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# Language Arts K B Unit 13: All About Fog

## Lesson 1: All About Fog: Genre

### All About Fog: Introduction

#### Learning Goals

In this unit, your student will be learning about fog. There are 19 learning goals for this unit:

1. Use key details to make predictions, with prompting and support.
2. Repeat high-frequency words.
3. Find words using a picture or word dictionary, with support as needed.
4. Define conjunctions.
5. Use key details to answer questions about a text, with prompting and support.
6. Identify high-frequency words.
7. Identify conjunctions in sentences.
8. Pronounce words with long *e*.
9. Practice writing number words 6–10.
10. Determine the main topic of an information text, with prompting and support.
11. Match high-frequency words.
12. Use conjunctions to combine two sentences.
13. Identify words with long *e* (e, ee).
14. Identify key details of an information text, with prompting and support.
15. Arrange high-frequency words with letters.
16. Build words with long *e*.
17. Read a book of choice with support.
18. Read emergent readers with high-frequency words fluently.
19. Blend words with long e.

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 “All About Fog” will be assessed with the following items:

* All About Fog: Genre Quick Check
* All About Fog: Genre Skills Check
* All About Fog: Comprehension Quick Check
* All About Fog: Comprehension Skills Check
* All About Fog: Speak/Listen Quick Check
* All About Fog: Speak/Listen Skills Check
* All About Fog: Fluency Quick Check
* All About Fog: Fluency Skills Check
* All About Fog: Synthesize Quick Check
* All About Fog: Synthesize Skills Check
* Whatever the Weather: Online Practice
* Whatever the Weather: Test

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 their overall grade, but the results report their progress to the teacher. Discuss and correct any items they answer 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 wheel divided into segments on a piece of paper or white board. In each segment, write the lesson titles. After they complete a lesson, have them color in the segment. When the last lesson is complete, congratulate them.

1. Read the introduction with your student. Point out that this week they will be talking about fog, a type of weather. Explain that conditions have to be just right for fog to form. That is why they may not see fog too often or, depending on where they live, they might see it often.
2. Watch the video together. You may want to pause at the end of each frame to discuss the different ideas about fog. After viewing the video, discuss other things your student knows about fog.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask about what fog is, where they’ve seen fog, and what fog is like.
2. **IF** they have difficulty responding, **THEN** discuss the sample answer. Ask them if they’ve ever seen fog in the same place that is described.

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

#### Key Words

* **author** – the person who wrote the words
* **illustrator** – the person who drew the pictures
* **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.

[All About Fog\_Genre Long e.ee](https://cite-media.pearson.com/legacy_paths/a3e2daf0-83dc-4d01-9a9c-edbabc5afff9/All%20About%20Fog_Genre%20Long%20e.ee.pptx)

#### Explain

Learning Coach Tip

You will be sharing *Fog* with your student. Your student will not be expected to read the text 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 text.

|  |
| --- |
| **Reading Comprehension Instructional Focus** |
| **Lesson** | **Learning Goal** | **Focus** |
| Part 1 | Use key details to preview and predict. | **Prereading Activities*** Pre-teach important concept vocabulary.
* Identify the title, author, and illustrator.
* Use details to predict what the text will be about.
 |
| Part 2 | Use key details to answer questions about a text. | **First Read of the Text*** Check for overall understanding of the text.
 |
| Part 3 | Determine the main topic of an informational text, with prompting and support. | **Reread a Part of the Text*** Teach a comprehension skill.
* Determine the main topic of the text.
 |
| Part 4 | Identify key details of an informational text, with prompting and support. | **Reread a Part of the Text*** Teach a comprehension skill.
* Identify key details about the topic.
 |

Learn New Words

1. It is important for your student to learn the following words and phrases to understand what is happening in *Fog*.
2. Draw attention to the picture for the word *droplets*. Ask your student to talk about what they see. Explain that drops of water can be very small or they can be larger in size. Ask: Do you see one drop or many drops? Do you see very small drops or larger drops? Explain that droplets are very small drops. The droplets in this photo are water droplets.
3. Continue with the picture for the phrase *water vapor*. Explain that this is a word you will find in books about water. Explain that water can look differently. When you see water in a puddle, water is a liquid. When you make ice cubes in your freezer, water is a solid. Explain that sometimes water is in the air. When that happens, you cannot see it. The water is a gas. Ask: Can you see water in the photo? Explain that water vapor is in the air. You can’t see the tiny drops of water.
4. Draw attention to the picture for the word *valley*. Ask your student if they have ever heard that word before. Support your student as they identify the mountains in the photograph. Then, have them point to the land between the mountains. Identify that area as a valley. Ask: Is a valley lower or higher than a mountain?

|  |  |
| --- | --- |
| **Word or Phrase** | **Meaning** |
| droplets | very small drops |
| water vapor | tiny drops of water in the air |
| valley | Lower land between hills or mountains |

Title, Author, and 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 *Fog* and read it together.
2. Also, review that the author of the book is the person who writes the words. Explain, that sometimes the name of the author does not appear on the cover of a book. Then, support your student as they answer the question.
3. Continue by reviewing the role of an illustrator. Ask your student to identify the picture on the cover as a photograph or a drawing. Then, ask: Does an illustrator draw a photograph? Support your student as they answer the two questions.

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 pictures in a book. Sometimes that is called going on a “Picture Walk.”
2. Discuss that pictures in a book often show what the book will be about. They give information about the topic. Allow time for your student to look at the pictures in *Fog.* Then support them as they answer questions about the photograph on the cover.
3. Scaffold as your student uses the details they noticed to predict what they think the book 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.

[Fog](https://cite-media.pearson.com/legacy_paths/e8d5a867-850b-4ebd-9797-303fcd7d72c9/Fog_Rev.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at the pictures in the beginning, the middle, and at the end of the book.
2. With your student, look at the picture on page 5 of *Fog.* **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 a picture of a bridge. I can see part of the bridge, but I can’t see all of it. That is because something that looks like a cloud is covering the part of the bridge closest to the ground. I wonder if what is covering the bridge is a cloud or if it is called something else. What do you think?*
3. Continue with the pictures on pages 8, 12, and 15. Support your student as they infer that what is covering the scene in each picture is the same thing. Guide your student to understand that what looks like a cloud in each picture is not high in the sky but close to the ground or water.

