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# Language Arts K B Unit 15: A World of Healthy Food

## Lesson 1: A World of Healthy Food: Genre

### A World of Healthy Foods: Introduction

#### Learning Goals

In this unit, your student will be learning about healthy foods around the world. There are 22 learning goals for this unit:

1. Use key details to make predictions, with prompting and support.
2. Understand how the prefix -*pre* changes the meaning of words.
3. Repeat high-frequency words.
4. Create drawings that support the steps in a how-to book.
5. Use key details to answer questions about a text, with prompting and support.
6. Identify high-frequency words.
7. Pronounce words with long *u*.
8. Practice writing your favorite word.
9. Share your how-to book with a peer.
10. Identify the author's purpose for writing a text.
11. Match high-frequency words.
12. Use words with the affixes -*ful*, -*less*, *pre*-.
13. Identify words with long *u* (CVC*e*).
14. Respond to questions from peers about your how-to book.
15. Use an illustration (simple graphic) to retell the steps in a sequence.
16. Arrange high-frequency words with letters.
17. Build words with long *u*.
18. Respond to suggestions from peers about your how-to book.
19. Describe how an illustration (simple graphic) supports a text.
20. Follow simple two-step directions.
21. Read emergent readers with high-frequency words fluently.
22. Add details to your how-to book to strengthen writing as needed.

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 “A World of Healthy Foods” will be assessed with the following items:

* A World of Healthy Foods: Genre Quick Check
* A World of Healthy Foods: Genre Skills Check
* A World of Healthy Foods: Comprehension Quick Check
* A World of Healthy Foods: Comprehension Skills Check
* A World of Healthy Foods: Speak/Listen Quick Check
* A World of Healthy Foods: Speak/Listen Skills Check
* A World of Healthy Foods: Fluency Quick Check
* A World of Healthy Foods: Fluency Skills Check
* A World of Healthy Foods: Synthesize Quick Check
* A World of Healthy Foods: Synthesize Skills Check

1. At the end of each day there will be 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 will report your student's progress to the teacher. Discuss and correct any items your student answers incorrectly before proceeding in the course.

#### Spark

Set the Stage for Learning

Before your student begins to work on the day’s first English Language Arts lesson, divide a sheet of paper into two columns, or use a whiteboard. In the left column, write the title of each lesson. As your student completes each lesson, have them add a letter, word, or small picture that represents what they learned to the right column. After all the lessons have been completed, have your student discuss the chart and choose their favorite lesson.

1. Read the introduction with your student. Point out that this week they will be talking about healthy foods that people around the world eat. Explain to your student that people in different countries may eat foods that are unfamiliar to them. Remind your student that some of the healthy foods they eat might seem unusual or different to someone from a different country.
2. Watch the video together. You may want to pause at the end of each frame to discuss the country and the healthy food they eat there. After viewing the video, discuss additional foods that come from other countries. For example, kimchi is a healthy food in Korea, patatas bravas and calamari are eaten in Spain, and some foods from India are made with ghee.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask about foods from around the world.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if they have ever eaten the food described from another country or if they would offer the same food described to a visitor.

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

#### Key Words

* **author** – the person who wrote the words
* **title** – the name of a story or text

#### 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.

[UA World of Healthy Food\_Genre Long u.u-e](https://cite-media.pearson.com/legacy_paths/1518f46a-3f85-4ba2-8fa5-28b469f6ab1e/UA%20World%20of%20Healthy%20Food_Genre%20Long%20u.u-e.pptx)

#### Explain

Learning Coach Tip

You will be sharing *Healthy Foods around the World* 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**  **•**Preteach important concept vocabulary.  **•**Identify the title, author, and illustrator.  **•**Use details to predict what the story 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 | Identify the author’s purpose for writing a text. | **Reread a Part of the Text**  **•**Teach a comprehension skill.  **•**Understand the author’s purpose for writing an information text. |
| Part 4 | Use an illustration (simple graphic) to retell the steps in a sequence. | **Reread a Part of the Text**  **•**Teach a comprehension skill.  **•**Understand how to use pictures to retell steps in a sequence. |
| Part 5 | Describe how an illustration (simple graphic) supports a text. | **Reread a Part of the Text**  **•**Teach a comprehension skill.  **•**Explain how pictures give information about the topic of an information text. |

Learn New Words

1. It is important for your student to understand the following words to understand what is happening in *Healthy Foods around the World.*
2. Draw attention to the picture for the word *world*. Ask your student if they have ever seen a map of the entire world before. Help your student find the country they live in, the United States. Explain that the United States is one of many countries in the world. Talk about the phrase *around the world*. Explain that when you learn about places around the world you learn about many different countries in the world.
3. Continue with the picture for the word *tour*. Explain that the two people in the photograph are getting ready to take a trip. They will travel to many different places or countries. When you visit different places or countries you take a tour. Ask: You are going to visit a friend who lives in a different town. Will you be going on a tour? Why or why not? Continue by presenting another scenario. Pretend you and your family are going on a trip. You will visit four different cities. Will you be going on a tour? Why or why not?
4. Draw attention to the picture for the word *yams*. Ask your student if they have ever eaten a food that looks like this. Explain that yams are a kind of vegetable. Some vegetables are grown below the ground. To harvest them, you have to dig up the root of the vegetable. Yams are a root vegetable. They grow below the ground. They taste sweet and are white- or orange-colored.

|  |  |
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| **Word or Phrase** | **Meaning** |
| world | all the people, cities, and countries on Earth |
| tour | a kind of trip where you visit different places |
| yams | sweet, white- or orange-colored root vegetables |

Title and Author

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 *Healthy Foods around the World* and read it together.
2. Also review that the author of the book is the name of the person who writes the words. The word *by* frequently comes before the person’s name. Have your student point to the name *Beth Bence Reinke* on the title page and read it together. Ask your student: *Does the first letter of a person’s name begin with a capital letter or a lowercase letter?* (a capital letter).
3. Review what the role of an illustrator is. Then, support your student as they answer two questions about why *Healthy Foods around the World* does not have an illustrator.

Use Details to Predict

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

[Healthy Foods around the World](https://cite-media.pearson.com/legacy_paths/e1574cc2-d078-43fa-979c-b79f3a452725/Healthy%20Foods%20Around%20the%20World.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at pictures in the beginning, middle, and the end of the book.
2. With your student, look at the picture on page 5 of *Healthy Foods around the World*. **IF** your student has difficulty using details to describe what they see in the picture, **THEN** think aloud about what you see. For example: *The girl on page 5 looks very happy. She is sitting at a table. I think she is getting ready to eat food that she really likes. The food on the plate looks like rice. I don’t know what the food in the small dish is. Do you? I wonder if the girl might add what is in the small dish to the rice on the plate. What do you think?*
3. Continue with the pictures on pages 8, 11, and 17.

#### Practice

1. Review that the photos in *Healthy Foods around the World* give a lot of information. Now it is time for your student to think about what they noticed by looking at the pictures and tell what they think the book will be about. Explain that there isn’t a right or wrong answer to the question. **IF** your student has difficulty making a prediction, **THEN** model a response using the sample response.
2. **Daily Writing:** You may want to have your student respond to the following writing prompt. Think about a holiday you celebrate. What food do you eat during the celebration? Write about the food you eat. Encourage your student to write independently and to read their writing to you. Remember that your student is developing as a writer and will likely not write in complete sentences or spell words correctly.

