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# Language Arts 1 B Unit 14: Parts That Help

## Lesson 1: Parts That Help: Genre

#### Learning Goals

In this unit, your student will be learning about the parts of living things and how these parts help living things grow and live. 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. Use commas in dates when writing.
3. Identify and spell words with *ou* and *ow.*
4. Define *sequence* and identify the sequence of instructions in a "how to" book.
5. Locate key words to describe the connection between two ideas or pieces of information in an information text.
6. Read words with *ou* and *ow* and read high-frequency words:*before, front, heard, push, tomorrow,* and *your*.
7. Practice writing lowercase letters *a* to *m*.
8. Ask questions to select a topic for a "how to" book and complete a sequence chain by listing a sequence of instructions to plan a "how to" book.
9. Describe the connection between two events in an information text.
10. Identify commas used in a series and use commas to separate single words in a series when writing.
11. Blend words with *ou* and *ow*.
12. Add to a "how to" draft by composing sentences that describe the sequence of instructions.
13. Describe the connection between two individuals in an information text.
14. Practice writing lowercase letters *n* to *z*.
15. Build words with *ou* and *ow*.
16. Review a topic sentence and sentences with instructional steps to compose an appropriate closing sentence for a "how to" book.
17. Activate prior knowledge and draw on previous experiences in order to make text-to-text, text-to-self, and text-to-environment connections
18. Review a "how to" book to check that it includes a topic sentence, sequence of instructions, and a closure, adding to the draft as necessary.

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.

* Parts That Help: Genre Quick Check
* Parts That Help: Comprehension Quick Check
* Parts That Help: Speak/Listen Quick Check
* Parts That Help: Fluency Quick Check
* Parts That Help: Synthesize Quick Check

Spark

1. Read the title of the lesson with your student and preview the image of the cat and fish. Ask your student to guess what the lesson will be about. Invite any answer. Then, explain or confirm that they will learn how animals use certain body parts to help them live in their environment. Explain that an environment is the surroundings, or where the animal lives. Introduce the term *features* which they will encounter later on in the video. Explain that a physical feature is a part of the body that they can see. For example, eyes and ears are physical features.
2. Read the question with your student and help them answer. **IF** they have trouble understanding what is different, **THEN** point to the fish and ask what parts or physical features they see. Then, ask if the cat has the same physical features. Help them form their answer and discuss their ideas.
3. Read the next paragraphs with your student. Explain to your student that animals live in different places, or environments. Explain that the environment is everything around you. It includes the land or water, climate, animals, and plants that surround you. Animals like bears and foxes live in a forest environment. This kind of environment has a lot of trees and other plants. A fish lives in an ocean environment. This environment includes water, sand, plants, and other fish and sea creatures.
4. It may be difficult for your student to understand how fur keeps a cat cool. Explain that a cat’s fur keeps its body warm. But it also traps heat above the skin. In this way, it keeps the cat’s skin cool in the summer. Point out that fur also helps the cat keep safe from sunburn and getting cut when walking through bushes and weeds. Have your student think about how cats often rub their bodies along objects like furniture or around a person’s legs. Explain that a cat feels with its fur.
5. When reading about scales, explain that scales protect fish from such injuries as bites from larger fish and scrapes across rocks. Also, scales make it easier for the fish to glide through the water and change direction. You may also ask your student why they think it would be hard for a fish to swim if it had fur. **IF** they can’t think of a reason, **THEN** ask them what they think would happen if they swam in their jeans instead of a bathing suit. Help them see that jeans hold in a lot of water and get heavy when they are wet. This makes it hard to swim. Explain that wet fur would be heavy, too.
6. Introduce the video. As you and your student view the video, pause to answer questions, define terms, or explain concepts as needed. After viewing, help your student answer the question. **IF** they cannot name a physical feature of a bird that was mentioned in the video, **THEN** ask them to think about how birds get food or perch.

Activate Prior Knowledge

1. Read the first paragraph with your student and have them view the image. Explain that the photo shows the pads on the bottom of a dog’s feet. Ask your student to share if they have ever looked at the bottom of a dog’s foot up close or touched the pads. Have them describe what they look and feel like.
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. **IF** they cannot think of an animal to draw and write about, **THEN** have them choose one they learned about in the video. 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 *ou* and *ow* like *cow*, *ground*, *now*, and *round* to show your student what they will be looking for as they read. Have them notice that the words, though spelled differently, all have the same vowel sound *ow*.

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

#### Key Words

* **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.

[Parts That Help\_Genre diphthongs ow.ou](https://cite-media.pearson.com/legacy_paths/d38001b3-2c9b-4ba8-b54d-85ae17adeb61/Parts%20That%20Help_Genre%20diphthongs%20ow.ou.pptx)

1. Read or play the slide narration for the introduction with your student. Review that a story tells something that happens or about characters that may not be real while information tells about real people, places, and things, and facts are things that are true. **IF** your student needs support, **THEN** give examples of facts that are relevant to your student’s life. For example, it is a fact that your student’s eyes are the color . It is a fact that your student is  years old. These things are true about your student.
2. Read the first text to your student and use the question to discuss why it is a story. **IF** your student needs support, **THEN** explain that the story is about people who are not real. Daddy and Nia may act and talk like real people, but your student will never meet them in real life.
3. Read the text about birds’ beaks to your student and use the question to discuss why it is a text that gives information. **IF** your student needs support, **THEN** explain that the text gives information about birds’ beaks, which are real things. Have your student identify one fact about how birds use their beaks.
4. Read *Click’s Garden* aloud. Ask your student to listen carefully to identify whether the text is a story or gives information.

[Click’s Garden](https://cite-media.pearson.com/legacy_paths/a8f21ba6-d77d-4466-ae70-446dad5063d4/Click%27s%20Garden.pdf)

Work with your student to answer the question. **IF** your student struggles to answer if *Click’s Garden* is a story or information text, **THEN** ask if they heard a made-up story about plants or if they heard facts about plants. (facts about plants)

#### Check-In

1. Read the directions with your student. Make sure they know they will talk about how they know *Click’s Garden* is a book with information.
2. Use the questions to talk with your student about how they know *Click’s Garden* gives information and does not tell a story. **IF** your student needs additional support, **THEN** reread some of the questions Click asks Rose: “What’s with the thorns?” “Do you mean bugs that eat your leaves or sip your nectar?” “How do you do that?” “What about a cactus?” Scaffold by asking questions, such as these:

#### Practice

1. Read the directions with your student. Clarify that your student should listen as you read aloud “Helpful Bones.” As they listen, they should determine if the text tells a story or gives information.
2. Read “Helpful Bones” to your student.

Helpful Bones

Bones are helpful parts of your body. You have many, many bones in your body. Your bones are strong. They help you stand up. They let you move. They help you chew your food. Bones keep your brain and other soft body parts safe from bumps.

Have your student complete the sentences to identify that the text gives information. Listen as your student completes each sentence. You may ask your student to recall one fact they learned about bones from listening to the text.

### Objective: In this section, you will write dates by putting a comma in the correct place.

#### Key Words

* **comma** – a mark that separates words or numbers
* **date** – a certain day of a month or a year

#### Explain

Quick Review

Review what a comma looks like. Ask your student to point out a comma in a familiar text. Remind your student that writers use commas in dates, too. Ask your student to tell where the comma goes in a date. If they don’t know, remind them that the comma goes after the month and day and before the year.

1. Read the opening text with your student and review the definitions of the key words *comma* and *date*. Explain that March 2, 2021 is a date. Ask your student to name the month (March), day (2), and year (2021). Then, ask them to point to the comma and describe where it is in the date. If necessary, prompt your student to use words such as *before, after,* and *between*to describe the position of the comma. Help your student understand that a comma in a date goes after the month and day. It goes before the year. It goes between the day and the year.
2. As you and your student continue to read about Emma’s birthday and the date she writes, explain that a date tells *When*? Tell your student that it has a month, a day followed by a comma, and a year.
3. Read the questions with your student and listen to their answers. Have them say where the comma in the date goes (after *6*). Then, have them write the full date, including the comma. **IF** your student has difficulty, **THEN**have them look back at the date shown at the beginning of the lesson. Ask your student to copy that date. Review together the order of the month, day, comma, and year. Have them use that date as a model for what a date looks like.