#### Practice

1. Review that the photos in *Fog* give a lot of information. Ask your student what they think they will learn about as they read the information text. 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 such as: I think I will learn about clouds that are close to the ground. The title of the book is Fog. I wonder if that is what the cloud is called when it is close to the ground. I think the details in the book will answer that question.
2. **Daily Writing:** You may want to have your student respond to the following writing prompt: What is your favorite kind of weather? Why is it your favorite? 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 **it**.

#### 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,* and *so* to 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 these: What do you see? What is the girl holding? Read the sentence below the picture. Continue with the second picture and sentence. Explain that when you tell about something without using its name, you may use the word *it*.
2. Point to the word *It*, say the word, and have your student repeat. Continue with the word *it*. Explain that *it* is a word that they will see many times in books they read. The word is used instead of a thing’s name.

#### Check-In

1. Read the sentence for the first picture aloud. Ask questions such as these: What do you see? What do you notice about what is happening outside? 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 understanding that *It* and *it* are used instead of a thing’s name by asking questions such as these: What is happening outside? What is the girl doing? **IF** your student has difficulty repeating the word *it*, **THEN** say the word slowly and have your student repeat it.

#### Practice

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

[Make Word Cards](https://cite-media.pearson.com/legacy_paths/a3cc732e-e817-4eff-bd4d-d0891db7e293/Make_Word_Card_It.pdf)

### Objective: In this section, you will explain where to find words in a dictionary.

#### Key Words

* **alphabetical** – put in a, b, c order
* **dictionary** – book of word meanings and pictures

#### Explain

Learning Coach Tip

Today’s lesson focuses on finding words in a printed, digital, or picture dictionary. Before beginning the lesson, assess what your student already knows about a dictionary. Also, ask if they have used a dictionary. Briefly share an experience you have had using a dictionary. You may also wish to have a simple printed or picture dictionary nearby or available online as you work through this lesson. Next, explain to your student that this lesson will help build their skills finding words in a dictionary. This will make their use of the resource helpful and easy.

Order of Words in a Dictionary

1. Read the introduction with your student. Review the meaning of the Key Words. You may want to show your student a print or online picture dictionary as an example.
2. Point to the alphabet. Have your student point to and say the names of the letters in order.
3. As you read the text, have your student point to the pictures of the **ant** and the **bag**. Then, have your student point to the first letter in each word. Also, ask your student to point to the letters **Aa** and **Bb** in the alphabet.
4. Using the alphabet and the dictionary, ask your student Questions 1 and 2.
	1. Which letter comes first in the alphabet? (*letter a*)
	2. Which word would come first in a dictionary? (*ant*)

Words in a Group

1. As you read the text, have your student point to the words **cat** and **cup** in the dictionary. Then, have your student point to and name the second letter in each word.

#### Check-In

1. Read the directions with your student. Instruct them to use the alphabet for reference. You may want to do Activity 1 with your student. Remind them they are looking at the first letter to decide which word would come first in a dictionary. Encourage them to think aloud as they figure out that the word *leg* will be first as the letter *l* comes before the letters *m* and *n*.
2. Guide your student through Activities 2 and 3. For Activity 3, make your student understands they are working with the second letter in each word to determine the order. Monitor their responses to the questions. **IF** your student struggles to identify the correct order, **THEN** help them use the alphabet sheet. You might also cover up the first letter in each word so they can focus on the second letter.

#### Practice

Read the directions together with your student. Make sure your student can name the pictures and read the words. Then, have your student complete the activities independently. Monitor your student’s ability to respond correctly.

### Objective: In this section, you will define joining words, or conjunctions.

#### Key Words

* **conjunction** – a joining word

#### Explain

1. To introduce the idea of a joining word that connects people, things, actions, or ideas, display a simple sentence on a piece of paper, such as *I eat an apple*. Ask your student to identify how many things people eat. Then, add a second item; for example: *I eat an apple and pear*. Point out that *and* is a joining word that connects two things: *apple* and *pear*.
2. Use the onscreen definition to discuss the meaning of the key word. Then, read aloud the conjunctions, or joining words, in the word box. Remind your student that a joining word joins two things, actions, or ideas. Explain that each joining word has a different job to do. Explain that *and* is used to add one thing to another. Read aloud the sentence with the joining word *and*; have your student identify the two actions joined by *and*—*jump* and *dive*. **IF** they need more help using *and* as a joining word, **THEN** give more examples such as the following: The rabbit *and* frog hopped. I like red *and* blue sweaters. Emphasize that a second, similar item is added to the first.
3. Continue the activity with the second photo. Discuss the conjunction, or joining word, *but*, and help your student understand that *but* shows how two things, actions, or ideas are different. Ask them what two words *but* joins together (*pretty* and *dangerous*). **IF** they need more help understanding when to use *but* as a joining word, **THEN** point out that the second word, *dangerous*, is a different idea from *pretty*. Explain that *pretty* is a positive word but *dangerous* is not.
4. Finally, read aloud the sentence that has *or* as the joining word. Have your student identify the words *or* joins. **IF** they need more help understanding when to use *or* as a joining word, **THEN** have them complete sentence frames that show a choice, such as We will play baseball or \_\_\_\_\_. My favorite animal is a horse or a \_\_\_\_\_.

Learning Coach Tip

To help your student practice recognizing and understanding conjunctions, provide opportunities to locate such words in familiar texts. While reading a book with them, point to a conjunction in a sentence and read it aloud. Have them repeat the word after you. Talk about the job of the conjunction in the sentence. Does it add a similar idea, show a difference, or give a choice?

#### Check-In

1. Read the directions aloud to your student. Explain that they will listen to a phrase that has two words joined by a conjunction, or joining word. Review the different jobs for joining words by reading aloud the purposes in the word box.
2. Read the first phrase aloud to your student and emphasize the joining word. Tell them to choose what the joining word does, using one of the choices in the word box. **IF** they have difficulty choosing the correct job for *and*, **THEN** review that *and* adds another word that is alike.
3. Continue with the remaining activities, supporting your student as necessary.

