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# Language Arts 4 B Unit 4: Explaining the Natural World

## Lesson 1: Explaining the Natural World: Genre

Introduction

#### Learning Goals:

In “Explaining the Natural World,” your student will read traditional stories and myths that seek to explain processes in nature. Your student will also build their reading comprehension and learn spelling, phonics, grammar, and handwriting skills. There are 14 learning goals:

1. Listen to and compare structural elements of two poems.
2. Define and identify examples of antonyms in literary text.
3. Identify words with Latin roots.
4. Fluently write uppercase *I* and *J* in cursive.
5. Determine meaning of words and phrases in literary text by making text-to-text connections.
6. Define and identify examples of synonyms in literary text.
7. Fluently write uppercase *M* and *N* in cursive.
8. Pronounce words with Latin roots.
9. Compare and contrast myths with similar themes from different cultures.
10. Determine the meaning of words by relating synonyms and antonyms.
11. Read a text that interests you independently or with your Learning Coach and establish the purpose for reading.
12. Read drama fluently and with expression, including responding to structural elements of drama appropriately.
13. Compare and contrast the treatment of similar themes and topics in poetry from different cultures. Come to a discussion prepared to ask and answer inferential questions using the text to support answers, while following rules of the discussion and using formal English where appropriate.
14. Spell words with Latin roots.

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

Your student’s learning within “Explaining the Natural World” will be assessed with the following items:

Explaining The Natural World: Genre Quick Check

Explaining The Natural World: Comprehension Quick Check

Explaining The Natural World: Speak/Listen Quick Check

Explaining The Natural World: Fluency Discussion

Explaining The Natural World: Read Practice

Explaining The Natural World: Unit Test Test/Sample Workd

#### Spark

1. Have your student read aloud the title. Then, have them read the first two paragraphs. Confirm that your student understands that ancient cultures included people who lived thousands of years ago. Explain that many cultures made up stories to help people understand things that happen in nature. Stories were also told to explain a culture’s beliefs and history.
2. Ask your student to read the next paragraph. Confirm that your student understands that “ancient Greece” refers to the Greek culture thousands of years ago.
3. Talk about myths and how they were stories that helped to explain what happened in the world before there were scientific answers.
4. Invite your student to look at the image of Athena and read the caption. Make sure your student understands that there were many gods and goddesses and that they each were “in charge” of or represented certain things, such as courage and wisdom.
5. Have your student read the next paragraph. Confirm that your student knows that Native American groups in northern America encompass many different groups, including Navajo, Cherokee, Lakota, Iroquois, and Sioux. Explain that each Native American group had its own mythology and narrative traditions. To illustrate this point, have your student view the image of the bluebird and read the caption. Point out that the caption describes the purpose of the bluebird in Cherokee stories. Explain that other Native American groups associated the bird with the sun. The Iroquois associated the bird with the coming of spring. Tell your student that they are going to read more about different stories in upcoming lessons.
6. Continue reading with your students and answer any questions they may have.

Activate Prior Knowledge

1. Have your student read the first paragraph. Make sure they understand the activity. Provide a draw-and-write graphic organizer or have your student complete the activity in their notebook. Have your student work independently to write and draw. Encourage them to be as creative as they can. Tell them they can use creatures in nature (birds) or beings (gods or goddesses) to tell their story, but they do not have to.
2. Ask your student to share their work. Review the drawing and paragraph with them. Check for accuracy.
3. Have your student read the next paragraph and the bulleted list. Ask if they are familiar with any of the topics. Have them share what they already know.

### Objective: In this lesson, you will compare the structural elements of two poems.

#### Key Words:

* **line** – a row of words in a poem
* **meter** – the pattern of stressed and unstressed syllables
* **repetition** – repeating words, phrases, or lines
* **rhyme** – the same final sounds in words
* **rhythm** – the fast or slow beat of the words in a poem
* **stanza** – a group of lines that make up sections in a poem
* **structural elements** – things that make up a poem
* **verse** – one line, one stanza, or a whole poem

#### Explain

1. To introduce the lesson, ask your student what they know about poetry. Ask how a poem is different from a story. Your student may describe the look of a poem’s lines and stanzas or the beat of a poem.
2. Read the list of structural elements with your student and talk about the definitions. Explain that not all poems have rhyme. You may want to introduce the idea of free verse, in which authors don’t use rhyme, rhythm, or meter.
3. Read “At the Sea-Side” aloud and have your student listen and follow along. Then, reread the poem with your student. Talk about the basic meaning of the poem, and encourage them to describe the pictures the poem creates in their mind. Your student should describe digging in the sand and watching waves fill the holes.
4. Use the list of structural elements to discuss the poem.
   1. The poem has six**lines**, organized into two **stanzas**.
   2. The following words **rhyme**:*sea/me; shore/more; cup/up.* The rhyme pattern for the lines is aab; ccb.
   3. The **rhythm** is playful.
   4. The **meter** is called iambic tetrameter. Although your student does not need to know this term, they should recognize the stress of the beats: When **I** was **down** be**side** the **sea** / A **wood**en **spade** they **gave** to **me** / To**dig** the **sand**y **shore**.
5. Tell your student that next they will hear a poem and think about its rhyme, rhythm, and meter. Then, they will hear another poem and compare its elements to the first poem.

#### Check-In

1. Read “Who Has Seen the Wind?” aloud to your student. Emphasize the stressed syllables as well as the end rhyme.
2. Have your student answer the questions about the poem.
3. **IF** your student has difficulty answering the questions, **THEN** reread the poem as many times as necessary. Discuss the questions and answers with your student.

Who Has Seen the Wind?

**Who** has **seen** the **wind**?

**Nei**ther **I** nor **you**:

But **when** the **leaves** hang **tremb**ling

The **wind** is **pass**ing **thro’**.