#### Check-In

1. Read the directions with your student. Explain that they will write each date in their notebook and put a comma in the correct place.
2. Do the first activity together. Have your student copy the date in their notebook. (Fun fact: This is the date of the first moon landing!) Then, have them point to where the comma should go. Finally, have them write the comma. **IF** your student answers incorrectly, **THEN**review sample dates as a reminder of where the comma should go.
3. Have your student continue with the second and third activities. If your student is able, have them work independently. **IF** your student needs support, **THEN**continue to reinforce that a comma in a date goes after the day and month and before the year.
4. When your student finishes the activity, check their work. Make sure they put the comma after the day. Provide feedback as needed.

#### Practice

1. Read the directions together. Explain that your student will complete each sentence with a date and a comma in the correct place.
2. Do the first sentence frame together. Ask your student to write the beginning of the sentence in their notebook. Then, have them write today’s date. Remind them to include the month, day, and year, and a comma in the correct place. As needed, review a calendar with your student to help them answer.
3. Have your student complete the other activities on their own, as they are able.
4. When your student finishes the activity, check their work to make sure they punctuated all three dates correctly.

### Objective: In this section, you will spell words after naming the vowel sound for **ou** and **ow**.

#### Warm Up

Begin by having your student identify the sounds they hear in words with *ou* and *ow*. 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **loud**  (3 sounds) | **gown**  (3 sounds) | **about**  (4 sounds) | **plow**  (3 sounds) |
| **now**  (2 sounds) | **grouch**  (4 sounds) | **owl**  (2 sounds) | **scout**  (4 sounds) |

#### Explain

Learning Coach Tip

The vowel letters are *a*, *e*, *i*, *o*, and *u*. Some vowels work together in teams. Some teams, such as *ou*, stand for a sound that is different from a long or short vowel sound. The vowel team *ou* stands for the vowel sound heard in *loud* and *count*. The vowel *o* together with *w* stands for the same vowel sound as the vowel team *ou*. Examples are the words *crowd* and *down*.

Words with *ou* and *ow*

1. Have your student read the words with *ow* and *ou*. Then, have your student answer the first question to identify that the words have the same vowel sound. Explain that when the letters *ow* or *ou* come together in a word, the vowel team stands for one vowel sound, the sound heard in *cow*, *brown*, *cloud*, and *count*.
2. Work with your student to answer the next two questions to identify the letters that spell the vowel sound in the words.
3. Then, have your student answer the last question to identify the number of sounds and letters in each word. (*c-ow, b-r-ow-n, c-l-ou-d, c-ou-n-t*). **IF** your student has difficulty with the words, **THEN** say the sound of each letter or vowel team in each word, and have your student repeat after you. Review that the vowel teams *ou* and *ow* stand for one vowel sound.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student say the sound for each letter or letter pair 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 letters that make the vowel sound in each word. Use the following sentences:

* We live **down** the street from the playground. (d**ow**n)
* Be sure to let the dog **out** before bedtime. (**ou**t)
* We will walk **south** on the trail. (s**ou**th)
* The thunderstorm was **loud**. (l**ou**d)
* Let’s head over to the park **now**. (n**ow**)
* We live in a small **town**. (t**ow**n)

### Objective: In this section, you will explain the order of the steps that tell readers what to do in a how-to text.

#### Key Words

* **sequence** – the order in which the steps in a how-to text are done

#### Learning Coach Tip

Your student is writing a how-to text. They have previously learned that a how-to text tells how to do a topic or task. Your student has already selected their topic and written a topic sentence. Explain that they will now be learning more about how writers present the steps involved in doing or making something. If you or your student has not already done so, you may want to print out a copy of the student model before the lesson. If you do not have a printer, another option is to write it out on a sheet of blank paper. Then, your student can annotate the steps and words used to indicate their order.

#### Explain

1. Review that a how-to text is a kind of information text that tells the reader how to do or make something. Discuss why it is important for the writer to know how to do the task.
2. Read the first paragraph with your student. Briefly review the elements at the beginning of the text by asking your student to tell the purpose of the topic sentence and the list of items readers need to do the task.
3. Read the next paragraph with your student, including the definition of the key word *sequence*. Help your student conceptualize the meaning of the word by asking them to tell you how to do a task they do all the time, such as putting on a coat or boots or brushing their teeth. Talk about the steps they describe. Ask your student silly questions, for example: What would happen if you zipped your jacket before you put it on? Discuss the need for steps to be in the right order.
4. Introduce the podcast and listen to it with your student. When you have finished, discuss the interaction between Diego and his mom, noting why his mom was confused about the way he explained how he washes his face. In response to the question, guide your student to explain how saying the steps in the order in which you do them makes the process clearer for Diego’s mom.
5. Continue to the next slide. Remind your student that they read this text already. Reread the student model text with your student. If possible, consider printing or writing out a copy of the model for your student to annotate the steps in the process of making a birthday card. Have your student use colored pencils or highlighters to mark the steps and the words that indicate the order in which the steps are done.
6. Read the first question with your student. Before your student answers it, ask them to explain how they can find the first step in Jamari’s text. **IF** they are not sure which step comes first, **THEN** remind them of the words Jamari uses to help readers know when to do the steps. Work with your student to identify them in Jamari’s text. Then, have your student tell you their answer.
7. Have your student answer the remaining questions. Guide them to explain their answers.

[How to Make a Birthday Card](https://cite-media.pearson.com/legacy_paths/39f4cf98-4f9e-44a2-a811-41764c94516e/How%20to%20Make%20a%20Birthday%20Card.pdf)

#### Check-In

1. Read the directions and bulleted text with your student. Make sure they understand that the bulleted text tells steps that a writer might include in a how-to text. Your student will use the steps to answer the questions.
2. Support your student as they respond to the questions orally. Read the first question. Discuss which step in the list readers must do before any other step. **IF** your student is struggling, **THEN** reread the steps aloud and ask questions such as these: Which step is done first? How do you know? Have your student explain their answer to you.
3. Continue with the other questions, providing support as needed.

#### Practice

1. Read the directions and the how-to text with your student. Remind your student that they have read this how-to text before. Explain that they will use this text to answer the questions.
2. Read the first question with your student. Discuss the question and encourage your student to point out the step in the text. You may want to print or write out the text and have your student use colored pencils or highlighters to mark each step in the text. Discuss with your student the words that indicate sequence. Then, have your student answer the question. As needed, remind them that there are several actions in each step.
3. Have your student answer the remaining questions as independently as they can. Provide assistance as needed.
4. Review and discuss your student’s responses with them when they have finished all three questions.

## Lesson 2: Parts That Help: Comprehension

### Objective: In this section, you will find key words that tell how two ideas go together in an information text.

#### Key Words

* **connection** – something that makes two or more things go together

#### Explain

1. Read or play the slide narration for the first paragraph of instruction with your student. If necessary, explain that a connection tells how two or more things go together. **IF** your student needs support, **THEN** give real-life examples of things that often go together or have connections, such as shoes and socks, peanut butter and jelly, and rain and umbrella.
2. Explain that your student can look for key words or clue words to find connections between ideas in an information text. Read the table of clue words. Point out the different ways that ideas can be connected and the key words that signal the connection - ideas can be alike (and, both); they can be different (but, not); ideas can be in sequential order (first, next, then, last); or ideas can be connected by a question and an answer (who, what, when, where, why, how).
3. Watch the video with your student. Guide them to notice the connections the student in the video makes.
4. Then, read “The Parts of a Pencil” with your student. Make sure your student understands the two ideas—the part of a pencil you write with helps you write, and the eraser helps you get rid of mistakes. Help your student make the connection between the two ideas: Both parts of a pencil are important.
5. Work with your student to answer the question. **IF** your student struggles, **THEN** review the list of key words in the Explain section. Then reread “The Parts of a Pencil,” pointing out the words “and” and “both.”

