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# Language Arts 2 B Unit 12: What Scares You?

## Lesson 1: What Scares You?: Genre

### What Scares You?: Introduction

#### Learning Goals

In this unit, your student will be learning about why we get scared and what to do about it. There are 16 learning goals for this unit:

1. Identify whether a read-aloud text tells a story or gives information.
2. Identify how prepositions are used.
3. Spell words with silent letters. (e.g., *wr*, *kn*, *gn*, etc.).
4. Use context to self-correct understanding, rereading as necessary.
5. Infer the main idea in narrative texts.
6. Identify the difference between positional, time, and place prepositional phrases.
7. Write uppercase and lowercase *Xx* and *Uu*.
8. Read words with silent letters. (e.g. *wr*, *kn*, *gn*, etc.).
9. Infer details that support the main idea in narrative texts.
10. Use prepositions correctly when writing and speaking.
11. Blend words with silent letters (e.g. *wr*, *kn*, *gn*, etc.).
12. Write uppercase and lowercase *Qq* and *Gg*.
13. Compare events in two or more texts to differentiate genres.
14. Build words with silent letters (e.g. *wr*, *kn*, *gn*, etc.).
15. With support, read a book of choice.
16. Decode words with silent letters (e.g. *wr*, *kn*, *gn*, etc.).

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

This unit contains the following assessments. Work with your student to ensure they are ready to take each assessment.

* Don’t Be Scared: Genre Quick Check
* Don’t Be Scared: Comprehension Quick Check
* Don’t Be Scared: Speak/Listen Quick Check
* Discussion
* Feelings Skills Check
* Feelings Online Practice
* Feelings Test

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

#### Spark

A Note About This Lesson

It can be uncomfortable for your student to talk about fears. Explain that what one person considers to be relatively harmless may be regarded quite differently by another. Monitor your student’s sensitivity to content and adapt, as necessary. Point out that fear is a natural feeling. Sometimes fear actually keeps us safe, warning us of a danger.

1. Read the paragraphs with your student. Point out that the words *scared* and *afraid* mean the same thing. Have your student identify something they are afraid of. Explain that feeling afraid can be helpful, keeping them safe from harm. For example, they learned that touching a hot stove hurts! Ask questions such as the following: When have you felt afraid? Why? Explain that when being afraid of something makes them uncomfortable, they might start to think about what they can do about dealing with that feeling.
2. Watch the video with your student. Consider pausing the video after each page to talk about its contents. You may want to help your student summarize the fears discussed and how an action helped to overcome it. Ask your student if they can think of other actions that might overcome the fears.
3. Have your student answer the questions. **IF** they struggle to answer a question, **THEN** revisit the text or video as needed. Accept any answers that make sense, even if they do not exactly repeat the text or video. Your student may provide answers that come from their own experiences instead.

#### Activate Prior Knowledge

1. Read the paragraphs with your student. Emphasize that fear is one of many feelings, but it is helpful to recognize it to understand it better. Reinforce the idea that a fear is neither right or wrong and different people fear different things. Encourage them to discuss actions they can take to deal with an uncomfortable fear and to talk to a trusted adult when needed. Provide the Draw and Write graphic organizer or help your student draw and write in their notebook. Encourage them to share their picture and sentences with you.
2. Read each bulleted item and have your student tell about topics they have learned about and which ones are new to them.
3. Share some examples of words with silent letters such as *knock*, *gnome*, and *write* with your student to show them what they will be looking for as they read.

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

#### Key Words

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

#### Decoding Routine

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

[What Scares You\_Genre Silent letters wr.kn.gn.mb](https://cite-media.pearson.com/legacy_paths/d789b60f-e36e-4aac-9778-6970dc675330/What%20Scares%20You_Genre%20Silent%20letters%20wr.kn.gn.mb.pptx)

#### Explain

1. Read the introduction with your student and review the meaning of each boldfaced term. Explain that even when stories are based on real events, they are products of an author’s imagination. Some stories are about people who lived long ago. The author did not meet the people or hear them speak. There might be very little information about the people and what happened to them. The author creates a story about them. The author guesses what might have happened and what the people might have said.
2. Help your student read the first text and discuss how they know it gives information. Point out that the text gives facts about a real place people can visit.
3. Have your student read the text about fishing and respond to the question.
4. Before beginning *Susanna’s Promise*, explain that your student will hear a change as you read. Part of what you will read gives facts and information. Another part tells a story. Your student must listen carefully to tell which part is which. Read the text and have your student answer the question.

[Susanna’s Promise](https://cite-media.pearson.com/legacy_paths/c9b93004-4aee-4505-b06a-bcd7f19a4b7a/Susanna%E2%80%99s%20Promise.pdf)

#### Check-In

1. Talk with your student about the change in the text from the informational introduction to the story told by Resolved. (The story starts as Resolved remembers, “Mother held my hand...”) Explain that the “Susanna” in the title is the person Resolved calls “Mother.”
2. Have your student answer the questions. **IF** your student needs support , **THEN** ask these questions:
	* Did the author meet Resolved or hear him speak? (no)
	* Did the author watch Resolved have experiences on the ship? (no)

You may wish to explain that an author could write an informational text about Resolved, especially if Resolved wrote letters or a diary to tell about his life. However, in this case, the author knows only that a child named Resolved was one of the 101 passengers on the *Mayflower*, so they must use their imagination to guess what Resolved might have said and done and then write it as a story.

#### Practice

1. Read the directions with your student. Then, read the text aloud.
2. Have your student determine whether the text gives information or tells a story. Make sure your student can explain their choice.

