they determine the steps they will need to include, the appropriate action words to begin each step, and the order in which the steps should appear.
* **Moderately Successful** – Observe as your student develops and sequences the steps in their how-to book. If you notice that your student is struggling to use an appropriate action word or order the steps correctly, watch the video again. Provide support as needed.
* **Very Successful** – Have your student complete the Try This activities as independently as possible.

Learning Coach Tip

As your student begins to write their own how-to book, prepare a folder in which you can organize your student’s writing. Label the folder “How-to Book.” Continue to add to the folder as your student completes each how-to element. Later, you can use the items in the folder to review your student’s work and provide feedback.

1. To complete Activity 1 with your student, support them as they discuss their topic and what they will need to do to successfully tell readers how to complete it. Guide your student to give a brief description of the steps involved. **IF** your student has difficulty describing the steps, **THEN** assist your student by asking questions such as these: What is the first thing you should do? Talk about how they will want to arrange the steps in their book, noting that including one step per page will give them room to add a picture to each step—something that they will do in a later lesson. Suggest that they limit their writing to three steps to make it easier for their readers to complete the activity.
2. To complete Activity 2, provide your student with the materials they will need to make or do what they plan to write about. As your student demonstrates what to do, record their actions. As needed, pose short questions to keep them focused and moving forward; however, try to allow them to do as much of the demonstration as they can on their own. Reassure them that it’s ok if they forget something—either you can rerecord, or they can tell any missing steps when you watch the video together later.
3. Begin Activity 3 by watching the recording with your student. Pause the recording as needed to discuss each action your student takes and why they do one action before another. As you watch the video together, point out action words that your student might use in their writing to tell how to do a particular step.
4. Have your student tell or write their first step. Remind them to begin with an action word. When they have finished, discuss their work and how clearly it helps readers understand what to do.
5. Continue with the remaining steps, encouraging your student to work as independently as possible. Have them read you their work when they are finished, and offer support and feedback as needed.
6. Review the second row of the how-to book portfolio rubric with your student. Go over the criteria for writing a step and guide your student to talk about how they have included it in their writing.

Learning Coach Tip

Consider watching the recording of your student’s demonstration by yourself prior to viewing it with them. This will familiarize you with any portions of the process that may require some extra support. In addition, an initial viewing will allow you to think about how your student might break up and structure their steps and provide support once your student has started writing.

If you don’t have a recording device available, take notes on what your student does as they perform each step so that you can discuss it with them later.

[How-to Book Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/a1773c89-727d-4f3a-93a3-0839b051f2e6/LA%20K%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.

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

### Reflect

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