Set a Purpose for Reading

Help your student set a purpose for reading *Click’s Garden*. Have your student look at the cover and skim the pages of the text. Ask your student to think about the pictures and then share what they think the book will be about. **IF** your student has difficulty, **THEN** focus on the cover and pictures in the text. Scaffold by asking questions like these:

* What do you see on the cover? (a flower garden)
* What do you see in the pictures on the pages? (plants and animals)
* Read the title. Clarify that an interview is when one person asks another person questions. The person asking the questions listens to and records the answers. What do you think Click will ask Rose about? (the garden)

[Click’s Garden](https://cite-media.pearson.com/legacy_paths/cce847b2-6afe-4976-b840-496556fc92f0/Click%27s%20Garden.pdf)

Before You Read: Vocabulary

1. Guide your student to use details in each sentence to infer what each vocabulary word means. For example, for the word “rooted,” scaffold with activities such as these:
   * Read the sentence with your student and draw attention to the boldface vocabulary word.
   * If needed, demonstrate what the word “rooted” looks like. Stand up and pretend to be rooted like a tree. Say, “My roots are so deep in the dirt, I can’t run or walk to another spot in the garden.”
   * Ask questions based on your student’s own experiences:
   * What are some things that have roots? (trees, flowers, plants)
   * Can things that have roots run or walk? (No.)
   * Why not? (They are stuck in the dirt. They don’t have feet.)
   * What do you think “rooted” means? (to be held in place by roots, or to be stuck in place as if you had roots)
2. Have your student use the vocabulary word in a sentence. IF your student has difficulty, THEN scaffold by asking: What happens if you are rooted in place? (You can’t move or walk away.)

* **rooted:** held in place by roots or as if you had roots
* **protection:** something that keeps you safe
* **nectar:** a sweet liquid that some plants make
* **prickly:** pointy and sharp

Read

1. Allow time for your student to read *Click’s Garden*.
2. Encourage your student to pause occasionally as they read to talk about what they have learned so far or to ask questions.

Check for Understanding

Use the question to quickly assess whether your student understands that *Click’s Garden* is a book with information about plants. **IF** your student has difficulty identifying some foods that come from plants, **THEN** have them reread pages 4 and 5 out loud. Have them point to each food word. Make a list of all the food words. (carrots, pears, cheese, peanut butter, strawberry jelly, bread, wheat, milk)

#### Check-In

1. Read the directions. Make sure your student understands that they will match key words to a type of connection in an information text.
2. Clarify that your student will match from each set of key words to the kind of connection it shows. **IF** your student struggles, **THEN** review the table of key words and connections from the first part of the Explain section.

#### Practice

1. Allow time for your student to read the passage from page 4 of *Click’s Garden*.
2. Read the three ideas from the passage with your student.
3. Listen as your student first identifies the key words that tell them how the ideas go together and then describes how the ideas go together. You may provide these sentence starters to help your student share their ideas:

### Objective: In this section, you will describe the connection between keeping the air, water, and land clean and the food you eat.

#### Explain

1. Read or play the slide narration for the first paragraph with your student. Talk with your student about the foods they like to eat. Make a short list of their favorite foods. Then, talk with your student where the food they like comes from. Ask them to recall their experiences of going to the grocery store, corner store, or farmers’ market.
2. Read the next two paragraphs. Point out that while most people get their food from a store, almost all food comes from a farm. Ask your student to share what they know about farms.
3. Explain that the food people eat comes from plants or from animals. Read the list of foods in the chart. Invite your student to raise a finger when they hear a food they have eaten. Challenge your student to name a food not in the chart. Talk about whether it comes from plants or animals. For example, chocolate comes from plants. Crackers are made from plants like wheat or rice. Most hamburgers come from animals.
4. Read about what plants and animals need to grow. Point out the connection between how having clean air, water, and land is better for growing food that is safe to eat.
5. Go over the list of things people can do to help keep the air, water, and land clean. **IF** your student needs additional support, **THEN** explain how each item in the list can help the planet.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will tell where foods come from. They will identify if the food is a plant or if it comes from an animal. Remind your student to read the hints next to each question.
2. Listen as your student answers the questions. **IF** your student needs support, **THEN** have them review the food chart in the Explain section.

#### Practice

1. Read the directions with your student. Clarify that they will first name a favorite food and identify if that food is a plant or comes from an animal, and then tell one way they can help keep the air, water, and land clean for growing food.
2. Listen as your student tells you about their favorite food. They should identify the food and then tell you if it is a plant or if it comes from an animal. Point out that some foods come both from plants and from animals. For example, pizza has ingredients that are plants (wheat crust, tomato sauce) and that come from animals (cheese, meat toppings). You may wish to share the sample answer and discuss how your student’s answer compares.
3. Listen as your student tells you one thing they can do to help keep the air, water, and land clean for growing food. Ask them to tell you how it will help. You may wish to share the sample answer and discuss how your student’s answer compares.

### Objective: In this section, you will read words with **ou** and **ow** and the words **before**, **front**, **hear**, **push**, **tomorrow**, and **your**.

#### Warm Up

Remind your student of the vowel sound of *ou* and *ow* by blending the sounds the letters make. Then, use the following routine to have your student identify the sounds they hear in words with *ou* and *ow*:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **frown**  (4 sounds) | **noun**  (3 sounds) | **plow**  (3 sounds) | **count**  (4 sounds) |
| **ouch**  (2 sounds) | **now**  (2 sounds) | **sprout**  (5 sounds) | **drown**  (4 sounds) |

#### Explain

Read Words with *ou* and *ow*

1. Use the words to review how to read words with the vowel sound spelled *ow*. You may want to explain that the *gown* in the second picture is a graduation gown. Use the following routine:
   * Read the first word.
   * Name the letters that stand for the vowel sound.
   * Say the sound for the vowel sound.
   * Read the word again and have your student repeat after you.
2. Continue with words to review how to read words with the vowel sound spelled *ou*. Remind your student that the letters *ow* and *ou* stand for one vowel sound in words.

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

1. Look at the word.
2. Say the word.
3. Spell the word.
4. 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 letters that make the vowel sound in each spelling word. Then, have your student sort the words by writing words with the vowel sound spelled *ou* in the first column and words with the vowel sound spelled *ow* in the second column.

|  |  |
| --- | --- |
| **ou** | **ow** |

#### Check-In

1. Use the sentences to confirm that your student can read the words *before*, *front*, *heard*, *push*, *tomorrow*, and *your*. **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 *out*, *brown*, *sound*, *house*, and *down* to confirm that your student can read words with *ou* and *ow* correctly. Remind your student that when the letters *ou* or *ow* are together in a word, they make one vowel sound.

#### Practice

1. Have your student read “The Lost Cow” aloud. Provide support as needed, paying particular attention to how well your student reads the lesson’s high-frequency words and words with *ou* and *ow*.

[The Lost Cow](https://cite-media.pearson.com/legacy_paths/081ce587-8e76-411f-b554-f790ba680120/The%20Lost%20Cow.pdf)

### Objective: In this section, you will practice writing lowercase 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 lowercase 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 Lowercase Letters a Through m

1. Read the next paragraph with your student. Have your student point to the top line, the middle line, and the bottom line. Review that letters are made using the same types of lines: straight, slanted, and curved. Encourage your student to look closely at the picture of the alphabet. Have your student answer each question aloud before revealing the sample answers. Discuss all possible answers.

#### Check-In

Learning Coach Tip

Some students may find it difficult to place the dot directly above the lowercase *i* and *j*. If you notice that your student has trouble with this, demonstrate how they can use their finger to trace up the letter and to help them place the dot.

1. Print the [Lowercase *a-m*](https://cite-media.pearson.com/legacy_paths/58cd47b5-ff03-4adc-a395-02cfbe574840/Lowercase%20Letter%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 for forming each letter as your student writes each letter.
3. Observe as your student completes the worksheet. **IF** your student has trouble with any of the letters, **THEN** review the steps for 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.

### Objective: In this section, you will plan the middle of your how-to text by listing the steps in sequence.

#### Key Words

* **sequence** – the order in which the steps in a how-to text are done

#### A Note to the Learning Coach

Today, your student will use a graphic organizer to plan the steps of their how-to text. Review the purpose of a how-to text with your student as needed. Your student will need to include in their plan the topic sentence they wrote previously, so make sure to locate it before beginning the lesson.