Family Work

My brothers went to fish in the bay, while my sister and I worked in the garden. We were growing beans, spinach, and carrots. We even had some rows of corn. We used the dried corn to make flour.

I pushed my hair into my bonnet. It kept falling into my eyes. My hands were dirty and rough. Gardening was hard work! Still, I felt glad that I could help my family. My work was important. The crops in my garden would keep the family strong.

### Objective: In this section, you will explain how to use prepositions.

#### Key Words

* **preposition** – a word that tells when or where something happens

#### Explain

1. Show your student two objects, such as a book and a pen. Put one on top of the other. Then, describe where they are in relation to each other. Say, for example: The pen is *on* the book. The book is *under* the pen. Then, put the objects side by side. Say: The book is *next to* the pen. The pen is *next to* the book.
2. Introduce the key word *preposition* and read aloud the definition with your student. Explain that prepositions are words that show where something is or when it happens. Explain that *where* refers to where something is placed or where something happens. *When* is about time.
3. Read the example sentences in the left-hand column of the chart. Explain that *on* and *under* are prepositions that tell where the cat and the table are in relation to each other. Encourage your student to look around the room and find other examples that describe where objects are in relation to other items. Suggest these prepositions to help your student think of examples: *above*, *over*, and *in*.
4. Read the example sentences in the right-hand column of the chart. Explain that because the cat ate while it was afternoon, you can say that the cat ate *during* the afternoon. This tells when the cat ate. Explain that you might also say that the cat ate *at* 3:30. **IF** your student has difficulty with the concept of *when*, **THEN** rephrase. Say: The cat ate *at* a certain time.
5. Have your student read the next two example sentences and answer the questions about prepositions. Work with your student to tell whether each preposition tells *when* or *where*. **IF** your student has difficulty discerning between *when* and *where*, **THEN** remind them that *when* has to do with time, and *where* has to do with location.

#### Check-In

1. Read the directions with your student. Tell them that they will match show prepositions that tell *when* or *where*.
2. Complete the first item together. Have them read each prepositional phrase. Have them point to the preposition that appears in bold. Then, ask them to tell whether the phrase is about when something happens or where it happens. **IF** your student has difficulty, **THEN** remind them again that *when* describes the time that something happens, while *where* describes a specific place.
3. Have your student continue with the other activities on their own, as they are able. **IF** your student has difficulty, **THEN** read the hints provided to help your student find the correct answers.

#### Practice

1. Read the directions together. Explain that each sentence has a preposition that appears in bold print. Tell your student they will say whether each preposition tells *where* or *when*.
2. Read the first activity together. Ask your student to identify the preposition in bold (*beside*). Ask: Where is the lamp? When is the lamp? to help your student determine which makes sense.
3. Have your student complete the remaining activities independently, as they are able. Provide support as needed, as you did for the first activity to help your student better understand prepositions.

### Objective: In this section, you will spell words with silent letters.

#### Warm Up

Begin by having your student identify the sounds they hear in words with silent letters. Use the following routine.

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **lamb**(3 sounds) | **knew**(3 sounds) | **wren**(3 sounds) | **knocking**(5 sounds) |
| **wreck**(3 sounds) | **climb**(4 sounds) | **sign**(3 sounds) | **crumb**(4 sounds) |

#### Explain

Learning Coach Tip

A silent letter in a word is not pronounced when the word is said aloud. Silent consonants are usually part of a pair in which one consonant has a sound when said and the other does not. Examples include *wr*, *kn*, *gn*, and *mb* as in *wrap*, *knot*, *gnaw*, and *comb*. The letters *w, k, g,* and *b* are silent when the word is said aloud.

1. Have your student read the introduction. Explain that some words have a pair of consonants in which only one letter has a sound when the word is spoken. The other consonant is silent. Tell your student that these letters can be found at the beginning, middle, and end of a word. Then, have your student read the words. Assist where needed to make sure your student says the words correctly.
2. Have your student answer the questions to identify the silent letter in each word. **IF** your student has difficulty identifying the silent letter in a word, **THEN** say the sounds of the letters in each word and have your student repeat. Point out the silent letter that you did not say.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then have your student say the sound each letter or pair of letters stands for in the word. Remind your student that in the consonant pairs *wr*, *kn*, *gn*, and *mb*, the letters *w, k, g,* and *b* are silent when the word is said aloud.

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word, letter by letter, in their notebook. Ask your student to underline the consonant pair in each word that has a silent letter.

* I bend my **wrist** when I throw the ball. (**wr**ist)
* A **gnat** is a small insect. (**gn**at)
* I stop my bike when I see the stop **sign** on the corner. (si**gn**)
* Mom uses a **knife** to cut the apple. (**kn**ife)
* My cat likes to **climb** trees. (cli**mb**)
* I **comb** my hair every morning. (co**mb**)
* We **know** that we will leave tomorrow. (**kn**ow)
* I **write** a note to thank Grandma for the gift. (**wr**ite)

### Objective: In this section, you will use context to correct your understanding of words while reading.

#### Key Words

* **context clues** – words around an unknown word that help to explain the new word

#### Explain

1. Use the on-screen definition to review the meaning of the key word *context clues*. Review with your student what they know about using context clues to determine the meaning of a word. Explain that in this lesson they will look for context clues to rethink their understanding of what a word means.
2. Read the introductory text with your student. Talk about what good readers do when they are looking for clues to help correct their understanding of a word’s meaning.
3. Watch the video with your student. Discuss how the student in the video puts what she knows together with context clues to understand new words in a poem about Paul Revere’s ride.

