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# Language Arts 2 B Unit 14: Ever-Changing Earth

## Lesson 1: Ever-Changing Earth: Genre

### Ever-Changing Earth: Introduction

#### Learning Goals

In this unit, your student will be learning about the natural events that cause Earth to change. There are 18 learning goals for this unit:

1. Identify whether a read-aloud text tells a story or gives information.
2. Distinguish the shades of meaning among closely related verbs (e.g. *toss*, *throw*, *hurl*).
3. Spell words with suffixes. (-*ly*, -*er*, and -*est*, -*ful*, -*less*, and -*ion*/*tion*/*sion*).
4. Identify facts, details, and visuals within a research report.
5. Locate key facts in a digital informational text.
6. Write lowercase letters *a*–*m*.
7. Read words with suffixes. (-*ly*, -*er*, and -*est*, -*ful*, -*less*, and -*ion*/*tion*/*sion*).
8. Identify examples of topic sentences for introduction paragraphs for a research report.
9. Use text features to locate key facts or information in a text.
10. Distinguish the shades of meaning among closely related adjectives. (e.g., *thin*, *slender*, *skinny*, *scrawny*).
11. Blend words with suffixes *ly*, -*er*, and -*est*, -*ful*, -*less*, and -*ion*/*tion*/*sion*)
12. Identify concluding statements within a research report.
13. Make predictions about a literary text using text features.
14. Build words with suffixes *ly*, -*er*, and -*est*, -*ful*, -*less*, and -*ion*/*tion*/*sion*).
15. Write lowercase letters *n*–*z*.
16. Use technology to draft a research report to include gathering information, taking notes, and sorting details into categories.
17. Make predictions about text using knowledge of text features.
18. Use technology to draft a concluding statement of a research report.

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.

* Ever-Changing Earth: Genre Quick Check
* Ever-Changing Earth: Comprehension Quick Check
* Ever-Changing Earth: Speak/Listen Quick Check
* Ever-Changing Earth: Fluency Quick Check
* Ever-Changing Earth: Synthesize Quick Check

#### Spark

1. Read the first two paragraphs with your student, and then direct their attention to the photo. Discuss how the photo illustrates what they just read. **IF** they struggle to see how the photo connects to the text, **THEN** ask questions such as these: Where is the cliff? Where is the house? How can you tell the cliff is wearing away?
2. Repeat this process for the remaining paragraphs and photos. **IF** your student needs more guidance with the flood paragraph and photo, **THEN** ask these questions: Where is the floodwater in this photo? How can you tell the water level is too high? **IF** they have trouble with the last paragraph and photo, **THEN** ask these questions: Where is the lava in this photo? Where is the lava flowing?
3. Read the question with your student. **IF** they have trouble answering the question, **THEN** together review the text to find the answers. Accept any answers that make sense, even if they are not specifically mentioned in the text.

#### Activate Prior Knowledge

1. Read the first paragraph with your student. Briefly discuss how Earth might be changing where they live. Then, read the second paragraph. Have them use the KWHL-Chart graphic organizer or draw one in their notebook. **IF** they struggle to fill in the chart, **THEN** help them brainstorm ideas using questions such as these: What do you know about volcanoes? What would you like to know about volcanoes? What do you know about floods? What would you like to know about floods? Guide them to find something they learned on the slides and fill in the third column. Then, guide them to brainstorm where or how they can learn more about a topic and have them fill in the final column.
2. Read each bulleted item and have your student tell about topics they have learned about and which ones are new to them.
3. Share some examples of words with suffixes such as *slowly*, *higher*, and *careful* with your student to show them what they will be looking for as they read.

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

#### Key Words

* **facts** – things that are true
* **informational texts** – texts that tell about real people, places, or things
* **stories** – texts that tell 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.

[Ever-Changing Earth\_Genre suffixes ly.ful.less.er.est.ion.tion.sion](https://cite-media.pearson.com/legacy_paths/d96013e4-82b7-410a-94a2-aadd0b78a4ff/Ever-Changing%20Earth_Genre%20suffixes%20ly.ful.less.er.est.ion.tion.sion.pptx)

#### Explain

A Note to the Learning Coach

For this lesson, you will read aloud the informational text *The Living Rock Cycle* as your student listens.

*The Living Rock Cycle* is not a traditional informational text with paragraphs. The information in the text is presented in the form of a flowchart infographic. The text uses visuals and text boxes to explain and illustrate the process by which rock is formed. You may wish to play the recorded audio for the text, or you may wish to read the text aloud to your student.

If you read the text aloud, it does not matter where you start reading because the text describes an endless cycle. However, these tips may help you navigate the text as you read it to your student:

1. Start at the top of page 2 and read the introductory paragraph.
2. Then, read the text in each of the green circles, starting at the top of page 2. Follow the arrows to read the text in a logical order.
3. When you get to the bottom of page 2, follow the arrows to begin reading the text that appears in the blue boxes. Continue following the arrows and reading the blue text boxes until you get to the top of page 1.
4. Keep in mind that the text in the green circles focuses on how living things interact with rocks. The text in blue boxes focuses on how rocks are formed and move.
5. Read or play the slide narration for the introduction with your student. Make sure your student understands the meanings of the key words in bold print.
6. Clarify that in this lesson, your student will read and listen to texts. Then, they will decide whether each text tells a story or gives information.
7. Guide your student to read the text “After the Storm,” or read the text aloud as your student listens. Then have your student answer the question.
8. Discuss how your student knows that the text tells a story. **IF** your student needs support, **THEN** explain that even though Granddad seems real, he is not. He is a character in a story. The author made up Granddad and the events in the story.
9. Have your student read or listen as you read the text “Mudslide!” and then respond to the question. **IF** your student needs support, **THEN** scaffold with questions like these:
	* Did you read or hear facts about mudslides? Or, did you read or hear a story about a character who sees a mudslide? (I read/heard facts about mudslides.)
	* Did the ideas in the text come from real life? Or, did the author make them up? (The ideas came from real life.)
10. Before you read aloud or play the recorded version of *The Living Rock Cycle*, discuss the text’s title. Clarify that rock is itself not a living thing, but it does move and change, and it is shaped by living things. If needed, explain that a cycle is a set of steps or events that happen in a certain order.
11. Clarify that your student should listen carefully to the text. Explain that your student will identify whether the text tells a story or gives information. **IF** your student needs support, **THEN** ask questions such as these:
	* Is this text about real things or events?
	* Is the text about made-up things or events?
12. Listen as your student answers the question. They should be able to identify the text as an informational text.