#### Explain

1. Review with your student that a how-to text tells someone how to make or do something. Remind your student that they have already completed the beginning of their how-to text by writing a topic sentence and listing the materials readers will need. Ask them to read their topic sentence to you.
2. Read the first paragraph with your student and go over the definition of the key word *sequence*. Review that the middle of a how-to text lists the steps readers must do in order to make or do what the how-to text describes. The steps are presented in sequence so that the first step that needs to be completed is described first, the second is described next, and so on. **IF** your student would benefit from a more substantial review, **THEN** ask them how to do a common task and discuss the steps involved and the order in which they are completed.
3. Remind your student that they have already read Jamari’s how-to text about making a birthday card. As needed, reread the student model with your student and review the steps.
4. Discuss why careful writers like Jamari take the time to plan their writing rather than just jumping right in. Then, discuss the process Jamari used to plan his steps. Ask your student why they think careful writers like Jamari ask themselves about how to do their task (to help them think of all the steps involved, to make sure they don’t forget one). With your student, discuss other strategies that a writer like Jamari might do as part of the planning process. For example, Jamari might try out the task and make his own birthday card, noting each step that he does.
5. Remind your student that writers often use a chart to take notes about their writing ideas. Display Jamari’s chart and discuss the organization and order of the steps, noting how the chart makes it easy to see how each step is planned. Then, ask your student how they think Jamari’s chart was helpful once he began to write his text (he was able to use the flowchart to guide what he wrote). Finally, guide your student to respond to each question with an explanation of their answer. Discuss each response, providing any needed feedback.

[How to Make a Birthday Card](https://cite-media.pearson.com/legacy_paths/39f4cf98-4f9e-44a2-a811-41764c94516e/How%20to%20Make%20a%20Birthday%20Card.pdf)

[Jamari’s Chart](https://cite-media.pearson.com/legacy_paths/a9e8a33b-d174-455d-9cc4-e1534e5ca60d/ELA_1_0501_N_U15_D2_WP_Flowchart_1_Page_Jamari_CE.pdf)

A Note to the Learning Coach

If possible, consider printing out the student model and Jamari’s chart, and then guide your student to compare the two. Help them see how each part of the chart is reflected in the text.

#### Check-In

1. Read the directions with your student, making sure they understand how to complete the interactive activity. Tell them that they will list the steps in the correct order.
2. Support your student as they complete the activity. Read the three choices. Discuss which choice makes the most sense to do first. **IF** your student is uncertain, **THEN** reread the choices aloud. Ask questions like these: What step has to be done first? Can you pull up the blanket before you pull up the sheet that goes underneath it?
3. Have your student complete the activity, providing help as needed.

#### Practice

1. Read the directions with your student. Explain that they will be doing the same thing Jamari did to plan his writing. They will be thinking of the steps involved and the order in which they should be done.
2. Help your student access the blank organizer.

[Flowchart](https://cite-media.pearson.com/legacy_paths/a69c3a5d-f141-4b03-b205-a80957e29c5c/ELA_1_0501_N_U15_D2_WP_Flowchart_1_Page_CE.pdf)

Have them write their topic in the blank in the first box. Below it, have them write the topic sentence they previously drafted.

1. Discuss the remaining sections of the chart. Guide your student to think of the steps involved in their task by answering the bulleted questions in the text. If your student would find it helpful, encourage them to take a few minutes to do the task themselves first, noting the specific steps they need to do and the order in which the steps are done.
2. Have your student complete the remaining boxes on the chart by writing each step in the correct box. Remind them that because they are taking notes and not writing the text, they don’t need to use complete sentences. They can also add additional ideas they might have about how readers need to complete a particular step.
3. Review the completed chart with your student. You may want to compare their chart with Jamari’s chart to make sure that all the necessary information is included in their plan. Discuss how the chart will help them move forward with their writing.

## Lesson 3: Parts That Help: Speak/Listen

### Objective: In this section, you will describe how two events in an information text connect.

#### Key Words

* **connection** – something that makes two or more things go together
* **event** – something that happens in a text
* **topic** – who or what an information text is about

#### Explain

1. Read or play the slide narration for the first paragraph with your student. Help your student understand that an event is something that happens. **IF** your student needs support, **THEN** give examples of events from your day. Tell what happened. Tell the events in order.
2. Clarify that stories and information texts can tell about events. Point out that events in stories are made-up, but events in information texts tell about something that really happened or can happen.
3. Review that a connection is something that makes two things go together.
4. Read the chart with your student. Point out the ways events can be connected: Events can be the steps in a how-to text. Events can tell how something works. Events can tell what something does and how the things are the same or different.
5. Watch the video with your student. Talk with your student about the connections the student in the video made between the title of the how-to and what the how-to was about. Point out that the student in the video figured out how all the events in the how-to were connected: They were all steps that told how to walk a dog. They were told in order.
6. Read the text with your student. Then, reread the sentences that tell about the two events. Tell your student to think about how the two events are connected before answering the question. **IF** your student needs support understanding how the events are connected, **THEN** ask these questions:

* Do the events tell you how to do something, like the steps in a how-to? (no)
* Do the events tell you how something happens or how something works? (Yes, the events tell how eyelids work.)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will identify the type of connection between events in each question.
2. Read each question with your student and listen as your student answers. **IF** your student needs support, **THEN** review the chart of how events can be connected from the Explain section.

#### Practice

1. Read the directions with your student. Clarify that they will identify events from part of *Click’s Garden* and then will tell how the events are connected.
2. Read the excerpt from *Click’s Garden* with your student.
3. Allow time for your student to identify two of the three events in the excerpt. You may wish to remind your student that events in an information text can tell how something works.
4. Write down the two events as your student identifies them. Then, ask your student to think about the connection between the events.
5. Encourage your student to use the sentence starter. You may restate the sentence starter as a question: What is the connection between the events you found in the paragraph from *Click’s Garden*?
6. Listen as your student tells how the events are connected. You may wish to share the sample answer and discuss how your student's answer compares.

### Objective: In this section, you will express an opinion clearly.

#### Key Words

* **details** – important pieces of information
* **opinion** – what you think or feel about something

#### Explain

1. Read or play the slide narration for the instruction with your student. Explain that an opinion is what someone thinks or feels about something. It expresses a judgment or belief. **IF** your student needs support, **THEN** give examples of your opinions about a favorite book, food, or activity. For example, I like to knit because it helps me relax. Yellow is my favorite color because it is cheerful. Point out how your opinion identifies what you like (or don’t like) and tells why you like it.
2. Read the instruction about how to share an opinion with your student. Focus on the sentence starters. Point out that there are many ways to express an opinion. But their opinion must tell what they think, like, or believe and give details that tell why. Return to Femi’s opinion. Point out that Femi tells what she likes (raking leaves) and why she likes it (it’s fun).
3. Clarify that it is important to share opinions by speaking clearly and loudly enough for others to hear and understand. Point out that sharing an opinion in a clear and loud voice also shows that your student believes what they say and feels confident in their opinion.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will read a sentence and determine if the sentence states an opinion or not.
2. You may wish to explain that your student should click the button in the first column if a sentence is an opinion and click the button in the second column if it is not.
3. Read each sentence with your student. Notice how your student classifies each as an opinion or not. **IF** your student needs support, **THEN** review that an opinion tells what someone thinks or feels about something. You may read aloud each sentence as your student listens and then ask these scaffolding questions:

#### Practice

1. Read the directions. Clarify that your student will read *Click’s Garden* again and then share an opinion about it.
2. Allow your student time to read *Click's Garden*.

[Click’s Garden](https://cite-media.pearson.com/legacy_paths/342f6778-36dc-4c27-820c-a809b0181cb8/Click%27s%20Garden.pdf)

### Objective: In this section, you will use commas to separate words in a list.

#### Key Words

* **comma** – a mark that separates words or numbers

#### Explain

Quick Review

Review what a comma looks like and that it tells readers to pause when they read. Ask your student to recall at least one example of where commas are used (in dates). Tell your student they will learn about another way in which commas are used.