**Who** has **seen** the **wind**?

**Nei**ther **you** nor **I**:

But **when** the **trees** bow **down** their **heads**

The **wind** is **pass**ing **by**.

#### Practice

1. Read aloud “The Wind” by Robert Louis Stevenson.
2. Have your student answer the questions about the poem.
3. Print or draw a copy of the Venn diagram, or have your student draw it in their notebook.

The Wind

 I saw you toss the kites on high,

And blow the birds about the sky;

And all around I heard you pass,

Like ladies’ skirts across the grass—

O wind, a-blowing all day long,

O wind, that sings so loud a song!

I saw the different things you did,

But always you yourself you hid.

I felt you push, I heard you call,

I could not see yourself at all—

O wind, a-blowing all day long,

O wind, that sings so loud a song!

O you that are so strong and cold,

O blower, are you young or old?

Are you a beast of field and tree,

Or just a stronger child than me?

O wind, a-blowing all day long,

O wind, that sings so loud a song!

by Robert Louis Stevenson

Then, display both “Who Has Seen the Wind?” and “The Wind” to help your student complete the Venn diagram.

Review the completed Venn diagram with your student.

[Venn Diagram](https://cite-media.pearson.com/legacy_paths/1930e30c-d615-4c02-b91b-670ad0f744a0/GO_Venn_Diagram.pdf)

### Objective: In this lesson, you will identify examples of antonyms in literary text.

#### Key Word:

* **antonym** – a word that has the opposite meaning
* **prefix** – a word part that comes before a word to change its meaning

#### Explain

1. Ask your student to read the introduction. Point out that prefixes can be used to form antonyms. Be sure your student understands that a prefix is attached to the front of a word. Give examples of words that begin with the prefixes *un-*, *dis-*, or *mis-* to form antonyms. Some examples of antonym pairs include the following: *happy/unhappy, belief/disbelief, understand/misunderstand*.
2. Discuss how identifying words as antonyms can help readers define the words when reading a text. For example, knowing the meaning of *belief* can help a reader understand the meaning of its antonym *disbelief.*

#### Check-In

1. Ask your student to read the introduction. Point out that prefixes can be used to form antonyms. Be sure your student understands that a prefix is attached to the front of a word. Give examples of words that begin with the prefixes *un-*, *dis-*, or *mis-* to form antonyms. Some examples of antonym pairs include the following: *happy/unhappy, belief/disbelief, understand/misunderstand*.
2. Discuss how identifying words as antonyms can help readers define the words when reading a text. For example, knowing the meaning of *belief* can help a reader understand the meaning of its antonym *disbelief.*

#### Practice

1. Have your student read the directions and the sample paragraph before answering the questions. Your student’s goals are to identify two sets of antonym pairs and to use their knowledge of the meanings of the words to help define the antonyms.
2. Review your student’s responses. **IF** they struggle to define the antonyms, **THEN** be sure they understand the meaning of *organized* (neatly arranged and free of clutter) and *happy* (feeling joy) as they are used in sentences. Help them use this knowledge to understand the meanings of the antonyms.

### Objective: In this lesson, you will identify words with Latin roots.

#### Key Word:

* **root** – a basic word part from which words can be formed; is usually not a word that can stand on its own

#### Learning Coach Tip:

Many words in the English language are based on Latin, a language spoken by the ancient Romans. The Latin root, or basic word part, usually cannot stand on its own as a word. Every root has a meaning that suggests the meaning of the English word. For example, the word *motion* is based on the Latin root *mot*, which means “move.”

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, or you can print or copy 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/a0c85fab-9ec0-4e4a-8ff3-7677e963a50d/ELA_4_0274_N_U5_D1_spelling_GO_Chart_4_Column.pdf)

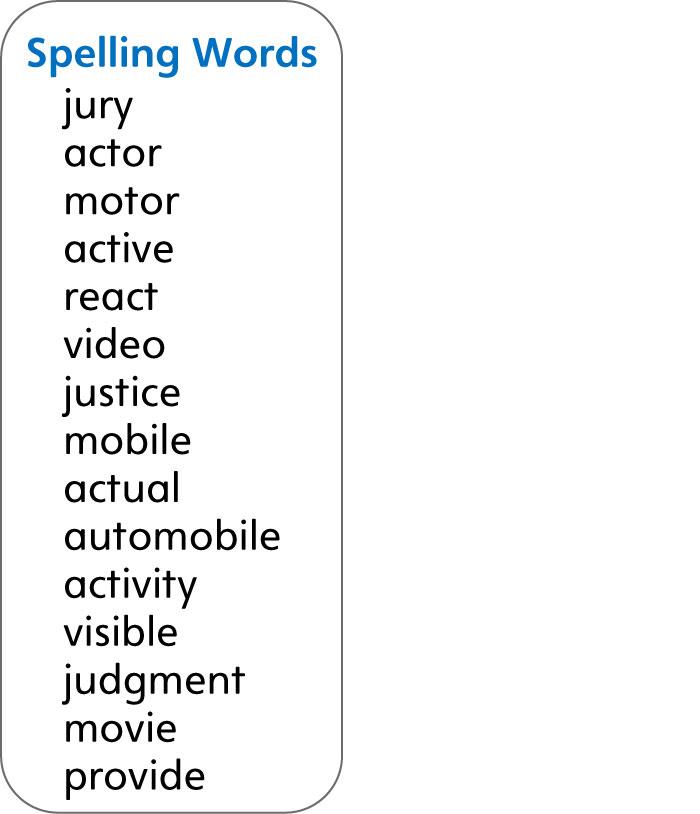
Identify Words with Latin Roots

1. Have your student read the introduction. Note the definition of *root*. Explain that the English language is strongly based on Latin, a language spoken by the ancient Romans. Add that many English words contain Latin roots. Have your student read the examples in the chart and note the meanings of the Latin roots and example words. Then, use the word *vision* to examine what part of a word can contain a Latin root. Explain that a root is sometimes only one syllable or may be divided between two syllables. The root may be at the beginning, in the middle, or at the end of a word.
2. Continue by having your student read and answer the questions to study the words *action*, *judgment*, and *remove* and identify the Latin roots. **IF** your student has difficulty identifying a Latin root in a word, **THEN** read each syllable and point out the letters of the root. Have your student review the chart again for the root’s meaning.