[The Living Rock Cycle](https://cite-media.pearson.com/legacy_paths/9ac1df55-47a8-40dd-84c1-37c68ead5ac5/The%20Living%20Rock%20Cycle.pdf)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will talk about the text *The Living Rock Cycle*.
2. Talk with your student about how they know *The Living Rock Cycle* is an informational text, not a story. **IF** your student needs support completing the sentence starters, **THEN** review that an informational text gives facts and information. Scaffold by asking these questions:
	* Did you hear facts about rocks and the rock cycle? Or, did you hear a made-up story about rocks? (I heard facts about rocks and the rock cycle.)
	* Did you learn that plant roots help break up rocks? (yes) Is that a fact? (yes)
	* Did you learn that shellfish in the ocean help form rocks? (yes) Is that a fact? (yes)
	* Did you learn that magma is melted, recycled rock? (yes) Is that a fact? (yes)
3. Listen as your student shares a fact from the text.**IF** your student struggles to recall a fact they heard in the text, **THEN** review the definition of a fact (something that is true). Next, reread a randomly selected text box for your student. Give them this sentence starter to help them state one fact they heard in it: One fact I learned from listening to the text is .

#### Practice

1. Read the directions with your student. Clarify that your student will listen as you read the text “What Is a Glacier?” Then, your student will read two statements and decide whether the statements are true or false to identify whether the text is an informational text or a story.
2. Read the text to your student. You may read it more than once if needed.
3. Listen as your student reads the first statement and decides whether it is true or false. They should give a reason why they think it is true or false. You may wish to provide the following sentence starter to aid in discussion: The statement is (true / false) because .
4. You may wish to share the sample answer with your student. Your student’s answer should be similar.
5. Repeat the process for the second statement.

What Is a Glacier?

A glacier is a huge piece of ice and snow. It is formed over many years. Some glaciers form on the tops of mountains. Some lie across wide open spaces.

Glaciers are important to Earth. They store a lot of fresh water. Think of a glacier as being like a huge, frozen lake.

Glaciers move too. They are very heavy. They are made of slippery snow and ice. They slide very slowly down the sides of mountains and across the land.

### Objective: In this section, you will tell the difference between verbs that mean almost the same thing.

#### Explain

1. Review that verbs are action words, and explain that some verbs are synonyms. This means they have almost the same meaning, but not quite. For example, *hop* and *leap* are both ways to jump, so they are synonyms, but a leap is bigger than a hop. Give your student a few other examples, such as *jog* and *run*, and talk about how the meanings of the words are similar but also different.
2. Look at the photo and first two example sentences together. Point out that *jog* and *dash* are both ways to run. In this way, the actions are similar. Talk with your student about how the verbs are different. Elicit that jogging is gentler and slower, and dashing is faster. You may wish to have your student act out the actions by jogging in place and dashing out of the room to better understand how these verbs are different.
3. Explain that the verb *run* has a few synonyms or similar verbs, and talk about how those words are different from one another. In addition to *jog* and *dash*, someone might *race*, *zoom*, *speed*, or *bolt*, for example. These words describe different speeds of running.
4. **IF** your student has difficulty telling how verbs are different, **THEN** give a few other examples. For example, ask your student how the verbs *tap* and *hit* are different. Help your student understand that *tap* is gentle, but *hit* is hard. Demonstrate by tapping and hitting a table.
5. Read the last two example sentences together. Then, have your student identify the verbs and tell how they are alike and different.
6. Explain that writers choose their words carefully. They can choose among different verbs to say exactly what they mean.

#### Check-In

1. Read the directions with your student. Explain that they will read pairs of verbs and explain how their meanings are alike and different.
2. Complete the first activity with your student. Have them read the verbs and explain how their meanings are similar and different from each other. **IF** your student answers incorrectly or does not understand, **THEN** remind them that verbs can sometimes tell about similar actions, but there will be something different about their meanings, too.
3. Provide necessary support as your student completes the rest of the activities on their own. Provide feedback to help your student understand what they did well and to know where they might need additional practice. Then, let them correct any mistakes they may have made.

#### Practice

1. Read the directions together. Explain that your student will identify which verbs from the box best complete each sentence. Reiterate that they will not use every verb; instead, they will need to think about which verb is appropriate for the particular shade of meaning the sentence describes.
2. Have your student read aloud the verbs in the box. Make sure they understand what each verb means.
3. Complete the first activity together. Have your student try to identify which verb from the box is the best fit in the sentence. Guide your student to look for clues in the sentence to tell which verb has the closest meaning. Help them understand that when someone isn’t very hungry, they might just *nibble*. (In contrast, if they were very hungry, they might *gobble*, or eat something quickly.)
4. If your student is able, have them complete the rest of the activities independently. If your student needs additional support, it may be helpful to act out each word to help them see how the words are different from each other. If your student still needs help, encourage them to look for clues in each sentence that will help them choose the correct answer.

### Objective: In this section, you will spell words with suffixes.

#### Key Words

* **suffix** – a word part added to the end of a base word to change its meaning

#### Warm Up

Remind your student that a syllable is a word part that has a vowel sound. Then, have your student separate words with suffixes into syllables. Model, using the word *softly*. Say the word, and have your student repeat it. Then, repeat the word with your student, breaking it into syllables: *soft-ly*. Continue by having your student break words with suffixes into syllables using the following routine:

* Say the word.
* Have your student repeat the word.
* Say the word again slowly, breaking it into syllables

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **playful**(play-ful) | **kinder**(kind-er) | **sadly**(sad-ly) | **careless**(care-less) |
| **neatest**(neat-est) | **location**(lo-ca-tion) | **helpful**(help-ful) | **explosion**(ex-plo-sion) |

#### Explain

Learning Coach Tip

A suffix is a word part that is added to the end of a base word to change its meaning. A suffix adds information to a word and also adds a syllable. For example, the suffix *-ly* can be added to the one-syllable word *sweet* to make the word *sweetly*. The spelling of a base word can change when a suffix is added. For example, when the suffix *-sion* is added to *invade*, the final *de* is deleted to make the word *invasion*.

Suffixes *-ly, -ful, -less*

1. Read the introduction to your student. Explain that a suffix is a word part that is added to the end of a base word to change its meaning. Explain that *-ly*, *-ful*, or *-less* are suffixes. The suffix *-ly* tells how something is. The suffix *-ful* means “full of,” and the suffix *-less* means “without.” Point out that a suffix always adds a syllable to a word and that the suffix is always the last syllable.
2. Have your student read the words *loudly, restful,* and *fearless*.
3. Then, have your student answer the questions to identify the suffix as the last syllable in each word and the spelling of each suffix. **IF** your student has difficulty identifying the suffix in a word, **THEN** have your student look at each word. Say the word, pausing between each syllable. Have your repeat the word, then say the suffix, and point to it.

