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# Language Arts 1 B Unit 16: All Parts Needed

## Lesson 1: All Parts Needed: Genre

### All Parts Needed: Introduction

#### Learning Goals

In this unit, your student will be learning about how all the parts of something are needed because they work together. There are 17 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. Use conventional spelling for words with common spelling patterns (e.g., CVCC, CVCe, *-er, -ir, -ur, or, oa, ore, oi, oy,* etc.) when writing.
3. Identify and spell words with inflectional endings, including *-ed, -ing,* and *-s, -es, -est*.
4. Strengthen informative writing by editing, with guidance and support from adults as needed.
5. Scan the text to identify text features such as headings, tables of contents, glossaries, electronic menus, and icons and their purposes.
6. Read words with inflectional endings (including *-ed, -ing,* and *-s, -es, -est*) and read high-frequency words: *surprise, wonder,* and *young*.
7. Select and write favorite words.
8. Strengthen informative writing by editing, with guidance and support from adults as needed.
9. Use headings, tables of contents, and glossaries to locate key facts or information in an informational text.
10. Use conventional spelling for frequently occurring irregular words (e.g., *very, two, work, put, through,* etc.) when writing.
11. Blend words with inflectional endings including *-ed, -ing*, and *-s, -es, -est*.
12. Publish informative writing, with guidance and support from adults as needed.
13. Use an electronic menu and icons to locate key facts or information in a digital text.
14. Write your full name.
15. Build words with inflectional endings including *-ed, -ing,* and *-s, -es, -est*.
16. Publish and present informative writing, with guidance and support from adults as needed
17. Blend and build words with inflectional endings including *-ed, -ing,* and *-s, -es, -est*.

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.

* All Parts Needed: Genre Quick Check
* All Parts Needed: Comprehension Quick Check
* All Parts Needed: Speak/Listen Quick Check
* All Parts Needed: Write Quick Check
* Writing Process Portfolio
* Useful Things Skills Check
* Useful Things Online Practice
* Useful Things Unit Test

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

Spark

1. Read the title of the lesson with your student. Explain to your student that they will discover that each part is needed to make something useful. Point out that when a part is missing or broken, an object is unusable or more difficult to use.
2. Read the first paragraph to your student and have them follow the instructions. Work with them to point out the parts of the bike that they can name. **IF** they struggle, **THEN** guide them by pointing to easily identifiable parts, such as the wheels, seat, handlebars, and pedals, and ask what they know about the parts.
3. Then, read the paragraphs with your student. Have them point to the chain, pedal, and wheels in the picture. **IF** your student cannot find these parts, **THEN** guide them to use clues in the text. For example, your student may not be able to find the chain easily. Reread the third paragraph. Ask: Which part in the picture joins the pedals to the back wheel? Point out the chain.
4. Read the questions to your student. **IF**your student has difficulty answering either question, **THEN**point out key words in the questions (for example, *back wheel*and *handlebars*). Help your student go back and find the key words on the slide and reread with them until they locate the answers.
5. After reading the last paragraph, point out that when one part of the bike is broken or missing, the bike cannot work like it should. Have your student suggest another part that could make the bike hard to use or unusable if it is missing. **IF** they cannot name one, **THEN** ask them if they could use the bike without a wheel. Have them explain why.
6. Have your student view the image of the boy on the bike. Point out that he is wearing a helmet. You may wish to explain that the helmet is not part of the bike, but it keeps them safe when riding the bike.

#### Activate Prior Knowledge

1. Read the first paragraph with your student. Ask them to share what happened if they ever tried to put a puzzle together or play a game with missing pieces.
2. View the image of the family playing the board game and read the caption with your student. Ask your student to explain why the game would be hard to play with a piece missing. **IF** they cannot answer, **THEN** ask what would happen if four people wanted to play the game, but one of the tokens to move around the board was missing. Your student will likely say that only three people can play the game. Point out that sometimes, you can replace a piece with something else, in this case, using a token from a different game. But that may not work with every game you play.
3. 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. You may help them label the parts of their drawing. **IF** they struggle to write about their drawing, **THEN** provide this sentence frame: The  is an important part of  because . Invite them to read their sentence and talk about their drawing.
4. Read each bulleted item. Have your student talk about topics they have learned about and which ones are new to them.
5. Share some examples of words spelled with the inflectional endings *-ed* and *-ing* like *played, playing, talked,* and *talking* to show your student what they will be looking for as they read.

### Objective: In this section, you will listen to identify if something is 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.

[All Parts Needed\_Genre suffix -ed](https://cite-media.pearson.com/legacy_paths/7705bca5-b8ac-44bd-84da-394954966fe2/All%20Parts%20Needed_Genre%20suffix%20-ed.pptx)

#### Explain

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.
	* Are Kendra and Jen real, or did an author make them up? (An author made them up.)
	* Will the two girls really be the best drummers in the world? (no)
3. Help your student read the text about texting. Have your student respond to the question. Point out that information often tells about numbers and facts, as in the examples here: “thirty years ago” and “some people still talk, but more people send texts.”
4. Next, read *OAO* aloud, beginning with the central paragraph. If you like, have your student read each acronym and then read the definition to your student. You may skip the activity for now or work on it together. Ask your student to listen carefully to identify whether what they hear is a story or gives information.

[OAO](https://cite-media.pearson.com/legacy_paths/378b8774-cdbc-416e-9805-45b819e37a31/OAO.pdf)

#### Check-In

1. Talk with your student about some facts that are presented in *OAO*. **IF**your student needs additional support, **THEN**scaffold by asking questions such as these:
	* Are these shortcuts ones that people use in real life? (yes)
	* Did the author make up these shortcuts? (no)
2. Explain that to write information like *OAO*, an author must learn from other texts and from real people. The information does not just come from the author’s mind.

#### Practice

1. Read the directions with your student. Clarify what your student should listen for.
2. Then, read aloud this passage.

Nicknames

A nickname is a short way to say a name. Sometimes it sounds a lot like the long name. *Mitch* is a nickname for *Mitchell*. Sometimes it does not. *Hank* is a nickname for *Henry*. Some nicknames just tell about people. You might call your sister “Sis.” You might call a doctor “Doc.”

### Objective: In this section, you will spell words that have spelling patterns.

#### Explain

Quick Review

Review any spelling rules your student may have already learned, such as that *u* comes after *q*, every word has a vowel, and rules for end sounds (many words that end with a *k* sound end with *-ck*; words that end with *s, l,* and *f* sounds are often spelled with double letters). Tell your student that they will learn a few new ways to spell words.

1. Review with your student how to spell words: Read a word, sound it out, and decide which letters go with each sound.
2. Tell your student that they can use spelling patterns to spell words. One pattern is CVC, which is a word spelled using a consonant, a vowel, and a consonant. Another pattern is CVCC, which is a word spelled with a consonant, a vowel, and then two consonants. These first two patterns have short vowel sounds. A third pattern is CVCe, which is a word spelled with a consonant, a vowel, a consonant, and a silent *e*. The silent *e* makes the word have a long vowel sound. Look at the words in the table and sound them out with your student.
3. Look at each picture with your student. One at a time, have your student tell what is in the picture, sound out the word, and then spell the word using one of the spelling patterns. **IF** your student needs help spelling, **THEN** have them look at the first table again and study the different spelling patterns. Support your student as they spell the words that match the pattern examples in the table. When they finish spelling each word, point out which letters in each answer match the letters in the CVC, CVCC, and CVCe patterns.
4. Look at the next table with your student. Explain that this table shows pairs of vowels that make one sound. Read and slowly sound out each word in the table with your student. Make sure they understand that each vowel sound is made by two letters—those shown in the chart.
5. Tell your student that there are other vowel pairs that can be used to spell words, such as *oi* (coin, join, oil). Explain that some vowel pairs give a word its long-vowel sound. Share this table with your student. Point out each vowel pair and read the words together. Have your student listen for the long vowel sounds in each word:
6. Work with your student to identify the object in each picture. Encourage them to sound out each word and tell you which vowel pair makes the vowel sound in the word. Then, have them use the patterns to spell each word. **IF** your student has difficulty spelling a word,**THEN** point to the table column with the correct vowel pattern [the second table in the Student section]. Say the three example words followed by the word in the picture to help your student make a connection to sounds, vowel pairs, and spelling.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Long *a*** | **Long *e*** | **Long *i*** | **Long *o*** | **Long *u*** |
| **ai**(r**ai**n)**ay**(d**ay**)**ei**(v**ei**n)**ea**(gr**ea**t) | **ee**(m**ee**t)**ey**(k**ey**)**ie**(gen**ie**)**ea**(**ea**ch) | **ie**(t**ie**)**igh**(h**igh**) | **oe**(t**oe**)**oa**(**oa**t)**ow**(l**ow**) | **eu**(f**eu**d)**ew**(f**ew**)**ue**(iss**ue**)**ui**(j**ui**ce) |

