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# Language Arts 1 B Unit 15: Using What You Know

## Lesson 1: Using What You Know: Genre

### Using What You Know: Introduction

#### Learning Goals

In this unit, your student will be learning about using what you know to make something useful. There are 18 learning goals for this unit:

1. Listen to a text to build comprehension and identify whether the text tells a story or gives information.
2. Spell untaught words phonetically when writing, drawing on phonemic awareness.
3. Identify and spell words with final -*e*.
4. Accurately decode unknown words that follow a predictable letter/sound relationship
5. Think aloud to identify information provided by pictures in the text.
6. Spell untaught words phonetically when writing, drawing on spelling conventions.
7. Practice writing uppercase letters *A* to *M.*
8. Read words with final *-e* and read high-frequency words: *favorite, few, gone.*
9. Identify information provided by words in the text.
10. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
11. Blend words with final -*e*.
12. Practice writing uppercase letters *N* to *Z*.
13. Identify the differences between information provided by pictures and other illustrations, and information provided by words in an information text
14. Apply reading strategies to read a text fluently at an appropriate rate.
15. With support, read a book of choice.
16. Build words with final -*e*.
17. Identify the evidence that supports the central idea in an information text.
18. Blend and build words with final -*e*.

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

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

* Using What You Know: Genre Quick Check
* Using What You Know: Comprehension Quick Check
* Using What You Know: Speak/Listen Quick Check
* Using What You Know: Fluency Quick Check
* Using What You Know: Synthesize Quick Check

#### Spark

1. Explain to your student that in this lesson, they will think about making things they find around their home useful. They will think about what they already know. Confirm that your student understands what *useful* means. **IF** they do not know the meaning of the word, **THEN** explain that something that is *useful* is able to be used in a purposeful way. Point out that something useful might be used in more than one way. Name an object, such as a rubber band, and ask your student if they think it is useful. Have your student explain what they can do with a rubber band. List their ideas.
2. Watch the flipbook. As you and your student view the flipbook, you may pause the presentation to discuss ideas. After viewing, have your student answer the question. **IF** they struggle to choose an idea, **THEN** have them view the flipbook again, and review the ideas (a planters, piggy banks, candle holders).

#### Activate Prior Knowledge

1. Read the text and view the photo with your student. Have them talk about what they see in the image, including what item the girl made useful.
2. Read the activity with your student and confirm that they understand what to do. You may use the Draw and Write graphic organizer or have your student draw and write in their notebook. Help them complete the sentence frames. Invite them to read their sentences and talk about their drawing.
3. Read each bulleted item. Have your student tell about topics they have learned about and which ones are new to them.
4. Share some examples of words spelled with silent -*e* like *rake*, *lake*, *bike*, and *plate* to show your student what they will be looking for as they read.

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

#### Key Words

* **author** – a person who writes
* **facts** – things that are true
* **information** – tells about real people, places, or things
* **story** – tells about something that happens that may not be real

#### Decoding Routine

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

[Using What You Know\_Genre VCe review](https://cite-media.pearson.com/legacy_paths/884f6182-c440-4f14-9c78-1b25f67f8cb8/Using%20What%20You%20Know_Genre%20VCe%20review.pptx)

#### Explain

A Note to the Learning Coach

The anchor text, *My Wand Is Broken,* is an example of information embedded in a story. Although the wizard, witch, and fairy are not realistic characters, the information imparted by the two scientists is information writing, containing facts about scientific principles.

1. Read the introduction with your student. Review the meaning of each boldfaced term.
2. Help your student read the first text and discuss how they know it is a story. **IF** your student needs support, **THEN** scaffold with these questions.
   * Would a real ant be called “Mr. Ant”? (no)
   * Would a real ant relax in a leaf-boat? (probably not)
   * Does this text tell facts about ants? (no)
3. Help your student read the text about floating and sinking. Look at the picture together and have your student answer the question. Point out that the text provides information about real life: In real life, some things float and other things sink. The object in the photograph is floating.
4. Next, read *My Wand Is Broken aloud.* Ask your student to listen carefully to identify whether what they hear is a story or information.

[My Wand Is Broken](https://cite-media.pearson.com/legacy_paths/081ea137-30ad-4426-9537-93e1c4eac555/My%20Wand%20is%20Broken.pdf)

#### Check-In

1. Talk with your student about the facts the scientists share in *My Wand Is Broken.* **IF** your student needs additional support, **THEN** scaffold by asking questions such as these:
   * What fact do the scientists give about matter? (It can’t be created or destroyed.)
   * What fact do the scientists give about energy? (It can’t come from nothing, and it can’t be destroyed.)
   * How do the scientists prove the facts that they share? (They burn a log and weigh what is left.)
2. Explain that many science texts are information texts. Science texts tell facts about how things work or how things happen.

#### Practice

1. Read the directions with your student. Clarify what your student should listen for.
2. Then, read aloud this passage.
3. Have your student identify the text as a story or information. Remind your student that texts that give facts about science are information texts.

Gravity

When you toss a ball up, it comes back down. When you jump up, you come back down. Gravity pulls you and the ball back to Earth.

You can’t see gravity, but it is still there. It is a force that makes one object move toward another object. The Earth’s gravity keeps you here on Earth. It keeps your ball from flying far away.

### Objective: In this section, you will use the sounds in a word to spell the word.

#### Explain

Quick Review

Review the alphabet with your student, being careful to emphasize the sound each letter represents. Call out a letter at random and have your student respond with the sound of the letter. For example, say *S* and elicit that it can make this sound: *sss*. Tell your student that they will be putting these sounds together to make words.