Suffixes *-er, -est*

1. Read the introductory text to your student. Explain that the suffixes *-er* and *-est* are used to compare two or more things. Provide an example: A horse can run *fast*, a car is *faster*, and a jet is the *fastest* of all.
2. Have your student read the words *smaller* and *tallest*. Then, have your student answer the questions to identify the suffix as the last syllable in each word and the spelling of each suffix.

Suffixes *-ion, -tion, -sion*

1. Continue discussing suffixes by reading the introductory text to your student. Explain that the suffixes *-ion*, *-tion*, and *-sion* are different versions of the same suffix. They all have the same sound heard in the last syllable of *nation*. Add that the suffixes all mean ‘’the act or process of.” For example, an introduction is the act of introducing one person to another person.
2. Have your student look read the words *expression*, *invitation*, and *decision*. Then, discuss how the spelling of the base word can change when a suffix is added. Use the following:
	* Explain that the base word of expression is express. Write the word *express*and point out that the base word does not change when the suffix*-ion* is added.
	* Write the word *invite*and explain that this is the base word of invitation. Point out that the *e* is dropped and the letter *a* is added when the suffix *-tion* is added.
	* Point out that the base word of *decision*is *decide*. Write the word *decide*and point out the spelling changes to the base word when the suffix *-sion* is added.

Discuss how the spelling of the base word helps to decide which suffix to add to the word. Then, have your student answer the questions to identify the spelling of each suffix. **IF** your student has difficulty reading the multisyllable words, **THEN** have your student look at the syllable boxes for each word, say the syllables, and blend them together to read the word.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, say the words again, pausing between the syllables of each word, and have your student repeat. 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 spell the suffix in each word:

* A pencil is **useful** for drawing and writing. (use**ful**)
* The red blanket is the **softest** of all the blankets. (soft**est**)
* Did you hear that loud **explosion**? (explo**sion**)
* Today is **colder** than yesterday was. (cold**er**)
* I will **gladly** help you with your project. (glad**ly**)
* The first **action** will be to clean up the town park. (ac**tion**)
* The kitten was **helpless** because it was stuck in the tree. (help**less**)
* We need to pay **attention** so we can hear. (atten**tion**)

### Objective: In this section, you will identify facts, details, and visuals in a research report.

#### Key Words

* **details** – information that tells more about a fact
* **facts** – true statements about a topic
* **sources** – texts with information about a topic
* **visuals** – images that show information

#### Explain

1. Use the first two paragraphs to review with your student what they have done so far for their research report. They have selected a topic, written questions to help them research the topic, researched the topic, and written an introduction with a topic sentence that tells an idea about the topic. Explain that in this lesson, they are going to learn about the middle of a research report.
2. Continue with the section titled “Facts and Details.” Use the definitions provide to review the key words *fact,* *detail*, and *sources.* Discuss how the research your student did earlier provided them with facts and details about their topic, and that they will share some of these facts and details in their own report. Point out that they may also share information they have learned from their own experience or from what they already know or have learned.
3. Review the topic of “Thunderstorms,” the model research report your student has already read. Then, have your student read the excerpt on the screen. Point out that this portion is the middle of Fayth’s text and is the part where she shares facts and details about her topic. After reading the excerpt, have your student answer the questions to identify a fact and detail that support the topic.
4. Continue to the section titled “Visuals” on the next screen. Read the first paragraph with your student. Use the key word definition provided to explain that a visual is an image, or picture, that shares information. Provide an informational text with visuals and review a few examples, discussing how they help readers learn about a specific topic.
5. Watch the flipbook with your student. Pause the flipbook periodically to discuss the differences between photos and drawings and how a writer might use each to convey information about a topic. If you think your student would find it useful, you might also want to note other examples of visuals not covered in the flipbook, such as maps, charts, or graphs.
6. When they have finished the flipbook, have your student read and answer the question.**IF** your student is unsure of their answer, **THEN** have them reread “Thunderstorms,” state the important idea it conveys, and talk about information that might help readers understand the idea.

Learning Coach Tip

If your student would benefit from a contextual review of the model text, take a few minutes to reread the full text together. Discuss the writer’s topic sentence and the important idea she shares about thunderstorms. If you have a printer, you may also want to print out the model so that your student can annotate the facts and details that support the topic.

[Thunderstorms](https://cite-media.pearson.com/legacy_paths/be8f5f32-af96-4fb7-b0af-36cb4a19cd63/Thunderstorms.pdf)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will read a topic sentence and then choose information that most closely supports the idea the topic sentence shares.
2. Complete the first item with your student by reading together the topic sentence and thinking about which response provides a fact or detail that supports it. **IF** your student answers incorrectly, **THEN** discuss each answer option with them. Provide a frame to help them connect each fact or detail to the topic. For example, you could say, “One way rivers are important to people and animals is .”
3. Have your student continue with the remaining questions. Make sure they understand that in the last question, they should choose the visual that best helps readers understand the topic and main idea.

#### Practice

Have your student read the directions. Explain that they are going to read sentences from the text *Earth’s Changing Surface*. Your student may have already read this text; if not, take a moment to review it with them before beginning the 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.

[Earth’s changing surface (A)](https://cite-media.pearson.com/legacy_paths/770f100d-a0a9-4ce5-ab07-c40dcb212380/Earth%E2%80%99s%20changing%20surface%28A%29.pdf)

[Earth’s Changing Surface](https://cite-media.pearson.com/legacy_paths/5f1d0091-a8b2-4e30-8d5a-a7ecdf37c888/Earth%E2%80%99s%20changing%20surface.pdf)

[Earth’s changing surface (B)](https://cite-media.pearson.com/legacy_paths/a5a4efde-2a82-41e4-bffa-5971ea81cc1c/Earth%E2%80%99s%20changing%20surface%28B%29.pdf)

1. Review the main idea of the text with your student, and then have them read the sentences on the screen. Have your student read and answer the first two questions, recording their answers in their notebook.
2. Finally, have your student read the last question and access the book to review the image. Explain that to respond to the question, they should tell how the image gives readers information about the fact and detail described in the text. Have your student record their answer.
3. Review your student’s answers and encourage them to explain their thinking. Provide support, as needed.