#### Check-In

1. Read the directions with your student. Explain that they will match a picture with its correct spelling pattern. Then, they will write the words in their notebook.
2. Look at the three pictures in the first sorting activity. Make sure your student knows the word that represents each picture. The words are *pot, tack,* and *lime*. **IF** your student does not know what word a picture represents, **THEN** tell them the word to help them sort it. Sort the first picture together. First, help your student spell the word and say what pattern the word matches. Then, they can match the picture to the CVC, CVCC, or CVCe column. Have your student sort the other two pictures on their own, as they are able.
3. Then, have your student look at the three pictures in the second sorting activity. Have your student say the word that tells about each picture. Encourage them to tell you which vowel pair the vowel sound matches. Then, tell them to match the picture with the vowel pair. Check your student’s work. The words are *tree, coat,* and *boy*.
4. **IF** your student needs help on the sorting activities, **THEN** read the hints to help them make connections and answer correctly.
5. Have your student write the word for each picture in their notebook. Check their spelling. Make sure it matches the spelling pattern or vowel pair. Provide feedback and allow your student to fix any mistakes they may have made.

#### Practice

1. Read the directions together. Explain that your student will spell words using the spelling patterns and vowel pairs they just learned. Then, they will write the words in their notebook.
2. Look at the first item with your student. Ask them to identify the word in the picture. If they don’t know what it is, tell them it is a mop. Have them sound out the word *mop*. Ask if they know which pattern this word matches (CVC). Then, encourage them to spell the word out loud. Have them write the word in their notebook.
3. Continue by reading the next item. Ask your student to identify the item in the picture and spell the word. Help them identify the items if needed. Remind them to look back at the tables, too, to learn the spelling patterns and vowel pairs.
4. When your student finishes the activity, check their spelling. Provide feedback and allow them to correct any spelling mistakes they may have made.

### Objective: In this section, you will spell words after naming the endings **-ed, -ing, -s, -es, -est**.

#### Warm Up

Begin by having your student identify the number of syllables they hear in words with inflectional endings. 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 syllable to identify the number of syllables in each word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **digs**(1 syllable) | **planting**(2 syllables) | **pushed**(1 syllable) | **buses**(2 syllables) |
| **smelled**(1 syllable) | **tallest**(2 syllables) | **washes**(2 syllables) | **added**(2 syllables) |

#### Explain

Learning Coach Tip

Your student will be exploring how endings change the spelling and pronunciation of base words. The endings *-s* and *-es* can be added to nouns, such as *spoon-spoons* and *bench-benches*. The endings *-s, -es, -ing*, and *-ed* can be added to verbs to tell that an action is happening now or in the past. The endings *-er* and *-est* can be added to verbs and adjectives to compare two or more things.

Words with Endings

1. Have your student read the words *sock*, *socks; star, stars*. Work through the questions with your student to identify the ending and how it changes the number of letters and sounds in the base word. Explain that the ending *-s* makes the word plural to tell about more than one sock and more than one star.
2. Continue with the words *bush, bushes*; *peach, peaches*. Explain that the ending *-es* is added to words that end in *s, ss, ch, sh, x,* or *zz*to also make a plural (more than one). Have your student answer the question to understand that a syllable is added to the base word when an ending is added to words that end in *s, ss, ch, sh, x,* or *zz*.
3. Have your student read the words *jump, buzz,* and *rest*in the chart. Read the remaining words in the chart to your student. Then work with your student to answer the questions to recognize that adding an ending to a base word can sometimes change the number of syllables in a word. Point out that the ending *-ed* has three different sounds -- the sound for the letter *t* at the end of *jumped*, the sound for the letter *d*at the end of *buzzed*, and the sound of *ed* at the end of *rested*. Explain that the endings *-s, -es*, and *-ing* are added to verbs to tell about an action that is happening now. The ending *-ed* is added to tell about an action that happened in the past.
4. Have your student listen as you read the words *loud, louder,* and *loudest*in the last chart. Have your student answer the questions to conclude that the endings *-er* and -*es*t add a syllable to the base word. Explain that the ending *-er* is used to compare two things and the ending *-est* is used to compare three or more things.
5. **IF** your student has difficulty with the words, **THEN** write one of the base words and read it with your student. Next, write *-s, -es, -ing*, *-ed*, *-er,* or *-est* at the end of the base word. Read the new word and have your student repeat. With your student, count the number of syllables in the base word and in the word with an ending.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then have your student identify the base word and the ending. Ask your student to name each letter to spell the word.

#### Check-In

Listen as your student reads the sentences correctly and identifies the word with an inflectional ending. When the activity is completed, have your student read the words they wrote. **IF** your student has difficulty identifying a word with an inflectional ending, **THEN** list the inflectional endings that can be added to a base word. Have your student refer to the list to find a word in the sentence with one of the endings. Have your student read 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 letters that spell the ending in each word.

* We put the **books** on the shelf. (book**s**)
* My dad **mixes** the eggs with the milk. (mix**es**)
* Jen and Ben are **going** to the park. (go**ing**)
* We **played** a fun game. (play**ed**)
* My bike is the **fastest** in the race. (fast**est**)
* We **waited** for the rain to stop. (wait**ed**)

### Objective: In this section, you will revise your how-to text by adding or taking away words or sentences.

#### Key Words

* **revise** – reread what you wrote and make changes

#### Set the Stage for Learning

Before you begin this lesson, have your student take out their how-to text. Review that they have planned a how-to text about something they know how to make or do. Review that your student reread and added to their how-to text. Explain that now, your student will do these activities:

* read their how-to text.
* make changes to make their writing better.
* fix mistakes in their writing.
* add pictures to illustrate each step of their how-to text.
* share the how-to text they wrote.

#### Explain

1. Read the first paragraph and discuss the meaning of the key word *revise* with your student. Explain that when you revise a text, you add or take away words, details, and information to make the text better. Review that your student has already checked their text to make sure it has the big elements: a topic sentence, steps in a sequence, and so on. As they revise, they will check those elements again, but also think about other qualities important to an information or how-to text.
2. Discuss the questions writers ask themselves about a how-to text. Ask your student why it might be important for readers to want to make or do what the text describes (it will make them more likely to read the text) and why all the sentences in their text should tell about the topic (unrelated information might confuse readers).
3. Guide your student through each BEFORE/AFTER pair of sentences and corresponding question to compare how one writer revised sentences that appear in their how-to text. Explain that the writer wrote the BEFORE sentence or sentences first. Then, the writer revised their work by writing the AFTER sentence or sentences. Explain to that a writer can add words to make a sentence clearer, and take away words or a sentence if it does not support the steps or topic.
4. **IF** your student has difficulty explaining why a change was made, **THEN** ask them to tell how the writing is stronger. Revisit the questions at the beginning of the lesson:
	* Will readers want to make or do what the text tells about?
	* Are the steps clear? Will readers understand what to do?
	* Do all the sentences tell about the topic?

#### Learning Coach Tip

During this lesson, keep in mind that writers revise their writing to improve the content of their texts, whereas writers edit their texts to correct mistakes, such as spelling or punctuation errors.