1. Read the opening text with your student. Review the connection between a sound and a letter: sounds are what you hear when you say a word, and letters are what you see when you read a word. In order to read the word, you need to understand that each letter or group of letters represents a specific sound in the word. In order to spell the word, you need to be able to identify these letters and say them in the order they appear in the word.
2. Have your student look at the word *fun*. Explain that this word has three sounds and also three letters. Ask them to sound out the word, and answer the questions about the beginning, middle, and end sounds and the letters that represent them. Then, have them put the letters together to spell the word.
3. Ask your student to look at the photos of the cap (or hat) and the pig. Have them sound out each word based on the beginning, middle, and end sounds of each. Then, have them spell each word.
4. **IF** your student has difficulty, **THEN** review the alphabet again. **IF** your student struggles to pick the right vowel, **THEN** review the short vowel sounds and help your student choose the right one.
5. Remind your student that when they write sentences, they can listen for sounds and think about the letters that represent the sounds to spell words they don’t know within the sentence.

#### Check-In

1. Read the directions with your student. Explain that they will choose the missing letter in each word.
2. Look at the first image with your student and have them tell you what it shows. Then, encourage them to sound out the word. Help them say the sound of the missing letter and then identify that letter. **IF** your student answers incorrectly, **THEN** review short vowel sounds or say the short *a* sound to help them identify the correct sound to match to the letter.
3. Continue with the rest of the items. If your student is able, have them work independently. Provide support as needed. Help your student understand the sound that each letter of each word makes, including the missing letter.

#### Practice

1. Read the directions together. Explain that your student will spell words that you say. They will use the words to complete sentences and write the sentence in their notebook. You may want to have your student first write the word they hear, and then write the full sentence, inserting the word within it. Or, you may want to have them write the sentence first, and then insert the word once they’ve determined how it is spelled.
2. Say these three words: *dig, sun, pop*. Ask your student to sound out each word and then spell it. Have them add it to the sentence and say the full sentence aloud to you.
3. Be sure to say each word slowly. Encourage your student to tell you the spelling aloud and then write the word in their notebook. Provide support as needed by helping them sound out the letters they are struggling with. Keep working with them until they spell the word correctly.

### Objective: In this section, you will spell words after naming the pattern of final **-e**.

#### Warm Up

Begin by having your student identify the sounds they hear in words with a final *-e.* Use the following routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **late**  (3 sounds) | **wide**  (3 sounds) | **robe**  (3 sounds) | **mule**  (3 sounds) |
| **fine**  (3 sounds) | **cute**  (3 sounds) | **cheese**  (3 sounds) | **broke**  (4 sounds) |

#### Explain

Learning Coach Tip

Many words have a vowel followed by a consonant and -*e*, such as the words *late* and *wide*. In words with this spelling pattern, the vowel sound is usually long and the final -*e* is silent. Long vowels are pronounced the way the name of the letter is spoken.

Words with Final -*e*

1. Remind your student that some words have a vowel followed by a consonant and *e*. Review that these words usually have a long vowel sound and that the final -*e* is silent. Have your student read the words with a final -*e*. Then have your student answer the first question to identify that each word has a vowel, consonant, and -*e*. Also have your student identify that each word has a long vowel sound and that the final -*e* in each word is silent. Point out that the word *cheese* has two vowels together in the middle that make the long *e* sound, and that the final -*e* is silent.
2. Have your student answer the remaining questions to identify the long vowel sound in each word. Then, have your student name the letters in each word and say the sound each letter stands for (*c-a-p-e, ch-ee-s-e, p-i-n-e, g-l-o-b-e, t-u-b-e*). **IF** your student has difficulty with the words, **THEN** say the sound of each letter in the word and have your student repeat after you. Remind your student that the vowel sound in each word is long and that the final -*e* is silent.

Introduce Spelling Words

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

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word, letter by letter, in their notebook. Ask your student to underline the vowel and final -*e* in each word.

* Did you **like** the movie? (l**i**k**e**)
* The **kite** needs a tail to fly. (k**i**t**e**)
* He plays the **flute** in the band. (fl**u**t**e**)
* **These** shoes are blue, but those are brown. (th**e**s**e**)
* We **bake** a special cake for my mom. (b**a**k**e**)
* I wrote a **note** to my aunt. (n**o**t**e**)

### Objective: In this section, you will use patterns in words you know to help you read new words.

#### Explain

Learning Coach Tip

Your student will read unfamiliar words by breaking words into vowel and letter sounds and then blending the sounds. They will use familiar words with similar and predictable patterns to help them read the new words. Review with your student the sound or sounds that each letter stands for. You also may want to review that some vowel and consonant teams make one sound, such as *oa* in *boat* and *ch* in *much*.

1. Point out to your student that they may come across a word they do not know how to read. Explain that they can look at the new word to see if there are any familiar patterns, such as vowel teams *ee* or *oa*, or a familiar blend at the beginning or end of a word. These patterns may help your student think of a word they already know that has these patterns. They can then use what they know to figure out the unknown word.
2. Have your student read the words *fin*, *pin*, *thin*, and *think* and answer the question. Explain that all these words have a pattern of short *i* and the consonant *n*. Add that since your student knows how to read these words, they can read other words. Have your student read *sting* and *pink*. Ask your student what familiar pattern is in these words. Talk about how they used what they know about the patterns and letter sounds in *fin*, *pin*, *thin*, and *think* to read *sting* and *pink*.
3. **IF** your student has difficulty using the pattern *in* and letter sounds to read the words, **THEN** use letter tiles *f, g, h, i, k, n, p, s, t* to model reading the words. Form the pattern *in*, then use the tiles to form the words. Have your student say the letter sounds and read each word.
4. Watch the video with your student. With the Learning Coach, the student identifies unfamiliar words in a text and uses letter sounds she knows to read the words.
5. Continue to the next screen. Read the directions with your student. Explain to your student that they will use the first word in each pair to help them read the second pair. **IF** your student has difficulty identifying the similar patterns in the two words, **THEN** have them use letter tiles to write the first word, say the pattern, and then add the other letter sounds.