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

#### Explain

Quick Review

Remind your student that the meanings of words change when you add letters at the end, such as the word parts *-ful* or *-less*. Then, explain that some word parts can be added to the beginning of a word instead of at the end. Explain that today you will talk about how adding the word part *pre-* changes the meaning of a word.

1. Read aloud the text with your student and review that a word part is a letter or a group of letters added to the beginning or end of a word. Point out that the word part *pre*- can be added to the beginning of some words, and the meanings of the words change. Explain that *pre*- means *before*.
2. Have your student look at the first photo as you read the sentence. Ask your student to point to the word *prebake* and then cover up the word part *pre*- with their finger. Ask them to say aloud what word is left (*bake*). Then, explain that adding the letters *pre-* changes the meaning of the word. **IF** your student has difficulty understanding how *pre*- changes the meaning, **THEN** remind them that *pre*- means *before*, so *prebake* means *bake before*. Explain that, in this example, the cooks will bake the pie crust before filling it with other ingredients.
3. Have your student look at the next photo as you read the sentence aloud. Have them point to the word *preheat*. Explain that if you heat something, you warm it up, and adding *pre*- changes the meaning to *heat before*. **IF** your student has difficulty understanding, **THEN** rephrase the explanation: *If you preheat bath water, you heat it up so it is warm before you get in*.
4. Have your student look at the last photo as you read the sentence aloud. Have them point to the word *preset*. Read aloud the question and have your student answer. **IF** your student answers incorrectly, **THEN** explain that adding *pre*- changes the meaning to *set before* and say: *They set the clock before they go to sleep so it will ring and wake them up at 9:00.*

#### Check-In

1. Read the directions and be sure your student understands that a thumbs-up means *yes* and a thumbs-down means *no*. Explain that you will read a sentence and then a meaning for a word that begins with *pre*- in the sentence. Then, they will give a thumbs-up if the meaning is correct or a thumbs-down if the meaning is incorrect. Review that a word part is a letter or group of letters, and the word part *pre*- appears at the beginning of a word and means *before*. Remind your student that adding *pre*- changes the meaning of a word.
2. Work together with your student on the first activity. Read the first sentence and emphasize the word *preorder*. Then, say aloud the meaning for the word. Have your student give a thumbs-up or thumbs-down. **IF** your student has difficulty indicating whether the meaning for *preorder* is correct, **THEN** ask questions such as the following: If you preorder, would you order the book before it is available? Or would you order it after it is available? Help your student determine that *preorder* means *order before* and have them give the thumbs-up.
3. Have your student continue with the remaining items, following the same procedure. Support your student as necessary.

#### Practice

1. Read the directions aloud to your student. Explain that they will match a word with *pre*- to the correct meaning for the word. Remind your student that *pre*- means *before*.
2. Work together with your student on the first word and meaning. Read the word *premix* aloud, and have your student match with its meaning. **IF** your student answers correctly, **THEN** have them continue with the remaining items independently. **IF** your student needs more guidance, **THEN** explain the following: If you mix sugar, eggs, and butter, you stir them together. If you *premix*, that means you mix these ingredients together before you do another step in the recipe—so you *mix* *before*.
3. Ask your student to continue with the remaining items. Provide support to your student as necessary.

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

#### Explain

Quick Review

Remind your student that they will see some words many times in the books they read. Have your student use the high-frequency word cards they created for *a, I, look, is, you, we, the, who, he, she, one, can, what, do, are, they, have, went, like, to, my, go, me, said, am, and, so, it,* and *was* 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: Where are the birds? Do you look up or down to see the birds? Read the sentence below the picture. Continue with the second picture and sentence. Explain that when you talk about moving in a higher direction, you may use the word *up*.
2. Point to the word *Up*, say the word, and have your student repeat. Continue with the word *up*. Explain that *up* is a word that they will see many times in books they read. The word tells them about moving in a higher direction.

#### Check-In

1. Read the sentence for the first picture aloud. Ask questions such as: What is happening? Which direction are the children going? Continue with the second sentence.
2. Tell your student that you will point to a word and say it. Then, they should repeat the word. Confirm their understanding that the words *Up* and *up* tell them about moving in a higher direction by asking questions such as: In which direction are the children walking? What is the girl doing with the balls? In which direction does she look to see the balls? **IF** your student has difficulty understanding the meaning of the word, **THEN** point and give simple directions such as: [point towards the floor] Look down. [point towards the ceiling] Look up. Also ask questions such as: Is the sky up or down? Is the grass up or down?

#### Practice

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

[Make Word Cards](https://cite-media.pearson.com/legacy_paths/3765bac0-19f4-4355-9796-5eb2377b7841/Make_Word_Cards_Up.pdf)

### Objective: In this section, you will draw pictures that show how to do the steps in your how-to book.

#### Explain

1. Remind your student that you have been reading about Darius and his how-to book. Guide your student to identify what Darius has done so far: he has chosen a topic (making a jelly sandwich) and has written steps that tell what to do.
2. Ask your student if they can guess what Darius will do next. **IF** they are not sure, **THEN** remind them that they have learned that how-to books have pictures as well as words. Review the purpose of the pictures: they clearly show what the words of the step say to do. Explain that Darius has written steps that tell how to make a jelly sandwich; now, he will draw a picture to show what each step looks like.
3. With your student, read each step in Darius’s book and review the corresponding picture. Discuss details in the picture that help make the step clearer to readers. Point out that Darius’s pictures are another way to explain how to make a jelly sandwich. Explain that drawings can make information easier to understand.
4. Have your student answer the question to assess their understanding of how pictures add to a reader’s understanding of the steps in a how-to book.

#### Check-In

1. Explain that your student will look at pictures from two other how-to books that tell how to wash your hands and how to blow up a balloon. Your student will need to tell the step that each picture shows.
2. Complete the first activity with your student. Ask your student to describe what is happening in the picture. Then, help your student read the two steps and identify the step shown in the picture. **IF** your student has difficulty answering, **THEN** invite them to show how they would do each step. Then, have them identify which action more closely resembles the one shown in the picture.
3. Guide your student to complete the second activity more independently. Provide any needed support and feedback.

Practice

1. Review the steps your student has written for their how-to book. Discuss the steps together and the order in which they are done. Explain that your student will now draw a picture of each step.
2. Discuss what should go in each picture in order to show how to do the step. **IF** your student has difficulty determining what to show in the picture, **THEN** help them name the most important things that need to be in the picture.
3. Provide time for your student to draw their pictures. You may wish to have them add the pictures to the pages on which they’ve written their steps, or they could use blank sheets of paper. (If they use blank sheets of paper, remind them to leave room to write the step.) Review Darius’s steps with your student as needed.
4. When your student is finished, review their work and provide support as needed. As part of your review, go over the second row of the How-to Book Portfolio Rubric with your student. Clarify the criteria for drawing a picture to support a step, and guide your student to talk about how they have done so.