Focus your student’s attention on changes that make the how-to text clearer—add details or descriptive words, take out information that is not relevant to the topic or steps, and add or take out steps. Reserve your discussion of spelling or punctuation errors for the next writing lesson, which is focused on editing.

#### Learning Coach Editing Tips

Editing your student's work is another opportunity to instruct them on following the rules of standard English grammar, punctuation, capitalization, and spelling.

* Tip 1: Some students might think that, to make a plural noun, you simply add s or es. While this is true for regular nouns, all nouns do not follow this rule. Take the opportunity to show your student that nouns ending with a y must change to an i before adding es.
	+ Baby: will change the y to an i and add es. Baby = Babies
	+ Family: will change the y to an i and add es. Family = Families
* Tip 2: Some plural nouns are irregular. To help your student with speaking and writing frequently occurring plural nouns, create word cards. Have your student match the correct pairs to help them practice.
	+ mouse / mice
	+ child / children
	+ foot / feet
	+ tooth / teeth
	+ fish / fish
* Tip 3: Some students might think that, to show the past tense of a verb, you simply add d or ed. While this is true for regular verbs, all verbs do not follow this rule. Below are common irregular verb tenses. You can sing them to a song or use a memorization game to help your student learn them.
	+ run / ran
	+ see / saw
	+ ride / rode
	+ know / knew
	+ drink / drank
* Tip 4: Some students may think apostrophes are only used with possessive nouns to show ownership. Your student most likely uses contractions in their everyday speech without realizing it. When editing, point out to your student where they may be able to use a contraction, such as don’t instead of do not. Point out that the punctuation mark that looks like a comma is called an apostrophe and goes at the top, between the two words that were smushed together. The apostrophe takes the place of the letters that are left out to make the new word.
* Tip 5: You can help your student add expression and excitement to their sentences by incorporating an interjection. An interjection can end with a period or exclamation mark. It may be followed by a comma to link it to the rest of the sentence. Encourage your student to find where they can include an interjection in their writing.  Below are two examples:
	+ Wow! The celebration was amazing.
	+ Yay!, I get to visit my grandparents.

#### Check-In

1. Read the directions and how-to text with your student.
2. Work with your student to answer the first question. **IF** they answer incorrectly, **THEN** reread the step in bold print and discuss which answer choice would be more likely to help someone do the step. Guide your student to see that knowing that the pieces of fruit should be the same size is useful information to someone who is cutting up the pieces.
3. Have your student answer the remaining questions as independently as possible. **IF** your student has difficulty identifying the off-topic sentence, **THEN** ask them which sentence does not relate to how to make a fruit salad. Discuss with your student that, while the sentence, “I like fruit salad for lunch” tells about the writer’s feelings, it doesn’t tell anything about how to make a fruit salad.
4. Review your student’s responses when they have completed the activity and provide feedback as needed.

#### Practice

1. Read the directions and questions with your student. Explain that answering the questions will help your student identify ways to make their writing better. If necessary, remind your student that their how-to text should explain how to make something or do something. The changes they make should make their how-to text clearer, their writing more interesting, and the steps easier to follow.
2. You may find it helpful to review the categories in the how-to text rubric with your student.
3. You may want to give your student the opportunity to work independently to identify places where revisions can be made. Have your student place a sticky note on their writing to identify places where a revision may strengthen their writing. Then, provide time to conference with your student about the recommended changes.
4. After the conference, have your student make the changes. Suggest that they write any words they want to add and cross out any words they want to take away. Explain that they will make a final copy of their writing later. Their goal for today is just to identify and make any changes that improve the big ideas in their writing.

[How-to Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/773b2303-3dd9-44be-980b-1dbd2da5c73d/LA%201%20How-to%20Text%20Rubric.dotx)

#### Learning Coach Tip

Given that your student is revising a how-to text, it is important that they make sure the steps that describe the process are clear and easy to follow. As time allows, suggest that your student try following their own steps to make or do what the text describes. Doing this will make it easy to identify steps or direction that is particular confusing or likely to cause a reader to make mistakes in completing the process.

## Lesson 2: All Parts Needed: Comprehension

### Objective: In this section, you will identify text features in an informational text.

#### Key Words

* **glossary**– a list of hard words and their meanings
* **heading** – the title of a chapter or section
* **icons** – pictures on a screen that stand for different things
* **menu** – a list of choices
* **table of contents** – a list of the sections of a book with page numbers

#### A Note to the Learning Coach

Although the video shows each feature in an online text, you may wish to provide a print book for your student to use to review the table of contents, headings, and glossary in print texts. A science or social studies textbook would be a good model.

#### Explain

1. Read the opening paragraph with your student. Then, review the chart, focusing on the definitions of each text feature and the sentence that describes its purpose. Explain that a menu and icons are special features that are found in online texts, not in print texts you might check out from the library.
2. Review scanning with your student, reminding them that scanning is reading fast to find specific words or ideas. Have your student practice scanning the chart by running a finger down to find text features you name and then running their finger across to read the purpose of that text feature.
3. Watch the video with your student. Then, have your student use what they saw to respond to the questions. **IF** your student has trouble responding, **THEN** return to the point in the video where each feature is mentioned. (2:20, 1:25)

Set a Purpose

Help your student set a purpose for reading *OAO*. First link to the page and point out the red headings throughout. Then, have your student skim the page and decide what they might expect to find out 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 *abbreviations*, scaffold with activities like these:

* Read the sentence with your student. Draw attention to the boldfaced vocabulary word.
* Ask questions such as:
What do these abbreviations mean on a calendar: Jan., Sept., Oct.?
What do these abbreviations mean on a calendar: Mon., Tues., Wed.?
* Have your student give their own definition of the word. (for example, “short ways of writing words”)
1. **abbreviations:** letters or groups of letters that stand for a longer word or group of words
2. **ciao:** a friendly “hello” or “goodbye” in Italian
3. **humble:** not proud
4. **shortcuts:** different, shorter ways to get somewhere

Read

Read the central information to your student. Allow your student to read the red headings and their meanings. Then, work together to match each heading to its meaning in the list at the bottom of the page.

[OAO](https://cite-media.pearson.com/legacy_paths/3b201ab6-bfb9-4a0f-b5e8-a13c208232a0/OAO.pdf)

#### Check for Understanding

Have your student scan to find the title of the text in the red headings at the bottom of the page. Then, have them locate the meaning of the title in the list of meanings.

#### Check-In

1. Read the directions with your student. Remind them that when they scan, they read quickly to find specific information. In this case, they will scan for the headings.
2. Have your student respond to each question. **IF** your student has trouble, **THEN** scaffold with these directions:
	* Scan to find the word *Chapter*. How many times do you see it? (3)
	* Scan to the bottom of the table of contents. What is the last heading? (Glossary)

#### Practice

1. Read the directions with your student. Then, have your student complete the matching activity.
2. Your student can confirm their work by comparing their answers to the abbreviations and meanings in *OAO*. Encourage them to use their scanning skills to find the headings that correspond to those in the activity.
3. Discuss how the use of red type helps a reader find information quickly.

### Objective: In this section, you will figure out messages that use abbreviations and other shortcuts.

#### Key Words

* **abbreviation** – letters that stand for a longer word or words
* **emoji** – an icon that expresses a feeling or idea
* **icon** – a picture on a screen that stands for something

#### Explain

1. Read the opening paragraphs with your student. Focus on the definitions of the boldfaced terms. Discuss your students knowledge of texting and online writing by asking them whom they know who uses a phone to text.
2. Look at the picture with your student. Point out that two people are texting each other. They use words and emojis.
3. Have your student answer the question by describing the emoji with heart eyes. Then, read the final paragraph together. Remind your student that the text *OAO* tells about ways to use shortcuts to communicate in writing.