#### Practice

1. Read the directions aloud. Explain that you will read a direction that tells them what kind of joining word to choose to finish a sentence. Read aloud the joining words shown in the word box.
2. Work together with your student on the first activity. Read aloud the direction to use a joining word to show a choice. Then, read aloud the sentence and ask them to finish it. **IF** they answer correctly, **THEN** have them finish the remaining items independently.
3. **IF** they need help, **THEN** use the Explain slide to review the jobs of each joining word. Then, have them complete the remaining items, following the same procedure, and providing support as necessary.

## Lesson 2: All About Fog: Comprehension

### Objective: In this section, you will use 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 *Fog*. First, they will learn how to use details to answer questions about a certain type of weather. Explain that when you read an information text about a topic you do not know a lot about, it helps to ask questions and answer them using details from the text. Asking and answering questions about a science topic will help them understand what they are reading in the information text.
2. If you have the print version of *Fog*, then display it now. Watch the video with your student. Explain that both the words and the photos provide key details, so it is important to read the words and look at the photos. Encourage your student to follow along as the student in the video answers questions about what the details explain about fog.
3. Support your student as they answer two questions about fog. **IF** your student has difficulty, **THEN** reread pages 4 and 5 together. Discuss how the pictures help them understand more about fog. Support your student as they use details in the text to answer the questions. Review that a cloud is usually something you see high in the sky. Ask: Is the fog you see in these pictures high up in the sky?
4. You may want to draw attention to the word *foggy*. Explain that *foggy* is a describing word that tells them about the word *day*. Gauge their familiarity with the word *foggy*. Support your student as they notice the word *fog* at the beginning of *foggy*. Explain that *fog* is a naming word that describes a type of weather. When you talk or write about a day that has a lot of fog, you can use the word *foggy*.
5. Read aloud or have your student listen to a recording of *Fog*. After reading the book, ask your student to pick one photo to talk about. Ask questions such as: What do you see? What details in the photo help you learn about fog?

[Fog](https://cite-media.pearson.com/legacy_paths/e8d5a867-850b-4ebd-9797-303fcd7d72c9/Fog_Rev.pdf)

#### Check-In

1. Read the directions with your student. Support them as they use details to answer questions about how fog forms, the difference between fog and a cloud, and where fog is most likely to form. Encourage your student to use the sentence frames to speak in complete sentences.
2. Your student may need more support than usual to answer the questions with details from the text because some of the science terminology may be new to them. **IF** your student has difficulty using key details to answer questions, **THEN** read the relevant pages aloud. Talk about the details in the picture. Then, reread the sentences that include the necessary details to answer the questions. As needed, use the sample answers to model how to use details to answer the questions.

#### Practice

1. Review that details in a text can help them tell how two things are alike and how they are different. Read the directions together. Support your student as they use the answers to the questions in Check-In and details in the text to compare and contrast fog and a cloud. **IF** your student has difficulty understanding the science concepts, **THEN**, revisit the relevant pages in the text to find the necessary details. As needed, use the sample answers as additional support.
2. You may want to conclude by having your student explain a cloud and fog and how they are different.
3. **Daily Writing:** If time permits, you may want to have your student write a story about a foggy day. Keep in mind that your student is developing as a writer and may not be writing complete sentences. Have your student read what they have written to you.

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

#### xplain

Learning Coach Tip

Your student will have multiple opportunities to read the high-frequency word *it*. 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 *It* and *it* word cards they created. Point to the word *It*, say the word, and have your student repeat it. Continue with *it*.
2. Review that words have letters. Explain that today your student will look closely at the letters in the word *it*. Begin by having your student talk about what is happening in each picture. Read aloud the sentence that tells about each picture. Review that the word *it* is used in place of an object’s name.
3. Have your student point to the word *It* in the first sentence. Say the word together. Then, have them respond to the prompt by identifying the number of letters in *It*. Continue with the word *it*.
4. Next, have your student name the letters in *It* and *it*. Explain that some words begin with either a capital letter or a lowercase letter. Even so, the word is the same.

#### Check-In

1. Read the directions aloud. Then, have your student complete the activity. **IF** your student has difficulty identifying *It* correctly, **THEN** remind them that *It* has two letters.
2. Continue with the second activity. **IF** your student has difficulty identifying *it* correctly, **THEN** remind them that *it* begins with *i*.

#### Practice

1. Read *What Is Fog?* with your student. Talk about what the information text is about.
2. Then, have your student identify the number of times they see *It* in the story. Have them draw a happy face on a sticky note or a sheet of paper each time they find the word *It*.

[What Is Fog?](https://cite-media.pearson.com/legacy_paths/a5205750-b407-4df6-9014-e9066c60c2a9/What%20is%20Fog.pdf)

### Objective: In this section, you will identify joining words in sentences.

#### Explain

Quick Review

Remind your student that you have talked about joining words, or conjunctions, and review that they are words that join ideas or things. Recall that *and* connects similar ideas or things, *but* tells about differences, and *or* gives a choice.

1. Read aloud the text with your student and review the different jobs joining words have. Help them understand they can tell which word in a sentence is a conjunction by thinking about the way the ideas or things are joined in the sentence.
2. Have your student look at the photos, and read aloud the sentences with conjunctions. Ask them to identify the conjunction in each sentence. Then, have them find the things, actions, or ideas joined by the conjunction in each sentence (Tina and Ricky; lettuce and tomatoes; climbs and slides). Discuss why *and*, *but*, or *or* are appropriate joining words. **IF** they cannot tell the differences between the jobs conjunctions do, **THEN** point out that Ricky is in addition to Tia; tomatoes is shown as different from lettuce; and climbs or slides is a choice for Camila.
3. Continue the activity with the next group of photos and sentences. Read aloud the questions and have your student answer. **IF** they answer incorrectly, **THEN** point out that *or* shows a choice because either Kimi or Taki win the race—not both of them. Continue with the second question, confirming that even though Luke chases the balloon, he loses it, so *but* shows a different action.

#### Check-In

1. Print out the Sort Joining Words in Sentences worksheet, and have your student cut out the six cards. If you do not have a printer, display the worksheet. Explain that each sentence includes a joining word, also called a conjunction, that connects two things, actions, or ideas. Read the headings at the top of the chart.
2. Have your student select a card. Talk about the picture and read the sentence with the joining word. Ask them to identify the joining word and place the card in the correct box. If the worksheet is not printed, ask them to point to the box where the card belongs. **IF** they have difficulty identifying the joining word, **THEN** review that *and* adds an idea that is alike, *but* shows what is different, and *or* shows a choice.
3. Continue with the remaining cards, following the same procedure and supporting your student as necessary.