Explain

1. Use the on-screen definition to review the meaning of the key word *context clues*. Review with your student what they know about using context clues to determine the meaning of a word. Explain that in this lesson they will look for context clues to rethink their understanding of what a word means.
2. Read the introductory text with your student. Talk about what good readers do when they are looking for clues to help correct their understanding of a word’s meaning.
3. Watch the video with your student. Discuss how the student in the video puts what she knows together with context clues to understand new words in a poem about Paul Revere’s ride.

#### Check-In

1. Read the sentences with your student and the mistake that Jada makes while reading. Then, read the directions with your student. Explain that they will respond to the questions to help correct Jada’s mistake.
2. Work with your student to answer the first two questions orally. Reinforce that reading sentences again helps good readers find clues. Point out that readers can also think about what they already know about the words in the text. **IF** your student has difficulty identifying clues that help them understand the meaning of *volunteers*, **THEN** discuss what it means for people to give their time to help do something. Guide them to understand that this phrase indicates that the people doing the work are not paid.
3. Give your student the opportunity to answer Question 3 independently.

#### Practice

1. Review the steps for self-correcting a mistake in understanding the meaning of a word while reading. Then, read the directions with your student. Remind them that it is easy to make mistakes about the meaning of a word. Review that if their understanding of any bolded word does not fit with the story, they should read the sentences again and look for clues.
2. Have your student read the sentences independently. Then, discuss the meaning of any bolded word that your student needed to self-correct. Talk about what your student did to fix the mistake.

## Lesson 2: What Scares You?: Comprehension

### Objective: In this section, you will identify the main idea of a story.

#### Key Words

* **details** – important pieces of information
* **main idea** – the most important idea in a text

#### View Learning Coach Guide

Explain

1. Read the opening paragraph with your student and look at the picture together. Remind your student that when you retell a story, you tell all the major details.
2. Read the second paragraph, focusing on the definitions of the boldfaced terms.
3. Review the three steps that can help a reader to infer, or draw conclusions about, a main idea. Point out that the title of a story may often be a clue to its main idea. Readers should think deeply about why the author included certain details. The details point readers toward a valuable idea the author wants to help their audience understand.
4. Watch the video together, pointing out that the student begins by retelling everything in the plot of a story before understanding that the main idea is the most important part. The main idea is what the author wants readers to remember from their reading.

Set a Purpose

Help your student set a purpose for reading *Susanna’s Promise*. Link to the text and let your student spend a minute or two glancing through it. Have your student tell you what they conclude from looking at the illustrations and then share with you a reason for reading the whole text.

Before You Read: Vocabulary

Guide your student to use details in each sentence to infer what each vocabulary word means. Make sure they understand that in this case, the word *bow* is pronounced “bow” and not “bo” and that the word *deserted* is pronounced with emphasis on the second syllable, not the first. Scaffold discussion of each word. For example, with the word *boarded,* you might ask questions like these: If someone boarded the train, were they entering or leaving? (entering) or What is another word or phrase for *boarded*? (entered, got on)

1. **boarded:** got on a ship, train, or plane
2. **bountiful:** more than enough; plentiful
3. **bow:** the front end of a boat
4. **deserted:** empty of people

Read

As they read the text, have your student think about how difficult the crossing and the landing are for Resolved and his family.

[Susanna’s Promise](https://cite-media.pearson.com/legacy_paths/c9b93004-4aee-4505-b06a-bcd7f19a4b7a/Susanna%E2%80%99s%20Promise.pdf)

Check for Understanding

Discuss with your student how Resolved’s family changes from the beginning of the story to the end. Point out that the changes involve not only physical changes (Father dies, Peregrine is born, Mother remarries) but also emotional changes (there is a lot of sadness, but by the end, there is happiness, too).

#### Check-In

1. Read the directions with your student. Then, allow them to read each story and find the statement that best expresses the main idea.
2. **IF** your student needs support, **THEN** review each choice, asking: Is this the most important thing the author wants you to understand and remember?

#### Practice

1. Read the directions with your student, reviewing the steps in Explain before having your student use *Susanna’s Promise* to answer the questions.
2. Have them answer the questions orally in discussion with you or in writing. If your student writes their answers, take time to discuss their responses, asking them to supply evidence from the story that led them to that answer.

### Objective: In this section, you will contrast strong and weak conclusions.

#### Key Words

* **conclusion** – something decided after thinking
* **details** – important pieces of information
* **main idea** – the most important idea in a text

#### A Note to the Learning Coach

Scientists (and others) use both inductive and deductive reasoning. In inductive reasoning, people use facts and specific examples to come to a conclusion. They use what they see or observe to guess (hypothesize) an answer that makes good sense.

#### Explain

1. Look at the photograph with your student and read together about Cal and his mother. Ask your student to explain why it is not a good conclusion to say that all birds are hummingbirds. (It is clearly not correct.)
2. Point out that both Cal’s conclusion and his mother’s second conclusion make sense based on their observations of the bird feeder. Because all the birds are hummingbirds, and there are quite a few birds, it makes sense that the hummingbirds like the food in the feeder. It also makes sense that the next bird to come to the feeder will be a hummingbird. More observations would prove whether those conclusions were true.
3. Continue with Cal’s mother’s observations about when hummingbirds return to the area. Point out that she has observations from last year and this year. That helps her conclude what might happen next year. If she had observed hummingbirds in May for five or ten years, her conclusion would be even stronger.