#### Check-In

1. Make sure that your student has access to *OAO*.
2. Look at the picture of emojis together. Then, give your student the T-Chart and help them locate each abbreviation in *OAO*. Challenge them to locate an emoji in the picture that means nearly the same thing as each abbreviation and to draw it in the second column of the T-Chart.
3. **IF** your student has trouble deciding which emoji matches each abbreviation, **THEN** help them locate each abbreviation and its meaning in the text. After that, review the picture of emojis and discuss possible meanings for each one. Finally, have your student return to the activity and try again.

[OAO](https://cite-media.pearson.com/legacy_paths/3b201ab6-bfb9-4a0f-b5e8-a13c208232a0/OAO.pdf)

#### Practice

1. Read the directions with your student. Have your student use *OAO* as a guide to decoding the message.
2. Ask your student to read the message aloud, using the longer meanings for each abbreviation and emoji. Point out how much shorter the text message is than the longer version. Make sure your student understands that the abbreviations and emojis allow the writer to shorten and simplify the message.

### Objective: In this section, you will read words with the endings **-ed, -ing, -s, -es, -er,** and **-est** and the words **suprise**, **wonder**, and **young.**

#### Warm Up

Remind your student of the sounds inflectional endings add to words by blending the ending syllable with the base word. Use the following routine:

* Tell your student to listen as you say a word.
* Say each syllable in each word slowly.
* Have your student blend the syllables together to say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **wait-ed**(waited) | **miss-es**(misses) | **soft-est**(softest) | **tall-est**(tallest) |
| **faint-ed**(fainted) | **need-ed**(needed) | **dark-er**(darker) | **float-ed**(floated) |

#### Explain

Read Words with Endings

1. Use the words to review how to read words with the endings -*s* and -*es*. Use the following routine:
	* Read the first word.
	* Name the letter or letters in the ending.
	* Say the sound or sounds for the ending.
	* Read the word again and have your student repeat after you.
2. Continue with the next words to review how to read words with the endings *-ing* and *-ed*. Remind your student that the ending *-ed* can have three different sounds: the sound for the letter *t*, the sound for the letter *d*, and the sound of *ed* as in *rested*.

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.

#### 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 ending in each spelling word. Then, have your student sort the words by the endings *-s*, *-es*, *-ed*, *-ing*, and -*est*.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| -s | -es | -ed | -ing- | -est |
| books | mixes | waitedplayed | going | fastest |

#### Check-In

1. Use the sentences to confirm that your student can read the words *surprise*, *wonder*, and *young*. **IF** your student has difficulty reading a high-frequency word, **THEN** review by using the high-frequency word routine introduced in Explain.
2. Also pay attention to how your student reads the words *wanted*, *loudest*, *lives*, and *cats* to confirm that your student can read words with *endings* correctly. Remind your student that an ending can sometimes add a syllable to a word.

#### Practice

1. Have your student read “A Walk in the Woods” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with inflectional endings*.*
2. Print “A Walk in the Woods.” If you do not have a printer, write it down or have your student read it online. Have your student reread the text silently. Then, have your student follow the directions to hunt for the high-frequency words *surprise*, *wonder*, and young and words with inflectional endings.

[A Walk in the Woods](https://cite-media.pearson.com/legacy_paths/a4b5c828-8035-4308-a576-5cccb85d38f6/A%20Walk%20in%20the%20Woods.pdf)

### Objective: In this section, you will write favorite words.

#### Key Word

* **favorite** – something liked the best

#### Explain

Quick Review

Before reading the lesson with your student, remind your student that they have learned how to write words with correct spacing between each letter. Explain to your student that today they will think about some words that have to do with their favorite things. They will practice writing those words.

Read the paragraphs with your student and look at the pictures. Discuss the meaning of *favorite* with your student. Ask your student to read the words below the pictures aloud.

Write Favorite Words

1. Make sure your student understands that the puppy, the apple, and soccer are Sam’s favorite things. Discuss some of your student’s favorite things.
2. Read the questions with your student and encourage them to answer the questions aloud before revealing the answers. **IF** your student struggles to think of words that describe each picture, **THEN** look at the picture with your student and prompt them to name words that tell how it looks, smells, feels, and so on.

#### Check-In

1. Print the [Favorite Words](https://cite-media.pearson.com/legacy_paths/0eee00b3-f8cf-483a-8898-426ffe1c8b12/Write%20Favorite%20Words.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 the questions for your student to answer.
2. Read the sentence starters on the worksheet with your student. Remind your student that the sentence is incomplete. Point out the categories: animal, game, and food. Ask them to think about their own favorites and then write the words to complete the sentences.
3. Observe as your student completes the worksheet. **IF** your student has trouble thinking of a favorite word, **THEN** offer suggestions to them, such as a bear, penguin, or cat for a favorite animal. **IF** you notice that your student is using too much space between letters, **THEN** encourage your student not to move their pencil as far to the right before beginning each new letter.

#### Practice

Learning Coach Tip

If your student’s hands feel tense when writing, encourage them to stop and doodle a bit. This can help them relax because they will use slightly different motions and muscles as they draw, which can give the tense muscles a rest.

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions for what to write 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 coming up with favorite words to write for Rows 4 and 5, **THEN** offer suggestions to your student for colors and seasons, such as *blue, red,* and *green,* and *spring, summer, fall,* and *winter*.

### Objective: In this section, you will edit your how-to text.

#### Key Words

* **edit** – read what you write and fix mistakes

#### A Note About This Lesson

As your student edits to correct spelling mistakes, keep in mind that they are building phonics and vocabulary skills. Your student should not be expected to identify all the words they misspelled.

A word that is misspelled in the lesson is a high-frequency word taught earlier: *front.* You may want to review the high-frequency words your student has learned before beginning the lesson with them.

#### Explain

1. Use the introduction to explain what writers do when they edit their writing. Review the meaning of the key word *edit*. Explain to your student that when writers edit, their focus is on correcting mistakes in spelling, capital letters, and punctuation. Discuss how that work is different from the revising work your student has already done.
2. Explain that there are many questions writers ask themselves to find mistakes. Explain that careful writers focus on questions that apply to the kind of writing they are doing. For example, your student is writing a how-to text, so their focus should be on elements that might appear in that text. Review the questions with your student and discuss why they focus on capitalizing the first word in a sentence, using correct punctuation, adding a comma after sequence words like *first, next,* and *last*, spelling words correctly, and making sure they are writing complete thoughts.
3. Make the point that careful writers check for other errors as well, such as making sure their sentences contain both a noun and a verb; that singular nouns are used with singular verbs and plural nouns with plural verbs, and so on.
4. Continue by having your student compare how the student model writer edited sentences from his how-to text. Explain that Jamari wrote each BEFORE sentence first. The AFTER sentence includes the changes he made as a result of editing his writing. Guide your student to respond to each question to identify the edit made and how it fixed the mistake.
5. Explain to your student that it is important to write sentences correctly so whoever reads the how-to text understands where a sentence begins and ends. That makes the text easier to read and understand.

#### Learning Coach Editing Tips

Editing your student's work is another opportunity to instruct them on following the rules of standard English grammar, punctuation, capitalization, and spelling.

* Tip 1: Some students might think that, to make a plural noun, you simply add s or es. While this is true for regular nouns, all nouns do not follow this rule. Take the opportunity to show your student that nouns ending with a y must change to an i before adding es.
	+ Baby: will change the y to an i and add es. Baby = Babies
	+ Family: will change the y to an i and add es. Family = Families
* Tip 2: Some plural nouns are irregular. To help your student with speaking and writing frequently occurring plural nouns, create word cards. Have your student match the correct pairs to help them practice.
	+ mouse / mice
	+ child / children
	+ foot / feet
	+ tooth / teeth
	+ fish / fish
* Tip 3: Some students might think that, to show the past tense of a verb, you simply add d or ed. While this is true for regular verbs, all verbs do not follow this rule. Below are common irregular verb tenses. You can sing them to a song or use a memorization game to help your student learn them.
	+ run / ran
	+ see / saw
	+ ride / rode
	+ know / knew
	+ drink / drank
* Tip 4: Some students may think apostrophes are only used with possessive nouns to show ownership. Your student most likely uses contractions in their everyday speech without realizing it. When editing, point out to your student where they may be able to use a contraction, such as don’t instead of do not. Point out that the punctuation mark that looks like a comma is called an apostrophe and goes at the top, between the two words that were smushed together. The apostrophe takes the place of the letters that are left out to make the new word.
* Tip 5: You can help your student add expression and excitement to their sentences by incorporating an interjection. An interjection can end with a period or exclamation mark. It may be followed by a comma to link it to the rest of the sentence. Encourage your student to find where they can include an interjection in their writing.  Below are two examples:
	+ Wow! The celebration was amazing.
	+ Yay!, I get to visit my grandparents.