Two- and Three-Syllable Words with Latin Roots

1. Help your student apply what they have learned about Latin roots to reading two- or three-syllable words. Review that a root may be only one syllable or it may be divided between two syllables. Have your student examine the word *visible*. Then, have your student answer the questions to identify *vis-* as the first syllable and the Latin root in the word.
2. Continue by having your student apply what they have learned to reading the word *motor*. Have your student answer the questions to identify the Latin root *mot*, which is divided between the two syllables.

Introduce Spelling Words



Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter makes in the word. Ask your student to name each letter to spell the word.

#### 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 by the meaning of the Latin root in each word. Recommend that your student refer back to the chart showing examples of Latin roots, if needed. **IF** your student has difficulty sorting the words, **THEN** use the chart showing the Latin roots to review each root and its meaning. Guide your student in recognizing that multiple roots in the chart have the same meaning.

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word on a sheet of paper or in a notebook. Ask your student to underline the Latin root in each word.

1. The table on wheels is **mobile**, so it can be easily moved. (mobile)
2. Do not make a **judgment** until you know the details. (judgment)
3. I watched a funny **video** today. (video)
4. The lead **actor** in this play is talented. (actor)
5. The mountains are **visible**now that the fog is gone. (visible)
6. Our new kitten is **active** most of the time. (active)
7. The **jury** examined the court case. (jury)
8. The **movie** was just like the book version. (movie)
9. The truck’s **motor** has been fixed. (motor)
10. How did he **react** to the surprise party? (react)
11. This website will **provide** you with information for your report. (provide)
12. What **activity** will we do today in our art class? (activity)
13. The **automobile** made traveling easier. (automobile)
14. This story is based on **actual** events. (actual)
15. She is a **justice** on the state Supreme Court. (justice)

### Objective: In this lesson, you will write uppercase **I** and **J** in cursive.

#### Explain

1. Have your student read the introduction and study cursive uppercase *I* and *J*.
2. Ask your student to compare the letters and answer the questions.
3. Discuss the similarities and differences between cursive uppercase *I* and *J*. Your student will most likely notice the obvious difference of the *J* dropping below the bottom line. Also point out that the *J* finishes to the right and the *I* finishes to the left.

How to Write Cursive Uppercase I

1. Watch the video with your student to learn to write uppercase *I* correctly. Make sure your student traces uppercase *I* in the air to practice the strokes.
2. Next ask your student to review the letter model and read the steps for writing cursive *I*.
3. Remind your student that uppercase *I* does not connect to the next letter.

How to Write Cursive Uppercase J

1. Watch the video with your student to learn how to write cursive *J.* Have your student practice the strokes in the air.
2. Ask your student to review the letter model and read the steps for writing cursive *J*.
3. Be sure your student notices how cursive uppercase *J* connects to other letters.

#### Check-In

Learning Coach Tip

Emphasize the importance of cursive letters fitting on the lines correctly. Explain that spacing and fit on the lines will help make your student’s handwriting legible, or able to be easily read.

1. Print the Cursive Uppercase *I* and *J* worksheet and have your student read the directions. If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced.
2. Observe your student’s tracing and writing. **IF** your student has difficulty writing cursive uppercase *I* or *J*, **THEN** have them retrace the letters or watch the video again.

[Cursive Uppercase I and J](https://cite-media.pearson.com/legacy_paths/afef0a43-ecc5-488c-a937-59018209c505/cur_cap_I_J.pdf)

#### Practice

1. Print the Handwriting Practice page. Ask your student to read the directions. If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced.
2. Review your student’s handwriting. **IF** your student has trouble forming the words that begin with cursive uppercase *I* or *J*, **THEN** have them review the videos again, which demonstrate how to write these four words.

[Handwriting Practice](https://cite-media.pearson.com/legacy_paths/5a58f346-6b96-4ade-8923-de54995f8ca1/TripleTrack_lines_blank_7.pdf)

## Lesson 2: Explaining the Natural World: Comprehension

### Objective: In this lesson, you will make connections between two texts to determine the meaning of an unfamiliar word.

#### Explain

A Note to the Learning Coach

To prompt your student to make connections between texts while reading, it’s helpful to ask questions such as: What other text does this text remind you of? How is this text like another text you have read? Also, note that text-to-text connections might be to another piece of media, such as a movie or series. Making text-to-text connections can help deepen a reader’s understanding.

1. Read the introduction with your student. Have them explain how Zac made a text-to-text connection and how it helped him understand what he read.
2. Watch the video with your student.

Read the Text

1. Discuss the vocabulary words with your student. Your student can create or add to a notebook to track the meanings of the words they encounter.
2. Read the Use Context sidebar together. Encourage your student to look for context clues to help them learn the meaning of unfamiliar words.
3. Have your student preview the story and set a purpose for reading *The Sun, Moon, and Stars.* First, link to the book and talk about the author, title, and the pictures.
4. Encourage your student to record new words in their notebook and to make text-to-text connections when possible to define the words.
5. After reading, discuss the main problem in *The Sun, Moon, and Stars.*

[The Sun, Moon, and Stars](https://cite-media.pearson.com/legacy_paths/98fa2261-e353-496c-b6ca-abd323097588/The%20Sun%20Moon%20and%20Stars-1.pdf)

#### Check-In

1. Have your student complete the activity independently.
2. **IF** your student has difficulty matching the titles, **THEN** read them together and discuss the content they would likely contain.