[Sort Joining Words in Sentences](https://cite-media.pearson.com/legacy_paths/60b04905-0a90-475c-9230-c9c08a54c64e/Sort%20Joining%20Words%20in%20Sentences.pdf)

[Sort Joining Words in Sentences Answers](https://cite-media.pearson.com/legacy_paths/d63e4467-f38e-483b-82cf-8c8c5bb04bd3/Sort%20Joining%20Words%20in%20Sentences%20Answers.pdf)

#### Practice

1. Read the directions aloud to your student. Explain they will listen to a sentence and identify the joining word.
2. Work together on the first activity. Read the sentence aloud and have your student identify the joining word, or conjunction. **IF** they struggle, **THEN** ask: What word joins *plays* and *sings* and has the job of showing a choice?
3. Have your student continue with remaining items. Support them as necessary.

### Objective: In this section, you will say the sound you hear in the middle and at the end of words.

#### Explain

Middle Sound

1. Review that every word is made up of letters and their sounds. Tell your student that their job in this lesson is to listen to sounds in words. First, they will tell how many sounds they hear. Then, they will tell what sound they hear in the middle of a word. Model with an example.
2. Point to the photo of feet. Then, say *feet* slowly (*f-ee-t*), clapping for each sound in the word. Have your student repeat the word with you, clapping the sounds. Ask your student to tell how many sounds they hear. (3) Say *feet* again and have your student say the sound they hear in the middle of the word.

Middle Sound Routine

* I feel happy. [Say: *feel*]
* Say the word *feel* with me: *feel*.
* Now listen to me say *feel* slowly: *f-ee-l*.
* Listen as I say the word again. This time I will clap each time I hear a sound: *f-ee-l*.
* Now say the word slowly with me. Clap each time you hear a sound:*f-ee-l*.
* You hear three sounds in the word *feel*: *f-ee-l*.
* Now I will say the word again. Listen for the middle sound in *feel*: *f-ee-l*.
* Say the middle sound you hear in *feel.*

Learning Coach Tip

The vowel letters are*a, e, i, o, u.* Many words have a long vowel sound. A long vowel says the letter name. 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*.

Ending Sound

1. Now tell your student that they will listen for the ending sound in a word. Model with an example.
2. Point to the photo of the boy who is pointing to himself. Then, say *me* slowly (*m-e*), clapping for each sound in the word. Have your student repeat the word with you, clapping the sounds. Ask your student to tell how many sounds they hear. (2) Say *me* again and have your student say the sound they hear at the end of the word.
3. Continue by pointing to the photo of a bee. Then, say *bee* slowly (*b-ee*), clapping for each sound in the word. Have your student repeat the word with you, clapping the sounds. Ask your student to tell how many sounds they hear. (2) Say *bee* again and have your student say the sound they hear at the end of the word.

Ending Sound Routine

* He is my brother. [Say: *he*]
* Say the word *he* with me: *he*.
* Now listen to me say *he* slowly: *h-e*.
* Listen as I say the word again. This time I will clap each time I hear a sound: *h-e*.
* Now say the word slowly with me. Clap each time you hear a sound: *h-e*.
* You hear two sounds in *he*: *h-e*.
* Now I will say the word again. Listen for the ending sound in *he*: *h-e*.
* Say the ending sound you hear in *he*.

#### Check-In

1. If needed, help your student identify the picture as a seed. Guide them to say the word *seed*, then say the word slowly as they clap for each sound they hear. **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: *s—ee—d*. Ask your student to say the beginning sound. Then, say the word slowly a second time, and ask them to say the middle sound. Finally, say the word slowly a third time, and ask your student to identify the ending sound.
2. Continue with the second item. Have your student identify the word *we* with the picture of the family before guiding them through the directions.
3. Then, have your student identify the word *see* with the girl looking through the magnifying glass before guiding them through the directions.
4. Say the words *seed, we,* and *see* with your student and have them say the middle sound they hear in *seed*. Then, discuss how *we* and *see* have the same ending sound.

#### Practice

Middle Sound

1. Confirm that your student can name each picture: beet, queen, and peek. If necessary, explain that a beet is a vegetable. Then, guide your student through the steps of the routine for naming the middle sound they hear in a word. **IF** your student has difficulty clapping the number of the sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *b—ee—t, qu—ee—n, p—ee—k*.
2. Say the words *beet, queen,* and *peek* again. Ask your student to tell if they hear the same middle sound in each word.

Ending Sound

1. Confirm that your student can name each picture: he and she. Then, guide your student through the steps of the routine for naming the ending sound they hear in a word. **IF** your student has difficulty clapping the number of the sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *h—e, sh—e*.
2. Say the words *he* and *she* again. Ask your student to tell if they hear the same ending sound in each word.

### Objective: In this section, you will practice writing number words for **6, 7, 8, 9,** and **10**.

#### Explain

1. Read the introduction and review straight, slanted, and curved handwriting strokes. You may want to model how to write each stroke on unlined paper.
2. Have your student revisit the rainbow letters they created, particularly the lowercase letters they will use to write number words for 6, 7, 8, 9, and 10: For example, *h, I, n, s, t, v,* and *x*. Ask questions such as: Which letters have straight lines? Which letters have slanted lines? Which letters have curved lines? Explain that today they will write the number words *six, seven, eight, nine,* and *ten*. Tell your student that a number word is the name of a number spelled out in letters.

Write Number Words for *6*, *7*, *8*, *9*, and *10*

1. Have your student look at the image of the number *6* and say it aloud. Then, have them look at the number word for *6*. Point out that the order of the letters is important to spell out the number word. Ask them to look at the spacing in the image of the number word. Point out that no parts of the letters touch each other.
2. Now, have them identify each lowercase letter in the number word: *s, i,* and *x*. Remind them that they have already practiced writing the letters *s, i,* and *x* in other letters. Model how to write each letter and have them finger-write in the air along with you.
3. Continue in the same way to have your student identify each number and the number words for *seven, eight, nine,* and *ten*. Model how to write each letter and have them finger-write in the air along with you.