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

## Lesson 2: A World of Healthy Food: Comprehension

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

#### Key Words

* **details** – information about someone or something
* **topic** – what a text is mostly about

#### Explain

1. Tell your student that today they are going to listen to *Healthy Foods around the World.* Remind them that an author writes an information text to give information about a topic. Explain that the topic is what the text is mostly about. Review that details in the words and pictures give important information about the topic. Point out that you can use details to answer questions to understand information about an unfamiliar topic.
2. If you have the print version of *Healthy Foods around the World,* display it now. Review that an author of an information text knows a lot about the topic they write about. Ask what topic the author of *Healthy Foods around the World* knows a lot about. Explain that as your student listens to and reads *Healthy Foods around the World*, they should look for details in the pictures and words that will help answer this question: “What are healthy foods from around the world?” Encourage your student to follow along as the student in the video answers questions about the information text.
3. Watch the video with your student. Encourage them to follow along as the student in the video uses details to answer questions about the topic. Support your student as they answer the two questions about the topic of the text.
4. Have your student listen to *Healthy Foods from around the World*. Play the audio book or read the print version aloud. Then, have your student choose a picture of a food from the text. Guide your student to describe the food and tell where it is from. **IF** your student struggles to recall details about the food, **THEN** reread the corresponding part of the text.

[Healthy Foods around the World](https://cite-media.pearson.com/legacy_paths/e1574cc2-d078-43fa-979c-b79f3a452725/Healthy%20Foods%20Around%20the%20World.pdf)

#### Check-In

1. Read the directions with your student. Guide them as they locate each country mentioned in the text on the map on page 22 and then answer a question about the type of food the people in that country eat. You may want to ask your student if they have ever eaten each food described. Alternatively, ask your student to tell whether or not they would want to eat each food.
2. **IF** your student does not respond in a complete sentence, **THEN** reread the sentence frame and encourage your student to use it as they respond. **IF** your student has difficulty finding a country on the map on page 22, **THEN** write the country’s name on a piece of paper or an index card. Then, have your student locate the same name on the map. Ask: Is this country close to where we live? Or, is the country far away.

#### Practice

1. Remind your student that details, or important information, help them learn about a topic they may not know a lot about. Revisit the title, *Healthy Foods around the World.* Review that the author gives information about different foods people around the world eat. Support your student as they tell how the foods are the same and how they are different. Encourage them to complete the sentence frames with details about the information text.
2. **Daily Writing:** If time permits, have your student respond to the following prompt: Which food in the book would you like to eat? Why? Keep in mind that your student is developing as a writer and may not be writing complete words or sentences. Have your student read what they have written to you.

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

#### Explain

Learning Coach Tip

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

* Point to the high-frequency word, say the word, and have your student repeat it.
* Have your student identify the number of letters in the word.
* Have your student name the letters in the word.
* Point to the word again, say the word, and have your student repeat it.

1. Have your student take out the *Up* and *up* word cards they created. Point to the word *Up*, say the word, and have your student repeat it. Continue with *up*.
2. Review that words have letters. Explain that today your student will look closely at the letters in the word *up*. Begin by having your student talk about what is happening in each picture. Read aloud the sentence that tells them about each picture. Review that the word *up* tells them about moving in a higher direction.
3. Have your student point to the word *Up* in the first sentence. Say the word together. Then, have them respond to the prompt by identifying the number of letters in *Up*. Continue with the word *up*.
4. Next, have your student name the letters in the words *Up* and *up*. Explain that some words begin with a capital letter and 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 matching *Up* correctly, **THEN** remind them that *Up* has two letters.
2. Continue with the activity. **IF** your student has difficulty matching *up* correctly, **THEN** remind them that *up* begins with the letter *u*.

#### Practice

1. Read *Look Up!* with your student. Talk about what they learned about fruit.
2. Then, have your student identify the number of times they see the word *up* in the story. Have them draw a happy face on a sticky note or a sheet of paper each time they find the word *Up*.

[Look Up!](https://cite-media.pearson.com/legacy_paths/2daa6423-743c-4390-a2ee-e93a94854b90/Look%20Up.pdf)

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

#### Explain

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 an ice cube. Then, say *cube* slowly (*c-u-be*), 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 *cube* again, and have your student say the sound they hear in the middle of the word.

Middle Sound Routine

* The puppy is cute. [Say: *cute*]
* Say the word *cute* with me: *cute*.
* Now listen to me say *cute* slowly: *c-u-te*.
* Listen as I say the word again. This time, I will clap each time I hear a sound: *c-u-te*.
* Now say the word slowly with me. Clap each time you hear a sound: *c-u-te*.
* You hear three sounds in *cute*: *c-u-te*.
* Now I will say the word again. Listen for the middle sound in *cute*: *c-u-te*.
* Say the middle sound you hear in *cute*.

Learning Coach Tip

The vowel letters are *a, e, i, o, u*. Many words have one vowel followed by a consonant and the letter *e*. When a vowel is followed by a consonant and *e*, the vowel usually has a long sound and the *e* at the end of the word is silent. For example, these words have the long *u* sound: *cube, rule,* and *huge*.

#### Check-In

1. If needed, help your student identify the picture as a mule. Guide them to say the word *mule*. 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: *m—u—le*. 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. Guide your student in identifying the picture as a huge burger. Tell your student that something that is huge is very big. Say the word *huge* with your student before guiding them through the directions.
3. Say the words *mule* and *huge* with your student, and discuss that *mule* and *huge* have the same middle sound. Have them say the middle sound they hear in *mule* and *huge*.

#### Practice

1. Confirm that your student can name each picture: tune, tube, cute. Tell your student that a tune is a song or music that people can sing or play, and the picture shows how music is written. Explain that the middle picture shows a tube, like a tube of toothpaste. Then, guide your student through the steps of the Middle Sound Routine for naming the sound they hear in the middle of each word: *tune, tube, cute*.
2. Say the words *tune, tube,* and *cute* again. Ask your student to tell if they hear the same middle sound in each 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 between each sound: *t—u—ne, t—u—be, c—u—te*.

### Objective: In this section, you will practice writing a favorite word.

#### Explain

1. Remind your student that they have learned how to write all the letters of the alphabet, both capital and lowercase. Explain that today they will write a favorite word.
2. Read the introduction and review that something that is a *favorite* is something you like the best. Discuss some of your student’s favorite things, such as favorite foods, toys, and colors.
3. Encourage your student to look at the pictures. Explain that the pictures represent some things that could be their favorite animal, toy, food, or musical instrument. Have them look at the word under each picture as you say it aloud. Remind your student that they have learned all of the lowercase letters. Have them say each letter aloud. Have your student finger-write in the air each letter with you.

#### Check-In

1. Read aloud the introduction. Have your student look at the pictures and words. Ask them to think about which word is their favorite.
2. Ask your student to point to their favorite word. Then, have them point to the letters in the word and say them aloud.
3. Have your student identify the kinds of lines used in the letters of their favorite word. **IF** your student has difficulty, **THEN** have them trace over the letters with their finger and name the strokes. Provide support to your student as necessary.

#### Practice

1. Have unlined paper available. Ask your student to say aloud their favorite word. Encourage your student to say each letter aloud as they finger-write the word in the air.
2. Have your student write their favorite word on paper. You may encourage them to use the rainbow letters in their handwriting folder as models as they write their favorite word.
3. Observe as your student writes the letters. **IF** you notice that they have trouble writing any of the letters, **THEN** review the steps needed to form the letter. Have your student finger-write the letter in the air while identifying each line stroke before writing the letter on paper.