#### Practice

1. Have your student read the directions and locate the words referred to in each question before responding.
2. **IF** your student has difficulty, **THEN** read the paragraph from each text that contains the word. Talk about context clues in each text.
3. Encourage your student to check the definitions in a print or online dictionary and use the words in original sentences.

### Objective: In this lesson, you will make connections between texts to reason effectively.

#### Key Word

* **connections** – relationships between things

#### Explain

1. Read the first three paragraphs with your student. Discuss how the two articles had the same topic—dogs—but were very different.
2. Continue reading. Pause to discuss how seeing an unfamiliar word or phrase in two texts can help readers learn the meaning of the word or phrase.
3. Read the first two paragraphs with your student. Talk about how Benjamin used two texts to reason effectively and make a decision with his family. Explain that being able to reason and make informed choices is an important skill.
4. Read the list of questions that can help your student make text-to-text connections. Ask your student if they have ever asked themselves a question like these as they read. If so, ask what it helped them understand.

#### Check-In

1. Have your student read and answer the questions.
2. Discuss your student’s responses with them. **IF** your student has trouble answering Question 3, **THEN** remind them of the bulleted list of questions to make text-to-text connections. Reread the list and encourage your student to add a question to it.

#### Practice

1. Have your student read *The Sun, Moon, and Stars*. Remind them to make connections to other texts as they read.
2. Then, allow time for your student to write a response in their notebook.
3. Ask your student to read aloud their written response. Listen for text-to-text connections they made, such as to other Native American creation stories or to similar characters or events from another story. You student should also explain how making the connections helped deepen their understanding of what they read.

[The Sun, Moon, and Stars](https://cite-media.pearson.com/legacy_paths/98fa2261-e353-496c-b6ca-abd323097588/The%20Sun%20Moon%20and%20Stars-1.pdf)

### Objective: In this lesson, you will identify examples of synonyms in literary text.

#### Key Word

* **synonyms** – words that have the same or a similar meaning

#### Explain

Quick Review

Remind your student that in a previous lesson they learned about antonyms. Review with your student that antonyms are words that have opposite meanings. Ask them to give two examples of antonym pairs. Explain that in this lesson they will learn about synonyms, which are words that have the same or similar meanings. Explain that having knowledge of both antonyms and synonyms can help them understand the meanings of words used in texts.

1. Have your student read the introduction. Be sure your student understands that synonyms are words with the same or similar meanings. Inform your student that synonyms can often be switched with one another in a sentence because they have similar meanings.
2. Have your student read the examples and answer the question. Discuss how identifying words as synonyms can help your student define a word when reading a text. Explain that if they are unsure about the meaning of a word but can identify it as a synonym of a word that is more familiar to them, then they can use that knowledge to help them learn the meaning of the unfamiliar word.

#### Check-In

1. Ask your student to read the directions and the paragraph of literary text before answering each question. Have them compare the word-pair answer choices and indicate whether they represent a pair of words with the same or similar meanings. Point out that Question 2 requires them to know the definition of *synonyms*.
2. Review your student’s answers. **IF** they did not choose the correct answer choices, **THEN** help them understand the relationship between *old* and *ancient*.
3. If your student easily answers the questions, then challenge your student to identify a synonym for *lucky* (*fortunate*).

#### Practice

1. Have your student read the directions and the sample paragraph before answering the questions. Your student’s tasks are to identify three sets of synonym pairs that are used in the paragraph and to define the more difficult synonym of each pair.
2. Review your student’s responses. **IF** they do not answer correctly, **THEN** have them read the paragraph again and ask themselves which ideas are repeated in a slightly different way. Identifying these sentences is a way to find word pairs that are synonyms. Then, explain that knowing the meaning of the familiar synonym will help them understand the meaning of the more difficult or unfamiliar synonym.

### Objective: In this section, you will write uppercase **M** and **N** in cursive.

#### Explain

1. Invite your student to read the introduction and then study the cursive uppercase letters *M* and *N*.
2. Ask your student to answer the questions. Discuss the similarities and differences your student noticed and review the sample answers.

How to Write Cursive Uppercase M

1. Watch the video with your student to learn the correct strokes for writing cursive uppercase *M*. Have your student write cursive *M* in the air to practice.
2. Ask your student to review the model letter and read the steps for writing cursive *M*.
3. Point out how cursive uppercase *M* connects to the next letter.

How to Write Cursive Uppercase N

1. Watch the video to see how to form cursive uppercase *N*. Ask your student to write the letter in the air.
2. Have your student review the model letter and read the steps to follow for writing cursive *N*.
3. Point out how cursive uppercase *N* connects to the next letter.

#### Check-In

Learning Coach Tip

Speed in cursive writing should not be emphasized until memorization of strokes has been mastered. Once your student has shown evidence of legible cursive letter formation, then you can encourage them to practice writing with more speed.

1. Print the Cursive Uppercase *M* and *N* worksheet and have your student read the directions. If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced.
2. Observe your student’s handwriting. **IF** your student has difficulty writing cursive uppercase *M* or *N*, **THEN** have them retrace the letters before writing independently.

[Cursive Uppercase M and N](https://cite-media.pearson.com/legacy_paths/66cbf627-387e-4938-98ad-c7c9aa57e6cb/cur_cap_M_N.pdf)

#### Practice

1. Print the Handwriting Practice page. Ask your student to read the directions aloud. If you do not have a printer, use a sheet of lined paper for your student, and write any models or letters that will need to be traced.
2. Remind your student that both cursive uppercase *M* and *N* connect to the next letter.
3. Review your student’s work. **IF** your student has trouble forming cursive uppercase *M* or *N*, **THEN** review the tracing models and the steps to forming each letter properly.