#### Check-In

1. Read the directions with your student and make sure they understand the interactive functionality. Explain that your student should identify the error in each sentence within the left hand column and match with the correct way to fix it.
2. Read the first choice with your student. Discuss the mistake in the sentence, and then have your student respond how to fix the mistake. **IF** your student has difficulty, **THEN** review the Before and After examples in the Explain section.
3. Have your student complete the remaining question on their own as able. Discuss their responses.

#### Practice

1. Read the directions and the questions with your student. Explain that answering the questions will help your student identify mistakes. If necessary, remind your student why it is important to include a comma after sequence words like *first*, *then*, and *finally*—it sets off the words and helps readers know that they are moving on to the next step. You may want to review the categories in the how-to text rubric with your student.
2. You may want to give your student the opportunity to work independently to identify edits that can be made. They can use a different color pencil to make corrections. Then, provide time to conference with your student about the recommended edits.

[How-to Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/773b2303-3dd9-44be-980b-1dbd2da5c73d/LA%201%20How-to%20Text%20Rubric.dotx)

## Lesson 3: All Parts Needed: Speak/Listen

### Objective: In this section, you will find information using headings, glossaries, and tables of contents.

#### Key Words

* **bold print** – thick, dark letters
* **glossary** – a list of hard words and their meanings
* **headings** – the titles of chapters or sections
* **table of contents** – a list of the sections of a book with page numbers

#### Explain

1. Read the opening paragraphs with your student. Review the definition of *table of contents.*Then, look at the table of contents together. Point out the page numbers that follow each heading.
2. Have your student answer the question. If you wish, explain that pages 7, 8, 9, and 10 are about windows.
3. Continue with the paragraph about headings, reviewing the definition of *headings* with your student. Have your student answer the question. **IF** your student needs a review, **THEN** remind them that the headings in the table of contents appear as chapter titles on the pages listed.
4. Read the section about glossaries and look together at the glossary shown. Point out that many glossaries tell how to say a word as well as help readers understand its meaning. Have your student practice reading each word using the pronunciation provided.
5. Watch the video with your student. Pay special attention to the student’s responses when they are asked how things would be different if there were no table of contents or headings.

#### Check-In

1. Read the directions with your student. Then, help them begin the activity.
2. Read each statement with your student and have them choose *true* or *false*. **IF** your student needs support, **THEN**scaffold with questions like these:
	* What is the heading for page 7? (Windows)
	* Could you find information on window sizes under that heading? (yes)
	* What is the heading for page 11? (Walls)
	* Would you see the heading “Doors” on page 11? (no)
	* What is the heading for page 17? (Floors)
	* Could you find information on wood floors under that heading? (yes)

#### Practice

Make sure your student can access *Car Parts.*Read the text with your student, focusing on the key words in green.

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.

[Car Parts (A)](https://cite-media.pearson.com/legacy_paths/f2360913-2757-4917-a0e7-34721cea6b6a/Car%20Parts%28A%29.pdf)

[Car Parts](https://cite-media.pearson.com/legacy_paths/ad90fb2f-ee67-4609-a9b4-d08f4f60e65b/Car%20Parts%28O%29.pdf)

[Car Parts (B)](https://cite-media.pearson.com/legacy_paths/85c8475f-d29b-4790-91ef-39df04d3e7ba/Car%20Parts%28B%29.pdf)

1. Help your student find pages 3 and 4 in the text. Remind them that key words are labeled in green.
2. Duplicate the table and have your student complete it by finding the key word that matches each definition. Explain that your student must scan the page to look for definitions that match the ones in the glossary table. (Their glossaries will not include how to pronounce each word.) They can check their work by making sure their completed glossary lists words in ABC order.
3. Finally, discuss how a glossary could help a reader understand *Car Parts*. Point out that a text with a lot of unfamiliar key words may sometimes be hard to read. A glossary can make reading easier.

### Objective: In this section, you will use text features to answer questions quickly about an information text.

#### Key Words

* **bold print** – thick, dark letters
* **headings** – the titles of chapters or sections
* **table of contents** – a list of the sections of a book with page numbers

#### Explain

1. Read the opening paragraph with your student. Explain that sometimes we read information books cover to cover. Other times, we just need one small bit of information. Today, your student will learn how to find information fast.
2. Read the three steps with your student, reviewing the definitions of the boldfaced terms. Remind your student that when they scan a page, they read quickly to find specific words or ideas. They may use a finger to look for the word or idea they want to find.
3. Point out the photo of the bold print word. Read the caption, reminding your student that in *Car Parts,* the bold words are colored green. In this example, the new word names a certain language. It is not a word the reader is expected to know; it is a new word that is important to the text. If there were a question about the language of Pakistan, a reader could find the answer quickly by looking for the bold print.
4. Read the section about Siya with your student. Point out that she only wanted to learn one small fact about shoes: What are the holes called that hold shoelaces? Siya did not need to read the whole book. Instead, she used the three steps in Explain to focus on the one fact she wanted to learn.
5. Point out that in the picture, Siya is using a finger to scan the text for the information she needs.

#### Check-In

1. Read the directions with your student. Remind them that Siya used three kinds of text features to find the fact she needed. Then, have your student answer the questions aloud or in writing.
2. **IF** your student needs support, **THEN** return to reread Siya’s three steps. After reading step 1, have your student answer question 1, and so on.

#### Practice

Read the directions with your student. Have your student use *Car Parts* to respond to each question. Encourage your student to use their finger to scan the text if it helps.

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.

[Car Parts (A)](https://cite-media.pearson.com/legacy_paths/f2360913-2757-4917-a0e7-34721cea6b6a/Car%20Parts%28A%29.pdf)

[Car Parts](https://cite-media.pearson.com/legacy_paths/ad90fb2f-ee67-4609-a9b4-d08f4f60e65b/Car%20Parts%28O%29.pdf)

[Car Parts (B)](https://cite-media.pearson.com/legacy_paths/85c8475f-d29b-4790-91ef-39df04d3e7ba/Car%20Parts%28B%29.pdf)

 Review your student’s responses and ask them to explain how they found the answers and why this plan was faster than reading the whole text. Encourage your student to use good speaking skills as they describe their process to you:

* Look at me.
* Think before you speak.
* Speak slowly and clearly.
* Use complete sentences.

### Objective: In this section, you will spell words that do not have patterns.

#### Explain

1. Review that many words can be spelled by thinking about the pattern that the letters in the word follow. Remind your student of the spelling patterns they have learned, including CVC, CVCC, and CVCe as well as vowel pairs.
2. Then explain to your student that some words do not follow a pattern. Tell your student that they will learn to spell some of these words.
3. Read to your student the words in the box. Reiterate that these words may look a little strange, because they do not follow a spelling pattern. Tell your student that they may want to study and memorize the words to learn how to spell them. Encourage them to look at the words, say them aloud, and then spell them aloud to you.
4. Then, read together the steps to spell these words: Look at the word. Say the word. Spell the word. Write the word. Tell your student that they can say the word to help them find the letters that will spell the word.
5. Have your student look at the image and count how many berries there are. Work with your student to spell the word *two*. **IF** your student has difficulty, **THEN** have them look back at the word box to find the correct word. Have them say what letters they see in this word. **IF** your student spells the word correctly, **THEN** have them look at the next question. Encourage them to try to spell the word without looking at the word box.