#### Check-In

1. Print the Write [Number Words for *6, 7, 8, 9,* and *10*](https://cite-media.pearson.com/legacy_paths/1de145f6-c7a1-4ab7-afea-f3c6211ce29e/Write%20Number%20Words%20for%206%2C%207%2C%208%2C%209%2C%20and%2010.pdf)worksheet. If you do not have a printer, write the words *six, seven, eight, nine,* and *ten* on a piece of paper. Along the left side, draw sets of balls (six ball, seven balls, eight balls, nine balls, ten balls).
2. Read the directions aloud. Point out the word box with the number words. Begin with the image of six balls, pointing out the number *6*. Ask your student to identify how many balls are shown. Then, have them identify the number word *six* in the word box. **IF** they have difficulty choosing the correct number word from the box, **THEN** revisit the Explain slide and have them review the images.
3. Work with your student to identify where they should begin to trace each letter. Finger-write each letter in the word, beginning with the letter *s*, as you give directions such as: *curved line, curved line; i–straight line, dot;* and *x–slanted line, slanted line*. Then, have them do the same thing before writing the number word on the worksheet. You may want to have them continue to identify strokes. Observe as they write. **IF** you notice that they are not writing a letter in the correct sequence, **THEN** model tracing with your finger again. Have them do the same before they continue.
4. Continue with the number words *seven, eight, nine,* and *ten*.

#### Practice

1. Have unlined paper available. Encourage your student to use the number words they wrote in Check-In as a model as they practice writing *six, seven, eight, nine,* and *ten*.
2. **IF** you observe that your student consistently has difficulty with any particular letter, **THEN** review the steps for forming the letter with your student.

## Lesson 3: All About Fog: Speak/Listen

### Objective: In this section, you will tell what the topic of an informational text is.

#### Key Words

* **details** – important information
* **facts** – information that is true
* **topic** – who or what an informational text is about

#### Explain

1. Review that an information text gives information. The details in an information text are facts because the information is true. You may want to ask: Would details about black bears be in an information text? Why or why not? Would details about a dog who flies be in an information text? Why or why not?
2. Explain that today they are going to learn how to how to find the topic of an information text. Explain that the topic is what the text is mostly about. Finding what an information text is mostly about, or the topic, helps you understand the facts and details.
3. If you have print versions of *When the Wind Blows, Look at the Rain,*and *Let it Snow!*, you may want to make them available. View the video with your student. Encourage your student to follow along in the print versions of the information texts as the student in the video uses the title, the pictures, and details to determine the topic of each information text. After viewing the video, support your student as they answer the question. **IF** they have difficulty explaining what a topic is, **THEN** suggest a think aloud such as: Every information text includes details. The details tell us about a person, a place, an animal, or a thing. One way to tell the topic of an information text is to think about what the details are mostly about. That is the topic of the information text.
4. Support your student as they answer the question about what to use to find the topic of an information text.

[When the Wind Blows](https://cite-media.pearson.com/legacy_paths/dea63689-f4df-4dc5-8f50-fc4560c2b64e/When%20the%20Wind%20Blows_Rev.pdf)

[Look at the Rain](https://cite-media.pearson.com/legacy_paths/a08c5223-572b-4cd6-a9b4-03a7e7c07b6b/Look%20at%20the%20Rain_Rev.pdf)

[Let It Snow!](https://cite-media.pearson.com/legacy_paths/1b69fb59-2823-4526-9c07-fcbe27f618bb/Let%20It%20Snow_Rev.pdf)

#### Check-In

1. Read together or have your student listen to *Fog*. Explain that they will be determining the main topic of the information text. As they listen to the text, they should think about the details and ask themselves: *What are the details mostly about?*
2. Support your student as they respond to the questions. **IF** your student has difficulty identifying the topic, **THEN** revisit the title, the pictures, and the details on page 13. You may want to model with a think aloud such as: The title of the book, *Fog*, gives me a clue about what the topic of the book may be. Then, I noticed that most of the pictures in the information text show fog. That is another clue. As I think about the details in *Fog*, I realize that they tell me about fog. All of this information tells me that the topic of *Fog*, is fog.

[Fog](https://cite-media.pearson.com/legacy_paths/e8d5a867-850b-4ebd-9797-303fcd7d72c9/Fog_Rev.pdf)

#### Practice

1. Read the directions together. Review that the topic of an information text is what the text is mostly about. Support your student as they answer questions to determine the topic of the text.
2. Explain that more than one information text can be about the same topic. The facts and details in each book with the same topic may be the same, or they may be different. When you read more than one book about the same topic, you learn more about the people, place, animal, or thing the book is about.
3. **Daily Writing:** You may want to have your student respond to the following writing prompt. What is a topic you would like to write about? Why you would like to write about that topic? Remember that your student is developing as a writer and will likely not write in complete sentences or spell words correctly.

[What Is Fog?](https://cite-media.pearson.com/legacy_paths/a5205750-b407-4df6-9014-e9066c60c2a9/What%20is%20Fog.pdf)

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

#### Explain

Get Ready for Learning

Have your student locate the word cards for *So*,*so*,*It*, and *it*. 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 sentence. Review that *So* is used when talking about the amount of something and *It* is used in place of an object’s name.
2. Use the prompts to have your student find the high-frequency word in each sentence and then compare the number of letters in *So* and *It*. Remind your student that words have letters, but the number of letters in a word can be the same or vary. Also, explain that some words have similar letters, and other words have completely different letters. You may want to ask questions such as these: Do *So* and *It* have the same number of letters? Do *So* and *It* 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 *What Is Fog?* 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 *It*.
2. Then, have your student hunt for the words *So*, *so*, *It*, and *it*. You may want to have the word cards for *So*, *so*, *It*, and *it* available. Have your student sort the word cards into two piles: one pile for the words that are in *Fog* and another pile for the words that are not in *Fog*.

[What Is Fog?](https://cite-media.pearson.com/legacy_paths/a5205750-b407-4df6-9014-e9066c60c2a9/What%20is%20Fog.pdf)

### Objective: In this section, you will use joining words to put sentences together.

#### Explain

Quick Review

Remind your student that you have talked about the joining words, or conjunctions, *and, but,* and *or*. Recall that *and* adds an idea that is alike, *but* shows a different idea, and *or* shows a choice.