[Handwriting Practice](https://cite-media.pearson.com/legacy_paths/5a58f346-6b96-4ade-8923-de54995f8ca1/TripleTrack_lines_blank_7.pdf)

### Objective: In this lesson, you will pronounce words with Latin **roots.**

#### Key Word

* **root** – a basic word part from which words can be formed; is usually not a word that can stand on its own

#### Explain

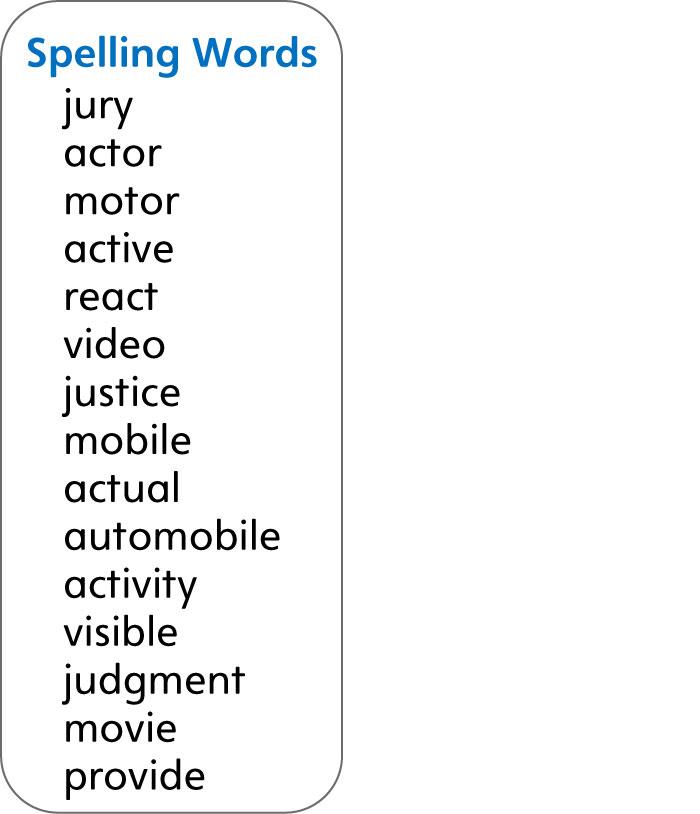
Learning Coach Tip

Guiding your student to use roots, prefixes, and suffixes will help them pronounce multisyllable and more challenging words. Learning common Latin roots will help your student pronounce and understand many words based on the same roots.

Explain

1. Ask your student to read the introduction and review the Latin roots in the chart. Then, have your student study the words *prejudge* and *interact* and identify the Latin roots. Have your student use the syllables to pronounce the words.
2. Continue by having your student say the words *visit* and *vision*. Have your student answer the questions to recognize that the pronunciation of the Latin root *vis* can change based on the spelling of the word. Note that your student is saying the words correctly.
3. Explain that recognizing Latin roots will help your student pronounce unfamiliar words. Then, have your student use the Latin roots to help them say the words *movable*, *revisit*, *motivate*, and *motion* correctly. **IF** your student is not saying the words correctly, **THEN** work with your student to identify the vowel sound in each syllable and say the words.

Read Spelling Words



Have your student continue to practice spelling this week’s spelling words. Read the spelling words together. Then, have your student write each word on a sheet of paper or in a notebook. Have your student underline the letters in each word that spell a Latin root. Then, have your student sort the words by number of syllables.

|  |  |  |
| --- | --- | --- |
| **2 syllables** | **3 syllables** | **4 syllables** |
| jury  actor  motor  active  react  justice  mobile  judgment  movie  provide | video  actual  visible | activity  automobile |

#### Check-In

Have your student read the directions. Observe your student divide the words into syllables. Have your student identify the letters that spell the Latin root. Remind your student that a Latin root can be a syllable within a word or divided between syllables. **IF** your student has difficulty dividing the word into syllables and identifying the Latin root, **THEN** work together to say each syllable to find the vowel. Then, review the chart with the Latin roots, and have your student look for these roots in the words.

1. pro-mote
2. pre-judge
3. mov-ers
4. tel-e-vise
5. trans-ac-tion

#### Practice

Use the activity to confirm that your student can pronounce multisyllable words with a Latin root. Have your student say each set of words and then identify the word that does not have the same pronunciation of the Latin root as the other words in the set. Note the Latin root in boldface. **IF** your student has difficulty pronouncing a word, **THEN** guide your student to break the word into syllables and blend the syllables to pronounce the word. Have your student write the word in their notebook.

## Lesson 3: Explaining the Natural World: Speak/Listen

### Objective: In this lesson, you will compare and contrast themes in different myths.

#### Key Words

* **compare** – to look for similarities between two or more things
* **contrast** – to look for differences between two or more things
* **theme** – the message in a story

#### Explain

A Note to the Learning Coach

In this lesson, your student will learn to identify theme in a myth and to compare myths with a similar theme from different cultures. The theme of a story is its underlying idea or message. A story can have more than one theme. For the purpose of this lesson, in the Practice section, your student should find a theme the two myths have in common, even if it is not each story’s primary theme.

1. Read the introduction with your student. Review Jessie's text-to-text connection and how it helped her identify a common theme.
2. Read and discuss the questions your student should ask as they compare and contrast themes in myths.
3. Watch the video with your student. Ask them to look for ways in which the students in the video compare myths with a similar theme.