#### Check-In

1. Read the directions together. Then, help your student read the details and the two conclusions. Discuss which conclusion makes more sense based on the details given.
2. **IF** your student needs additional support, **THEN** ask questions like these:
	* Why does it make sense that most robins nest in trees? (All of the robins’ nests were in trees.)
	* Why doesn’t it make sense that most birds nest in trees? (Only two kinds of birds were counted, and a lot of them nested on the ground.)
	* Why does it make sense that crows eat different kinds of foods? (The crows were eating corn and bugs.)
	* Why doesn’t it make sense that crows like corn best? (Only two kinds of food were observed, and the same number of crows were eating each kind.)

#### Practice

1. Read the directions with your student. Then have your student read each set of details and draw a reasonable conclusion.
2. Discuss the conclusions your student reached. Talk about how their conclusion for Activity 2 might need to change if they observed 5 more nests with 11 eggs each.

### Objective: In this section, you will tell whether a prepositional phrase tells position, time, or place.

#### Key Words

* **preposition** – a word that tells when or where something happens
* **prepositional phrase** – a group of words that starts with a preposition and ends with a noun or pronoun

#### Explain

1. Use the on-screen definition to review that a preposition is a word that tells more about a thing or action. Explain that a preposition can tell where something is or where it happens. It can also tell when something happens in relation to something else. Discuss how prepositions help give information about *where* and *when*.
2. Review the definition of the key term *prepositional phrase*. Remind your student that a phrase is a group of words. A prepositional phrase is a group of words that starts with a preposition and ends with a noun or a pronoun. Read each prepositional phrase example with your student and discuss why it is a prepositional phrase.
3. Explain that a prepositional phrase tells even more about where something happens, when something happens, or where something is placed. Use the illustration of the bedroom to talk about where objects are in relation to other objects. Come up with a few prepositional phrases of your own if needed. For example, the book is *on the bed* and the robot is *on the bookcase*.
4. Read the three example sentences in the chart with your student. Explain that the words in bold are prepositional phrases. Invite your student to identify the preposition and noun or pronoun in each phrase. Then, discuss the kind of information that each phrase provides about where or when something happens. **IF** your student has difficulty, **THEN** use the illustration to give additional examples by having your student tell you where items are placed in relation to each other. Provide feedback after their responses to help them better understand the concepts.
5. Have your student read the last example sentence and answer the questions. **IF** your student has difficulty answering, **THEN** remind them that a prepositional phrase gives information about when or where something happens.

#### Check-In

1. Read the directions with your student. Explain that they will read sentences with prepositional phrases in bold. They will say if the prepositional phrase identifies where something is placed, when something happens, or where something happens.
2. Complete the first activity with your student. Have them identify the prepositional phrase in bold before they tell you their answer. **IF** your student answers incorrectly, **THEN** review which prepositions show where something is placed, when something happens, or where something happens.
3. Have your student complete the rest of the activities on their own, as they are able. **IF** your student needs help, **THEN** review that where something is placed relates to position, when something happens relates to time, and where something happens relates to location.

#### Practice

1. Read the directions with your student. Explain that they will choose the preposition that makes sense to complete each sentence. Then, they will say if it tells where something is placed, when it happens, or where it happens.
2. Complete the first activity together. Suggest that your student read the sentence aloud with both options to see which sounds best. Then, read the sentence again with your student and have them choose which preposition correctly completes the sentence. Have your student think about the context of the sentence and say whether the preposition tells where something is placed, when something happens, or where something happens.
3. Have your student complete the rest of the activities on their own as they are able. Otherwise, continue to scaffold by having your student identify first what the prepositional phrase should tell (time, location, position) and then to choose a preposition that matches that kind of description.

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

#### Explain

Quick Review

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

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

How to Write Capital X and Lowercase x

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

How to Write Capital U and Lowercase u

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

#### Check-In

Learning Coach Tip

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

1. Print [the *Xx* and *Uu* handwriting](https://cite-media.pearson.com/legacy_paths/ec37a21e-56a7-4784-aaa9-f9c3823f6373/Xx%20and%20Uu.pdf) worksheet. Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper and write any models that need to be traced.
2. Discuss the letter models that are on the worksheet. Review the steps to forming each letter as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that they have difficulty forming any of the letters, **THEN** discuss the differences in the letter forms. Remind them that the capital forms of the letters are formed between the top and bottom lines while the lowercase forms are formed between the middle and bottom lines.

#### Practice

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

### Objective: In this section, you will read words with silent letters.

#### Warm Up

Have your student say words that contain silent letters by blending the sounds the letters make.

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **thumb**(3 sounds) | **gnat**(3 sounds) | **knight**(3 sounds) | **wrapper**(4 sounds) |
| **signs**(4 sounds) | **write**(3 sounds) | **climber**(5 sounds) | **knob**(3 sounds) |

#### Explain

A Note about the Lesson

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

[Four-Column Chart](https://cite-media.pearson.com/legacy_paths/74ed5e83-c8e6-4089-9d5e-2940c18736d3/Four-Column%20Chart_Silent%20Letters.pdf)

Words with Silent Letters

1. Use the words to review how to read words with a consonant pair in which one letter is silent. Remind your student that the consonant pairs *wr, kn, gn*, and *mb* have one silent letter.
	* Read the word.
	* Name the consonant pair that has a silent letter.
	* Say the sound spelled *mb*.
	* Read the word again and have your student repeat it after you.
2. Continue by using the remaining words to review how to read words with silent letters. Explain that a garden gnome is thought to watch over a person’s garden. Gnomes can also be found in many fairytales. If needed, guide your student in identifying the consonant pair that contains a silent letter in a word. Review that *wr*, *kn*, *gn*, and *mb* have a silent letter when spoken in a word.