1. Introduce the idea of using joining words to put ideas in sentences together. Say: It is noon. I want lunch. Point out that a joining word could connect the sentences. Ask: Is *I want lunch* an additional idea, a different idea, or a choice? (an additional idea) Ask your student what joining word adds an idea that is alike (*and*). Explain that the new sentence with the joining word is *It is noon, and I want lunch*.
2. Have your student look at the photo. Read the sentence and the question aloud. Ask them to point out the conjunction *and* that puts the two ideas together. **IF** they have trouble identifying the joining word, **THEN** explain that you can use *and* to join the sentences because the two ideas are alike.
3. Continue with the second photo, reading the sentences aloud, and asking your student to answer the question. Explain that *but* joins the sentences because the second idea is different from the first idea.
4. Continue the activity with the third photo and read the sentence aloud. Have your student answer the question and point out the conjunction *or* that links the sentences. **IF** ’they do not understand why *or* is the joining word, **THEN** stress that the second sentence shows a choice.

#### Check-In

1. Read the directions aloud to your student. Explain that they will listen to two sentences and choose the conjunction that best joins them. Point out the joining words in the word box. Remind them that joining words have different jobs to do when they put ideas together.
2. Work with your student on the first activity. Read the two sentences aloud. Ask them to choose the conjunction, or joining word, that would best join them. **IF** they have difficulty choosing the joining word, **THEN** discuss the relationship between the two sentences by asking: Is the second sentence alike, different, or a choice? (different)
3. Have your student continue with the remaining items, and support them as necessary.

#### Practice

1. Read the directions aloud. Explain they will listen to two sentences and choose a joining word to connect the two ideas.
2. Read aloud the first pair of sentences. Then, read aloud the answer choices. Have them select the joining word to combine the sentences. **IF** they choose incorrectly, **THEN** point out that the second sentence is a different idea from the first, so *but* is the correct joining word. You may also want to use the hints and feedback notes, as needed.
3. Have your student continue with the remaining items, and provide support as necessary.

### Objective: In this section, you will name words with the long **e** sound.

#### Warm Up

Say the long *e* sound and remind your student that some words have that sound in the middle and at the end of words, as in *meet* and *we*. Say the words *meet* and *we* have your student repeat them. Then, have your student identify words with the long *e* vowel sound using the following routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **my-me**(me) | **peek-peck**(peek) | **buy-bee**(bee) | **meet-met**(need) |
| **he-high**(he) | **red-reed**(reed) | **pep-peep**(peep) | **feed-fed**(feed) |

#### Explain

The Sound of Long *e*

1. Review that every word has letters and sounds. Remind your student that there are two kinds of letters: consonants and vowels. Have your student name the vowels, *a, e, i, o, u*. Point out that the letter *e* is a vowel and they have learned one sound for *e*, the short *e* sound. Tell your student that today they will learn about another sound the letter *e* and the letters *ee* stand for, or make.
2. Have your student say the word *feet*. Guide your student as they identify the middle letters in *feet*. Say the word *feet* slowly, asking your student to repeat. Then, ask your student to identify the middle sound they hear in *feet*. Explain to your student that when the vowel sounds like its name, *e,* it is called a long sound. Then, have your student say *feet*, clapping the sounds. Ask your student to tell how many sounds they hear. (3) Then, have your student name the letters in *feet* and tell how many letters are in the word. (4) Name the beginning letter and have your student say the sound. Point to the *ee* and say the sound with your student. Name the last letter and have your student say the sound. Ask your student which two letters make one sound. Help your student conclude that the letters *ee* stand for one sound. Explain that the letters *ee* stand for the middle sound in a word, the long *e* sound.
3. Continue by having your student identify the word *me* with the picture. Guide your student as they identify the last letter in *me*. Say the word *me* slowly, asking your student to repeat. Then, ask your student to identify the ending sound they hear in *me*. Explain that the letter *e* stands for the ending sound in *me,* the long *e* sound.
4. Then, guide your student in naming the picture and have your student identify the word *bee*. Guide your student as they identify the last letters in *bee*. Say the word *bee* slowly, asking your student to repeat. Then, ask your student to identify the ending sound they hear in *bee*. Then, have your student say *bee*, clapping the sounds. Ask your student to tell how many sounds they hear. (2) Then, have your student name the letters in *bee* and tell how many letters are in the word. (3) Name the beginning letter and the letters *ee* and have your student say the sound. Explain that the letters *ee* stand for the ending sound in *bee*, the long *e* sound.

#### Check-In

1. Have your student say the word *seed.* Read aloud the first question and have your student identify the middle letters in *seed.* **IF** your student has difficulty following the direction, **THEN** clarify that the middle letters are between the first and last letters in a word. Have your student name the middle letters in *seed*. Explain that *ee* are the middle letters.
2. Encourage your student to say each sound in *seed* slowly, before saying the sound of long *e*. **IF** your student has difficulty following the direction, **THEN** explain that *ee* stands for the middle sound heard in *seed.* Say the word slowly again, asking your student to repeat. Then, have your student say the middle sound in *seed.* Explain that *ee* stands for the middle sound, the long *e* sound.
3. Continue by having your student identify the word *we*. Read aloud the first question and have your student identify the last letter, *e*, in *we.* Encourage your student to say each sound in *we* slowly, before saying the sound of long *e*. **IF** your student has difficulty following the direction, **THEN** explain that *e* stands for the last sound heard in *we,* the sound of long *e.* Say the word slowly again, asking your student to repeat.
4. Then, have your student identify the last letters in *see* and the long *e* sound of *ee* at the end of the word.

#### Practice

1. Print the Practice worksheet. If you do not have a printer, then display the worksheet on screen. Have your student write the words on a sheet of paper.
2. Complete the first activity together. First, have your student name the first word: *we*. Then, say the word together. Ask your student to identify the vowel sound in the word and tell if the vowel sound comes in the middle or at the end of the word. Then, have your student write the letter *e* to complete the word. **IF** your student has difficulty pronouncing the sound the vowel stands for, **THEN** say the word slowly together. Remind your student that some words only have two letters, so they only have a beginning and an ending sound. In other words, the middle sound comes between the beginning and ending sounds and that the ending sound is the last sound in a word. Then, have your student name the letter or letters that stands for the vowel sound.
3. Continue with the remaining words: *bee*, *feet*, and *seed*. If needed, guide your student in adding *ee* to complete the words *bee*, *feet,* and *seed*.