## Lesson 2: Ever-Changing Earth: Comprehension

### Objective: In this section, you will find key facts in an informational text you read on a screen by using different tools.

#### Explain

Get Ready for Learning

In this unit, your student will learn about text features in informational texts. Specifically, they will learn how to use text features to locate key facts and information in a digital informational text. You may find it helpful to find a website or e-book that contains several of the different text features, or tools, that will be introduced in this lesson and examined throughout the unit. These features include captions, bold print, subheadings, icons, menus, glossaries, and indexes. Use your chosen website or e-book as a model as you discuss the instruction in the Explain section and after you watch the video with your student.

1. Read or play the slide narration for the introduction with your student. Make sure your student understands the meanings of the key words in bold print.
2. Clarify that an informational text is full of facts and details, but key facts are the most important pieces of information. They help readers understand the topic of an informational text.
3. Have your student read the chart. Point out that the tools are listed in the column on the left. How the tools can help a reader find key facts is explained on the right. Explain that not every digital informational text will have every tool. The chart lists tools that are commonly found in digital texts.
4. Watch the video with your student. Guide your student to focus on the tools the student in the video uses to find important information. You may wish to pause the video after each tool is explained and summarize how it works.
5. Guide your student to read about Tito. Have them read the informational text “Shaping the Earth” and answer the question. **IF** your student needs support, **THEN** have your student review the chart on the previous Explain screen. Read aloud each answer choice and ask the following questions:
	* Did you see this tool in the text?
	* Can you point it out to me?
	* How did it help you?

Set a Purpose for Reading

1. Help your student set a purpose for reading the text *The Living Rock Cycle.* Have your student read the title. You may wish to clarify that rocks are not living things, but they do move and change and are shaped by living creatures. You may also need to explain that a cycle is a process or series of steps that is done over and over again.
2. Have your student look closely at the pictures in the text. Encourage them to trace the arrows with their finger. Ask them to share any observations they have about the way the text appears on the page. They should notice that the text is mostly set in green circles and blue boxes.
3. Ask your student to use the title, words, and pictures to predict what they will learn from reading the text. **IF** your student has difficulty, **THEN** focus on the text’s title and the background picture on pages 10 and 11. Scaffold by asking questions like these:
	* What do you see in the background picture on these pages? (I see a volcano. I see a river and rocks and dirt falling into the ocean. I see fish under the water.)
	* What do the words in the title make you think about? (They make me think that rocks are alive.)
	* What do the arrows make you think? (The text has to be read in order. It’s about a set of steps.)
	* What do you think the text will be about? (I think it will be about how rocks are made.)

[The Living Rock Cycle](https://cite-media.pearson.com/legacy_paths/9ac1df55-47a8-40dd-84c1-37c68ead5ac5/The%20Living%20Rock%20Cycle.pdf)

Before You Read: Vocabulary

1. Have your student focus on the sentences. Tell your student to use the details in each sentence to infer what each vocabulary word means. For example, for the word *surface*, scaffold with activities such as these:
	* Read the sentence with your student and draw attention to the bold vocabulary word.
	* Tap your knuckles on a few different nearby surfaces. For example, tap a desk, a book, and your own skin. Ask your student what all of the things you tapped have in common. Guide your student to understand that you tapped on the outside surface of all those things.
	* Have your student feel a few different surfaces. Ask how these surfaces feel. Point out various ways that a surface might feel, such as hard, soft, hairy, smooth, cool, flat, and bumpy.
	* Ask questions that are relevant to your student’s experiences: Are surfaces only on the outside of things? (yes) Are surfaces always hard or flat? (no) Does every solid thing have a surface? (yes)
2. Have your student use the vocabulary word in a sentence. **IF** your student has difficulty, **THEN** provide this sentence frame: The surface of my desk is . (smooth, flat, cool)
* **bacteria:** tiny organisms that live in air, soil, and water
* **dissolve:** to break down or melt in liquid
* **remains:** the parts of a plant or animal left over after it dies
* **surface:** the outside part of something
* **compress**: to squeeze something very tightly
* **erupts**: explodes

Read

1. Before your student reads the text on their own, encourage them to start at the top of page 11. Then, have them read the text in the green circles, letting the arrows guide them toward the bottom of the page. They can continue by reading the text in the blue boxes, following the arrows to the top of page 10. Point out that your student could begin reading at any point in the cycle.
2. Allow time for your student to read the informational text. Have them pause occasionally to tell you what they understand about the rock cycle. Encourage your student to share any new or interesting facts they read.

Check for Understanding

1. Use the question to quickly assess whether your student understands the text.
2. **IF** your student struggles to answer the question, **THEN** have them retrace the arrows in the text. Ask your student to think about how the arrows helped guide them through the cycle, or set of steps.
3. Point out that the cycle described in the text would not make sense if your student read the text in the circles and boxes out of order.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will match each tool to how it is used in an informational text.
2. Have your student read the question stem. Clarify that your student will match the first column to the second column. They will match each tool to how it helps them find key facts in an informational text they read on a screen.
3. **IF** your student struggles, **THEN** have them revisit the chart that appears on the first Explain screen as you ask these questions:
	* What does a/an  \_\_\_\_\_do?
	* How does it help you find key facts?

#### Practice

1. Read the directions with your student. Clarify that your student will revisit *The Living Rock Cycle*. They will use what they learned in the lesson to find at least two key facts in the text.
2. Allow time for your student to reread the text. You may wish to ask your student to point out the tools that appear in the text—a title and key words in bold print. Remind them to use these tools to find the key facts.
3. Listen as your student completes the sentence frames to identify two key facts and the tool or tools that helped your student find them.
4. You may wish to share the sample answer with your student. Your student’s answers should be similar. Discuss if your student finds different key facts or uses different tools.

### Objective: In this section, you will explain how to keep your information safe when you use a computer or other tool to go online.

#### Explain

A Note to the Learning Coach

In this lesson, your student will learn about ways to keep their personal information safe when they are online. They will look to you for guidance about the security of apps and websites they use. If you need guidance on how to determine that the technology is safe and secure, do some research before you begin the lesson. Look online for sites created by government agencies, libraries, and consumer advocacy groups. They will provide tips to help keep your student’s information safe.