#### Check-In

1. If your student has not read *The Sun, Moon, and Stars,* have them read it now. Encourage your student to identify the theme and details that support it.
2. Have your student complete the true/false activities independently.
3. For the statement that is false (First Woman and First Man created a Sun wheel and an Earth wheel), ask your student to restate the sentence so that it is true (First Woman and First Man created a Sun wheel and a Moon wheel).

[The Sun, Moon, and Stars](https://cite-media.pearson.com/legacy_paths/98fa2261-e353-496c-b6ca-abd323097588/The%20Sun%20Moon%20and%20Stars-1.pdf)

#### Practice

Allow time for your student to read *Why Mount Etna Breathes Fire*.

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.

1. Read the activity directions with your student. Make sure they understand each step.
2. **IF** your student has difficulty identifying a common theme, **THEN** ask questions such as these:
   1. What is the same in both stories? (A powerful being creates something we have today.)
   2. What exists at the end of each story that did not exist in the beginning? (sun, moon, stars; Mount Etna)
3. Review your student’s work. **IF** your student has difficulty finding relevant details, **THEN** discuss each story’s treatment of the theme. Ask questions such as these:
   1. Why does First Woman create the sun, moon, and stars? (because the First People want light and heat)
   2. How does First Woman feel about the First People? (She cares about them and wants them to have heat and light.)
   3. How does Zeus feel about Typhon? (Zeus wants revenge on Typhon. Zeus does not like him.)
   4. Why does Zeus create Mount Etna? (to keep Typhon under the island forever)

[Why Mount Etna Breathes Fire (A)](https://cite-media.pearson.com/legacy_paths/c0b350b3-4a4b-495d-8800-ec00d7c6c1ac/WhyMountEtnaBreathesFire_A.pdf)

[Why Mount Etna Breathes Fire](https://cite-media.pearson.com/legacy_paths/c4206006-34a9-4975-b728-a055c7c56225/Mount%20Etna-1.pdf)

[Why Mount Etna Breathes Fire (B)](https://cite-media.pearson.com/legacy_paths/0f6504b7-3ca1-4a09-b6dd-644874842279/WhyMountEtnaBreathesFire_B.pdf)

### Objective: In this lesson, you will recognize ways to take part in a group discussion.

#### Key Word

* **theme** – the message in a story

#### Explain

1. With your student, read the opening paragraphs of the lesson. Talk about times they have been in a conversation in which someone interrupted or talked about something other than the topic of the discussion. Discuss why it is important for everyone to follow rules to interact effectively with others.
2. Review the rules the groups set for discussions.
3. Have your student identify any rules they have a hard time implementing, such as asking questions when they do not understand. Give helpful tips for following the rule, such as providing ways to ask for clarification respectfully.
   1. Can you tell me more about…?
   2. I’m a little confused about . . .
   3. What do you mean by . . .
   4. Can you be more specific?

#### Check-In

1. Ask your student to read the group’s discussion. Encourage them to think about the discussion rules as they read what the group members said. Point out the rules that appear below the conversation for easy reference.
2. Have your student answer the questions, connecting the communication rule to an example from the discussion.
3. **IF** your student has difficulty answering Question 1, **THEN** explain that when you build on what someone else says, you add to their ideas and observations.

#### Practice

1. If your student has not read *The Sun, Moon, and Stars,* have them read it now. Encourage your student to pay attention to details that help them identify the theme.
2. Allow time for your student to read *Why Mount Etna Breathes Fire.*

[The Sun, Moon, and Stars](https://cite-media.pearson.com/legacy_paths/98fa2261-e353-496c-b6ca-abd323097588/The%20Sun%20Moon%20and%20Stars-1.pdf)

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.

1. Read the activity directions with your student. You may want to begin the conversation with an observation about theme, such as that both stories have a theme about creation, and both have powerful beings creating something in the world that is still there today.
2. **IF** your student fails to adhere to one of the rules, such as moving off topic, **THEN** call attention to the rule and resume the conversation.

[Why Mount Etna Breathes Fire (A)](https://cite-media.pearson.com/legacy_paths/c0b350b3-4a4b-495d-8800-ec00d7c6c1ac/WhyMountEtnaBreathesFire_A.pdf)

[Why Mount Etna Breathes Fire](https://cite-media.pearson.com/legacy_paths/c4206006-34a9-4975-b728-a055c7c56225/Mount%20Etna-1.pdf)

[Why Mount Etna Breathes Fire (B)](https://cite-media.pearson.com/legacy_paths/0f6504b7-3ca1-4a09-b6dd-644874842279/WhyMountEtnaBreathesFire_B.pdf)

### Objective: In this lesson, you determine meanings of words by relating them to their synonyms and antonyms.

#### Key Words

* **antonyms** – words that have opposite meanings
* **synonyms** – words that have the same or similar meanings

#### Explain

Quick Review

Remind your student that in previous lessons they learned about synonyms and antonyms. Have them recall that synonyms are words with the same or similar meanings and that antonyms are words with opposite meanings. Ask your student to provide an example of a synonym pair and an antonym pair. Inform them that in this lesson they will define meanings of words by stating their synonyms and antonyms.

1. Have your student read the introduction. Be sure your student recalls how synonyms and antonyms are related to each other. Explain that some words may have both synonyms and antonyms.
2. Explain that knowing how words relate—whether they have the same meaning or opposite meanings—can help readers understand the words. For example, point out that *kind* means "thoughtful," so the word *thoughtful* is a synonym for the word *kind*. Similarly, the word *kind* means the opposite of *mean*, so *mean* is an antonym of the word *kind*.

#### Check-In

1. Ask your student to read the directions before completing the activities. Have them pay close attention to whether they are looking for synonyms or antonyms of the words.
2. Review your student’s answers. **IF** they did not answer correctly, **THEN** ask them to review the introduction to make sure they understand the difference between a synonym and an antonym. Remind them that synonyms have the same or similar meanings, and antonyms have opposite meanings. Also, review that they can define a word by finding the synonym or antonym of the word.