Two-Syllable Words with Silent Letters

1. Help your student apply what they have learned about words with a silent letter to reading two-syllable words. Review that a syllable is a word part that has one vowel sound. With your student, read the introduction and the word *wristband*. Explain that a wristband in sports can be a cloth band for the wrist. Add that tennis players might wear wristbands to keep sweat from going to their hands. Look at the first syllable in *wristband* with your student and point out that the vowel *i* spells the short *i* sound and that the *w* in *wr* is a silent letter. Then, have your student look at the second syllable and identify that the vowel *a* spells the short *a* sound. Then, have your student read the word.
2. Continue by having your student look at the syllables in the remaining words and read the words. Explain that a design on a piece of clothing might be a certain pattern of lines or shapes, such as checks or flowers. Have your student answer the questions to focus on the consonant pairs *kn, mb*, and *gn* and the silent letter in each. Tell your student that not all words with the letters *mb* have a silent *b*. Explain that it depends on where the word is divided into syllables. For example, *climber* has a silent b, but *number* does not.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the consonant pair that has a silent letter in each word. Then, have your student sort the words by writing words with the silent letter in the beginning of the word in one column and words with the silent letter near the end of the word in another column.

|  |  |
| --- | --- |
| **Beginning of Word** | **Near the End of the Word** |
| knowwristgnatknifewrite | signcombclimb |

#### Check-In

Listen as your student reads the words in the box. Then, have your student use the Four-Column chart to sort the words with consonant pairs *wr, kn, gn*, and *mb*. **IF** your student has difficulty sorting the words, **THEN** say each word slowly. Encourage your student to identify in each word the consonant pair with a silent letter.

#### Practice

Use the sentences to confirm that your student can read words that contain silent letters. Have your student write the words with *wr, kn, gn*, or *mb* in their notebook. **IF** your student has difficulty reading a word, **THEN** review the consonant pair that contains a silent letter in the word.

## Lesson 3: What Scares You?: Speak/Listen

### Objective: In this section, you will identify supporting details in a story.

#### Key Words

* **details** – important pieces of information
* **main idea** – the most important idea in a text

#### Explain

1. Read the opening paragraphs with your student and review the boldfaced terms. Remind your student that details may tell them *who, what, when, where, how*, and *why*.
2. Look at the flipbook together. Point out that the builder includes key parts and pieces that add up to a complete, well-built house. The author also includes important parts and pieces that add up to a complete, well-written story. The builder starts with a plan, and most authors start with a plan as well. The builder does not add unnecessary parts, and the author does not add unnecessary details.
3. Watch the video to see how one student looks for supporting details in a story.

#### Check-In

1. Read the directions with your student. Explain that each main idea has two details following it, but only one of the details supports that main idea.
2. Have your student read each main idea and select the letter of the detail that supports it. **IF** your student needs assistance, **THEN** address each detail, asking these questions:
	* For question 1: Does this detail explain how nature can help people feel better?
	* For question 2: Does this detail explain how dogs show their love?

#### Practice

1. Read the directions together and help your student access the text.
2. Give your student a copy of the concept web with the main idea filled in.
3. Ask your student to locate four details in the story that help support the main idea: Hard times can lead to better times. Accept any story details that describe hardships or improvements to Resolved’s life in New England. Your student may copy sentences from the text or paraphrase events from the plot. Discuss their responses.

[Susanna’s Promise](https://cite-media.pearson.com/legacy_paths/c9b93004-4aee-4505-b06a-bcd7f19a4b7a/Susanna%E2%80%99s%20Promise.pdf)

### Objective: In this section, you will identify reasons that people move from place to place.

#### Explain

1. Read the opening paragraphs with your student. Remind your student that Resolved and his family moved over 400 years ago. Today, millions of people move every year.
2. Read the list of reasons why people may move. Explain that in recent years, global warming has led to a lot of movement from places that are hot and dry to places that are cooler and wetter. Often, people move to a place where other family members or friends have moved. If your student has experience with moving, talk about some of the reasons they might have had for moving—for a parent’s job, to be closer to family, to live in a larger or smaller neighborhood, and so on.
3. Continue with the remaining paragraphs, stressing that moving can be a difficult decision. Sometimes it means leaving friends behind. Sometimes it means learning a new language. It is never easy, but it can often be a positive experience.

#### Check-In

1. Read the directions together and read the title of the story. Explain that Guatemala is a Central American country located just south of Mexico. Then, have your student read Chano’s story independently.
2. Help your student answer the questions. **IF** your student needs additional support for question 1, **THEN** have them compare Chano’s story to the chart in Explain and choose examples from that chart that match his experience.

#### Practice

1. Read the directions with your student. Then, have your student give a short oral presentation to you on the pros and cons of moving. Review the speaking rules before your student begins.
2. Ask questions about your student’s presentation. Encourage them to answer in complete sentences.

### Objective: In this section, you will use prepositions to write and speak.

#### Key Words

* **preposition** – a word that tells when or where something happens
* **prepositional phrase** – a group of words that starts with a preposition and ends with a noun or pronoun

#### Explain

1. Read the key word, definition, and opening text with your student. Review that a preposition tells when something happens, where something happens, or where something is placed.
2. Look at the photo with your student. Encourage them to describe what they see using prepositions, such as: The umbrella is *above* the chairs, the chairs are *under* the umbrella, and so on.
3. Review the prepositions in the chart with your student. Ask them to read the prepositions that tell *when*, and then read the ones that tell *where*. Explain that, depending on how they are used, the preposition *on* can tell both *when* and *where*. Review the meaning of any words in the chart your student needs help understanding.
4. Review the meaning of the key term *prepositional phrase.* Then, have your student read the sentence. Explain that the word *on* is a preposition, and *on the sand* is a prepositional phrase. Tell your student that these words tell where the chairs are located.
5. Point out that prepositions and prepositional phrases are helpful because they allow writers and speakers to easily convey location or time frame. Have your student read Max’s sentence and then answer the questions. Remind your student to look for words in the example sentence that tell *when* and words that tell *where*. **IF** your student has difficulty answering the questions, **THEN** have them look back at the chart and review its prepositions together.
6. Review how your student can use prepositions when they write and speak.