1. Read the introduction or play the slide narration with your student. If your student listens to the slide narration, ask if they have any questions about what they heard.
2. Discuss the concept of personal information. Explain that your student has information about themselves that is special and should be kept private. Point out that this information is not meant for everyone to know, especially when it comes to companies and strangers on the internet.
3. While it may not be practical for your student to be supervised every time they go online, emphasize the importance of asking for an adult’s help whenever they visit new websites or access new apps.
4. Have your student read the list of things they should avoid doing with their information when they are online. **IF** your student needs support, **THEN** ask these scaffolding questions to help them understand the reasoning behind the tips:
	* Why do you think you should not put pictures of yourself on the Internet? (I don't know who might see them.)
	* Why shouldn’t you give information to people you don’t know? (I don’t want strangers to know my information. I don’t know what they will do with it.)
	* Why shouldn’t you share your passwords with people outside your family? (It’s not safe. They might use them to get information.)
5. Have your student read about Paco and his Learning Coach. Then, have them answer the question. **IF** your student needs support, **THEN** ask these scaffolding questions:
	* Did Paco share his personal information with the website? (no)
	* What did he do instead? (He let his Learning Coach use a special email to sign up.)
	* How did Paco keep his information safe? (He did not give his information to someone he did not know. He did not give his information because he did not know how it would be used.)

#### Check-In

1. Read the directions with your student. Explain that they will answer questions about how to keep personal information safe. Work with your student to answer the questions.
2. Have your student read Question 1. **IF** your student struggles to answer, **THEN** have them reread the list of things they should not do with their private information. Tell your student that two of the answer choices are correct.
3. Listen as your student answers Questions 2 and 3. You may provide this sentence starter to help them express their ideas: It (is / is not) safe for Asha to  because .

#### Practice

1. Read the directions with your student. Clarify that your student will use what they learned to tell Nnamdi if he should share his personal information with a website in order to watch a video about volcanoes.
2. Encourage your student to use the sentence starters to tell what he should and should not do.
3. You may wish to share the sample answer with your student. Your student’s answer should be similar. Discuss if their answer differs greatly. Ask your student why they answered the way they did.

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

#### 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 help them place the dot.

1. Print the [Lowercase *a-m*](https://cite-media.pearson.com/legacy_paths/5d4730dd-da77-448e-9e02-adf70bfb5ab6/Lowercase%20Letters%20a%20to%20m.pdf)worksheet. Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper and write any models that 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 it.
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 on each row 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**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 read words with suffixes.

#### Warm Up

Have your student identify the number of syllables they hear in words with suffixes. Have your student clap or tap the number of syllables in each word. Use the following routine:

* Tell your student to listen as you say a word.
* Have your student repeat the word.
* Say the word again slowly, pausing between each syllable.
* Have your student clap or tap the number of syllables in each word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **nicely**(nice-ly,2 syllables) | **darkest**(dark-est,2 syllables) | **spotless**(spot-less,2 syllables) | **permission**(per-mis-sion,3 syllables) |
| **cheerful**(cheer-ful,2 syllables) | **election**(e-lec-tion,3 syllables) | **bravely**(brave-ly,2 syllables) | **harmless**(harm-less,2 syllables) |

#### Explain

A Note about the Lesson

In the Check-In section of this lesson, your student will use a chart to sort words. You can have your student copy the chart into their notebook, or you can print the chart for your student to use. If you plan to use the provided chart, you may want to print it before beginning the lesson.

[Five-Column Chart](https://cite-media.pearson.com/legacy_paths/784547c8-db25-4f52-9a13-681baf1097eb/Five-Column%20Chart.pdf)

Words with Suffixes

1. Use the words to review how to read words with suffixes. Remind your student that a suffix is a word part that is added to the end of a base word to change its meaning. Review that a suffix is the last syllable in a word. Use the following routine:
	* Read the word.
	* Name the letters that spell the suffix at the end.
	* Say the suffix.
	* Read the word again and have your student repeat it after you.
2. Continue by using the remaining words to review how to read words with suffixes. For the last word, *eruption*, explain that in an eruption a volcano explodes, pushing out dangerous gases and steam. If needed, have your student clap or tap the syllables as you read each word, emphasizing the suffix in the last syllable. (*slow-ly, joy-ful, sleep-less, light-er, high-est, e-rup-tion)*

Two-and Three-Syllable Words with Suffixes

1. Help your student apply what they have learned about suffixes to reading more two- and three-syllable words with suffixes. With your student, read the introduction and the word *spotless*. Look at the first syllable in *spotless* with your student and point out that the vowel *o* spells the short *o* sound. Then, look at the second syllable with your student and point out that the suffix *-less* is the last syllable in the word. Identify that the vowel *e* spells the short *e* sound. Then, have your student read the word.
2. Continue by having your student look at the syllables in the words *painful*, *sweetly*, *greenest*, and *location* and read the words. Have your student answer the questions to focus on the spelling of the suffix in each word.

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 spell the suffix in each word. Then, have your student sort the words by writing words with two syllables in one column and words with three syllables in another column.

|  |  |
| --- | --- |
| **Two-Syllable Words** | **Three-Syllable Words** |
| gladlyusefulsoftestactionhelplesscolder | explosionattention |

#### Check-In

Listen as your student reads the words in the box. Then, have your student use the five-column chart to sort the words by the suffix at the end of each word. **IF** your student has difficulty sorting the words, **THEN** read each word, emphasizing the suffix in the last syllable. Encourage your student to identify the suffix.

#### Practice

Use the sentences to confirm that your student can read words with suffixes. Have your student write the words with suffixes in their notebook. **IF** your student has difficulty reading a word, **THEN** review the letters that spell the suffix in the last syllables of the word. Then, say the word with your student.

### Objective: In this section, you will decide how well the information you have gathered supports your topic.

#### Key Words

* **details** – information that tells more about a fact
* **facts** – true statements about a topic

#### A Note to the Learning Coach

Your student will be learning how to evaluate the relevancy of facts and details they have researched for their report. Make sure your student has the concept web they used to take notes during the research period as well as the introduction paragraph they wrote previously. Keep in mind that your student may determine that they need to do additional research and allow for this possibility as you schedule time for today’s lesson.

#### Explain

1. Have your student read the first two paragraphs. Review the definitions for the key words *facts* and *details* using the on-screen definitions. Discuss the idea of relevancy by pointing out that while a writer might find many facts about a broad topic during their research, not all of the facts will be helpful in helping readers understand the main idea about the topic that the writer is sharing.
2. Make sure your student understands that looking at how well a fact supports an idea is not about determining whether the fact is right/wrong or good/bad. A fact that does not support one writer’s research report might be perfect for another writer’s report—it just depends on the important idea being supported for this research paper. Also, remind your student that a writer’s ideas often change as they move through the writing process. A writer might start out working with one idea, but decide to go in a different direction once they begin researching. That means that some of their facts may have been connected to their topic and main idea at some point, but no longer are.
3. Have your student read about Fayth’s research report and review the fact she found. Then, have them respond to the question by evaluating the fact for how well it supported the idea that thunderstorms are dangerous. **IF** your student has trouble doing so, **THEN** reread the fact and ask questions such as these: Does this fact help explain why thunderstorms can be dangerous? Does this detail explain what might happen as a result of a thunderstorm?
4. Have your student repeat the process to answer the second question. Discuss why Fayth would likely not want to include this fact in her report even though it is about thunderstorms.