1. Read the opening text and review the key word *comma* with your student. Discuss the meaning of the word *list* by explaining that a list is a number of items that have something in common. Work together to generate a list containing three items, such as three of your student’s favorite foods or three items of clothing they have on. Have your student construct a sentence containing their list. Here is an example: I am wearing pants, a t-shirt, and shoes. Make sure your student understands that the word *list* can be used as a verb as well as a noun; used as a verb, the word means “to create a list.”
2. Read the example of sentences containing three items with your student. Ask them to count the items in each sentence and then point to where each comma is placed. Help them understand that when a list has at least three items, a comma is placed after all the items except the last one.
3. Discuss how writing a list containing three or more items is different from writing lists with only two items. Read the example sentence and explain that a list with two items does not need a comma to separate the items. Discuss why this might be so, connecting back to the idea that placing a comma indicates a tiny pause between two words. Demonstrate what it might sound like if a comma was placed between *noodles* and *and* in the example sentence and discuss the effect.
4. Have your student examine the image and tell what it shows. Then, guide them to read Leo’s sentence and count the number of items it contains. **IF** your student has difficulty doing so, **THEN** have them count the lights they see in the image, and then connect it to the number of items in the sentence. Discuss what the number of items in the sentence tells Leo about whether or not he must add commas to the sentence.
5. Have your student answer the questions by pointing out the places in Leo’s sentence where commas are required and explaining why they are not required before the last item. Discuss your student’s responses and provide any necessary feedback.
6. Make sure your student understands that a comma’s job is to separate words in a list, so commas go between those words.

#### Learning Coach Tip

Your student may be confused about the role of the word *and*in a list or series. Explain that *and*is a joining word. It is not an item in the list, so it does not need a comma after it. The comma before *and*separates one list item from the last list item.

#### Check-In

1. Read the directions with your student. Explain that they will answer multiple-choice questions about identifying and writing commas in a series.
2. Answer the first question together to make sure your student understands the interactive format. Have them first count the number of items in each sentence and use that information to determine whether or not the sentence needs commas. Then, have them examine where commas are placed in each sentence to determine the correct response.
3. **IF** your student understands and answers correctly, **THEN**have them complete the rest of the activity on their own, while still providing support to help them read questions and answer choices. **IF** your student does not understand or answers incorrectly, **THEN**guide them to look at each sentence individually. Have them compare the sentences with the sample about the three-color traffic light in the Explain section to check whether the commas are in the right place. **IF** your student continues to struggle, **THEN**read the hints to help them answer successfully.
4. When your student finishes the activity, read the feedback notes to reinforce what they answered correctly and help them understand what they missed. Let them try again to correct any errors.

#### Practice

1. Read the directions together. Explain that your student will write sentences in their notebook and add commas to a series of three items in a list.
2. Complete the first activity with your student. Ask them what three things the sentence lists. Have your student say where they think the two commas go and write the sentence with the commas.
3. Continue to provide support as needed as your student completes the remaining items, helping them identify the three items in each list to know where to put the commas.
4. When your student finishes the activity, check their work. Make sure they put commas after the first two items in each list but not after the third item. Provide feedback to reinforce what your student did well and help them see what they missed. Allow them to correct any mistakes they made.

### Objective: In this section, you will blend sounds in words with **ou** and **ow**.

#### Warm Up

Have your student blend sounds to say words with *ou* and *ow* using the following routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **round**  (4 sounds) | **scowl**  (4 sounds) | **pouch**  (3 sounds) | **plow**  (3 sounds) |
| **brow**  (3 sounds) | **bounce**  (4 sounds) | **how**  (2 sounds) | **snout**  (4 sounds) |

#### Explain

Blend Words with *ou*

Explain that the letters *ou* stand for the vowel sound in many words. Use letter tiles to form the word *proud*. Space the letters. Move the letter tiles together as you blend the sounds.









Use the following routine:

1. Say the word.
2. Say the sound the first letter makes.
3. Add the sound the second letter makes and blend the sounds together.
4. Add the sound the letters *ou* make and blend the sounds together.
5. Add the sound for the last letter and blend.
6. Say the word.

**IF** your student has difficulty blending the sounds to say the word, **THEN** repeat the routine with words from the Warm Up. Review that the letters *ou* make the vowel sound.

Blend Words with *ow*

Explain that the vowel sound in *proud* can also be spelled with the letters *ow*. Use letter tiles to form the word *crown*. Space the letters. Move the letter tiles together as you blend the sounds.









Use the following routine:

1. Say the word.
2. Say the sound the first letter makes.
3. Add the sound the second letter makes and blend the sounds together.
4. Add the sound the letters *ow* make and blend the sounds together.
5. Add the sound for the last letter and blend.
6. Say the word.

**IF** your student has difficulty blending the sounds to say the word, **THEN** repeat the routine with words from the Warm Up. Review that the letters *ow* make the 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 the next letter makes and blend the sounds together, if applicable.
4. Say the sound the letters *ou* or *ow* make and blend the sounds together.
5. Add the sound for the last letter and blend. Be sure your student blends the digraphs *th* and *ch* as one sound.
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. Then, have your student say the word independently.

#### Practice

1. Listen as your student reads “The Lost Cow” aloud. **IF** your student struggles blending the sounds in words with *ou* and *ow*, **THEN** use the letter tiles to blend the sounds the letters make.
2. Also check for the correct pronunciation of the high-frequency words *before*, *front*, *heard*, *push*, *tomorrow*, and *your*.

[The Lost Cow](https://cite-media.pearson.com/legacy_paths/1efe51e1-2468-4ddc-9505-febc4b5d8ea1/The%20Lost%20Cow.pdf)

### Objective: In this section, you will write the steps that go in the middle of your how-to text.

#### Learning Coach Tip

In this lesson, your student will write the middle part of their how-to text. They will use the planning chart they completed previously, so make sure they have it available before the lesson begins. Your student will be adding to the beginning portion they wrote previously, so you want to make sure that is available as well.

#### Explain

1. Read the introduction with your student. Explain that they will be adding the next part of their how-to text: steps to complete the text. Review that the steps tell readers how to make or do something that is introduced in the topic sentence of the how-to text.
2. Remind your student that they have seen how Jamari, the writer of the student model, used a chart to plan the steps in his how-to text. If your student would benefit from a quick review of the plan, display the chart onscreen and walk them through each step. Discuss why Jamari’s ideas are not written in sentences (it is not necessary to write complete sentences when taking notes).
3. Tell your student that they are going to see how Jamari used the ideas in his chart to write sentences for each step and extra information. Point out the first step taken from Jamari’s chart. Have your student point to the notes Jamari took for Step #1. Then, help your student see how Jamari expanded the idea of “fold paper in half” into a full sentence. Ask your student to tell why this is a sentence (it has a verb, it begins with a capital letter, it ends with a period).
4. Discuss why Jamari added a second sentence, “You will have a front and back.” (It adds description or clarity to the step.) Then, have your student answer the question and explain their response. Remind your student careful writers make sure that each step they write is clear enough for a reader to complete the step without being confused or having to ask additional questions.
5. Continue to the next screen. Read the information about words that tell the order of steps and review why they are important. Point out that Jamari added an order word to the beginning of the first sentence in Step 1. Have your student respond to the questions to identify the word and tell how it helps readers. Discuss other order words writers use, including next and then for middle steps and last and finally for final steps. Remind your student that order words let readers know the order of the steps.
6. **IF** your student would benefit from an additional review of what Jamari did to transform his notes into sentences, **THEN** compare Jamari’s notes and with his completed text. Remind your student that each step begins with a word that tells when the step should be completed. Each step also includes sentences that provide additional information or suggestions about what to do. They give extra information that makes the how-to text clearer and more interesting.

[Jamari’s Chart](https://cite-media.pearson.com/legacy_paths/a9e8a33b-d174-455d-9cc4-e1534e5ca60d/ELA_1_0501_N_U15_D2_WP_Flowchart_1_Page_Jamari_CE.pdf)

[How to Make a Birthday Card](https://cite-media.pearson.com/legacy_paths/39f4cf98-4f9e-44a2-a811-41764c94516e/How%20to%20Make%20a%20Birthday%20Card.pdf)

#### Check-In

1. Read the instructions and the steps with your student. Explain that they are going to match steps with the order words a writer would use to begin each step. Use the steps to answer the questions. Point out that the steps are numbered 1, 2, and 3.
2. Read through the steps in the left-hand column with your student and ask them to identify what they help a reader learn how to do (make chocolate milk). Have your student determine whether Step 1 should be done first, next, or last, and then choose the correct word from the right-hand column. **IF** your student is struggling, **THEN** discuss the meaning of order words and specifically the meaning of the three choices.
3. Have your student continue with the second and third items, providing as much support as needed. When your student is finished, discuss their answers.