#### Check-In

1. Remind your student to look for patterns in the words and find a similar pattern in the word in the box.
2. **IF** your student has difficulty matching the similar words, **THEN** have them circle short vowel-consonant and long vowel spelling patterns in the three words and compare each pattern to the boxed word.

#### Practice

1. Read the directions with your student. Make sure they know what to do. Then have them work through each activity independently.
2. If necessary, review the process for using familiar patterns to read an unfamiliar word.

## Lesson 2: Using What You Know: Comprehension

### Objective: In this section, you will think aloud to identify information shown in pictures in an information text.

#### Key Words

* **details** – important pieces of information
* **illustrations** – pictures in a book that are drawn or painted
* **information** – tells about real people, places, or things
* **photos** – pictures taken with a camera

#### A Note About This Lesson

The Think-Aloud strategy in this lesson is an instructional tool that helps your student learn how to approach a text. By modeling your thinking about a text, you help your student think more clearly about what they are reading, too, thus improving their understanding.

#### Explain

1. Read the opening two paragraphs with your student. Review the definitions of the boldfaced terms.
2. Look at the illustration with your student. Then, model the Think Aloud strategy as shown here:
   * I see a shape like a gas station pump.
   * Instead of a gas hose, I see an electric plug.
   * I see an electrical lightning bolt on the pump.
   * All of these details tell me that this is a sign for a place to plug in an electric car.
3. Watch the video with your student. Then, have your student use the Think Aloud strategy to tell about what they saw and to respond to the questions.

Set a Purpose

Help your student set a purpose for reading *My Wand Is Broken.* First, link to the book and talk about the title and initial picture. Point out that the book is like a comic strip. Then, have your student look through the pictures and decide what they might expect to learn from their reading.

Before You Read: Vocabulary

Guide your student to use details in each sentence to infer what each vocabulary word means. For example, for the word *combined*, scaffold with activities like these:

* Read the sentence with your student. Draw attention to the boldfaced vocabulary word.
* Ask questions such as:  
  What can be combined in cooking?  
  What can be combined in a sandbox?  
  What is a different word that means *combined*? (mixed, joined)
* Have your student use the vocabulary word in a sentence. **IF** your student has difficulty, **THEN** scaffold by asking questions such as:  
  Suppose you were cooking. What did you combine?  
  Suppose you made mud pies. What did you combine?

1. **combined:** joined together
2. **energy:** the ability to move or change something
3. **matter:** anything that takes up space
4. **vapor:** small particles of mist, steam, or smoke that look like fog in the air

Read

Point out that the information in *My Wand Is Broken* comes from the scientist characters. Have your student pay special attention to those characters as they read.

[My Wand Is Broken](https://cite-media.pearson.com/legacy_paths/7210ad83-1733-4197-b2dc-ef4eb5a05214/My%20Wand%20is%20Broken.pdf)

Check for Understanding

Have your student explain to you what the scientists teach the witch. Point to the last panel in the story and discuss what it means.

#### Check-In

1. Review the directions with your student. Remind your student that in *My Wand Is Broken,* the scientists talk about how matter cannot be created or destroyed.
2. Have your student look carefully at the diagram and then describe what they see aloud. If you wish, model thinking aloud by describing some aspects of the diagram your student may not notice or understand; for example, “I see that the atoms in the Solid circle are close together, but the atoms in the Gas circle are far apart from each other.”
3. Continue with the second think-aloud activity. **IF** your student has trouble locating a fact, **THEN** ask them to name the three states of matter they see in the diagram (liquid, solid, gas). Explain that the names are facts about matter.

#### Practice

1. Read the directions with your student. Help your student locate the panel on the lower left of the second page. (The dialogue starts, “Look at that! They weigh the same.”)
2. Have your student describe what is happening in the picture. Then, have them explain what information the picture conveys. Point out that the dialogue in the speech balloons confirms the information your student sees in the picture.

### Objective: In this section, you will explain how packaging gives information and makes people want to buy food.

#### Explain

1. Read the opening paragraph and look at the illustration with your student. Have your student think aloud about what they see on the package. (a cow lying in a flowery field under a blue sky)
2. Continue with the next paragraph and have your student answer the question. Explain that the picture of a cow gives information about where the milk comes from.
3. Continue with the next paragraph, explaining that pictures on packages help buyers get information, but they are also meant to sell the product. A nice-looking package will sometimes be enough to get shoppers to buy the food.
4. Have your student think aloud to respond to the question. Elicit that a picture of a contented cow in a flowery field may be more pleasant to look at than a picture of a cow being milked or a milk truck. Packagers decide about what they think their buyers want to see.

#### Check-In

1. Read the directions with your student and look at the illustration together. Help them respond to the multiple-choice questions.
2. **IF** your student has difficulty, **THEN** return to the illustration and have your student think aloud about what they see, noting why the picture might appeal to a shopper.

#### Practice

1. Help your student read the directions and look at the blank package together. Make sure your student understands they may determine what kind of drink is in the can.
2. Provide art supplies and read the directions to Activity 1 with your student. Allow time for your student to create a label that might work for the canned drink and provide the critical features shown in the bulleted list.
3. When your student completes the drawing, have them share it with you and explain the information it provides for a buyer.