### Objective: In this section, you will ask your Learning Coach questions about your how-to book.

#### Explain

A Note to the Learning Coach

In the next few lessons, you will review your student’s writing and provide feedback and suggestions for improvement. This step of the writing process is often conducted as a peer review between two students. Though you will fill the “peer” role in this lesson, you may also want to encourage your student to share their writing with a sibling or close friend. Be sure to monitor the interaction and provide feedback on how your student responds to the suggestions they receive.

1. Ask your student to share an example of something they learned to do better and tell how they were able to improve. Then, introduce the idea that writers like to get better at what they do, too. Explain that one way writers do this is by sharing their writing with other people.
2. With your student, read the text about what writers do. Talk about why a writer asks questions of someone who has read their writing (answering questions can make it easier for the reader to tell about a problem they found). Discuss with your student what kinds of questions a writer might ask to help make their writing better.
3. Continue with the text about Jesse and Ivy. With your student, read the steps in Jesse’s how-to book and the questions he asks. Ask your student to say whether they think these are good questions to ask about a how-to text. Point out that Jesse’s questions are about very specific parts of his text. Ask your student why Jesse does not ask a question like “Did you like my book?” (because it doesn’t focus on a specific part of the writing).
4. Tell your student that they are going to pretend they are Ivy and answer one of Jesse’s questions. Read the question to your student, and guide them to determine whether or not Jesse’s steps appear in the correct order. Invite them to explain their response. Provide any feedback needed.
5. Remind your student that writers are polite when they ask others to read their writing. Ask your student to demonstrate how Jesse might have asked Ivy to read his how-to book (for example, “Ivy, will you please read my book and think about how I can make it better?”).

#### Check-In

1. Review with your student what they discovered when they answered the question in the Explain section: Jesse’s steps are not in the right order. Tell your student that they are now going to help Jesse fix that mistake.
2. Point out the pictures and sentences and remind your student that they are from Jesse’s how-to book. Have your student describe what is happening in each picture.
3. Assist your student in answering the questions and indicating the correct order of the steps. Your student can respond by pointing to the correct picture/sentence or by identifying the letter below it.
4. **IF** your student has difficulty determining the order of the steps, **THEN** guide your student to act out what they would do to brush their teeth. Compare each action they do to Jesse’s sentences and steps.

#### Practice

1. If your student has not already done so, have them take out the draft of their how-to book.
2. Tell your student that the two of you are going to do just what Jesse and Ivy did. Your student will be Jesse, and you will be Ivy. Have your student share their writing with you. Remind them to politely ask you to read their writing.
3. Let your student know when you have finished, and then guide them to ask you the questions on the screen. Allow time to discuss each question and your response in detail. You may want to record your responses and display them where your student can refer to them.
4. Compliment your student on a job well done, noting that it can be scary to ask someone else to tell you what they think of the work you have done. Let your student know that you will talk more about how to make their writing better in the next few lessons.

## Lesson 3: A World of Healthy Food: Speak/Listen

### Objective: In this section, you will identify an author’s purpose for writing a text.

#### Key Words

* **author** – the person who wrote the words
* **author’s purpose** – the reason an author writes a text
* **details** – information about something or someone
* **topic** – what a text is mostly about

#### Explain

Authors Write Texts with a Purpose

1. Read the introduction with your student. Review that an author writes an information text about a real person, place, or thing. Who or what the author writes about is the topic, or what the text is mostly about. Explain that two writers can write about the same topic, but their reasons for writing may be different. Introduce the phrase *author’s purpose*, and discuss that an author’s purpose for writing an information text is their reason for writing the text.
2. If you have the print version of *Why We Eat Healthy Foods,* then display it now. Encourage your student to follow along as the student in the video analyzes the author’s purpose for writing the information text.
3. After viewing the video, review what the author of an information text does to give clues about their purpose, or reason for writing. Ask questions such as the following: How does a title help you understand the author’s purpose? How do pictures in the information text help you understand an author’s purpose? Then, support your student as they answer the question about how to understand the author’s purpose for writing *Why We Eat Healthy Foods.*

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

#### Check-In

1. Explain that your student will now answer questions to understand the reason why the author of *Healthy Foods around the World* wrote this information text. Answering the questions will help your student identify details in the information text that give clues about the author’s purpose.
2. **IF** your student has difficulty answering the first question, **THEN** redirect them to the map on page 22. Remind them that the map identifies the countries the author tells about.
3. **IF** your student has difficulty drawing a conclusion to answer question 3, **THEN** model with a think aloud such as the following: People around the world eat different things. If the author had given information about the food in only one country, then we would not know if people in other countries also eat healthy foods. So, the author gives examples from different countries. Then, we know that people around the world eat healthy foods.

[Healthy Foods around the World](https://cite-media.pearson.com/legacy_paths/e1574cc2-d078-43fa-979c-b79f3a452725/Healthy%20Foods%20Around%20the%20World.pdf)

#### Practice

1. Read the directions with your student and introduce the chart they are to complete. Review that they can find the name of the author of each text on the cover of the book. Also, review that the author’s purpose for writing is the reason the author wrote the book. Review that to understand the author’s purpose, you look for clues. Explain that readers ask questions such as the following: What is the topic of the information text? How do details help me understand why the author wrote the text? What do details tell about the topic?
2. Support your student as they talk about each author’s purpose for writing the text. **IF** your student has difficulty responding, **THEN** provide a sentence frame such as the following: The author gives information about \_\_\_\_\_. Model with the sample responses. Review that even though each author writes about healthy foods, their purpose for writing is different.
3. **Daily Writing:** Have your student respond to the following prompt: Pick one of the foods pictured in *Healthy Foods around the World*. Tell what the food looks like. Tell how you think the food tastes. Tell how you think the food smells. Encourage your student to share what they write.

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

#### Explain

Get Ready for Learning

Have your student locate the word cards for *Was*, *was*, *Up*, and *up*. 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 the word *was* is used to tell us about something in the past and the word *up* tells us about moving in a higher direction.
2. Use the prompts to have your student find the high-frequency word in each sentence and then compare the number of letters in the words *was* and *up*. Remind your student that words have letters, but the number of letters in a word can vary. Also explain that some words have similar letters, and other words have completely different letters. You may want to ask questions such as: Do the words *was* and *up* have the same number of letters? Do the words *was* and *up* 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 *Look Up!* 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 *Up*.
2. Then, have your student hunt for the words *Was*, *was*, *Up*, and *up*. You may want to have the word cards for *Was*, *was*, *Up*, and *up* available. Have your student sort the word cards into two piles: one pile for the word that is in *Look Up!* and another pile for the words that are not in *Look Up!*

[Look Up!](https://cite-media.pearson.com/legacy_paths/2daa6423-743c-4390-a2ee-e93a94854b90/Look%20Up.pdf)

### Objective: In this section, you will use words with **-ful**, **-less**, and **pre-**.

#### Explain

Quick Review

Remind your student that they learned about the word parts *pre*-, -*ful*, and -*less*, and that adding those word parts changes the meanings of words.