#### Check-In

1. Read the directions with your student. Explain that they will continue to work with words that do not have spelling patterns. Tell your student they will choose the sentence in which the word is spelled correctly. Then, they will write the word in their notebook.
2. Do the first activity together. Read the sentence and have your student choose the one that has the bold word spelled correctly. **IF** your student answers incorrectly, **THEN** review the spelling of the word and have them look at the choices again. **IF** your student answers correctly, **THEN** have them continue with the other activities on their own. Provide support as needed to read the sentences.

#### Practice

1. Read the directions together. Explain that your student will spell the words that complete each sentence that you read. Then, they will write the full sentence in their notebook.
2. Provide any necessary support as your student completes the activities. Have them review the words in the box that do not have spelling patterns. Remind them to follow the four steps to learn how to spell these words.
3. When your student finishes the activity, look at the sentences they wrote in their notebook. Provide feedback on what they did well or where they need additional practice. Allow them to correct any spelling mistakes they may have made.

### Objective: In this section, you will blend base words to endings **-ed, -ing, -s, -es, -er, -est**.

#### Warm Up

Have your student isolate sounds by identifying the last sound in a word with an ending. Use the following routine:

* Say the word aloud.
* Ask your student to tell the sound heard at the end of the word.
* Then, have your student say the word with you.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **goes**(the sound for *z*) | **called**(the sound for *d*) | **jumps**(the sound for *s*) | **tallest**(the sound for *t*) |
| **added**(the sound for *d)* | **benches**(the sound for *z*) | **looked**(the sound for *t*) | **picked**(the sound for *t*) |

#### Explain

Blend Words with Endings

Explain that *-s, -es, -ed, -ing, -er*, and *-est* are endings added to base words to change the meanings of the words. Review that endings often add a syllable to a base word. Use letter tiles to form the word *melted*. Start with the base word. Place the letters of the base word together, *melt*. Blend the sounds to read the base word. Then, add the ending. Blend the base word and the ending together.





Use the following routine:

* Say the word.
* Blend the sounds of the base word together to say the word.
* Add the sounds of the ending to the base word and blend.
* Say the word.

**IF** your student has difficulty blending the base word and the ending together, **THEN** repeat the routine with words from the Warm Up. Review that the ending *-ed* can make three different sounds: the sound for the letter *t*, the sound for the letter *d*, and the sound of *ed*, as in *rested*.

Blend Sounds in Spelling Words

Review the spelling words using the blending routine. Explain that the endings in *waited,* *mixes, going*, and *fastest* add a syllable. In the words *books* and *played*, the ending does not add a syllable. As an option, have your student say or write a sentence for each word.

#### Check-In

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

* Say the word.
* Blend the sounds of the base word together to say the word.
* Add the sounds of the ending to the base word and blend.
* Say the word.

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

#### Practice

1. Listen as your student reads “A Walk in the Woods” aloud. **IF** your student struggles blending the base words with the endings, **THEN** use the letter tiles to blend the sounds of the base words. Then, add the sounds of the endings to the base word and blend.
2. Also, check for the correct pronunciation of the high-frequency words *surprise,* *wonder,* and *young*.

### Objective: In this section, you will prepare to publish your how-to text by adding images that show how to do each step.

#### Key Words

* **publish** – make a final copy and share with others

#### Get Ready for Learning

During this lesson, your student will begin the publishing process by illustrating their text and formatting it as a book. Have sheets of paper as well as crayons or markers available for your student to use to put their book together and illustrate each step in their text. Prior to beginning the lesson, have your student take out the draft of their how-to text and review how they revised and edited the draft. You may want to have your student review the how-to text rubric at this point to determine if there are any additional changes they want to make.

[How-to Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/773b2303-3dd9-44be-980b-1dbd2da5c73d/LA%201%20How-to%20Text%20Rubric.dotx)

#### Explain

1. Read the introduction with your student. Review the meaning of the key word *publish* and discuss why writers want their writing to be neat and easy to read. Together, review your student’s draft in its current form, with revisions and edits indicated, and discuss what they, the writer, must do to turn the draft into a final copy. **IF** your student does not understand what is meant by a final copy, **THEN** explain that it is the copy that includes all the changes the writer wants to make. The goal is to be as error free as possible. A writer always wants to make it easy for a reader to understand their writing.
2. Continue to the next section and discuss why writers sometimes add pictures to a text. Make the point that pictures have different purposes depending on the type of writing; for example, pictures in a story help the reader imagine the events that take place. Discuss why the writer of a how-to text would include pictures and how the images would help readers.
3. Before viewing the flipbook, tell your student that they are about to see how one writer thought about how pictures would make the steps in her how-to text clearer. Then, watch the flipbook together. Discuss how Shira’s pictures help her readers understand what to do in each step, and then have your student answer the questions. Encourage your student to suggest pictures they could add to their how-to text to make it stronger and clearer.
4. Continue to the section titled “Plan a How-to Book.” Read through the text describing Jamari’s planning process with your student. Then, talk about why a writer like Jamari might want their how-to text to span several pages rather than just one (it is easier to see and understand each step; it is easier to read each part of the text). Help your student understand how Jamari plans his final copy and decides that it will have five pages: one page for the beginning, one for each of the steps, and one for the ending. Use the questions and answers to reinforce that each picture in the text provides a visual of the step on that page.
5. Continue to the next screen and read the section titled “Write the Final Copy” with your student. Review how Jamari handwrites his final copy by incorporating both revisions and edits. Discuss the bulleted text to review how to handwrite the final copy so that it is neatly written and easy for readers to read.
6. Remind your student that writers often choose to use a computer to type their work. Discuss the advantages and disadvantages of doing so, and then review the bulleted steps. Discuss why it’s important for writers to remember to save the file containing their text.

#### Check-In

Connect to Literature

Your student will need to review *Ladybug, Muddle, and Thud* to complete the activity that follows. It’s likely that they have already read the text; however, you may want to review it briefly before beginning the Check-In. Help your student understand that *Ladybug, Muddle, and Thud* incorporates a how-to text within a story. Discuss the problem and point out the steps to make a cup in the text. Discuss how the pictures make it easier to understand how to fold the paper to make a cup. You may want to follow the directions and make a cup out of paper with your student.

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, and Thud (A)](https://cite-media.pearson.com/legacy_paths/bed74626-2249-4c49-9bf7-0e4675b902d5/Ladybug%2C%20Muddle%2C%20and%20Thud%28A%29.pdf)

[Ladybug, Muddle, and Thud](https://cite-media.pearson.com/legacy_paths/c69c06d9-8227-4f3c-b684-160e7189cf1c/Ladybug%2C%20Muddle%2C%20and%20Thud%28O%29.pdf)

[Ladybug, Muddle, and Thud (B)](https://cite-media.pearson.com/legacy_paths/1d1cb352-e52d-4e33-a957-fc6c1285dc8c/Ladybug%2C%20Muddle%2C%20and%20Thud%28B%29.pdf)

1. Read the directions with your student. Explain that they will read *Ladybug, Muddle, and Thud* and use the text to answer the questions that follow.
2. Read the text of the story with your student. Ask them to point out the various elements of a how-to text that they see.
3. Read the first question with your student. Discuss what Muddle is making, and then have your student respond orally. **IF** your student has difficulty, **THEN** reread the text and discuss what is going on in each section.
4. Continue to pose each question to your student and discuss the response they provide. Provide support for any question your student has difficulty answering.