### Objective: In this section, you will follow rules to spell words correctly.

#### Explain

1. Read the introductory text with your student. Review what they have already learned: that letters or groups of letters represent sounds and that they can listen to the sounds in a word to determine which letters spell the word. Then, explain that in many cases, a word is spelled exactly as it sounds; for example: *cat* has three sounds, /c/, /a/, and /t/, and is spelled c-a-t. Then make the point that sometimes, a word’s spelling does not reflect the way it sounds. Tell your student that there are rules that can help them spell these words.
2. Read the rules together. Explain that every word has at least one vowel because there is at least one vowel sound in a word. If your student is familiar with the concept of syllables, you may want to explain that each syllable in a word contains a vowel sound. Point out that *y* can be a vowel if there are no other vowels in a word. Then, explain that words that end with a *k* sound—make the sound—can be spelled with *ck* at the end of the word. Next, explain that when a word has a *q*, the letter *u* always follows it. Review a few *q* words like *quick* or *quit*. Finally, explain that some words end with a double letter. Words that end with *s, l,*or *f* sounds usually have spellings that end with *ss, ll,* or *ff*. Tell your student that if they remember these rules, they will be able to spell many words.
3. Have your student say the word *sock*. Model sounding out the word to find the spelling. This word has an *s* sound, a vowel sound, and a *k* sound. Ask your student what they remember about words that end with a *k* sound (the spelling is sometimes *ck*) Then work with your student to come up with the correct spelling.
4. **IF** your student has difficulty, **THEN** review using sounds to spell words. Sound out the word *sock* carefully. Point out that the *k* sound at the end of the word should be spelled with *ck*, according to the rules.
5. Continue to the next screen and have your student identify the image of the ball and say the word. Have them identify the sound at the end and tell you what rule they could use to correctly spell the sound. (Words that end with *l* or *s* sounds end with *-ll* or *-ss*.) Then, have your student tell you the correct spelling of the word.
6. Remind your student that the spelling rules in this lesson apply to words with more unusual spellings. Reassure them that all writers must learn these rules in order to spell correctly when they write.

#### Check-In

1. Read the directions with your student. Explain that they will use what they know about spelling rules to identify which apply to a specific word.
2. Complete the first item with your student. Guide them to read and spell the word, and then have them identify the first two letters. Ask them to tell what they know about how to spell words with this letter combination. Then read each rule choice with your student and have them identify the one that applies to *qu*. **IF** your student answers incorrectly, **THEN** have them return to the word and spell it letter by letter. Read each answer choice aloud again and have them determine whether the choice mentions that letter.
3. Continue with the second activity. If your student is able, have them work independently. Provide additional support as needed by continuing to review the spelling rules together.

#### Practice

1. Read the directions together. Explain that your student will spell words using spelling rules. They will use the words to complete sentences that they will write in their notebook.
2. Look at the first image together. Ask your student what the picture shows. (doll) Read the sentence frame aloud to reinforce context. Then encourage your student to look at the picture, use any spelling rule that applies, and spell the word out loud.
3. Continue by having your student complete the sentence using the word and write the sentence in their notebook. You may wish to have your student write the word first, and then complete the sentence. Conversely, they may find it easy to write the sentence frame before they begin, and then complete the blank with the word spelled correctly.
4. Reinforce the spelling rules as needed to help your student be successful.

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

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they have learned how to write all the letters of the alphabet, both capital and lowercase. Tell your student that today they will practice writing the capital forms of the letters *A* through *M*. Ask your student to recite the first half of the alphabet (up to the letter *m*).

Read the introduction and look at the picture of the alphabet with your student.

Write Capital Letters A to M

1. Read the next paragraphs with your student. Have your student point to the top line, the middle line, and the bottom line. Ask your student if any of the letters go below the bottom line. Have your student answer each question aloud before revealing the sample answers. Discuss other possible answers. Discuss words that begin with capital letters *A* to *M*. Ask your student to identify another example of a name, a month, and a day that begins with a capital letter *A* to *M*. Provide writing models of the words and ask your student to practice writing them.

#### Check-In

Learning Coach Tip

It can be difficult for your student to align their letters properly if their paper slides around. Encourage your student to use one hand to steady the paper while the other hand writes.

1. Print the [Capital *A–M*](https://cite-media.pearson.com/legacy_paths/0a3588d0-8e3a-4d39-83e3-f03f35c66a3a/Capital%20Letters%20A%20to%20M.pdf)worksheet. Then, read the directions with your student. 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. Discuss the letter models that are on the worksheet. Review the steps to forming each letter as your student writes them.
3. Observe as your student completes the worksheet. **IF**your student has trouble with any of the letters, **THEN**review the steps to forming the letter and have them continue to practice.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/badc8c65-8cfd-4c65-92d7-e9fd6021e983/TripleTrack_lines_blank_7.pdf) worksheet and read the directions for what to write with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF**your student has difficulty copying words from the screen, **THEN**print out the words your student is to write or write them on a sheet of paper for your student to copy. Remind your student to leave a small space between each letter and a larger space between each word.

### Objective: In this section, you will read words with final -**e** and the words **favorite, few**, and **gone**.

#### Warm Up

Remind your student of the long vowel sounds of *a, e, i, o,*and*u* as in *make, these, mile, mole,*and*mule*. Say the words *make, these, mile, mole,*and*mule* and have your student repeat them. Use the following routine:

* Tell your student to listen as you say a pair of words.
* Say each sound in each word slowly.
* Have your student repeat the pair of words.
* Have your student tell which word has the long vowel sound.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **mad-made**  (made) | **slide-slid**  (slide) | **note-not**  (note) | **tub-tube**  (tube) |
| **pet-Pete**  (Pete) | **hope-hop**  (hope) | **cane-can**  (cane) | **shin-shine**  (pine) |

#### Explain

Read Words with Final -*e*

1. Use the words to review how to read words with final -*e*. Help your student identify that the words have a vowel, consonant, and -*e*. Point out that the word *cheese* has two vowels together in the middle that have the long *e* sound, and that the final -*e* is silent. Remind your student that these words have a long vowel sound and that the final -*e* is silent.
   * Read the first word.
   * Name the vowel and the final *-e*.
   * Say the long sound of the vowel.
   * Read the word again and have your student repeat after you.
2. Continue to review words. Remind your student that the vowel sound in each word is long and the final *-e* is silent.