#### Practice

1. Read the directions with your student prior to beginning this activity. Explain that they are going to use their completed planning chart to write the steps for their how-to text. They should write additional sentences as needed.
2. Review the how-to text rubric with your student. Focus on the Sequence of Steps section. Explain that this part of the rubric will help them understand what they need to include as they write the steps of their how-to 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)

## Lesson 4: Parts That Help: Fluency

### Objective: In this section, you will describe how two people in an information text are connected.

#### Key Words

* **connection** – something that makes two or more things go together
* **details** – important pieces of information

#### Explain

1. Read or play the slide narration for the instruction with your student. Make sure your student understands that a connection is something that makes two things—or people—go together.
2. Clarify that people may be connected because they are alike or different. **IF** your student needs support, **THEN** identify one way you and your student are the same. Explain that it is a connection between you.
3. Remind your student that details are pieces of information in a text. Then, read the list of questions together. Explain that your student can use the questions to find details to figure out the connection between two individuals.
4. Read the passage about Brenda and Casim with your student. Talk briefly with your student about what Brenda and Casim like to do.
5. Work with your student to answer the question. **IF** your student struggles, **THEN** reread the passage. Point out how Brenda and Casim feel the same about their job. They both like what they do. That’s one connection between them.
6. Watch the video with your student. Talk about the connection the student in the video notices between people and dogs in the text “How to Walk a Dog.” He says that a walk is good for the person and for the dog.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will read the text *Click and Jane* in order to look for details about each character. Allow time for your student to read the text. You may need to introduce the three characters: CeCe is a yellow bird, Click is a mouse, and Jane is a raccoon. If necessary, review with your student how to read the text’s comic book format.
2. As your student reads, draw a three-column chart like the one shown on the screen in your student’s notebook.
3. After your student reads, clarify that they should review the text to find details that tell how CeCe, Click, and Jane feel about dandelions. Focus your student on what the characters say and do. Encourage your student to use the questions from Explain to find details.
4. Listen as your student shares the details they find. **IF** your student struggles, **THEN** ask scaffolding questions such as these:
   * What does CeCe say about dandelions? (They are her favorite.) What does she do with them? (wears them, blows on them) Does she like them? (yes)
   * What does Click say about dandelions? (They are amazing.) Does he like them? (yes)
   * What does Jane say about dandelions? (She calls them weeds.) What does she do with them? (She pulls them up out of her flower garden.) Does she like them? (no, not at first)
5. Write your student’s ideas in the chart. Keep the chart nearby for when your student completes the Practice activity.

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.

[Click and Jane Dandelions (A)](https://cite-media.pearson.com/legacy_paths/d0e61afb-ac3f-4b2c-bdfa-b9e07bd477b4/Click%20and%20Jane%20Dandelions%20%28A%29.pdf)

[Click and Jane Dandelions](https://cite-media.pearson.com/legacy_paths/ead876b5-a87f-49a4-8fb2-46407cbbb4b8/Click%20and%20Jane%20Dandelions%20%28O%29.pdf)

[Click and Jane Dandelions (B)](https://cite-media.pearson.com/legacy_paths/45e49e48-9a32-4363-a66a-6e5d3335079a/Click%20and%20Jane%20Dandelions%20%28B%29.pdf)

#### Practice

1. Read the directions with your student. Clarify that your student will first describe a connection between CeCe and Click. Then, they will describe a connection between Click and Jane.
2. Remind your student to use the details they gathered in the chart. Encourage them to use the sentence starters.
3. If your student has no difficulty identifying a connection between two individuals from the text, then challenge them to think of at least one connection among all three characters. For example, CeCe, Click, and Jane are all animals. They can talk. They all like to be outside.

### Objective: In this section, you will demonstrate how to share correct information with others.

#### Key Words

* **fact** – something that is true

#### Explain

1. Read or play the slide narration for the instruction on the first screen with your student. Talk with your student about Papi and Vada. Point out that Papi shares information with Vada. First, he shows her how to zip a zipper. Then, he tells her a fact about zippers. He also tells her where he learned the fact. Make sure your student understands the meaning of the key term “fact.”
2. Then, read and discuss the steps for sharing information. **IF** your student needs support, **THEN** ask scaffolding questions that are relevant to your student’s experiences:
   * If you ask me a question, do you want me to tell you the correct information or information that I make up? (the correct information)
   * Why? (because I want to know what’s true or correct)
   * Suppose we were talking about animals, and I told you something I learned about plants. Would that be helpful? (no)
   * Why not? (The information is not connected. It doesn’t help me understand about animals.)
3. Read the steps for reading aloud to share a fact from an information text. Guide your student to understand how each step is important. Stating the title tells the listener the source of the information. Speaking slowly, clearly, and correctly helps the listener understand. After reading aloud, your student can talk about the facts from the information text.

Explain that telling where you got your information helps your student understand that the information is true, and that you didn’t make it up.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer “yes” or “no” for each question.
2. Read each question with your student. Listen as your student answers. **IF** your student seems unsure of their response, **THEN** ask “Why?” after they answer. Your student should be able to explain their answer. Provide these sentence starters to aid the discussion:

#### Practice

1. Read the directions with your student. Clarify that they will be reading a page from *Click and Jane* out loud in order to identify a fact from the information text. Make sure your student understands that they will use the tips to read aloud fluently and then follow the steps to talk about the fact they learned.
2. Have your student preview page 4 of *Click and Jane*. Encourage your student to read Click’s words silently before they read the words aloud for you.

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.

[Click and Jane Dandelions (A)](https://cite-media.pearson.com/legacy_paths/d0e61afb-ac3f-4b2c-bdfa-b9e07bd477b4/Click%20and%20Jane%20Dandelions%20%28A%29.pdf)

[Click and Jane](https://cite-media.pearson.com/legacy_paths/ead876b5-a87f-49a4-8fb2-46407cbbb4b8/Click%20and%20Jane%20Dandelions%20%28O%29.pdf)

[Click and Jane Dandelions (B)](https://cite-media.pearson.com/legacy_paths/45e49e48-9a32-4363-a66a-6e5d3335079a/Click%20and%20Jane%20Dandelions%20%28B%29.pdf)

### Objective: In this section, you will practice writing lowercase letters **n** to **z**.

#### Explain

Quick Review

Before reading the lesson with your student, remind your student that they have learned how to write all the letters of the alphabet, both capital and lowercase. Tell your student that they will practice writing lowercase *n* to *z*. Ask your student to recite the alphabet starting with the letter *n*.

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

Write Lowercase Letters n to z

1. Read the next paragraph with your student. Encourage your student to point out the top, middle, and bottom lines. Discuss which letters use circle strokes. Ask your student to point to a letter that uses both a straight line and a curved line. **IF** your student has difficulty finding a letter, **THEN** direct your student’s attention to the letter *r*. Ask your student to point to the straight line and then to the curved line. Encourage your student to answer each of the questions aloud before revealing the sample answers. Point out that some questions may have only one answer, but most have more than one letter that could be correct. **IF** your student struggles to answer questions 4–6, **THEN** review the different types of lines with your student. Have your student draw a straight line in the air with their finger, then a slanted line, then a curved line.

#### Check-In

Learning Coach Tip

Letters that require your student to lift their pencil to make additional marks can be more difficult to form than letters that are written in a single stroke. If your student has trouble finding where to put the pencil down again after lifting it, encourage them to use their finger to mark the place where the pencil should be put down again.

1. Print the [Lowercase Letters n to z](https://cite-media.pearson.com/legacy_paths/d9fb5ccd-5afc-4fe0-9fb6-0645249798d1/Lowercase%20Letters%20n%20to%20z.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 each letter.
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.

#### 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 the words on the worksheet for your student 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.

### Objective: In this section, you will build words with **ou**and **ow**.

#### Warm Up

Begin by having your student identify the number of sounds in a word with*ou*and*ow*. Have your student blend the sounds. Use the following routine.