[Words with Long e](https://cite-media.pearson.com/legacy_paths/0e66e6b3-a389-46dc-b69c-838f1d954338/Words%20with%20Long%20e.pdf)

## Lesson 4: All About Fog: Fluency

### Objective: In this section, you will find details about the topic of an information text.

#### Key Words

* **detail** – important information
* **fact** – a detail that is true

#### Explain

1. Review with your student that an information text gives information about real people, places, animals, and things. Details in an information text are facts because they are true.
2. If you have the print version of *Fog*, you may want to display it at this time. Watch the video with your student. You may want to create a word web similar to the one the student in the video creates. After viewing the video, point to the large, center circle of the word web. Explain that the topic of the information text is written in the center circle. Ask: What is the topic of an information text? Why is fog the topic of the text *Fog*? Review that the details give us information about fog. The details are in the smaller circles of the web.
3. After viewing the video, support your student as they answer the question to explain how a detail is different from a topic. **IF** your student has difficulty responding, **THEN** revisit the word web. Review that the topic is what the text is mostly about. Review the details in the outer circle. Ask: What does each detail give information about?

[Fog](https://cite-media.pearson.com/legacy_paths/e8d5a867-850b-4ebd-9797-303fcd7d72c9/Fog_Rev.pdf)

#### Check-In

1. Support your student as they identify that the topic of *Fog*is fog. Review that the topic of an information text is what the text is mostly about.
2. Then, complete the activity together. As needed, help your student name three details that tell them about the topic, fog.**IF** they struggle to find details about fog, **THEN** reread three pages of *Fog*together. After reading each page, ask: What did you learn about fog? Have your student share the detail.

[Fog](https://cite-media.pearson.com/legacy_paths/e8d5a867-850b-4ebd-9797-303fcd7d72c9/Fog_Rev.pdf)

#### Practice

1. Have your student read *What Is Fog?* Review that the topic of the information text is fog. Explain that today they will identify pictures from the book that give details about the topic, fog.
2. Read the directions aloud. Then, have your student complete the activity. Review that a detail in an information text gives information about a topic. If the picture does not give information about fog, then the details in the picture are about a different topic.
3. **Daily Writing:** You may want to have your student respond to the following writing prompt: Why does fog make it hard to ride a bike? 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.

[What Is Fog?](https://cite-media.pearson.com/legacy_paths/a5205750-b407-4df6-9014-e9066c60c2a9/What%20is%20Fog.pdf)

### Objective: In this section, you will tell the topic of an information text.

#### Show What You Know

1. Read the introductory sentences and review what your student knows about informational texts: they give facts about people, animals, places, and things.
2. Have your student look at the picture and choose the book that has rockets as its topic. Discuss how they know.
3. Read the directions and direct your student’s attention to the picture of the four open books. Then, have them respond to the questions by answering “book 1,” “book 2,” “book 3,” or “book 4.”
4. Assess how successful your student was in completing the activities by considering the following:
	* **Less Successful –**My student was unable to match topics or titles to pictures.
	* **Moderately Successful –**My student matched the title to a picture but could not name a topic.
	* **Very Successful –**My student easily matched topics and titles to pictures.

#### 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.

1. **Less Successful** – Return to the picture of the four books in Show What You Know. Ask your student to find the book that matches the topic “Old Boats” (book 2) and the book that matches the topic “Cities of the Future” (book 4). Read “Lighthouses” twice before asking your student to respond to the questions in Try This.
2. **Moderately Successful** – Have your student describe the picture in Try This in detail before you read the text. Then complete the Try This activity together.
3. **Very Successful** – Complete the Try This activity. If you wish, ask your student why this topic might be in a unit about foggy weather. (A lighthouse can keep boats safe in foggy weather.)
4. Read the directions. Then, have your student look at the illustration as you read this title and text aloud. Pause after you read the title, and then read the text clearly and slowly.
5. Ask your student the questions and have them respond.
6. Have your student assess their work by answering the questions in Talk About It. Discuss how they used the title, pictures, and details to answer Question 3 in Try This.

**Lighthouses**

1. A lighthouse is a tower.
2. It is on the seashore.
3. It has a bright light.
4. People on boats see the light.
5. They see the light at night.
6. They see the light on foggy days.
7. The light helps the boats stay safe.
8. The boats stay away from the shore.

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

#### Explain

1. Have available the following letter tiles: *s, o, i,* and *t*.
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 *so*, arrange their letter tiles to spell *so*, and then read the word. Continue with the word *it*.

#### 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: *s, o, a, n, d, m,* and *t*.
2. Help your student identify the letter tiles for the word *it*, name each letter, and arrange the letter tiles to spell *it*. 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 blend sounds to read words with long **e**.

#### Warm Up

Have your student blend the beginning sound with the middle and ending sounds to say words with long *e*. Tell your student that you are going to put word parts together to say a word. Provide a model for your student. Say the two word parts, pausing between the initial sound and the rest of the word. (*s-eed*) Then, blend the sounds together to say the word. (*seed*) Continue using the following routine:

* Say the beginning sound of the word, pause, and then say the middle and ending sounds together.
* Have your student blend the sounds to say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **n-eed**(need) | **k-eep**(keep) | **s-ee**(see) | **b-eet**(beet) |
| **b-e**(be) | **w-eed**(weed) | **d-eep**(deep) | **f-eel**(feel) |