Read High-Frequency Words

Review the routine for learning how to read high-frequency words. These are sight words that appear frequently in texts.

High-Frequency Words Routine

* Look at the word.
* Say the word.
* Spell the word.
* Write the word.

Then, have your student follow the routine for each high-frequency word. Point out that the word *gone* does not have a long vowel sound like most words with a vowel, consonant, and *e*.

Learning Coach Tip

Have your student add the lesson’s high-frequency word cards to their O-ring and use the cards to practice reading high-frequency words.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the vowel and final -*e* in each spelling word. Then, have your student sort the words by the long vowel sound of each word.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| long *a* | long *e* | long *i* | long *o* | long *u* |
| bake | these | like  kite | note | flute |

#### Check-In

1. Use the sentences to confirm that your student can read the words *favorite, few,*and*gone*.**IF**your student has difficulty reading a high-frequency word, **THEN**review by using the high-frequency words routine introduced in the Explain section.
2. Also pay attention to how your student reads the words *these, like, bites, cake,* and *bikes*to confirm that your student can read words with final -*e*correctly. Remind your student that when a word has a vowel followed by a consonant and -*e*, the vowel sound is usually long and the final*-e* is silent.

#### Practice

1. Have your student read “My Favorite Game” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with final -*e.*
2. If possible, make a printout of “My Favorite Game” and have your student reread the text silently. If you don't have a printer, either have your student point out the correct words on the screen or write all the words on a sheet of paper. Then, have your student follow the directions to hunt for the high-frequency words *favorite*, *few*, and *gone* and words with final *-e*.

[My Favorite Game](https://cite-media.pearson.com/legacy_paths/9173544b-2cf9-4ecc-91d2-41fc191e95fb/My%20Favorite%20Game.pdf)

## Lesson 3: Using What You Know: Speak/Listen

### Objective: In this section, you will identify information found in exact words in an information text.

#### Key Words

* **details** – important pieces of information
* **topic** – who or what an information text is about

#### Explain

1. Read the opening paragraphs with your student. Focus on the definitions of the boldfaced terms. Explain that an exact word is a word that means just what the author wants to say. For example, in the excerpt that follows, the word *things* is not exact. The exact words in the text name specific items: paper, glass, plastic, paper clips, pins, and tools.
2. Read “Magnets” with your student and look at the table of words together. Explain that the author chose exact words so the reader could understand exactly what a magnet can and cannot pull.
3. Continue with the paragraph about Dano and his magnet. Ask your student to locate an exact word in the paragraph to match each picture shown. Your student will return to the paragraph to complete the Check-In activity.
4. Watch the video with your student. Point out that in some information texts, important exact words may be in a thick, dark type called *boldface*.

#### Check-In

1. Read the directions with your student and help your student look back at the paragraph about Dano and his magnet.
2. Duplicate the table shown and help your student complete it with exact words from the text. **IF** your student has trouble with the activity, **THEN** scaffold with these questions:
   * Does a magnet pick up things that have iron in them, or does it pick up things that do not have iron? (things that have iron)
   * Which things would Dano’s magnet pick up? (screw, nail, chain)
   * Which things must have iron in them? (screw, nail, chain)
   * Which things would Dano’s magnet not pick up? (rubber band, rock, marble)
   * Which things must not have iron in them? (rubber band, rock, marble)

#### Practice

1. Make sure your student can access *My Wand Is Broken*. Read the directions with your student.
2. Have your student use the text to respond to each question with a list of exact words. The answers appear in the second and third panels on the second page.
3. Follow up by pointing out that the scientists weigh those components to prove that what emerges after the fire weighs the same as what goes into the fire. The matter has not been destroyed; its form has just been changed.

### Objective: In this section, you will use exact words to give information and directions.

#### Explain

1. Read the opening paragraph with your student. If necessary, define *directions* as "steps for doing something or going somewhere."
2. Watch the video with your student. Talk about what can happen if directions are not clear and exact. (For example, people can get lost or confused, and objects can fall apart.) Point out that good directions may tell which way, how big, how to do or make, or what kind.

#### Check-In

1. Give your student a copy of the T-chart graphic organizer and point out the words at the top of each column. Then, read the directions together. Help your student sort the directions into *exact* and *not exact* columns.
2. **IF** your student has difficulty understanding why certain directions are not exact, **THEN** ask questions like these:
   * Can you tell which way to turn?
   * Can you tell how big the hole should be?
   * Can you tell what kind of cereal to buy?

#### Practice

1. Read the directions with your student. If you are not in a space that allows your student to direct someone to the front door, replace *front door* with another location; for example, the kitchen, the closet, or the window.
2. Have your student get up and traverse the path someone would need to take to reach the location. Encourage them to walk slowly, noting each step in the directions they take.
3. Finally, have your student use the sentence starters to give oral directions to you as though you were seeing the space for the first time. If you wish, do this as a kinesthetic exercise rather than a memory exercise; have your student walk with you, giving you specific directions for each step along the way. Remind them to use complete sentences and to speak clearly as they guide you. If the directions are unclear, ask them to use more exact words.