#### Check-In

1. Read the instructions with your student. Explain that they are going to read a series of facts that a student found about volcanoes. They will need to determine which fact provides the least support for Darsh’s topic and main idea.
2. Have your student read each fact aloud and discuss how much support they think the fact provides. **IF** your student is struggling, **THEN** reread each fact and ask if the fact or detail helps explain what causes volcanoes.
3. Have your student orally respond to the question by choosing the fact they believe provides the least amount of support for Darsh’s topic and main idea and explaining why. Provide any needed support and feedback.

#### Practice

1. Read the directions with your student and make sure they have their completed concept web and introduction available. Briefly review their topic and main idea.
2. Explain that your student will take another look at their notes and decide which of the facts and details they have found best supports the idea they will share with readers. Review the questions that writers ask themselves about their research. Remind your student that even the strongest writers often decide that some facts are not what they need. It is not a reflection of their skills as a writer.
3. Provide support as your student reviews their notes and evaluates each fact. Encourage your student to explain their thinking before they eliminate any information.
4. Depending on how many facts they eliminate, your student may need to do a second round of research. Provide time as needed and guide your student to appropriate sources of information.

## Lesson 3: Ever-Changing Earth: Speak/Listen

### Objective: In this section, you will find key facts in an informational text by using captions and subheadings.

#### Key Words

* **caption** – words or sentences that describe a photo
* **key facts** – the most important facts in an informational text
* **subheadings** – titles that tell what a part of an informational text will be about

#### Explain

A Note About This Lesson

Your student will continue to learn about text features in informational texts. In this lesson, they will learn how to use captions and subheadings to locate key facts in an informational text. You might find it helpful to have on hand a print or digital informational text that has captions and subheadings. Use the text as a model when you discuss the instruction in the Explain section.

1. Read or play the slide narration for the introduction with your student. Review the meanings of the key terms in bold print.
2. Review that your student reads informational texts to find key facts and information about a topic.
3. Have your student read about two tools that can help them find key facts and information: captions and subheadings. **IF** your student needs support, **THEN** show your student examples of each in the informational text you set aside before beginning the lesson. Point out at least one caption and subheading to your student. Ask these questions:
	* What do you notice about the caption? (Sample answers: It is near the picture. It tells what’s going on in the picture.)
	* What do you notice about the subheading? (Sample answers: It’s bigger and darker than the other words. It’s a different color.)
	* Why did you notice the subheading? (Sample answers: It’s bigger. It's at the top of a section of text.)
4. Watch the video with your student. Focus your student’s attention on the last minute of the video. In this part of the video, the student uses a caption to understand a picture in an informational text. Have your student answer the question. **IF** they need support, **THEN** replay the video from 1:52 to the end.
5. Have your student read the text about volcanoes. Remind them to look at the picture and its caption. Then, have your student answer the questions. **IF** your student needs support identifying the caption or subheading, **THEN** have them reread the explanation on the first Explain screen. Revisit the caption and subheading in the text you showed them earlier. You may also provide these sentence starters to help them:
	1. The subheading is \_\_\_\_\_.
	2. The subheading told me \_\_\_\_\_.
	3. I learned \_\_\_\_\_ from the caption.

#### Check-In

Read the directions with your student. Clarify that your student will read several pages of the informational text *Earth’s Changing Surface*. Then, they will answer questions about subheadings and captions.

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.

[Earth’s changing surface(A)](https://cite-media.pearson.com/legacy_paths/770f100d-a0a9-4ce5-ab07-c40dcb212380/Earth%E2%80%99s%20changing%20surface%28A%29.pdf)

[Earth’s Changing Surface](https://cite-media.pearson.com/legacy_paths/5f1d0091-a8b2-4e30-8d5a-a7ecdf37c888/Earth%E2%80%99s%20changing%20surface.pdf)

[Earth’s changing surface(B)](https://cite-media.pearson.com/legacy_paths/a5a4efde-2a82-41e4-bffa-5971ea81cc1c/Earth%E2%80%99s%20changing%20surface%28B%29.pdf)

1. Allow time for your student to read pages 7–10 in the text. Tell your student to pay close attention to any subheadings and captions.
2. Read each question with your student. Listen as they answer the questions, and discuss as needed.

#### Practice

1. Read the directions with your student. Make sure they understand that they will tell what they learned about captions and subheadings. You may wish to work with your student to complete the activity.
2. Draw a chart in your student’s notebook that is like the one on the screen. Have your student explain how captions and subheadings help readers find key facts. Guide your student to write their ideas in the chart. Or, record your student’s ideas as they dictate them to you.
3. You may wish to share the chart with sample answers with your student as an example.
4. Listen as your student shares their ideas from the chart. You may provide these sentence starters to aid in discussion:
	* Captions help me find key facts because \_\_\_\_\_.
	* Subheadings help me find key facts because \_\_\_\_\_.

#### Objective: In this section, you will take notes in a concept web while listening to your Learning Coach read part of a text out loud.

#### Key Words

* **key facts** – the most important facts in an informational text
* **topic** – who or what an informational text is about

#### Explain

1. Read the introduction or play the slide narration with your student. Be sure to review the meanings of the key terms in bold print.
2. Have your student read the text “Earthquakes!” Remind your student that Chima listens to his Learning Coach read it aloud and takes notes about what he hears. Your student will see these notes on the next Explain screen.
3. Guide your student to look at Chima’s notes in the concept web. If needed, help your student access the chart.
4. Have your student read the explanation of Chima’s notes. Guide them to look at the concept web as they read the explanation. If needed, point out the topic in the middle box and the key facts in the outer boxes of Chima’s chart. **IF** your student needs support, **THEN** ask these scaffolding questions:
	* Why do you think the topic goes in the middle box? (It is important. All the other things in the chart are about the topic.)
	* What do the lines in the chart tell you? (They tell me that all the facts in the other boxes are connected to the topic.)
	* Do you think it matters what boxes the key facts are written in? Why? (No, I don’t think it matters. The other boxes make a circle around the middle box. It does not matter where you start.)
5. Have your student read the list of clarifying questions Chima asked his Learning Coach. Tell your student that they can ask you these questions as well.
6. Invite your student to read the steps for listening and taking notes in a concept web. Tell your student they will get a chance to try the steps in the Practice activity.