1. Stretch each word by saying each sound in a word. (*c-l-ou-d*)
2. Ask your student to say the word. (*cloud*)
3. Then, have your student identify the vowel sound in the word. (the vowel sound heard in *out*and *owl*)

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| cow | mound | brow | pouch |

#### Explain

Gather the following letter tiles:*b, c, d, f, h, l, m, n, o, p, r, s, t, u, w.*Use the letter tiles to model with your student how to build words with *ou*and*ow.* If necessary, remind your student that the letters *ou* and *ow* spell one vowel sound in the words.

#### Check-In

1. Gather the following letter tiles: *d, g, h, l, o, n, s, t, u, w.*
2. Read each set of directions to your student. Observe your student building the words with *ou* and *ow*. Have your student identify the vowel sound, represented by *ow*and*ou,*in each new word formed*.*Remind your student that the letters *ow* and *ou* together make one vowel sound, the sound heard in *ouch* and *how*. **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:

|  |  |  |
| --- | --- | --- |
| **• loud** | That siren is awfully **loud**. | **loud** |
| **• south** | The lake is five miles **south**. | **south** |
| **• town** | My **town** has a new park. | **town** |
| **• now** | The school bus is coming **now**. | **now** |
| **• out** | Take the ice cream **out**of the freezer. | **out** |
| **• down** | The puppy sat **down** by my side. | **down** |

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 they previously studied.

### Objective: In this section, you will write a closing sentence for your how-to text.

#### Key Words

* **closing sentence**– the last sentence in a how-to text

#### Learning Coach Tip

Today, your student will draft their closing sentence, the final element of their how-to text. Make sure they have the topic sentence and steps in the process they drafted earlier available to refer to. Your student can add on to the draft or, if they prefer, write their closing sentence on another page of their notebook; they will have the opportunity later to put the three sections of the draft together.

Explain

1. Review the parts of a how-to text and the definition and purpose of a closing sentence. Make sure your student understands that the closing sentence is the last sentence (or portion) of a how-to text. Discuss the two ways it wraps up the text: it reminds readers of the topic of the text, and it offers a suggestion or guidance about how readers might use the skill they have learned or the item they have created. If readers have made something, the closing sentence might tell what to do with it now: Can the reader eat it or play with it? Should they give it to someone?
2. Have your student answer the first question and use their response as a springboard for a discussion about why a topic sentence is important. Have them imagine that their own text ended after the last step they shared with readers. Ask these questions: Would readers be surprised? Would they be confused? Would they still want to do the steps and make the item? Guide them to see that a closing sentence helps readers because it makes it clear that they have learned everything they need to know in order to do the task. It also connects back to the topic sentence in that it suggests a purpose for doing or making what the writer describes in the text.
3. Continue on to the next section, “Jamari’s Closing Sentence.” Explain to your student that they are going to read how Jamari came up with the closing sentence for his how-to text. Discuss why Jamari began the process of writing a closing sentence by reading both his topic sentence and steps (his closing sentence should remind readers of the topic and the steps in making or doing what the topic describes).
4. Read aloud Jamari’s topic sentence and discuss what his how-to text will be teaching or showing the reader. Then, read the steps of the how-to text aloud. Discuss what the how-to text tells the reader to make.
5. Continue reading the questions that Jamari asked himself about his text. Discuss how answering the questions helped Jamari identify the ideas that his topic sentence should include.
6. Read Jamari’s closing sentence with your student and discuss how it tells his readers what to do with the birthday card that they made. Then, have your student answer the questions and explain their responses.
7. Prepare your student to write their own closing sentence by helping them evaluate how well Jamari’s closing sentence does both of its jobs (reminds the reader of the topic and suggests how they can use what they have made or learned). Ask your student to think of other ways that Jamari might have ended his how-to text.

#### Check-In

1. Read the instructions with your student. Explain that they are going to read a topic sentence and then choose the best closing sentence for it.
2. Read the topic sentence in Activity 1 with your student. Ask them to tell you what this how-to text is about. Then, discuss each closing sentence choice. Have your student decide which choice does a better job explaining what to do with vegetables in a garden. **IF** your student is having difficulty, **THEN** ask which closing statement talks about using vegetables.
3. Have your student respond to the questions orally and explain their answers.

#### Practice

1. Read the directions with your student. Explain that they will write a closing sentence for their how-to text. Review the how-to text rubric, focusing on the closing sentence section.
2. Provide support as your student composes a closing sentence. If your student is struggling, help them ask themselves questions about how to use what was made or done: What can you do with ? After you finish making , what would you do?
3. As needed, have your student reread the student model to review how the closing sentence relates to the topic sentence and steps.

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

[How to Make a Birthday Card](https://cite-media.pearson.com/legacy_paths/a0d6e793-17fe-4e2a-baff-80a29dfce26f/How%20to%20Make%20a%20Birthday%20Card.pdf)

## Lesson 5: Parts That Help: Synthesize

### Objective: In this section, you will make connections to information texts using what you already know about other texts, your life, and the world.

#### Key Words

* **connection** – something that makes two or more things go together

#### Explain

1. Read or play the narration for the initial instruction for your student. Clarify that a “connection” is something that makes two or more things go together. **IF** your student needs support, **THEN** brainstorm a list of words or phrases with the same or similar meaning (e.g., *tie*, *link*, *bond*, *things that go together*). Use those words instead of “connection” as needed.
2. Watch the video with your student. Point out that the student in the video makes three kinds of connections:
   * between a text and another text (text-to-text)
   * between a text and their own life (text-to-self)
   * between a text and things that happen in real life (text-to-world)
3. Tell your student that one connection they can make is between a text and another text. Read the two texts, “Useful Shoes” and “I Choose Shoes” with your student. Discuss what both texts are about. Then, have your student answer the question. **IF** your student needs additional support, **THEN** read the texts to your student as they listen and follow along. Have them raise a finger each time they hear the word “shoes.”
4. Read the instruction about how your student can make a connection between a text and their own life. Read the passage “I Choose Shoes” again. Have your student think about the questions to ask to make this type of connection. Then, have your student answer the question.**IF** your student needs support, **THEN** ask them to talk about shoes that they have or like to wear. Tell them to relate that to something in the text. You may wish to share the sample answer and discuss how your student’s connection compares.
5. Read the instruction about making a connection between a text and the world. You may wish to explain “the world” as things your student has seen in the real world or on the news. Reread the passage “Useful Shoes.” Have your student think about a connection to real life to answer the question. **IF** your student needs additional support, **THEN** ask your student scaffolded questions, such as these:
   * Where in the world have you seen shoes? (shoe store, on people’s feet, at the park)
   * What did the text make you think about those shoes you’ve seen? (It made me think about why people wear shoes. It made me think about different shoes people wear to play sports or for their jobs.)

Explain that your student will have the opportunity to make similar connections in this lesson.

You may wish to share the sample answer and discuss how your student’s connection compares.

#### Check-In

1. Read the directions with your student. Clarify that they will use the words from the word bank to complete the sentences about the different kinds of connections they can make when reading.
2. Read the sentences with your student. Listen as they answer. **IF** your student needs additional support, **THEN** review the three kinds of connections. When reading a text, they may be reminded of something else they read. When reading a text, they might remember something that happened to them. When reading a text, they might remember something that happened in the world.

#### Practice

1. Read the directions with your student. Make sure they understand that they will reread the texts *Click’s Garden* and *Click and Jane*. They will read to make different connections: between the two texts, between a text and their life, and between a text and the world. You will be recording the connections in a chart.
2. Allow time for your student to reread each text. As your student reads, draw a chart like the one shown in your student’s notebook.
3. Prompt your student to share connections they made. You may provide sentence starters like these to help them.
   * One connection I made between the two texts is they both \_\_\_\_\_.
   * The text \_\_\_\_\_ is like the text \_\_\_\_\_ because \_\_\_\_\_.
   * One connection I made between the text \_\_\_\_\_ and my life is \_\_\_\_\_.
   * The text \_\_\_\_\_ reminds of a time that \_\_\_\_\_.
   * One connection I made between the text \_\_\_\_\_ and things I have seen in the world is \_\_\_\_\_.
   * The text \_\_\_\_\_ made me think about \_\_\_\_\_.
4. Record your student’s connections in the chart. Afterwards, you may wish to share the sample answer and discuss how your student’s connections compare.