1. Read the text with your student, emphasizing that it is important to notice if a word part begins a word or ends a word. Have your student look at the chart. Explain that the word part *pre*- appears at the beginning of a word, while -*ful* and -*less* appear at the end of a word. Then, with your student, read aloud the meaning of each word part.
2. Have your student look at the first photo as you read the first sentence aloud. Ask your student to point to the word *prebake*. Remind them that the addition of *pre-* at the beginning of the word *bake* changes the meaning of the word. **IF** your student has trouble visualizing the addition of a word part, **THEN** ask them to use their finger to cover up the letters *pre*- and say the word that remains (*bake*). Explain that because *pre*- means “before,” the new meaning of the word is “bake before.”
3. Continue by having your student look at the next photo as you read the next sentence aloud. Have them point to the word *fearful*. Ask your student to tell you what the word part -*ful* means. **IF** your student cannot answer, **THEN** point to the meaning “full of” in Explain. Remind your student that adding -*ful* changes the meaning of the word to “full of fear.”
4. Have your student look at the photo as you read the last sentence aloud. Have them point to the word *colorless*. Ask your student to tell you if -*less* begins or ends the word (ends). Explain that adding *-less* to the end of the word changes the meaning to “without color.” Point out that the picture shows bare walls in an all-white room.

#### Check-In

1. Read the directions aloud, and explain that they will listen to a question and identify the word that has that meaning.
2. Work together with your student on the first question. Read aloud the question and each answer choice. Ask your student to point to the word that means “full of truth.” **IF** your student has difficulty choosing the correct answer, **THEN** have them look at the hint. After your student selects an answer, you can use the feedback to further explain why *truthful* is correct and the other answers are incorrect.
3. Continue with the remaining questions. Provide guidance and support as necessary.

#### Practice

1. Read the directions with your student. Explain that they will finish each sentence with a word, based on a hint about its meaning. Point out the word box, and tell your student that they will use one of these words in each sentence.
2. Work together with your student on the first activity. Read aloud the answer choices in the word box. Then, read aloud the first sentence and have your student look at the photo. Ask your student what word means “full of peace.” **IF** your student has difficulty choosing the correct word, **THEN** remind them that the word part *-ful* means “full of.” Ensure that your student chooses the word *peaceful* before going on to the next item.
3. Continue with the remaining activities, following the same procedure. Provide support to your student as necessary.

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

#### Warm Up

Say the long *u* sound and remind your student that some words have that sound in the middle of the word, as in *cute*. Say the word *cute* and have your student repeat it. Then, have your student identify words with the long *u* 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 you which word has the same sound heard in the middle of *cute*.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **cub-cube**  (cube) | **dud-dude**  (dude) | **Luke-luck**  (Luke) | **flat-flute**  (flute) |
| **huge-hug**  (huge) | **Jan-June**  (June) | **duck-duke**  (duke) | **tub-tube**  (tube) |

#### Explain

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 *u* is a vowel and they have learned one sound for *u*, the short *u* sound. Tell your student that today they will learn about another sound the letter *u* stands for or makes.
2. Have your student identify the word *cube*. Guide your student as they identify the second letter in *cube*. Say the word *cube* slowly, asking your student to repeat. Then, ask your student to identify the middle sound they hear in *cube*. Explain to your student that when the vowel sounds like its name, *u*, it is called a long sound. Then, have your student say *cube*, clapping the sounds. Ask your student to tell you how many sounds they hear. (3) Then, have your student name the letters in *cube* and tell you how many letters are in the word. (4) Name each letter and have your student say the sound. Ask your student which letter does not make a sound. Help your student conclude that the letter *e* is silent— it does not make a sound. Explain that when the vowel *u* is followed by a consonant and ends with the letter *e*, the vowel sound can be a long *u* sound.
3. Have your student look closely at the word *cube*. Ask them to identify the letter *u* in the word. Point out the pattern of the vowel *u*, a consonant, and letter *e*. Review that the letter *u* can have the long *u* sound when it is followed by a consonant and the letter *e*. Reinforce that the *e* at the end of the word is silent.

Read Words with Long *u*

1. Tell your student that they can now put letters together to read words with the long *u* sound. Point to the word *cute* and say it aloud. Then, use letter tiles to form the word *cute*. First, space the letters and have your student say the name of each letter. Then, move the letter tiles together as you and your student blend the sounds. Use the following routine:
   * Say the letter names. Point out the consonant-vowel-consonant-*e* pattern in the word.
   * Say the sound the first letter makes.
   * Add the sound the second letter makes and blend the sounds together.
   * Add the sound for the next letter and blend.
   * Then, add the letter *e*. Remind your student that *e* is silent.
   * Say the word.
2. Continue by forming the words *rule* and *huge* and having your student blend the sounds to read the words.

#### Check-In

1. Have your student identify the word *mule*. Read aloud the first question and have your student identify the second letter in *mule*. **IF** your student has difficulty following the direction, **THEN** clarify that the second letter of a word comes after the first letter. Have your student name the letters in the word *mule*. Explain that *u* is the second letter.
2. Encourage your student to say each sound in *mule* slowly, before saying the sound of long *u*. **IF** your student has difficulty following the direction, **THEN** explain that *u* stands for the middle sound heard in *mule*. Say the word slowly again, asking your student to repeat. Then, have your student say the middle sound in *mule*. Explain that *u* stands for the middle sound. If needed, remind your student that the letter *e* at the end of the word is silent.
3. Have your student clap the sounds in *mule* (3) and count the letters in the word. (4) Then, have your student tell you which letter does not make a sound. **IF** your student has difficulty following the directions, **THEN** use letter tiles to build the word and help your student count the letters as you say the sounds. Help them conclude that *e* is silent. Point out that when the vowel *u* is followed by a consonant and ends with the letter *e*, the vowel sound can be a long *u* sound.
4. Continue by having your student identify the word *huge*. Have your student say the word *huge*. Support your student as they name the second letter in *huge* and the sound of the letter *u*. Help them conclude that when the vowel *u* is followed by a consonant and ends with the letter *e*, the vowel sound can be a long *u* sound.

#### 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 piece of paper.
2. Complete the first activity together. Start by having your student name the first word: *cube*. Then, say the word together. Ask your student to identify the vowel sound in the word. Then, have your student write the letter to complete the word. **IF** your student has difficulty pronouncing the sound the vowel makes, **THEN** say the word slowly together. Remind your student to listen for the middle sound. Then, have your student name the letter that stands for the vowel sound. Ask them to name the pattern (consonant-vowel-consonant-*e*) that stands for the vowel sound.
3. Continue with the remaining words: *tune, rule,* and *cute*. If needed, remind your student that a tune is a song and a rule tells us what we can or cannot do. Discuss that a rule often tells what a person cannot do. Explain that the kitten is cute.

[Words with Long u](https://cite-media.pearson.com/legacy_paths/91916585-5b2d-4528-b406-cd8c63de6790/Words%20with%20Long%20u.pdf)

### Objective: In this section, you will answer questions to make your how-to book better.

#### Explain

Quick Review

Remind your student that they have learned why writers like to share their writing with others. Review that writers often ask the reader questions to figure out how they might be able to make their writing better. Explain that now, your student will see how this process can work both ways. You will read their writing and ask *them* questions, and the answers they give will help them determine what changes to make to their writing.