#### Practice

1. Read the directions with your student. You may also want to review the rubric with your student before they begin.
2. Begin the first activity by reviewing that a good plan is to use one page for each part of the story (beginning, Step 1, Step 2, Step 3, closing sentence). You may want to have your student use sticky notes to identify each step in the middle of their text to help them plan.
3. Continue with the first activity by guiding your student to decide on the three pictures they will use to illustrate the steps in their text. Let your student know that although they are not required to include additional pictures, they may do so if time allows. Review the qualities of a good how-to image (it makes the step easier to do, it helps readers see what the item should look like, etc.) Then, give your student time to think what the pictures will show and share their thinking with you.
4. Read the second activity. Review that your student should include the revising and editing changes in their final copy. Review the importance of spacing words and sentences correctly. Explain that if the handwriting is difficult to read, then the person who reads the story will not enjoy it as much. Remind them to leave room for a picture on any page that requires it.
5. You or your student may prefer to use a computer to type the pages of their how-to text. If this is the case, work with your student to open a file in a word processing program and type each page of the book on a separate page of the file. Remind your student that they should leave space for pictures on any page on which they describe a step.
6. Continue with the third activity. Gather crayons or markers that your student can use to begin to draw pictures for the story. Remind your student to draw the picture at the top of the page, leaving enough space between the picture and the sentences they wrote at the bottom of the page. Let your student know that they will have time to complete their pictures during the next lesson.
7. Have your student check their how-to text against the rubric again. Suggest that they make any necessary changes.

## Lesson 4: All Parts Needed: Write

### Objective: In this section, you will find information on screens using menus and icons.

#### Key Words

* **glossary**– a list of hard words and their meanings
* **icons**– pictures on a screen that stand for different things
* **internet** – a computer network of information
* **menu** – a list of choices
* **table of contents** – a list of the sections of a book with page numbers

#### Explain

1. Read the opening paragraph with your student and focus on the definitions of the boldfaced terms.
2. Watch the video with your student. Then, find 0:20 in the video and pause there.
3. Have your student look at the menu on the screen. Point out the list-like icon that means “table of contents,” the A-Z book that means “glossary,” and the globe with a magnifying glass that allows readers to search the internet. Explain that the student may search the internet for any information the book does not supply. Often, interesting information in a book may cause readers to want to read more about a topic. The internet can help.

#### Check-In

1. Keep the video paused at 0:20. Read the directions with your student.
2. Give your student a duplicated version of the chart shown and have them complete it based on what they see in the video. **IF** your student needs support, **THEN** have them point to each icon mentioned and read aloud the word that accompanies it.
3. If you wish, spend a few minutes explaining the reason to use each icon: You would use the back arrow to return to an earlier page. You would use the menu icon to see the drop-down menu with icons that help you find information. You would use the help icon if you were having trouble using your screen.

#### Practice

1. Review the three icons on the student’s screen: table of contents, glossary, and internet. Then, read the directions with your student.
2. Read each scenario with your student and have them choose the best icon to click. Discuss why that icon would be the best one to help the student find information.

### Objective: In this section, you will use feedback to improve the way you read aloud.

#### Key Words

1. **bold print** – thick, dark letters

#### Explain

1. Read the opening paragraph with your student. Explain that feedback may be praise, or it may be information that helps the listener improve. In this section, your feedback will be about the accuracy of their reading.
2. Read the next paragraph, look at the photograph together and review the steps Mei took to improve her reading. Ask your student to tell why hearing a word said correctly can help a reader improve. (Knowing how to say a word correctly makes reading smoother and easier.)
3. If you wish, review ways your student can read difficult words without hearing direct feedback. (For example, they can sound the words out.) Explain that feedback can make learning easier--but only if you listen to the feedback and do what your Learning Coach suggests!

#### Check-In

Help your student access *Car Parts* and direct them to the two speech balloons at the bottom of page 5. Explain that many of the words they will see are special, technical words they may never have seen before. Then, read the directions for Activity 1 together.

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.

[Car Parts (A)](https://cite-media.pearson.com/legacy_paths/fddaf51c-5fbf-4c44-8fc8-edfbe6dfbea2/Car%20Parts%28A%29.pdf)

[Car Parts](https://cite-media.pearson.com/legacy_paths/8fe1c2ee-5652-48cb-b4b2-8839907e4737/Car%20Parts%28O%29.pdf)

[Car Parts (B)](https://cite-media.pearson.com/legacy_paths/84c02bc2-c6ab-43a7-9715-3e87254d9e2b/Car%20Parts%28B%29.pdf)

1. Have your student read one character’s speech balloon aloud. Correct any mispronounced words as they go. Have them repeat each word. You should read the other speech balloon to model reading smoothly. Read the directions for Activity 2. Then, have your student read the speech balloon again, this time without your interruptions. Finally, have your student complete the sentence with two of the words you had them repeat in Activity 1. Ask your student to assess whether their reading improved. **IF** your student struggles to remember difficult words between readings, **THEN** write each word that causes them trouble. Have your student practice those words before reading the speech balloon one more time.

#### Practice

1. Read the directions for Activity A with your student. Have your student read “A New Way to Order Food” aloud. Correct any mispronounced words as they go.
2. Continue with the directions for Activity B. First, have your student reread the text, using the feedback you provided to improve their reading. Then, have them assess how feedback helped them improve in the second reading.

### Objective: In this section, you will write your full name.

#### Explain

Quick Review

Before reading the lesson with your student, remind your student that they have learned how to write all the capital and lowercase letters of the alphabet. They have also learned how to write words with correct spacing between each letter. Explain to your student that today they will practice writing their first and last name.

Read the introduction with your student. Make sure your student knows how to spell their first and last name. Review the letters that appear in your student’s full name.

Write Your Full Name

1. Together with your student, read the list of tips. Discuss the letters that should be capital in your student’s first and last name. Remind your student that they have already learned about letter spacing and word spacing. Explain that the spaces between a first and last name is the same as the spaces between words.
2. Read the questions with your student. Encourage your student to answer each question aloud before revealing the answers. **IF** your student struggles to answer any of the questions, **THEN** go back and read the list again, pointing out the number that shows the answer.

#### Check-In

1. Print the [Full Name](https://cite-media.pearson.com/legacy_paths/68140963-84c4-4167-9507-b0186adf80a1/Full%20Name.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 the sentence starters for your student to complete.
2. Remind your student that the letters in their first and last name should not be too close together or too far apart. Remind them that they should leave a slightly larger space between their first name and last name.
3. Observe as your student completes the worksheet. **IF** you notice that your student is using too much space between letters, **THEN** encourage your student not to move their pencil as far to the right before beginning each new letter. Demonstrate for them, if needed.

#### Practice

Learning Coach Tip

Remind your student to notice if they have straight, slanted, or curved lines in the letters of their name. Have them trace in the air each letter in their name.

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions for what to write 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 writing their first and last name, **THEN** observe to see which letters give your student trouble and model them on paper for your student to copy. Have them practice those letters on a separate sheet of paper.

### Objective: In this section, you will present your how-to text after publishing it.

#### Key Words

* **present** – tell about a text as people listen
* **publish** – make a final copy and share with others

#### Show What You Know

Get Ready for Learning

Review that your student planned the final copy of their how-to text. They identified the number of pages in their text and the pictures they would show. Your student wrote their final copy and began drawing their pictures. Explain that in today’s lesson, your student will finishing any drawing they still have to do and then compile their pages into a book. In addition, they will present their work by reading their writing and demonstrating how to do the steps they have laid out. Before beginning the lesson, help your student gather the materials they will need to demonstrate the process or procedure they have written about. In addition, make sure your student has their final copy of their how-to text handy.