#### Check-In

1. Read the directions with your student. Explain that they will answer questions about how Chima used a concept web to take notes. Encourage your student to answer the questions on their own.
2. Have your student read each question and tell you the answer. **IF** your student struggles, **THEN** have them reread the second Explain screen and review Chima’s completed concept web.
3. You may wish to share the sample answers with your student. Discuss any of your student’s answers that do not match. Have them reread the Explain section and then try answering again.

#### Practice

Read the directions with your student. Clarify that your student will read the informational text *Earth’s Changing Surface* on their own. Then, they will listen and take notes in a web chart as you read a section of the text out loud. Finally, they will share their notes with 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.

[Earth’s changing surface(A)](https://cite-media.pearson.com/legacy_paths/770f100d-a0a9-4ce5-ab07-c40dcb212380/Earth%E2%80%99s%20changing%20surface%28A%29.pdf)

[Earth’s Changing Surface](https://cite-media.pearson.com/legacy_paths/5f1d0091-a8b2-4e30-8d5a-a7ecdf37c888/Earth%E2%80%99s%20changing%20surface.pdf)

[Earth’s changing surface(B)](https://cite-media.pearson.com/legacy_paths/a5a4efde-2a82-41e4-bffa-5971ea81cc1c/Earth%E2%80%99s%20changing%20surface%28B%29.pdf)

1. Allow time for your student to read the text.
2. If needed, help your student access the interactive concept web. You may wish to print a copy of the chart for your student to complete, or you may wish to draw a concept web in your student's notebook.
3. Read aloud pages 11–16 of the text *Earth’s Changing Surface*. Read slowly and clearly. Encourage your student to look at the pictures. Pause after reading each page to allow your student time to write any notes. Encourage your student to ask clarifying questions if they do not understand something you read aloud.
4. After your student completes their concept web, you may wish to compare it to the sample answer. Talk about how the charts are similar and different.
5. Listen as your student discusses their completed concept web with you. Encourage them to use the sentence starters. You may wish to share the sample sentences with your student. Your student’s sentences should be similar.

### Objective: In this section, you will tell the difference between adjectives that mean almost the same thing.

#### Explain

1. Review that adjectives are words that describe. Explain to your student that, like verbs, adjectives can be synonyms. Remind your student that synonyms have similar meanings, but they are not quite the same. Give a few examples: *pretty/beautiful*, *tasty/delicious*, *big/gigantic*.
2. Have your student look at the photo as you read the first two example sentences together. Have your student identify the adjectives in bold: *soaked* and *damp*. Discuss how the words are similar to each other (they both describe being wet) and how they are different (damp means “not too wet,” but soaked means “very wet”).
3. **IF** your student has difficulty describing how adjectives are different, **THEN** give a few more examples, such as: *happy/excited*, *scared/terrified*. Explain that *excited* means *very happy* and *terrified* means *very scared*.
4. Read the last two example sentences together. Then, have your student identify the adjectives and tell how they are alike and different.
5. Explain that writers choose their words carefully. They can choose among different adjectives to describe exactly what they mean.

#### Check-In

1. Read the directions with your student. Explain that they will use what they know about the meanings of adjectives to put three adjectives in order. Make sure your student understands the interactive format.
2. Read each of the words with your student. Make sure they understand that, while these adjectives all mean “good,” one means “a little bit good,” one means “very good,” and one is somewhere in between. Talk with your student about the meaning of each word. Then, have your student put the words in order from least good to most good. **IF** your student struggles to put the words in order, **THEN** help them define each of the words by telling them a definition in your own words. **IF** your student needs additional assistance, **THEN** use each word in a sentence to describe something. Help your student hear the difference in meaning. Say: This apple tastes fine. This apple tastes great. This apple tastes amazing.
3. If your student is able, have them work independently to complete the activity. If your student has difficulty, support them as needed.

#### Practice

1. Read the directions together. Explain that your student will identify which adjectives from the box best complete each sentence. Reiterate that they will not use all the adjectives.
2. Have your student read aloud the adjectives in the box. Make sure they understand what each means.
3. Complete the first activity together. Have your student try to identify which adjective from the box is the best fit in the sentence. Ask your student if a fire is a little bit warm or very hot. Also, point out that *Be careful* is a sentence clue that can help your student choose the correct adjective.
4. If your student is able, have them complete the rest of the activities independently. If your student needs additional support, encourage them to look for clues in each sentence that will help them choose the correct answer.

### Objective: In this section, you will blend sounds in words with suffixes.

#### Warm Up

Have your student blend sounds to say words with suffixes. Use the following routine:

* Say each sound in a word slowly.
* Have your student repeat the sounds in each syllable.
* Have your student blend the syllables and say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **near-est**(nearest) | **sleeve-less**(sleeveless) | **swift-ly**(swiftly) | **mouth-ful**(mouthful) |
| **in-vi-ta-tion**(invitation) | **use-less**(useless) | **pro-tec-tion**(protection) | **short-er**(shorter) |

#### Explain

Blend Words with Suffixes

1. Review that a suffix is a word part added to the end of a base word to change its meaning. Remind your student that words with suffixes have two or more syllables and the suffix is the last syllable of a word. Have your student say the word *helpful* and use letter tiles to form the word. Space the letters to form the syllables of the word. Have your student identify the syllable with the suffix *-ful*. Then, blend the sounds of each syllable. Move the syllables together as you blend the sounds to say the word.





Use the following routine:

1. Say the word.
2. Say the sounds of the first syllable and blend the sounds together.
3. Say the sounds of the last syllable and blend the sounds together.
4. Blend the two syllables together.
5. Say the word.

Continue by having your student say the word *reflection*. Tell your student that when they look in a mirror, they see their reflection. Have your student use the letter tiles to form the word and identify the syllable with the suffix *-tion*. Then, use the letter tiles to blend the sounds of each syllable. Move the syllables together as you blend the sounds of the three syllables.







1. Then, have your student say the words *deeper*, *kindest*, *sweetly*, *careless*, and *decision*. Define the word *decision* by telling your student that if they must choose between two flavors of ice cream, then they have to make a decision. Have your student use letter tiles to form the words and identify the suffixes *-er*, *-est*, *-ly*, *-less*, and *-sion*. Then, use the letter tiles to blends the sounds of each syllable. Move the syllables together as you blend the sounds. (*deep-er, kind-est, sweet-ly, care-less, de-ci-sion*)

#### Practice

Use the paragraph to confirm that your student can blend sounds to read words with suffixes. **IF** your student has difficulty reading the words with suffixes, **THEN** have your student use letter tiles to build the boldface words. Work with your student to have them blend the sounds to read the words.