1. Play a quick game with your student by asking them to think of a story or text they have read recently. Tell them to pretend that you are the writer of the text. Challenge your student to ask you (as the writer) questions that you could use to make your writing better. As needed, help them brainstorm; then, discuss how answering each question might help the writer improve their writing.
2. Read the introduction with your student. Remind your student that writers often ask others to take a look at their work. They ask questions about their writing, but they invite the reader to ask questions, too. This is helpful because the reader might spot something the writer may not have considered changing or thinking more about.
3. Point out the picture and speech bubbles. Explain that Todd has read Mandy’s how-to book about making a card. Now, he has some questions. Read the first exchange between Todd and Mandy. Ask your student if they think Todd’s question is helpful. Then, discuss how beginning a how-to book by telling the topic might help readers understand the ideas the writer is sharing with readers.
4. Continue by reading and discussing the question and answer in the second picture and speech bubbles. Discuss how ending a how-to book by reminding the reader what they have made or done can help them understand how they might be able to use the new item or skill they have learned.
5. Point out that Todd and Mandy’s interactions are polite and respectful. Discuss with your student ways that writers can make sure they respond to questions in a positive manner.

#### Check-In

1. Remind your student that they have already read Jesse’s how-to book and the questions he asked his friend Ivy. Now, your student is going to help Jesse again by answering questions that Ivy might ask about his book.
2. Review the how-to book with your student. Then, pose the first question and discuss how Jesse might add a beginning to his how-to book. **IF** your student has difficulty answering the question, **THEN** review the first exchange between Todd and Mandy in the Explain section. Ask a question like this one: What did Mandy say she could tell at the beginning? (the topic) Guide your student to identify the topic of Jesse’s book (how to brush your teeth).
3. Continue with the second question by guiding your student to brainstorm how Jesse might add an ending to his book. Provide any needed support and feedback.

#### Practice

Learning Coach Tip

As you work with your student to uncover areas of their writing that are in need of improvement, continue to apply best practices for successful writing processes by following the routine below.

**Writer Conference Routine**

* Have your student read their how-to book.
* Compliment something your student has done well.
* Ask prompting questions about an aspect of the text.
* Discuss how your student can address the questions by making a change to their writing.

1. If your student has not already done so, have them take out the draft of their how-to book. Remind them that the two of you have already talked about your student’s book and the questions they had about it. Tell your student that now, you are going to ask the questions, and your student will respond by thinking about whether or not they can make a change that will improve their writing.
2. Reread your student’s book or have them read it to you. Then, pose the following questions:
   * Can you add a beginning?
   * Can you add an ending?
3. Guide your student to think about each question and then respond using the sentence starters provided. **IF** your student is not sure how to respond, **THEN** revisit the answers they gave to the Check-In questions. Ask them how they might be able to make similar changes to their own writing.
4. As time allows, you may want to pose a few additional questions, for example: Can you say this step in a clearer way? Is this really what someone should do here?

## Lesson 4: A World of Healthy Food: Fluency

### Objective: In this section, you will retell details in a picture to tell what happens first, next, then, and last.

#### Key Words

* **details** – important information
* **retell** – use your own words to tell what happens

#### Explain

1. Read the introduction with your student. Review that when you retell, you use your own words to tell what happens. Explain that some authors write about something that happens in a certain order. Authors decide if they will use words, pictures, or both to tell what happens.
2. Talk about the diagram titled Grow a Plant. Explain that this diagram is from a book that gives information about how to grow plants. Explain that the pictures in the diagram show what happens first, next, then, and last. Ask: What helps you know which picture to look at first? Have your student point to and name each number in the diagram. Explain that to understand the information in the diagram they should look for details in the pictures. They should move from the picture labeled 1 to the picture labeled 2, and so on.
3. If you have the print version of *A Bee’s Life*, then display it now. Watch the video together. Encourage your student to follow along as the student in the video retells the sequence of events shown in the diagram on page 18. You may want to write the sequence words *first, next, then*, and *last* on index cards to make it easier for your student to participate.
4. After viewing the video, support your student as they answer the question about words that help them retell what happens in a series of pictures. Review that sometimes an author uses pictures to show what happens instead of words. Details in the pictures help readers understand what happens first, next, then, and last.

[A Bee's Life](https://cite-media.pearson.com/legacy_paths/5102f143-9a23-4ef1-ab16-4858182691e1/A%20Bees%20Life.pdf)

#### Check-In

1. Read the directions with your student. You may want to have them talk about the sequence illustrated in the diagram before they answer questions to retell.
2. Support your student as they use details in the pictures and sequence words to answer questions to retell how to grow a plant. Review that the words *first, next, then*, and *last* will help them use their own words to retell. **IF** they have difficulty, **THEN** use the sentence frames and the sample answers as support.

#### Practice

1. Help your student read the pictures in the diagram. Point out that they should read the pictures from left to right. Have them point to the first picture in the diagram. Then, have them point to the last picture.
2. Read the directions for Activity 1 and the words in the box together. Then, support your student as they use the pictures, the words in the box, and the sentence frames to retell what the pictures in the diagram show. Support your student as they match sequence words to sentences that tell about the sequence of events shown in the pictures.
3. Read the directions aloud for Activity 2. Guide your student to putting the sentences in a logical sequence based on the sequence words used in the text.
4. **Daily Writing:** Have your student respond to the following prompt: Write about something you like to do. Tell what happens first, next, then, and last. Encourage them to share their writing with you.

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

#### Explain

1. Have available the following letter tiles: *w, a, s, u,* and *p*.
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 *was*, arrange their letter tiles to spell *was*, and then read the word. Continue with the word *up*.

#### 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: *w, a, s, i, t, o, u,* and *p*.
2. Help your student identify the letter tiles for the word *up*, name each letter, and arrange the letter tiles to spell *up*. Then, have your student read the word. **IF** your student has difficulty reading the word, **THEN** read it together.
3. Continue with items 2–4.

### Objective: In this section, you will build words with long **u**.

#### Warm Up

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

* Say each sound in a word slowly. (*t—u—ne*)
* Have your student mark each sound with a tap.
* Have your student say the word sound by sound. (*t—u—ne*)
* Have your student blend the sounds and say the word. (*tune*)

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **t-u-be**  (3 sounds; tube) | **r-u-le**  (3 sounds; rule) | **c-u-be**  (3 sounds; cube) | **c-u-te**  (3 sounds; cute) |

#### Explain

1. Gather the following letter tiles: *b, c, e, n, t, u*.
2. Use the letter tiles to model with your student how to build words with long *u*.
   * Build the word *cube* with the letter cards *c, u, b*, and *e*.
   * Name the letters. Point out the pattern of a consonant-vowel-consonant-*e*.
   * 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 is silent.
   * Then, use the word in a sentence: *He likes to put an ice cube in his drink*.
3. Then, show your student how a new word can be formed by changing the letter *c* to *t* at the beginning.
   * Name the letters.
   * Blend the sounds to say the word and have your student repeat.
   * Then, use the word in a sentence: *I opened a new tube of toothpaste.*
4. Continue using the building and blending routine with the remaining word, modeling how to change the ending sound.