1. Use the introduction to discuss with your student the idea of presenting their how-to text. Discuss the meaning of the key word *publish*. Remind your student that writers publish a story by making a final copy and sharing it with others.
2. Discuss the features of a book and the importance of the information shared on the cover. Ask your student what might happen if this information was not provided to readers. **IF** your student has difficulty conceptualizing a book cover, **THEN** use a favorite title to discuss each element on the cover and its purpose.
3. Continue on to the “Make a Book” section and discuss the steps Jamari, the writer of the student model, took to create his how-to book. Discuss the order in which Jamari assembles the cover and pages of his book. **IF** your student has difficulty following the steps in making a book, **THEN** review the planning and writing that Jamari completed in the previous lesson. Remind your student that Jamari planned his final copy and the pictures he would show. Then, he wrote his text and drew his pictures. Explain that Jamari is now putting all the pieces together and creating a book from his original text.
4. Discuss the importance of sharing your writing with others, including why a writer might want to have others read their work. Guide your student to answer the questions to brainstorm who might read Jamari’s book and how he might make it available. Discuss your student’s ideas and provide feedback as needed.
5. Continue to the section titled “Present Your How-To Text” and define the key word *present*. Explain when writers present their writing, they read it out loud or speak it out loud to an audience. They may also tell their audience something about their writing or answer questions that members of the audience might have. Point out that a unique part of a how-to text presentation is that the presenter (your student) can show the steps involved in doing or making what their text is about. Talk about why an audience is an important part of presenting writing.
6. Discuss the importance of practicing by asking your student to name something they were good at the first time they tried. They will likely not be able to think of many examples; point out that that is because people usually become good at something by doing it over and over. Guide your student to think of a skill or activity they have improved by practicing. Then, review the bulleted steps in practicing a how-to presentation.
7. Read the questions with your student. Have your student share their answers with you orally.
8. Prior to doing the Try This activity, provide time for your student to practice their presentation. As you are able, record their practice and then play it back for them during a conference session. Ask them to comment on what they think they did well and what they would still like to work on. Then, work together to come up with a few action items your student can do to improve a particular aspect of their presentation.

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

* **Less Successful** – My student has experienced difficulty while practicing and is not confident about how to present a how-to text.
* **Moderately Successful** – My student understands how to present a how-to text by reading it aloud, completing the steps, and sharing pictures, but would benefit from additional practice.
* **Very Successful** – My student understands how to present a how-to text by reading aloud, presenting the steps, and sharing pictures and is comfortable presenting their how-to text.

#### 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** – Review the lessons. Return to some of the activities in the unit and within this lesson to reteach the concepts that your student did not master. Review the steps for preparing to present a how-to text. Guide your student step by step through each part of their presentation.
* **Moderately Successful** – Observe as your student prepares to present their how-to text. Encourage your student to read their how-to text several times, practice completing the steps, and practice different skills.
* **Very Successful** – Have your student complete the Try This activity as independently as possible.
1. Read the directions with your student and review the rubric. Review the steps for publishing the how-to text. Explain that your student will first finish any work they still need to do on their pictures. Then, your student will make their book and share it. IF your student has difficulty creating the book or deciding how they will share the text, THEN review how Jamari made his book or the discussion you had on sharing a text. Provide support for your student as needed. Encourage your student to have fun as they make and share their book. Remind them that a how-to text can be enjoyable to write and publish as well as enjoyable to read. Read the directions for the next activity with your student. Make sure your student has all the materials they need to demonstrate each step in their text. Find an appropriate place where your student can present their how-to text and pictures. IF your student is nervous about reading aloud, THEN build their confidence by explaining that they are telling you about something they know how to make or do. Now is the time for them to teach you. When your student is finished, discuss their presentation with them. Point out all the strong points and discuss one or two areas they can improve the next time they have to present something. Read the directions for Activity 3 with your student. Have your student access the final draft of their how-to text. Review the how-to text rubric with your student and compare it to your student’s how-to text. Encourage your student to make any final changes that are needed. Then, work with your student to submit the how-to text for grading. As needed, help them convert their text and pictures to a digital format by saving it as a pdf or by using a phone or digital camera to take a picture of the text. Then, guide your student in submitting their how-to text to their Drop Box. Any additional image files should be converted to digital format and submitted with the text.

[How-to Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/773b2303-3dd9-44be-980b-1dbd2da5c73d/LA%201%20How-to%20Text%20Rubric.dotx)

### Objective: In this section, you will build words with endings **-s, -es, -ing, -ed, -er,** and **-est** in different ways.

#### Warm Up

Begin by having your student identify the number of sounds in a word with an inflectional ending. 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.
* Ask your student to identify the number of sounds in each word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **darker**(4 sounds) | **doing**(4 sounds) | **drops**(5 sounds) | **helping**(6 sounds) |
| **reaches**(5 sounds) | **fixed**(4 sounds) | **added**(4 sounds) | **coldest**(7 sounds) |

#### Explain

1. Use the charts to review the endings *-ed, -ing, -s, -es, -er*, and *-est*. Remind your student that endings are added to a base word to change the meaning of the word. Add that when you add an ending to some base words, the ending adds a syllable to the base word.
2. Gather the following letter tiles: *a, b, c, d, e* (2), *g, h, i, k, l, n, o* (2), *p, r, s, t, u.* Use the letter tiles to model with your student how to build words with endings.

#### Check-In

1. Gather the following letter tiles: *a, b, c, d, e, g, i* (2), *k, l* (2), *m, n, p, r, s, t* (2), *u.*
2. Read each set of directions to your student. Observe your student building the words with endings *-s, ed, -ing, -er, -est*. Have your student identify the endings that are added to each base word.
3. Remind your student that the ending *-ed* can stand for three different sounds, depending on the base word. **IF** your student is not quickly blending the base word and the ending when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement. Move the letter tiles together to form the base word. Then, move the ending tiles to the end of the base word to show one word. Ask your student to identify which words have two syllables.



#### 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 write the spelling words in their notebook.
2. 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.

## Lesson 5: All Parts Needed: Synthesize

### Objective: In this section, you will build words with endings **-s**,**-es**,**-ing**,**-ed**,**-er**,**-est** while blending sounds.

#### Warm Up

Have your student say one- and two-syllable words with endings *-s, -es, -ing, -ed, er*, and *-est* by blending the sounds for the letters. Use the following routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **l-ea-p-s**(leaps) | **l-ow-e-s-t**(lowest) | **s-ee-m-ed**(seemed) | **b-r-u-sh-ed**(brushed) |
| **t-e-n-d-e-d**(tended) | **f-i-x-i-ng**(fixing) | **m-i-ss-e-s**(misses) | **h-ar-d-er**(harder) |

#### Explain

Quick Review

Review that many words have the endings *-ed, -ing, -s, -es, er,* and *-est*. When added to a base word, some endings create a new syllable, as in *jumping, buzzes, needed, dishes, smarter,* and *smartest*. The ending *-ed* can have three different sounds: the sound for the letter *d* as in *called*, the sound for the letter *t* as in *thanked*, and the sound for the letters *ed* as in *headed*.



1. Read the introduction and the words with your student. Note whether your student is saying the words with endings *-s*, *-ing*, and *-ed* (*helps, helping, helped)* correctly. Then, have your student answer each question about the words.
2. Explain that one way to build words is to start with a base word and then add different endings. Read the words with your student and discuss that the words have the same base word. Discuss that the ending of each word is different. Remind your student that the ending *-ed* can be pronounced three different ways: the sound for the letter *d* as in *called*, the sound for the letter *t* as in *thanked*, and the sound for the letters *ed* as in *headed*. Then, have your student say each word. **IF** your student does not blend the base word and the ending correctly, **THEN** have your student use letter tiles to spell each word. Position the letter tiles of the base word close together and the letter tiles of the ending close together to remind your student to say the two parts together.

#### Check-In

1. Gather the following letter tiles: *a, d, e* (2), *g, i, l, n, p, s*.
2. Read each of the directions with your student. Observe as your student builds words by adding the endings *-s, -ed*, and *-ing* to the base word *leap*. Have your student identify the ending in each new word formed. Remind your student that the base word stays the same in each new word. **IF** your student is not blending the base word with the ending when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Remind your student to blend the sounds of the base word with the sounds of the ending to read the words.
2. **Spelling Test:** Use the following sentences to test the spelling words:

|  |  |  |
| --- | --- | --- |
| **• going** | Where are you **going**? | **going** |
| **• fastest** | A peregrine falcon is the **fastest** bird. | **fastest** |
| **• books** | The new **books** are here. | **books** |
| **• played** | We **played** a game in the rain. | **played** |
| **• waited** | I **waited** for a long time. | **waited** |
| **• mixes** | Ed **mixes** lemon in his tea. | **mixes** |

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 unit and high-frequency words studied previously.

### Review

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

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

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

### Reflect

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

### Study Tips

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

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

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

## Lesson 6: Useful Things Unit Test

There is no Learning Coach Guide for this lesson.