### Objective: In this section, you will spell words using sounds and spelling rules.

#### Explain

Quick Review

Review some simple spelling rules. Explain that each word should have at least one vowel. A *q* is always followed by a *u*. Words that end with a *k* sound are often spelled with *-ck*. And words that end with an *l, f,* or *s* sound usually end with a double letter. Check your student’s understanding by having them spell a few words like *call* or *tick*.

1. Remind your student that they can sound out some words to spell them. For other words, though, they will need to know and follow a spelling rule (such as *q* is always followed by *u*).
2. Have your student look at the picture and identify it as a mop. With your student, sound out the word aloud, isolating the three sounds /m/, /o/, and /p/. Remind your student that each one of these sounds can be written as a letter and that together, the letters spell the word. Guide your student to say and/or write each letter and then combine the letters to spell a word and answer the question to say what word these sounds and letters spell.
3. Remind your student that sometimes a word’s spelling does not match the way it sounds. Ask your student to tell you what careful spellers do in that case (they follow spelling rules).
4. Review the chart of spelling rules with your student. Read the rules together and look at the examples. Work with your student to add another word example to each rule.
5. Have your student look at the picture and identify it as a quilt. Guide them to sound out the word. Then, point out the /kw/ sound at the beginning. Explain that this is the sound made by the letter *q*. Ask: What does this tell you about the first letter of the word *quilt*? (It is *q*.) Then, have them answer question 2 to identify the rule they know that focuses on the letter *q*. Guide them to understand that they can use this rule to identify the second letter in the word *quilt: u*. Have your student use this information to answer the last question and spell the word.

#### Check-In

1. Read the directions with your student. Explain that they will choose the correct spelling of the word in each picture.
2. Look at the first image with your student. Have them identify the object in the picture, sound out the word, and choose the correct spelling. **IF** your student struggles to identify the object in the photo, **THEN** tell them what it is. The important thing is that they spell the word correctly. **IF** your student struggles to spell the word, **THEN** help them sound it out slowly or see what spelling rule might apply.
3. Continue with the rest of the items. If your student is able, have them work independently. Work with them to identify any objects from the images that they do not understand.

#### Practice

1. Read the directions together. Explain that you will say some words, and then your student will spell the words and write them in their notebook.
2. Say the word *tall* slowly, being sure to emphasize each sound. If your student needs help, have them sound out the word to the extent they are able. Then, guide them to look at the spelling rules to find one that fits. Encourage your student to say the spelling aloud before they write it in their notebook.
3. Continue by saying the rest of the words aloud, one at a time: *run, fit, try*. Provide support as needed by helping your student sound out each word and apply any relevant spelling rules.
4. After your student has finished writing the words in their notebook, check to make sure the spelling is correct. Provide feedback to help your student understand any that they may have missed. Allow them to fix mistakes.

### Objective: In this section, you will blend sounds in words with final -**e**.

#### Warm Up

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

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **same**  (3 sounds) | **theme**  (3 sounds) | **pile**  (3 sounds) | **home**  (3 sounds) |
| **cute**  (3 sounds) | **drive**  (4 sounds) | **grape**  (4 sounds) | **geese**  (3 sounds) |

#### Explain

Blend Words with Final -*e*

Explain that when the letter *e* is added to the end of a short vowel word, the vowel often changes to a long vowel sound. Model the difference between saying the short *i*sound in a word and in a word with a long *i*sound. (*bit-bite*) Use letter tiles to form the words *slid* and *slide.*Space the letters. Move the letter tiles together as you blend the sounds.





Use the following routine:

* Say 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 vowel.
* Add the sound for the consonant and blend.
* (For *slide*, point out that the *e* is silent.)
* Say the word.

**IF** your student has difficulty blending the sounds to say the word, **THEN** repeat the routine with the words *shin-shine* and *kit-kite*. Review that by adding an *e* to a consonant, vowel, consonant word, the short vowel usually becomes long*.*Remind your student that the words with a final -*e*that is silent have a long vowel sound.

#### Check-In

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

1. Say the word.
2. Say the sound the first letter makes.
3. Say the sound of the second letter, if necessary. Remember that *th*moves together as one sound.
4. Say the sound the vowel makes and blend the sounds together.
5. Add the sound for the consonant and blend. Remind your student that the letter *e* is silent.
6. Say the word.

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

#### Practice

1. Listen as your student reads “My Favorite Game” aloud. **IF** your student struggles blending the sounds in words with final -*e*, **THEN** use the letter tiles to blend the sounds the letters make. Remind your student that when a word has a vowel, consonant, and final -*e,*the vowel sound is usually long and the final -*e* is silent.
2. Also check for the correct pronunciation of the week’s high-frequency words *favorite, few,* and *gone*.

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

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they have learned how to write all the letters of the alphabet, both capital and lowercase. Tell your student that today they will practice writing the capital forms of the letters *N* through *Z*. Ask your student to recite the second half of the alphabet, starting with the letter *n*.

Read the introduction and look at the picture of the alphabet with your student.

Write Capital Letters N to Z

1. Read the next paragraphs with your student. Have your student point to the top line, the middle line, and the bottom line. Ask your student if any of the letters go below the line. Have your student answer each question aloud before revealing the sample answers.
2. Discuss other possible answers. Discuss words that begin with capital letters *N* to *Z*. Ask your student to identify another example of a name, a month, and a day that begins with a capital letter *N* to *Z*. Write each word and ask your student to copy them.