#### Check-In

1. Gather the following letter tiles: *d* (2)*, e, l, m, r, u*.
2. Have your student build the word *rude* with the letter tiles *r, u, d*, and *e*. Read the word with your student and use the word in a sentence: *She was rude and yelled at her brother*. Then, read each set of directions to your student. Observe your student build the words with the long *u* vowel sound. Have your student say each word they build and talk together 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: *d, e, l, n, r, t, u*.
2. Have your student build the word *dune* with the letter tiles *d, u, n*, and *e*. Read the word with your student and use the word in a sentence: *We ran up the sandy dune at the beach*. Explain that a dune is a big hill of sand near a lake or an ocean. 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 the *e* at the end of each word is silent.
3. Continue by printing a copy of the decodable story, “June the Mule.” If you do not have a printer, then display the text on screen.
4. Listen as your student reads “June the Mule” aloud. **IF** your student struggles blending the sounds in words with long *u*, **THEN** use the letter tiles to blend the sounds the letters make.
5. Also check for the correct pronunciation of the high-frequency word *up*.
6. Encourage your student to pay close attention to the pictures, as they reread the story.
7. Check for overall comprehension of the text. Ask questions such as: Who is in the story? How does the story begin? What happens next? How does the story end?
8. Then, have your student follow the directions to hunt for the high-frequency word *up* and words with long *u*.

Learning Coach Tip

In this Practice activity, your student will read the decodable reader “June the Mule.” The decodable reader will support your student’s understanding of the sound–letter relationship of the long *u* vowel sound and the high-frequency word *up*.

[June the Mule](https://cite-media.pearson.com/legacy_paths/2bfaab02-12c0-472d-a0cb-2130f8cd0465/June%20the%20Mule.pdf)

[June the Mule Answers](https://cite-media.pearson.com/legacy_paths/1be798e7-4895-4258-9ed0-e1d5d6d0588a/June%20the%20Mule%20Answers.pdf)

### Objective: In this section, you will use ideas from others to make your how-to book better.

#### Explain

1. Review what writers often do when they share their writing with others:
   * They ask the person questions about the writing.
   * They listen to questions the person asks them.
   * They think about the ideas the other person shares.
   * They use the ideas to make their writing better.
2. Remind your student that Jesse has been talking about his how-to book with his friend Ivy. Ivy’s questions helped him come up with two ideas for how to make his writing better: He would add a beginning sentence and an ending sentence. Review how each element can help a how-to book:
   * A beginning sentence tells readers the topic. It explains what readers will learn to make or do.
   * An ending sentence tells readers why they should make or do what the writer teaches them.
3. Read Jesse’s beginning sentence and have your student look at the picture. Guide them to identify how the sentence lets readers know what the topic is. Then, discuss the picture and sentence Jesse added to the end of his how-to book. Discuss how it tells about the topic in a different way. Ask your student to identify what the sentence tells them about why it is good to brush your teeth.

Learning Coach Tip

Writing an ending sentence can be challenging. Make sure your student understands that the ending sentence does not simply repeat the beginning sentence, but adds just a little more information about why learning the task is worthwhile.

#### Check-In

1. Reread Jesse’s beginning and ending sentence with your student. Remind them that Jesse has added these sentences to his book thanks to the ideas that his friend Ivy gave him when they talked about his book.
2. Have your student respond to each question by telling you how the sentence makes Jesse’s how-to book better. **IF** they struggle with an answer, **THEN** ask: How does this sentence help readers? How does it make Jesse’s ideas clearer?
3. Provide any needed support or feedback as your student responds.

#### Practice

1. Review with your student everything that the two of you have discussed about ’their how-to book. Remind them that, like Jesse, they have already thought about adding a beginning and ending to their book. Now, they will write a sentence for each part.
2. Tell your student to take out the draft of their book. Guide them to tell or write a beginning sentence. As needed, provide a frame: You can \_\_\_\_\_.
3. Guide your student to tell or write an ending sentence on a separate page. As needed, provide a frame: \_\_\_\_\_\_ will help you \_\_\_\_\_.
4. Have your student draw pictures to illustrate each new sentence. Review Jesse’s beginning and ending sentences with them as needed.
5. Review their work when they have finished. As part of your review, go over the first and third rows of the how-to book portfolio rubric with your student. Explain the criteria for writing a beginning and ending sentence and guide them to talk about how they have included these elements in their writing.
6. Compliment your student on being a writer who knows how to talk about their writing and discover new ideas.

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

## Lesson 5: A World of Healthy Food: Synthesize

### Objective: In this section, you will tell how a picture gives information about a topic.

#### Key Words

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

#### Explain

1. Read the introduction with your student. Review that the words and pictures in an information text are both important. They give information about the topic of the book. Explain that the author of an information text knows that the person reading the text may not know a lot about the topic. The author includes pictures in the information text to help readers learn about the topic. The pictures give information the words do not give.
2. Talk about the picture from the book *Look Up!* Have your student identify details in the picture that give information that the words do not give. Ask: What does a star fruit look like? Where does a star fruit grow?
3. If you have the print version of *Why Eat Healthy Foods*, then display it now. Encourage your student to follow along as the student in the video identifies why the pictures in the information text are important. You may want to pause the video periodically to have your student respond to questions about the pictures before the student in the video does.
4. After viewing the video, support your student as they answer the question about why the photo from *Look Up!* is important. Review that the words and the pictures in an information text are both important. The words and pictures work together to give information about the topic.

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

#### Check-In

1. Read *Healthy Foods around the World* with your student or have them listen to the audio recording. Remind your student to look closely at the pictures in the information text. Encourage them to ask: What do the pictures tell about the topic?
2. Support your student as they answer the questions about why specific pictures in *Healthy Foods around the World* are important. **IF** they have difficulty drawing a conclusion to answer each question, **THEN** revisit the picture together. Ask: What details do the words give? What details does the picture give. Think: If the author did not include the picture, would you know what gazpacho is?

[Healthy Foods around the World](https://cite-media.pearson.com/legacy_paths/e1574cc2-d078-43fa-979c-b79f3a452725/Healthy%20Foods%20Around%20the%20World.pdf)

#### Practice

1. Have your student read *Look Up!* As they read, discuss why the picture on each page is important. Remind them that pictures in an information text may give information that helps readers understand the topic of the text.
2. Verify that your student understands how to complete the activities. Conclude by having them discuss why the pictures in the information text are important. Ask: What is the topic of the information text. Suppose the author did not include pictures in the information text. Would it be more difficult to learn about the topic? Tell why or why not. Support them as they explain that pictures in an information text are important especially when it is about an unfamiliar topic.
3. **Daily Writing:** Have your student respond to the following writing prompt: Pick a fruit from *Look Up!* Tell why you would like to eat that fruit. Encourage your student to read aloud what they wrote.