#### Check-In

1. Read the directions with your student. Explain that they will choose the correct preposition to complete each sentence. The word will help tell *when* or *where*. Have your student say each full sentence out loud.
2. Complete the first activity with your student. Read the sentence with each answer choice, and have your student listen for the preposition that makes the most sense. **IF** your student has difficulty answering, **THEN** have them eliminate an answer choice that they know is wrong. Explain that this will help them narrow down the choices to find the correct answer more easily.
3. Have your student complete the second and third activities on their own, as they are able. **IF** your student needs additional assistance, **THEN** continue scaffolding by helping your student determine if they need a preposition that tells *when* or a preposition that tells *where*.

#### Practice

1. Read the directions together. Explain that your student will complete each sentence with a prepositional phrase that makes sense. Then, they will write the full sentence in their notebook.
2. Complete the first activity together. Point out that *fish* is the subject of the sentence. Discuss whether it would make more sense to tell about *where* a fish swims or *when* it swims. Guide your student to understand that because fish swim all the time, a writer or speaker would be more likely to refer to *where* a fish swims. Have your student use this understanding to come up with a prepositional phrase that makes sense in the sentence.
3. Have your student complete the rest of the activities on their own. Provide guidance and support as needed.
4. When your student finishes writing their sentences, provide feedback to help them understand prepositions that tell *when* and prepositions that tell *where*.

### Objective: In this section, you will blend sounds in words with silent letters.

#### Warm Up

Have your student blend sounds to say words with silent letters.

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **crumb**(4 sounds) | **gnat**(3 sounds) | **know**(2 sounds) | **write**(3 sounds) |
| **signed**(4 sounds) | **wrist**(4 sounds) | **comb**(3 sounds) | **knock**(3 sounds) |

Words with One Syllable

Review that many words have a pair of consonants in which there is a silent letter. Review that a silent letter is not pronounced when a word is said aloud. Remind your student that four common consonant pairs with a silent letter are *wr, kn, gn*, and *mb*. Use letter tiles to form the word *wrong*. Space the letters. Move the letters together as you blend the sounds.









Use the following routine:

* Say the word.
* Say the sounds the first two letters make, reviewing that *w* is silent.
* Add the vowel sound and blend the sounds together.
* Add the sound of any remaining letters and blend.
* Say the word.

Have your student use the routine to blend the letter sounds in *knob* and *limb,* noting that *m* and *b* move together as one sound at the end of the word. If needed, remind your student that in the consonant pairs *kn* and *mb* the letters *k* and *b* are silent.

Words with Two Syllables

Continue by having your student blend the sounds in two-syllable words with silent letters. Remind your student that the letters *wr, kn, gn*, and *mb* spell one sound in a syllable. Use letter tiles to form the word *design*. Space the letters to form the two syllables (*de—sign*). Have your student identify the syllable with the silent letter. Blend the sounds of each syllable and then move the syllables together as you blend the sounds of the two syllables together, forming the word.





Use the following routine:

* Say the word.
* Say the sounds of the first syllable and blend the sounds together.
* Say the sounds of the last syllable and blend the sounds together.
* Blend the two syllables together.
* Say the word.
1. Then, have your student blend the sounds of the syllables in *knitter, climber,* and *writer* to read the words. **IF** your student has difficulty blending the syllables to say the word, **THEN** have your student use letter tiles to move the letters and blend the syllables.

Blend Sounds in Spelling Words

Review the spelling words using the blending routine. As an option, have your student say or write a sentence for each word. **IF** your student has difficulty blending the sounds in a word, **THEN** identify the silent letter in the word. Then, model blending the sounds of the letters and have your student repeat.

#### Check-In

Have your student use letter tiles to spell each word. Review the blending routine for one-syllable words:

Then, review the blending routine for two-syllable words:

1. Say the word.
2. Say the sounds of the first syllable and blend the sounds together.
3. Say the sounds of the second syllable and blend the sounds together.
4. Blend the sounds of the two syllables together.
5. Say the word.

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

#### Practice

Use the paragraph to confirm that your student can blend sounds to read words with silent letters. **IF** your student has difficulty reading the words with silent letters in the consonant pairs *wr, kn, gn,* or *mb*, **THEN** have your student use letter tiles to build the boldface words. Work with your student to have them blend the sounds to read the words.

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

#### Explain

Quick Review

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

Read the introduction and review the images of the capital and lowercase letters *Qq* and *Gg*. Point out that the capital *Q* and the lowercase *q* look different, and so do the capital and lowercase forms of *Gg*. Point out that both capital letters are formed between the top and bottom lines while the lowercase *q* and *g* both extend below the bottom line and do not reach above the middle line.