#### Practice

1. Have your student read the directions. Your student will define words by using the relationship of being synonyms or antonyms.
2. Review your student’s responses. **IF** they do not answer correctly, **THEN** have them return to the meanings of *synonyms* and *antonyms*. In the case of a synonym, have them ask themselves, “What means the same as \_\_\_\_\_?” In the case of an antonym, have them ask themselves, “What means the opposite of \_\_\_\_\_?”

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

#### Practice

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

Simultaneous Oral Reading

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

Repeated Readings

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

Partner Reading

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

## Lesson 4: Explaining the Natural World: Fluency

### Objective: In this lesson, you will identify the parts of a drama.

#### Key Words

* **act** – a section of a longer play
* **cast of characters** – a list of the characters in the play
* **dialogue** – the words spoken by characters in a play
* **expression** – the use of the face and voice to show feeling
* **setting description** – information about how the stage should look to portray the time and place of the play’s action
* **stage directions** – information about how characters should speak and move

#### Explain

1. Explain that a drama is a play. Remind your student that a play tells a story through the words and actions of actors playing the roles of characters. Ask your student to share any memories they have about plays they have seen or performed in.
2. Read the introduction and bulleted list with your student. Discuss each term and clarify any misunderstandings.
3. Talk about reading with expression. Make sure your student understands that it involves changing the pitch and volume of your voice—speaking higher, lower, louder, or softer to communicate a feeling, such as anger, jealousy, or excitement, to the listener.
4. Watch the video with your student.

#### Check-In

1. If your student has not read *Why Mount Etna Breathes Fire*, have them read it now. Encourage your student to notice the structural elements of the drama as well as the events in the play. You may want to point out that because the drama is short, it is not divided into acts.
2. **IF** your student has trouble answering Question 3, **THEN** work together to locate the lines in the drama. Read the surrounding lines to understand the situation. Talk about the action and how the characters feel.

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.

[Why Mount Etna Breathes Fire (A)](https://cite-media.pearson.com/legacy_paths/2176ff1b-46dc-4e26-a5c3-13b8b8e59ac4/WhyMountEtnaBreathesFire_A.pdf)

[Why Mount Etna Breathes Fire](https://cite-media.pearson.com/legacy_paths/c4206006-34a9-4975-b728-a055c7c56225/Mount%20Etna-1.pdf)

[Why Mount Etna Breathes Fire (B)](https://cite-media.pearson.com/legacy_paths/0f6504b7-3ca1-4a09-b6dd-644874842279/WhyMountEtnaBreathesFire_B.pdf)

#### Practice

1. As needed, guide your student to choose a section of the play to read aloud with expression. The section should include strong feeling, such as the interaction between Zeus and Typhon on page 43.
2. Allow time for your student to practice reading the section of the drama with expression.
3. When your student is ready, record them reading the section aloud. You may want to use the audio on a mobile phone or other voice recorder.
4. Play the recording for your student to evaluate their oral performance. **IF** your student is unhappy with their expression, **THEN** offer to record a second version. Your student can choose the version they feel is better.

### Objective: In this lesson, you will read a drama with expression.

#### Key Words:

* **dialogue** – the words spoken by characters in a play
* **expression** – the use of the face and voice to show feeling
* **stage directions** – information about how characters should speak and move

#### Explain

1. Read the first paragraph with your student. Encourage them to tell about a movie they enjoy. Talk about the feelings the main character has in the movie. For example, does the character experience joy, anger, or fear? How does the actor use their voice to communicate those feelings?
2. Make sure your student understands that reading with expression involves changing the tone, pitch, rate, and volume of their voice. Say a sentence, such as “That’s my new book.” Describe different scenarios and feelings and have your student read the sentence to reflect each one. For example, have your student read it with pride that they own the book, anger that someone took the book, and sadness that they can’t find the book.
3. Together, read and talk about the tips to reading with expression. You might want to use *Why Mount Etna Breathes Fire* to model using the tips. For example, for the first tip, model using different voices to read the first six lines on page 43.

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.

[Why Mount Etna Breathes Fire (A)](https://cite-media.pearson.com/legacy_paths/2176ff1b-46dc-4e26-a5c3-13b8b8e59ac4/WhyMountEtnaBreathesFire_A.pdf)

[Why Mount Etna Breathes Fire](https://cite-media.pearson.com/legacy_paths/c4206006-34a9-4975-b728-a055c7c56225/Mount%20Etna-1.pdf)

[Why Mount Etna Breathes Fire (B)](https://cite-media.pearson.com/legacy_paths/49850d72-7869-43cf-ac93-6a52867b90cc/WhyMountEtnaBreathesFire_B.pdf)

#### Check-In

1. Read the instructions with your student and have your student listen to the podcast.
2. Then, have your student answer the questions.
3. **IF** your student has difficulty, **THEN** replay the podcast for them, pausing at key points to talk through how Isiah helps Emma read with expression.

#### Practice

1. Read the directions with your student. Allow time for them to practice reading the lines on pages 44 and 45. Remind them to use their voice to show the characters’ feelings. As needed, provide guidance for implementing the tips for reading fluently.
2. You may wish to record your student’s “audition.” **IF** your student does not use appropriate expression, **THEN** model reading the lines with expression, and have your student read the section aloud again.