[Look Up!](https://cite-media.pearson.com/legacy_paths/2daa6423-743c-4390-a2ee-e93a94854b90/Look%20Up.pdf)

### Objective: In this section, you will follow directions that have one and two steps.

#### Explain

1. Begin by playing a quick game of Follow the Leader with your student. Tell your student to do what you do. Then, lead them in an action that requires one and two steps. Narrate the steps as you do them; for example:
   * Wave your hand.
   * Blink twice.
   * Get a tissue and wipe your face.
   * Pick up a pencil and wave it around.
   * Open the door and walk through it.
2. Discuss with your student how some actions need two steps to complete. Talk about what you did while playing “Follow the Leader.” Break the action down into its two steps; for example: Step 1: We got a tissue. Step 2: We wiped our faces.
3. Talk with your student about why it is important to do the two steps in the right order. To reinforce this idea, refer again to the game you played and ask your student questions like these: Can you wipe your face with the tissue before you get the tissue? Can you wave a pencil before you pick it up? Can you walk through a door before you open it?
4. Introduce the video. Tell your student they will watch a girl follow two steps in order to do something.
5. Watch the video together. Discuss the steps Jill follows. You may want to ask such questions as:
   * What does Jill want to do? (tie her own shoes)
   * What is Step 1? (Make bunny ears.)
   * What is Step 2? (Cross one ear under the other and pull tight.)
   * What happens when Jill follows the steps? (She ties her shoes.)
6. When you and your student have finished watching the video, assess their understanding of following two-step directions successfully by guiding them to respond to the questions.
7. Tell your student that it can be hard to follow steps. Often, people follow steps so that they can do something successfully. Discuss how it’s natural to want to get the steps right the first time, but it’s not always possible. Sometimes people have to try the steps again. **IF** your student needs support, **THEN** replay the video and focus on how Jill wants to learn how to tie her shoes, but she has trouble following the steps the first time she tries. Point out that she has to try more than once, and that’s OK. In the end, she meets her goal by learning how to tie her shoes correctly.

#### Check-In

1. Explain that your student is going to follow some directions that you give them. The directions will have two steps. Your student must do the steps in order. Remind them to listen carefully.
2. Read the directions for your student. You may wish to change or simplify the directions to suit your student’s needs. Have your student follow the two steps. **IF** your student has difficulty, **THEN** act out the steps as you read them and ask your student to follow what you do.
3. Have your student explain how they followed the steps and why they did so in order by answering the questions.

#### Practice

1. Begin by making sure your student has drawing supplies. Then, make sure your student understands what they will do. Tell your student that you will give them a direction on what to draw. The directions will start with one step.
2. Give your student simple one-step directions for making a drawing. For example: Step 1: Draw a line, or Step 1: Draw a circle.
3. Next, give your student simple two-step directions. Your student should follow the two steps to make a drawing. Then, your student will tell you what they did.
4. Give your student simple two-step directions for making a drawing. For example: Step 1: Draw the sun. Step 2: Draw a cloud. If your student has mastered shapes and colors, then give them directions like these: Step 1: Draw a red square. Step 2: Draw a blue circle inside it.
5. Allow time for your student to follow the steps and make their drawing. Afterward, ask your student to tell you what they drew. If needed, provide sentence beginnings to help them share the steps. Guide your student to explain how they did each step in order.
6. End the lesson by talking with your student about how they were able to follow the steps for making a drawing. Point out that their drawing shows that they understood the steps and followed them correctly.

### Objective: In this section, you will read the word **up** 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 *Up the hill we walk.* make a sentence and that every sentence has words. Have your student look at the first word in the sentence. Ask questions such as: What is the first word in the sentence? Does *Up* begin with a capital letter or a lowercase letter? Explain that the first letter in 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 *Up the hill we walk.* is called a period.

#### Check-In

1. Listen as your student reads *Look Up!* aloud.
2. Monitor how your student reads the high-frequency word *up*. **IF** you notice they have difficulty reading *up*, **THEN** have them use letter tiles to spell the word. Read the word together.
3. Discuss what your student learned. Provide student frames to encourage using complete sentences: *Some fruit \_\_\_\_\_. You look \_\_\_\_\_.*

[Look Up!](https://cite-media.pearson.com/legacy_paths/2daa6423-743c-4390-a2ee-e93a94854b90/Look%20Up.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 *Look Up!* Have them think of another fruit that grows on a tree. Then, have your student dictate or write a sentence for 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 add details that make the order of the steps clear.

#### Key Words

* **details** – important information

#### Show What You Know

Learning Coach Tip

Before beginning today’s lesson, take a moment to review what your student has learned about revising their writing Point out that they have grown as a writer by listening to the comments of others and considering how the suggestions might help them improve their writing. Brainstorm a few areas in which your student’s skills and talents have gotten better as a result of hard work and practice. Then, point out that they can add writing to that list!

1. Use the on-screen definition to review the key word *details* with your student. Point out that this is a word they have heard in previous writing lessons, and ask them if they remember why details are important to use in their writing. Discuss how adding details can help a writer make their writing more interesting and easier for readers to understand.
2. Point out that details often have certain jobs to do. For example, adding details to a story can help writers tell what characters are like. Adding details to an opinion text can help writers tell more about how they feel about a topic. Let your student know that they are going to learn about a special job that details have in a how-to book.
3. Read the opening text with your student. Remind them that they have been following along with Jesse as he writes a how-to book about brushing teeth. Point out that Jesse doesn’t tell readers when to do each step. Instead, readers have to think about each step and when it makes sense to do it. Ask: What could Jesse do to help readers? Guide your student to understand that adding details could help Jesse. Read the first draft of Jesse’s steps to your student:
   * Put toothpaste on the brush.
   * Scrub your teeth with the brush.
   * Rinse out the toothpaste.
4. Read aloud Jesse’s text with the words *first, next, last* added. Explain that the words *first, next,* and *last* are details. They give information about when to do each step. Ask: Where did Jesse put each word? (at the beginning of the step) Discuss how adding *first, next,* and *last* helps Jesse makes the information in his steps clearer to readers.
5. Guide your student to answer the question about the details Jesse added. Reiterate why details are an important part of a how-to book.

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

* **Less Successful** – My student struggled to explain the purpose for adding the words *first, next,* and *last* to the steps in a how-to book and how the words make the order of the steps easier for readers to understand.
* **Moderately Successful** – My student can identify meanings of the words *first, next,* and *last*, but struggled to explain their purpose or understand how to add them to specific steps.
* **Very Successful**– My student understands the purpose for adding *first, next,* and *last* to the steps of a how-to book and can explain how doing so makes the steps easier for readers to follow and understand.

#### Try This

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

* **Less Successful** – Review the lessons. Return to the models to reteach the concepts that your student did not master. Provide support as they add the words *first, next,* and *last* to their steps by working with them to make sure the sequence of steps is clear. Provide the on-screen frames and help them add each detail to the correct step.
* **Moderately Successful**– Observe as your student adds details to clarify the order of the steps in their how-to book. If you notice that they are struggling to assign a particular word to a step, provide support as needed.
* **Very Successful**– Have your student complete the Try This activity as independently as possible.

1. Support your student as they use the frames to add *first, next,* and *last* to indicate the order in which to do the steps in their how-to book. Remind them to add the word to the beginning of the step. As needed, review the meaning of each word:
   * Add *first* to the step you do at the beginning.
   * Add *next* to the step you do next. Tell your student that if they prefer, they can add the word *then* instead of *next*.
   * Add *last* to the step that you do at the end. Tell your student that if they prefer, they can add the word *finally* instead of *last*.
2. Remind your student to begin *first, next,* or *last* with a capital letter. Challenge them to explain why (because it is at the beginning of the sentence). As needed, review how Jesse added these words to his steps.
3. Review your student’s work when they have finished. As part of your review, go over the second row of the how-to book portfolio rubric with them. Review the criteria for adding order words to each step and guide them to talk about how they have done this in their writing. Discuss how adding these details helps them make their writing better.
4. As time allows, discuss additional details your student might want to add to improve their writing. Reassure them that they will have time to make additional changes later.

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

### Review

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

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

### Reflect

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