#### Explain

1. Have available letter tiles for some of the consonant sounds and vowel sounds your student has learned: *b*, *m, t,* and *e* (2). Remind your student that there are two kinds of letters: consonants and vowels. Group the letter tiles for *b*, *m,* and *t* together and identify the letters as consonants. Then, point to the two letter *e* tiles. Remind your student that the letter *e* is a vowel.
2. Point the word *me*. Help your student identify the consonant *m* and the vowel *e*. Explain that when the vowel *e* comes at the end of a word with no other vowels the *e* has the long sound as in *me*.
3. Use letter tiles to form the word *me*. First space the letters. Then, move the letter tiles together as you and your student blend the sounds. Use the following routine:
	1. Say the letter names.
	2. Say the sound the first letter makes.
	3. Add the sound the last letter makes and blend the sounds together.
	4. Say the word.
4. Continue by blending the sounds in a word with the long *e* sound spelled *ee* at the end of a word. Point to the photo and the word *bee.* Use letter tiles to form the word *bee*. First space the letters, placing the vowels *e* and *e* together. Remind your student that when the vowels *e* and *e* are at the end of a word, the two vowels stand for one sound, the long *e* sound. Use the following routine:
	1. Say the letter names.
	2. Say the sound the first letter makes.
	3. Add the sound of *ee* and blend the sounds together.
	4. Say the word.
5. Finally, have your student blend the sounds in a word with long *e* spelled *ee* in the middle of words. Identify the word *meet* with the photo of the boy and girl. Then, use letter tiles to form the word *meet*. First space the letters, placing the *e* and *e* together. Then, move the letter tiles together as you and your student blend the sounds. Use the following routine:
	1. Say the letter names.
	2. Say the sound the first letter makes.
	3. Add the sound of *ee* and blend the sounds together.
	4. Add the sound the last letter makes and blend the sounds together.
	5. Say the word.
6. Then, have your student use letter tiles to blend the words *he* and *feed*. **IF** your student has difficulty blending the sounds to say the word, **THEN** review the sound of each letter with your student and have them say each sound. Review that the vowel *e* at the end of the word has a long *e* sound. Add that the letters *ee* can also stand for the long *e* sound in the middle and at the end of words. Then, work with your student to blend the sounds.

#### Check-In

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

* Say the word.
* Say the sound the first letter makes.
* Add the sound *e* or *ee* makes and blend the sounds together.
* Add the sound for any last letter and blend.
* 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. Print a copy of the decodable story, “The Bee and Me.” If you do not have a printer, then display the text on screen.
2. Listen as your student reads “The Bee and Me” aloud. **IF** your student struggles blending the sounds in words with long *e*, **THEN** use the letter tiles to blend the sounds the letters make.
3. Also check for the correct pronunciation of the high-frequency word *it.*
4. Encourage your student to pay close attention to the pictures, as they reread the story.
5. Check for overall comprehension of the text. Ask questions such as: Who is in the story? Where is the bear? What does the bear see? Why does the bear run?
6. Then, have your student follow the directions to hunt for the high-frequency word *it* and words with long *e.*

Learning Coach Tip

In this Practice activity, your student will read the decodable reader “The Bee and Me.” The decodable reader will support your student’s understanding of the sound-letter relationship of the long *e* vowel sound and the high-frequency word *it*.

[The Bee and Me](https://cite-media.pearson.com/legacy_paths/9fd6652d-2a64-4c59-94c6-89e2c9b1711e/The%20Bee%20and%20Me.pdf)

[The Bee and Me Answers](https://cite-media.pearson.com/legacy_paths/1c28d839-07f0-4f41-89a3-3bad40301471/The%20Bee%20and%20Me%20Answers.pdf)

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

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/c6ed692b-5dbb-4d8b-a9bd-4174dc97d4f6/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.
	* Role-play making mistakes and remind the Coach what to say when a mistake is made.
	* Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
	* 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.

## Lesson 5: All About Fog: Synthesize

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

#### Explain

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

#### Check-In

1. Listen as your student reads *What Is Fog* aloud.
2. Monitor how your student reads the high-frequency word *it*. **IF** you notice they have difficulty reading *it*, **THEN** have them use letter tiles to spell the word. Read the word together.
3. Discuss what your student learned about fog. Provide student frames to encourage using complete sentences: *I learned that fog is . Sometimes, fog .*

[What Is Fog?](https://cite-media.pearson.com/legacy_paths/a5205750-b407-4df6-9014-e9066c60c2a9/What%20is%20Fog.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 a page to the book *What Is Fog*. Have them tell you what they know about fog and draw a picture. Then, have your student dictate or write a sentence about their picture. Have them read the sentence.

[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 build words with long **e**.

#### Warm Up

Have your student blend sounds to say words with long *e* using the following routine:

* Say each sound in a word slowly. (*p—ee—k*)
* Have your student mark each sound with a tap.
* Have your student say the word sound by sound. (*p—ee—k*)
* Have your student blend the sounds and say the word. (*peek*)

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **m-e**(2 sounds;me) | **n-ee-d**(3 sounds; need) | **s-ee**(2 sounds; see) | **m-ee-t**(3 sounds; meet) |
| **f-ee-l**(3 sounds;feel) | **b-ee**(2 sounds; bee) | **w-ee-k**(3 sounds; week) | **w-e**(2 sounds; we) |

#### Explain

1. Gather the following letter tiles: *d, e* (2)*, h, m, s*.
2. Use the letter tiles to model with your student how to build words with long *e*.
	1. Build the word *he* with the letter cards *h* and *e*.
	2. Name the letters.
	3. Blend the sounds to say the word and have your student say the word. If needed, remind your student that the *e* at the end of the word spells the long *e* sound.
	4. Then, use the word in a sentence: *He is my best friend.*
3. Then, show your student how a new word can be formed by changing the letter *h* to *m* at the beginning.
	1. Name the letters.
	2. Blend the sounds to say the word and have your student repeat.
	3. Then, use the word in a sentence: *The teacher gave me a book*.
4. Continue using the building and blending routine with the remaining words, modeling how to add to words and how to change the ending sound in words with long *e* spelled *ee*.

#### Check-In

1. Gather the following letter tiles: *b, d, e* (2)*, n, q, s, t, u*.
2. Have your student build the word *see* with the letter tiles *s*, *e*, and *e*. Read the word with your student and use the word in a sentence: *I see a cloud in the sky*. Then, read each set of directions to your student. Observe your student build the words with the 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, k, p, w*.
2. Have your student build the word *we* with the letter tiles *w* and *e*. Read the word with your student and use the word in a sentence: *We make cookies together*. 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. If needed, remind your student that *e* and *ee* spell the long *e* sound in the words.

### All About Fog: Review

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

Encourage them to say something aloud about each topic on the list. **IF** they have 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 have them explain why. Continue by having them discuss what was difficult to learn. Finally, have them name the favorite thing they learned.

### Study Tips

Read each study tip to your student. Give them time to review. Tell them they will take an online practice. It will help them get ready for the unit test.

## Lesson 6: Whatever the Weather Unit Test

There is no LC Guide for this lesson.