How to Write Capital Q and Lowercase q

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

How to Write Capital G and Lowercase g

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

#### Check-In

Learning Coach Tip

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

1. Print the *[Qq](https://cite-media.pearson.com/legacy_paths/176a68bf-969c-4ec2-9975-1a9428d38366/Qq%20and%20Gg.pdf)*[and](https://cite-media.pearson.com/legacy_paths/176a68bf-969c-4ec2-9975-1a9428d38366/Qq%20and%20Gg.pdf)*[Gg](https://cite-media.pearson.com/legacy_paths/176a68bf-969c-4ec2-9975-1a9428d38366/Qq%20and%20Gg.pdf)*[handwriting](https://cite-media.pearson.com/legacy_paths/176a68bf-969c-4ec2-9975-1a9428d38366/Qq%20and%20Gg.pdf) worksheet. Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper and write any models that need to be traced.
2. Discuss the letter models that are on the worksheet. Review the steps to forming each letter as your student follows the arrows on the letter form.
3. Observe as your student completes the worksheet. **IF** you notice that they have difficulty forming any of the letters, **THEN** discuss the differences and similarities to other letters. Explain that lowercase *q* and lowercase *g* are almost the same, but the direction of the curve below the bottom line is different for each letter.

#### Practice

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

## Lesson 4: What Scares You?: Fluency

### Objective: In this section, you will contrast types of writing by looking at events.

#### Key Words

* **events** – things that happen in a story
* **fantasy** – writing that features characters and events that could never be real
* **poem** – writing that uses words in an interesting way to express feelings and sometimes tell a story
* **realistic fiction** – writing that features characters and events that could be real

#### Explain

1. Remind your student that you have read many kinds of stories together. Some stories were about people and events that seemed real. Others were about things that could never happen.
2. Read the opening paragraph and look at the chart together. Point out that poems do not always tell stories, but many poems do. Besides telling about feelings, poems may feature rhythm, rhyme, and describing words.
3. Check your student’s understanding by asking which kind of text *Susanna’s Promise* is. (realistic fiction)
4. Watch the video to see how one student compares story genres.
5. Read *Monster on the Roof* together. Differentiate between the part that could be real (Billy being afraid of noises in the night) and the part that could never be real (a monster being afraid of Billy in the night).

[Monster on the Roof](https://cite-media.pearson.com/legacy_paths/4c4eb21a-528f-4853-b0ee-15759a5f3a52/Monster%20on%20My%20Roof%28O%29.pdf)

#### Check-In

1. Read the directions with your student.
2. Have your student read each text type and match it to a list of features. **IF** your student needs support, **THEN** return to the chart in Explain and review each genre.

#### Practice

Read the directions together and help your student access both texts.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

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

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

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

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

1. Give your student a copy of the three-column chart. Read the questions in column 1 together before having your student use both texts to complete the chart.
2. Discuss that two different authors started their stories with characters in bed and came up with very different types of texts to tell the characters’ stories.
3. If you wish, discuss what a realistic fiction text about a child in bed might tell. (For example, it might tell how a child is afraid of the dark, the way *Monster on My Roof* starts out, but it would tell about how the child figures out a way to feel better about the dark or how the child’s parents help the child feel better about the dark—not about actual monsters.)

### Objective: In this section, you will identify genres of stories you might choose to read.

#### Key Words

* **fantasy** – writing that features characters and events that could never be real
* **realistic fiction** – writing that features characters and events that could be real

#### A Note to the Learning Coach

If your student seems stuck on a particular fictional genre, you can supplement this lesson with an in-person or virtual trip to the library. Once your student has completed Practice, help them to locate and check out or download a book in the new genre they selected. Plan to discuss the book and its genre once your student finishes reading it.

#### Explain

1. Read about Tara and Liz with your student, focusing on the definitions of the boldfaced terms.
2. Discuss why Tara and Liz might benefit from swapping books. (For example, they might find out that they like the new genre, they might learn about their friend’s preferences, and they might explore new ideas through their reading.)
3. Tell your student that in Practice, they will have an opportunity to think about the kind of reading they like to do and how they might open their minds to new types of stories.

#### Check-In

1. Read the directions together. Then, allow your student to read each passage aloud as a fluency exercise. Do not interrupt their reading, but note any areas of concern, especially words that are omitted or mispronounced.
2. Have your student identify each text as realistic fiction or fantasy. **IF** your student needs additional support, **THEN** review the definitions of each genre and ask questions like these: Does this situation seem real? Could it really happen?
3. If you wish, have your student identify which of the two texts they would most like to read in real life. Discuss the features of the text that most appeal to your student; for example, topic, characters, setting, or situation.

#### Practice

1. Read the directions with your student and review the chart of topics together.
2. Have your student complete each sentence by choosing the genre or writing a topic. Then, discuss their responses. Ask your student to suggest reasons people often choose the same kind of reading material. Discuss how your student could open their mind to new reading. If possible, take the opportunity to visit a library or bookstore with them, either in person or online, and help them find a book that matches the genre and topic they chose.

### Objective: In this section, you will build words with silent letters.

#### Warm Up

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

* Stretch each word by saying each sound in the word. (*l-a-mb*)
* Ask your student to blend the sounds to say the word. (*lamb*)

Use the following words:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| wr-e-n(wren) | kn-i-t(knit) | th-u-mb(thumb) | Wr-i-s-t(wrist) | s-i-gn(sign) |

#### Explain

Gather the following letter tiles: *a, b, c, e, f, i, k, l, m, n, o, p* (2),*r* (2),*s, t, u, v, w.* Use the letter tiles to model with your student how to build words with silent letters. Point out that adding *c* to *limb* changes the vowel sound from a short sound to a long sound.