[Click’s Garden](https://cite-media.pearson.com/legacy_paths/e4ac7193-fdea-496e-9622-3b60e8e7b9fd/Click%27s%20Garden_Rev.pdf)

Using Leveled Readers to Support Student Reading

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

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

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

The Five-Finger Test

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

[Click and Jane Dandelions (A)](https://cite-media.pearson.com/legacy_paths/59dea2c4-4cb7-43e7-b46c-83d4fbe06190/Click%20and%20Jane%20Dandelions%20%28A%29.pdf)

[Click and Jane](https://cite-media.pearson.com/legacy_paths/19d068b3-ee0c-43df-aa02-0f70f3102309/Click%20and%20Jane%20Dandelions%20%28O%29.pdf)

[Click and Jane Dandelions (B)](https://cite-media.pearson.com/legacy_paths/44de6d00-15c8-4a8e-80d2-e9fa85ba32d0/Click%20and%20Jane%20Dandelions%20%28B%29.pdf)

### Objective: In this section, you will ask questions about what you already know and what you learned from reading an information text.

#### Explain

1. Read or play the slide narration for the instruction with your student. Focus on the questions your student can ask before and after they read an information text. Tell your student that these questions will help them focus their understanding of a topic.
2. Guide your student to look at the chart. Point out that the first two columns are where to keep ideas and questions before reading. The third and fourth columns are where to keep ideas and questions after reading.
3. Read about Kylo with your student. Point out that Kylo asks questions before he reads. He keeps these ideas and questions in a chart. Point out what Kylo knows and wants to know about skin. Ask your student what they know and want to know about skin.
4. Read the text “Skin” with your student. Point out that Kylo asks questions after he reads. He keeps these ideas and questions in the same chart. Talk with your student about what Kylo learned and what he still wants to know. Ask your student what they learned or still want to know about skin.
5. Make sure your student understands that an information text may not tell them everything they want to know about a topic. That is why it’s important to ask questions before and after reading. Explain that your student might have to read another text to find the answers to their questions.

#### Check-In

1. Read the directions with your student. Clarify that your student will sort the questions by placing them in the appropriate columns of a chart.
2. Draw a two-column chart, like the one shown on the screen, in your student’s notebook.
3. Either have your student write the questions in the chart or record the questions in the chart as your student dictates to you. **IF** your student struggles to sort the questions, **THEN** read aloud each question and ask: Is this a question you ask before you read a text with information or after you read it? You may also guide your student to review the list of questions in the Explain section.

#### Practice

1. Read the directions with your student. Clarify that they will ask questions before reading, read an information text about teeth, and then ask questions after reading.
2. Draw a four-column chart, like the one shown on the screen, in your student’s notebook.
3. Before reading, ask your student these questions:
   * What do I know about this topic?
   * What do I want to learn?
4. Read the text “Teeth” with your student. Then, ask these questions:
   * What did I learn?
   * What do I still want to learn?
5. Listen as your student uses the chart to tell you what they learned from reading “Teeth.” Encourage them to also tell what they already knew and what they still want to learn about the topic. You may provide these sentence starters to aid discussion:
   * One thing I learned was \_\_\_\_\_.
   * I already knew \_\_\_\_\_. But I did not know \_\_\_\_\_.
   * I still want to know about \_\_\_\_\_.
6. Conclude the lesson by telling your student that the questions and chart are good tools to use in the future. They can help your student reflect on what they learn from any information text.

Have your student record their thoughts and questions in the first two columns of the chart, or you may record for them as they dictate.

Have your student record their thoughts and questions in the last two columns of the chart, or you may record for them as they dictate.

### Objective: In this section, you will read your how-to text to make sure it has a topic sentence, steps listed in sequence, and a closing sentence.

#### Key Words

* **closing sentence** – the last sentence in a text
* **sequence**– the order that the steps in a how-to text are done
* **topic sentence** – a sentence that tells what a text is about

### Show What You Know

#### Learning Coach Tip

You may want to print out a copy of the checklist that your student will use in this lesson. If you don’t have a printer, you may want to write the checklist on a sheet of paper. At the end of the lesson, have your student place the checklist in their writing folder.

[How-to Text Checklist](https://cite-media.pearson.com/legacy_paths/7c435f3f-1226-41af-a4f2-11530964308a/How-to%20Text%20Checklist.pdf)

1. Review with your student the concept of rereading what you write. Explain that rereading their work helps a writer think about what they wrote and whether or not it tells the ideas they wanted to say.
2. Then, review the parts of a how-to text with your student. Confirm understanding of the key words.
3. Continue to the next screen, and read both versions of Jamari’s how-to text with your student. Explain that the second version is the one your student has read several times. The first version is new to them. The first version is Jamari’s first attempt at a how-to text. After Jamari read his first version, he made changes to make it better.
4. As you and your student read the second version, explain that the boldface words are the changes Jamari made. Have your student identify Jamari’s changes.
5. Support your student as they answer the questions about the changes Jamari made.
   * Remind your student that a topic sentence in their how-to text should say what they are going to do or make. In Jamari’s first version, he did not include the word birthday, so readers were unclear about what the card would be for.
   * Discuss the second change Jamari made. Explain that Jamari added the words First and Finally to tell when a step begins. Remind your student that words like first, next, then, and finally tell the reader when a new step begins and makes it easier for the reader to do the steps in the right order. Ask your student to remind you what can happen when steps are done out of order (it is difficult to make or do the task).
   * Point to the last change Jamari made to his how-to text. Remind your student that a good closing sentence tells the reader what they can do with the item they have made or the new skill they have learned.

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

* **Less Successful** — My student struggled to identify what was missing from Samira’s how-to text.
* **Moderately Successful** — My student was able to identify that the topic sentence was missing but had difficulty selecting the appropriate sentence to add.
* **Very Successful** — My student was able to identify what was missing from Samira’s how-to text and was able to select the appropriate replacement.

#### Try This

Since this is an open-ended activity, use your assessment of your student’s performance in the Show What You Know activity to guide your student’s approach to completing Try This.

* **Less Successful** — Review the lessons in this unit. Make sure your student understands the purpose and parts of a how-to text. Provide support as your student tries to understand the importance of revisiting the how-to text to make it stronger. Guide your student step-by-step through the how-to text checklist.
* **Moderately Successful** — During your student’s review of the how-to text, provide support. If you notice a weakness in your student’s writing that should be addressed, point to a specific question in the how-to text checklist that you would like your student to pay attention to.
* **Very Successful** — Have your student complete the Try This activity as independently as possible.

1. Read the directions with your student. Reinforce the importance of reading their how-to text again to understand if there are ways to make it stronger or clearer. You may want to review the How-to Text Rubric.
2. Have your student answer the first question and determine if their how-to text has a complete topic sentence.**IF** your student has difficulty with the assessment of their writing, **THEN** ask them if the first sentence is clear about what is being made or done and what to do with what is made or done.
3. Continue by having your student answer the second question. You may want to have your student revisit the graphic organizer they previously completed.**IF** your student overlooks a step or word that is needed, **THEN** ask them to point out the steps in each part of the flowchart. Ask what words help a reader know when a new step begins.
4. Next, have your student answer the third question and determine if the how-to text has a closing sentence that restates what to do with what was made or done. **IF** your student has difficulty writing their closing sentence, **THEN** revisit the student model, “How to Make a Birthday Card.”
5. Help your student submit the draft of their how-to text to their drop box. As needed, help them convert it to a digital format by scanning it in PDF form or by using a smartphone or digital camera to create a clear .jpg or .png image.

[How-to Text Checklist](https://cite-media.pearson.com/legacy_paths/7c435f3f-1226-41af-a4f2-11530964308a/How-to%20Text%20Checklist.pdf)

[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

Your student will not publish their how-to text until a later lesson. During this activity, your student should hand write changes they want to make as clearly as possible. Your student will submit their how-to text for review after they have made all the changes they want. Your student will receive feedback on their draft.

[How to Make a Birthday Card](https://cite-media.pearson.com/legacy_paths/a0d6e793-17fe-4e2a-baff-80a29dfce26f/How%20to%20Make%20a%20Birthday%20Card.pdf)

### 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. 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.