#### Check-In

1. Print the [Capital *N–Z*](https://pearsonnow.service-now.com/esc?sys_kb_id=f9955cd183d79e1082a312426daad3fb&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=efa0f3981baed2100e8920a8b04bcb7e&spa=1)worksheet. Then, read the directions with your student. 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. Discuss the letter models that are on the worksheet. Review the steps to forming each letter as your student writes them.
3. Observe as your student completes the worksheet. **IF**your student has trouble with any of the letters, **THEN**review the steps to forming the letter and have them continue to practice.

#### Practice

Learning Coach Tip

If your student needs more practice with a particular capital letter, write the letter and encourage them to fill a line of notebook paper with the letter. Consider writing names that begin with the letter for your student to copy.

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/badc8c65-8cfd-4c65-92d7-e9fd6021e983/TripleTrack_lines_blank_7.pdf) worksheet and read the directions for what to write with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF**your student has difficulty copying words from the screen, **THEN**print out the words your student is to write or write them on a sheet of paper for your student to copy. Remind your student to leave a small space between each letter and a larger space between each word.

## Lesson 4: Using What You Know: Fluency

### Objective: In this section, you will compare information in pictures and words in an information text.

#### Key Words

* **details** – important pieces of information

#### Explain

1. Read the opening paragraphs with your student. Make sure your student understands that pictures may show only what the text tells, or they may show details not mentioned in the text. The text may tell only what the picture shows, or it may tell details not shown in the picture. Reading a text and looking at its pictures can give a complete understanding of key ideas.
2. Read “Levers” with your student and look at the picture together. Follow up with the paragraph that goes with the picture. Have your student point to the bar, the fulcrum, and the heavy object in the picture.
3. Continue with the paragraph about using levers. Look at the picture together and have your student respond to the question. If you wish, ask your student to suggest other pictures that might be included to illustrate the paragraph (for example, pictures of levers in kitchens and workshops).
4. Watch the video with your student. Discuss the difference between the information shown in the pictures (the color and shape of the birds’ feet) and the information in the text (the use of the feet).
5. Read *Ladybug, Muddle, & Thud* with your student. Point out that it gives information on how to make something useful.
6. As you read the text with your student use a venn diagram or T-chart to organize the similarities and differences between the text and the pictures.

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.

[Ladybug, Muddle & Thud (A)](https://cite-media.pearson.com/legacy_paths/a0cf86c4-b04d-46a1-835e-b373b803e911/Ladybug%2C%20Muddle%2C%20and%20Thud%28A%29.pdf)

[Ladybug, Muddle & Thud](https://cite-media.pearson.com/legacy_paths/40623b63-3d65-485e-9399-7c2c8efbbe5a/Ladybug%2C%20Muddle%2C%20and%20Thud%28O%29.pdf)

[Ladybug, Muddle & Thud (B)](https://cite-media.pearson.com/legacy_paths/c3f270cf-f950-4262-bb20-f7b5ab17041d/Ladybug%2C%20Muddle%2C%20and%20Thud%28B%29.pdf)

#### Check-In

1. Read the instructional text and look at the picture with your student.
2. Read the directions and have your student choose the answer to each question. **IF** your student has trouble with the activity, **THEN** scaffold with these questions:
   * What is happening in this photo?
   * Has the person in the photo completed step 1?
   * Has the person in the photo completed step 3?
   * Does the text tell which corners to fold?
   * Does the text tell where the corners should meet?

#### Practice

1. Help your student access *Ladybug, Muddle, & Thud*. Direct them to the how-to pictures that show the making of the cup. Then, read the directions with your student.
2. Have your student compare the text to the pictures to answer each question. Afterward, encourage your student to name other areas where the text and pictures provide different information. (For example, the text says “It’s hugging itself” and “It’s like touching my left shoulder with my right hand!”)
3. Discuss how the directions would differ if there were no pictures, and ask whether your student could follow the directions from pictures alone without the text. Remind your student that pictures plus text can often provide more information than either one alone.

### Objective: In this section, you will identify details that support the central idea in a text.

#### Key Words

* **central idea** – the most important idea in a text
* **details** – important pieces of information
* **evidence** – details that support the central idea in a text

#### Explain

1. Read the opening paragraph and example with your student. Make sure to review the definition of *central idea*.
2. Continue with the next paragraph, reviewing the definitions of the boldfaced terms. Then, use the text to look at the details given that support the central idea. The details appear in the lower left panel on the second page.
3. Make sure your student understands that the scientists in *My Wand Is Broken* use science to prove their central idea. By showing that the weight of matter remains the same, they prove that it has not been destroyed. In information texts, the author uses details to prove or support the central idea.
4. Watch the video with your student. Then, have your student use the video to respond to the questions. **IF** your student has trouble, **THEN** return to the video to review the student‘s work.

[My Wand Is Broken](https://cite-media.pearson.com/legacy_paths/8823d1d6-2afa-47b2-9042-8fdb97a223bd/My%20Wand%20is%20Broken.pdf)

#### Check-In

1. Explain that your student will see a central idea and should choose the one detail that best supports it.
2. Help your student respond to each multiple-choice item. **IF** your student chooses incorrectly, **THEN** ask questions like these:
   * Does this prove that burning something gives out heat?
   * Does this prove that plants need water to live?

#### Practice

1. Read “Hammers” with your student. Then, give your student the Concept Web graphic organizer. Point out that the first sentence in “Hammers” is the central idea of the text.
2. Discuss the central idea before having your student complete the task. Explain that if the central idea is that a hammer can do many jobs, the supporting details should talk about the many jobs a hammer can do.
3. Have your student complete the activity by writing one detail from the text in each of the boxes surrounding the central idea.