#### Check-In

1. Gather the following letter tiles: *b, c, e, g, h, i, l, m, n, o, r, t, u, w.*
2. Read each set of directions to your student. Observe your student build the words with silent letters. Have your student identify the number of sounds in each word. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

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

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

#### Practice Reading Fluently

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

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

Simultaneous Oral Reading

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

Repeated Readings

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

Partner Reading

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

### Objective: In this section, you will generate questions and multiple answers about a text as part of a discussion with others.

#### Show What You Know

1. Read the introduction and review the rules for starting a text chat. Point out the photograph and explain that the student shown is writing back and forth with another student about a story they both read.
2. Remind your student that thinking about the characters’ feelings is a good way to generate questions about a story.
3. Have your student read the story that Jia read. Then, ask your student to respond to Jia’s question in two possible ways.

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

* **Less Successful –**My student needed significant help to read the story and to generate logical answers to the *why* question.
* **Moderately Successful** – My student read the story and generated at least one logical answer to the why question.
* **Very Successful** – My student successfully read the story and generated two logical answers to the why question.

#### Try This

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

* **Less Successful** – Review the steps for starting a book chat. Brainstorm why questions about the text together before having your student post one. Have them read their ideas aloud to you before sending them.
* **Moderately Successful** – Have your student read their initial why question aloud to you before posting it to the discussion board.
* **Very Successful** – Demonstrate how to use the discussion board or videoconferencing software and allow your student to chat independently.

Make sure your student can access *Monster on My Roof*. Ask your student to tell who Billy and Glug are; if they hesitate, review the plot of the story with them.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

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

[Monster on My Roof (A)](https://cite-media.pearson.com/legacy_paths/f3b08494-848a-4bdb-be02-8f8545019d8d/Monster%20on%20My%20Roof%28A%29.pdf)

[Monster on My Roof](https://cite-media.pearson.com/legacy_paths/4c4eb21a-528f-4853-b0ee-15759a5f3a52/Monster%20on%20My%20Roof%28O%29.pdf)

[Monster on My Roof (B)](https://cite-media.pearson.com/legacy_paths/ad770aa4-51de-40ae-ae63-6fda661122a9/Monster%20on%20My%20Roof%28B%29.pdf)

1. You may wish to print out or write down the discussion prompt for your student to refer to as they participate in the discussion. Remind your student that they will ask and answer questions about the story as they talk to other students.
2. Review the Sample Chat, explaining that the first student asks a *why* question, and the second student provides a possible answer. Then, the first student responds and offers a second answer. The second student responds and asks a new question. That way, the chat can keep going, and each participant can learn from the other.
3. Read the prompt with your student. Make sure your student can use the keyboard.
4. Remind your student to use complete sentences, punctuated correctly, to respond to the prompt and to chat with others.

## Lesson 5: What Scares You?: Fluency Discussion

There is no Learning Coach Guide for this lesson.

## Lesson 6: What Scares You?: Synthesize

### Objective: In this section, you will build words with silent letters and blend the sounds to read them.

#### Warm Up

Have your student say words with silent letters by blending the sounds for the letters.

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

Use the following words:

|  |  |  |
| --- | --- | --- |
| **c-l-i-mb-er**(5 sounds, climber) | **kn-o-ck**(3 sounds, knock) | **wr-e-n-ch**(4 sounds, wrench) |
| **s-i-gn**(3 sounds, sign) | **gn-a-t**(3 sounds, gnat) | **kn-ee**(2 sounds, knee) |

#### Explain

Quick Review

Review that a silent letter can be in a consonant pair in a word. The silent letter does not make a sound when the word is said aloud. Remind your student that a consonant pair with a silent letter has one sound. Review that four common consonant pairs with silent letters are *wr*, *kn*, *mb*, and *gn*. You may want to use letter tiles to provide examples, such as *wrong*, *kneel*, *thumb*, and *sign*.



1. Read the introduction and the words with your student. Note if your student is saying correctly the words with silent letters: *dumb*, *crumb*, and *thumb*. Then, have your student answer the questions to identify that the words all end with the silent consonant pair *mb* and that they all rhyme. Remind your student that a silent letter can be in the beginning, middle, or end of a word.
2. Explain that one way to build words with silent letters is to change or add a letter or letters but keep the consonant pair with the silent letter the same. Talk about the letters in the words that are different.
3. Have your student read the words in the chart. **IF** your student does not blend the sounds of a word correctly, **THEN** have your student use letter tiles to spell the word. Position the letter tiles to show the letters in each word and remind your student to blend the sounds of the letters together to read the word.

#### Check-In

1. Gather the following letter tiles: *k*, *n* (2), *o*, *t*, *w*.
2. Read each of the directions with your student. Observe your student build the words that begin with the consonant pair *kn*. Have your student identify the letters in each word and the letter that is silent. Remind your student that only letters at the end of the word change as your student builds a new word. **IF** your student is not blending the sounds of the letters together when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

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

|  |  |  |
| --- | --- | --- |
| **• climb** | Mountain goats can **climb** rocky cliffs. | **climb** |
| **• know** | I **know** how many players are on a soccer team. | **know** |
| **• comb** | I **comb** my hair after I take off my hat. | **comb** |
| **• write** | Do you like to **write** stories? | **write** |
| **• knife** | Amy uses a **knife** to carve the wood. | **knife** |
| **• wrist** | My **wrist** can bend back and forth. | **wrist** |
| **• sign** | I made a **sign** for the party. | **sign** |
| **• gnat** | The **gnat** sat on the leaf. | **gnat** |

### What Scares You?: Review

#### Review

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

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

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

#### Reflect

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

#### Study Tips

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

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

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

## Lesson 7: Feelings Unit Test

There is no Learning Coach Guide for this lesson.