### Objective: In this lesson, you will spell words with Latin roots.

#### Key Word:

* **root** – a basic word part from which words can be formed; is usually not a word that can stand on its own

#### Explain

1. In this lesson, your student will focus on spelling words with Latin roots *act; vis, vid; mov, mob, mot;* and *jud, jur, jus*. Review the spelling tips with your student. Explain that the tips will help your student correctly spell words with Latin roots.
2. Use the questions to apply the tips to the spelling words. **IF** your student has difficulty identifying or spelling a Latin root within a word, **THEN** have your student review the root spelling and meaning in the chart. Then, guide your student to identify and spell the root in the word. Work with your student to break the word into syllables and then define the word using the root’s meaning.

#### Check-In

Read the directions with your student. Discuss that each word is missing letters. Explain that your student will use one of the roots in the box to complete each word. Then, your student will write each word in their notebook. **IF** your student has difficulty identifying the missing letters in a word, **THEN** guide your student in trying different roots to spell the word. Have your student make sure the spelled word makes sense as a word. Then, have them verify the word using a dictionary.

#### Practice

Review the directions with your student before your student completes the activity independently. Explain that the bold word in each sentence is scrambled, or mixed up. Have your student spell the words correctly in their notebook or on a sheet of paper. If necessary, have them use a dictionary to verify spellings. **IF** your student has difficulty spelling a word, **THEN** read the word aloud and have your student repeat it. Guide your student in saying the word syllable by syllable and then spelling the word letter by letter.

1. **Weekly Spelling Test:** Use the following sentences to test the week’s spelling words.

|  |  |
| --- | --- |
| * **video** | Our class watched a **video**about elephants today. |
| * **actual** | The **actual** age of that bristlecone pine tree is unknown. |
| * **provide** | Our new furnace will **provide**plenty of heat. |
| * **activity** | The library has a new **activity**for children every Saturday. |
| * **justice** | The victims went to the court to find **justice**for their case. |
| * **automobile** | In the future, there may be an **automobile**that can fly. |
| * **visible** | The ship was **visible**from our place on the beach. |
| * **mobile** | The **mobile**workers can travel to different places. |
| * **movie** | We watched a **movie**about outer space. |
| * **actor** | She wants to be an **actor**in the school play. |
| * **react** | Firefighters **react**quickly when they hear the siren. |
| * **active** | Our old dog is not as **active**as he used to be. |
| * **motor** | The **motor**in this car runs on electricity. |
| * **jury** | He served on a **jury**in our town court. |

### Objective: In this lesson, you will discuss similarities and differences in three poems.

#### Explain

1. Read the introduction and review the bulleted items.
2. **IF** your student needs review, **THEN** define *compare* as “to show how things are alike” and *contrast* as “to show how things are different.”
3. Explain that “language that is appropriate for school” means language that is not slang. It is the language that your student would use to write a paper, not the language they would use while playing video games with a friend.

#### Show What You Know

1. Have your student read the discussion among three students.
2. Then, have your student respond to the questions independently.

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

* **Very Successful** – My student responded to all three questions easily and correctly.
* **Moderately Successful** – My student responded to two out of three questions correctly.
* **Less Successful** – My student had difficulty answering the questions.

#### Try This

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

* **Less Successful** – Point out the slang and incomplete sentences in the Show What You Know dialogue. You may need to guide your student in using the discussion board.
* **Moderately Successful** – Ask your student to restate rules for appropriate discussion questions in their own words before they begin using the discussion board.
* **Very Successful** – Demonstrate how to use the discussion board and allow your student to chat independently.

1. Provide time for your student to read all three poems. Your student will need access to the three poems to participate in the discussion.
2. Review the sample discussion. Explain that each student adds to the conversation with information or observations that connect to what has gone before. Point out that the students refer back to the poems to support their ideas.
3. Read the prompt with your student. Make sure that your student is able to use the keyboard.

## Lesson 5: Explaining the Natural World: Fluency Discussion

This lesson is just the space to participate in the discussion. There is not an additional learning coach guide.

## Lesson 6: Explaining the Natural World: Practice

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

#### Practice

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

Simultaneous Oral Reading

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

Repeated Readings

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

Partner Reading

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

#### Review

1. Review each learning goal with your student.
2. Read the information on the page with your student. For each skill area that your student struggles with, suggest they go back into the lesson and create a concept web. In the inner square, have your student write a topic. In each outer square, your student should write important information about the topic. Your student can review the concept webs when it is time to take the unit test.
3. **IF** your student struggles with certain topics, **THEN** review together the lessons that cover the topics. Be sure to revisit all the activities, including Check-In and Practice items.
4. Encourage your student to think about the strategies that were most helpful in learning the new skills. If your student needs prompting, ask about examples from the following list:
   1. completing practice activities
   2. connecting new material to what they learned before
   3. rereading something that is not clear
   4. making a concept web
   5. talking through the answer to a question
   6. drawing pictures for new vocabulary words
   7. comparing themes in stories and poems from different cultures

[Concept Web](https://cite-media.pearson.com/legacy_paths/747dca11-8bf9-4234-9b6a-4dc26b70796e/GO_Concept_Web_4_Square.pdf)

#### Practice

Review the results of the online practice with your student. Identify areas that your student has mastered and areas that require more practice. Review relevant lessons; then have your student reattempt items that were missed during the online practice.

#### Reflect

Guide your student to write a reflection using the sentence starters provided. **IF** your student has trouble identifying an area of difficulty or an area where more practice is needed, **THEN** refer back to earlier practice activities and scored assignments. **IF** your student struggles with the writing portion of the activity, **THEN** work with them to choose a sentence starter and complete it together. Have your student write the rest of the sentences independently. Read their paragraph and give praise for their effort and thoughtful work.

Example Reflection

I think I need more practice comparing themes in different stories from various cultures. As I read, I thought they were alike, but I wasn’t sure how. I asked my Learning Coach. They told me about using a graphic organizer. I wrote what was the same in one part, and in the other part, I wrote what was different. This helped me to compare and contrast.