### Objective: In this section, you will apply reading strategies to read a text fluently at an appropriate rate.

#### Show What You Know

1. Read the first two paragraphs of instruction with your student. Explain that reading aloud is a good way to understand a book. Talk about the importance of reading aloud at a good rate or speed. Demonstrate this by reading a short text too slowly, too quickly, and at a good speed. Point out that reading too slowly or too quickly can make it hard to understand and remember facts and details. Reading at a good rate, or speed, can help a reader and their listeners understand the ideas.
2. Read the third paragraph of instruction with your student. Review that a period is a punctuation mark that tells readers to pause or stop briefly and take a breath. Explain that some sentences have commas in the middle that tell readers to pause for a short time before going on. Encourage your student to make a habit of paying attention to punctuation marks in the middle or at the end of sentences as they read. (You may wish to review exclamation points and question marks as well, since both appear in the leveled reader.)
3. Invite your student to read the passage about Ben Franklin silently at least once. Explain that Ben Franklin was a real person who lived 300 years ago. He was famous for inventing many things, starting as a young boy. Then, ask your student to read the passage aloud to you. Listen to evaluate your student’s rate, or speed. Note if they are reading too slowly, too quickly, or at the right rate. Make sure they pause slightly after each sentence.
4. Have your student reflect on their oral reading by answering the questions.
5. Assess how successful your student was in completing the activity by considering the following:
   * Less Successful – My student read the sentences in the passage too slowly or too quickly and did not pause at the end of each sentence; as a result, they did not understand it.
   * Moderately Successful – My student mostly read the passage at a good rate and paused at the end of most sentences; as a result, they mostly understood it.
   * Very Successful – My student read the passage at a good rate, pausing at the end of each sentence; as a result, they understood what they read.

#### Try This

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

* Less Successful – You may wish to have your student practice reading Ladybug, Muddle, & Thud sentence by sentence. Guide them to point to the punctuation mark at the end of each sentence and then take a breath. Have them tell you what they learned.
* Moderately Successful – Review with your student why it is important to read at the right speed. Review how the punctuation marks at the ends of sentences can help them read at a good speed and understand what they read.

1. Read the directions with your student. Remind your student that reading at a good speed means reading neither too slowly nor too quickly. Review that the punctuation mark at the end of each sentence is a reminder to stop, breathe, and reflect on the information in the sentence.
2. Allow your student time to practice by reading *Ladybug, Muddle, & Thud* once or twice silently or in a quiet voice. Point out that the text is mostly dialogue among the cartoon characters.

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.

[Ladybug, Muddle, & Thud (A)](https://cite-media.pearson.com/legacy_paths/8a2627f4-c320-4263-91e6-97c2da86abc5/Ladybug%2C%20Muddle%2C%20and%20Thud%28A%29.pdf)

[Ladybug, Muddle, & Thud](https://cite-media.pearson.com/legacy_paths/ace8cab8-230d-46da-9ecf-b35a190ee35e/Ladybug%2C%20Muddle%2C%20and%20Thud%28O%29.pdf)

[Ladybug, Muddle, & Thud (B)](https://cite-media.pearson.com/legacy_paths/d7b2d8ec-b30f-40e4-9f7c-8bb7f87ed769/Ladybug%2C%20Muddle%2C%20and%20Thud%28B%29.pdf)

1. Invite your student to read *Ladybug, Muddle, & Thud* aloud for you. Notice your student’s rate of reading.
2. Finish the lesson by having your student complete the sentence frames. You may share your observations about your student’s reading and tell them what you learned from listening to them read.

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

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/f7e57966-2a93-425e-a338-468aad4e4283/Suggested%20Reading%20Lists%20K%E2%80%932.pdf)

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

Simultaneous Oral Reading

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

Repeated Readings

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

Partner Reading

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

#### Try This

1. You may wish to provide your student with a notebook in which to record new words and new ideas from independent reading. Explain that this notebook is just for your student’s use.
2. Read the activity choices with your student and help decide on an activity that fits the book your student chose.

### Objective: In this section, you will build words with final -**e**.

#### Warm Up

Begin by having your student identify the number of sounds in a word with final -*e*. Have your student blend the sounds. Then, use the following routine to have your student isolate a sound:

* Stretch each word by saying each sound in a word (*sh-a-de*).
* Have your student repeat the word. (*shade*)
* Ask your student to identify the vowel sound of the word. (long *a*)

Use the following words:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| flame | cheese | shine | hole | tune |

#### Explain

Gather the following letter tiles:*a, b, c, d, e*(2),*g, h, i, l, n, o, r, s, t, u, v.*Use the letter tiles to model with your student how to build words with a final -*e.* If necessary, point out that the words have a vowel, consonant, and *e*, and remind your student that the vowel sound in these words is long and the final *e* is silent.

#### Check-In

1. Gather the following letter tiles:*a, e, g, i, l, m, n.*
2. Read each set of directions to your student. Observe your student building the words with final*-e*. Have your student identify the long vowel sound in the middle of each word. **IF**your student is not quickly blending the sounds when reading the word aloud, **THEN**model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Then, have your student use the letter tiles to build spelling words.
2. **Spelling Test:**Use the following sentences to test the spelling words:

|  |  |  |
| --- | --- | --- |
| **• flute** | She plays the **flute**each day. | **flute** |
| **• note** | I read the **note** from my dad. | **note** |
| **• kite** | He flies the**kite** on a windy day. | **kite** |
| **• bake** | We **bake**the cookies in the oven. | **bake** |
| **• like** | I **like**to read stories at bedtime. | **like** |
| **• these** | **These** apples are red and ripe. | **these** |

1. Have your student continue to practice reading the high-frequency words. If your student has written each high-frequency word on an index card, have them review the words from this lesson and high-frequency words from previous lessons.

### Review

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

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

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

### Reflect

Guide your student to write a reflection using the sentence starters provided. **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.