### Objective: In this section, you will tell how writers end a research report.

#### Key Words

* **closing sentence** – the last part of a research report

#### Explain

1. Read the first two paragraphs with your student. Remind your student that they are already an expert on topic sentences, since they have written one as part of their introduction.
2. Then, review the definition of the key term "closing sentence." Discuss why a writer might want to remind their readers about their topic and main idea. Point out that the purpose for writing a research report is to share what a writer has learned about their topic, so they want to make sure that the information they have shared is clear and understandable.
3. Have your student read Fayth’s research report again. Tell your student to think about how Fayth ends her report.
4. Assess that your student can identify the closing sentence in the model by having them answer the first question. Then, guide your student to evaluate how well the sentence reminds readers of Fayth’s topic and main idea.**IF** your student struggles, **THEN** pose questions to help them focus on how the closing sentence refers to the ideas in the topic sentence. Ask: Why might Fayth tell readers that they should go inside when a thunderstorm happens? Why would people need to do this to stay safe? What does it help you understand about a thunderstorm? Help your student understand that the closing sentence does not provide new facts and details, but instead helps readers apply the information they have learned.

[Thunderstorms](https://cite-media.pearson.com/legacy_paths/be8f5f32-af96-4fb7-b0af-36cb4a19cd63/Thunderstorms.pdf)

#### Check-In

1. Have your student read the instructions. Ask your student to explain what the closing sentence of a research report should do.
2. Read the first multiple choice question with your student. Make sure they understand that they are choosing the best closing sentence for the topic sentence. **IF** your student is unsure, **THEN** read each choice and discuss what the sentence is saying. Ask your student a question, such as this: Does this sentence discuss the same topic as the topic sentence?
3. Have your student read and answer the second question as independently as possible. Provide feedback, as needed.

#### Practice

Connect to Literature

As part of the Practice activity, your student will read the beginning and ending of the informational text *Back to the Sea*. Since they may not be familiar with this text, you may want to take a few minutes to read the full text with them and make sure they understand the important ideas.

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.

[Back to the Sea (A)](https://cite-media.pearson.com/legacy_paths/ae34104a-e266-483b-a70e-6c16fd65cf77/Back%20to%20the%20Sea%28A%29.pdf)

[Back to the Sea](https://cite-media.pearson.com/legacy_paths/8f41bb0b-e5b3-4e2d-8fb7-d735b6f9a653/Back%20to%20the%20Sea%28O%29.pdf)

[Back to the Sea (B)](https://cite-media.pearson.com/legacy_paths/ad3d234a-b8bd-4704-86b4-61fe419f8c03/Back%20to%20the%20Sea%28B%29.pdf)

1. Read the directions with your student. Explain that they will read the beginning and ending of a text and answer questions to think about how the two parts are related.
2. Have your student read the two parts of the text. Discuss the topic of the text and the important ideas the author shares.
3. Have your student read the questions and record their answers in their notebook. Then, review your student’s answers. Encourage your student to explain their thinking. Provide support, as needed.

## Lesson 4: Ever-Changing Earth: Fluency

### Objective: In this section, you will locate key facts in an informational text by finding words in bold print and icons.

#### Key Words

* **bold print** – thick, dark letters
* **caption** – words or sentences that describe a photo
* **glossary** – a list of hard words and their meanings
* **icons** – pictures on a screen that stand for different things
* **key facts** – the most important facts in an informational text

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meanings of the key terms in bold print.
2. Review that your student reads informational texts to find key facts and information about a topic.
3. Have your student read about two tools that can help them find key facts and information: words in bold print and icons. **IF** your student needs support with the concept of words in bold print, **THEN** point to one of the words in bold print on the screen and ask scaffolding questions:
	* What do you notice about this word? (It is in thicker, or heavier, lettering.)
	* What does the bold print help you do? (It helps me notice the word. It helps me find the word on the screen.)
	* Why is this word in bold print? (It’s important. It tells me about the topic.)
4. Have your student read the text “Storms” and look for a bold-print word and an icon. Then, have them answer the questions. **IF** your student needs support, **THEN** remind them that bold-print words are set in darker letters than the other words, and that an icon is a picture. You may also provide these sentence starters to help them:
	* The word \_\_\_\_\_ is in bold print.
	* It is in bold print because \_\_\_\_\_.
	* The icon helps Soren \_\_\_\_\_.
5. Watch the video with your student. Point out that text features can also be used to make predictions.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will tell what they learned about words in bold print and icons. You may wish to work with your student to complete the activity.
2. Draw a chart in your student’s notebook that is like the one on the screen. Have your student explain how bold print and icons help readers find key facts. Guide your student to write their ideas in the chart. Or, record your student’s ideas as they dictate them to you.
3. **IF** your student needs support, **THEN** have them reread the explanations of words in bold print and icons on the first Explain screen. You may wish to share the chart with sample answers with your student as an example.
4. Listen as your student shares their ideas from the chart. You may want to provide these sentence starters to aid in discussion:
	* Words in bold print help me find key facts because \_\_\_\_\_.
	* Icons help me find key facts because \_\_\_\_\_.

#### Practice

Read the directions with your student. Clarify that your student will the informational text *Earth’s Changing Surface*. As they read, they will write notes in a chart about the bold-print words and icons they find in the text. Then, they will answer two questions.

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.

[Earth’s Changing Surface (A)](https://cite-media.pearson.com/legacy_paths/770f100d-a0a9-4ce5-ab07-c40dcb212380/Earth%E2%80%99s%20changing%20surface%28A%29.pdf)

[Earth’s Changing Surface](https://cite-media.pearson.com/legacy_paths/5f1d0091-a8b2-4e30-8d5a-a7ecdf37c888/Earth%E2%80%99s%20changing%20surface.pdf)

[Earth’s Changing Surface (B)](https://cite-media.pearson.com/legacy_paths/a5a4efde-2a82-41e4-bffa-5971ea81cc1c/Earth%E2%80%99s%20changing%20surface%28B%29.pdf)

1. Draw a chart in your student's notebook that is like the one on the screen.
2. Allow time for your student to read the text. Have them take notes as they read. Guide them to write all the bold-print words in the first column of the chart. In the second column, have them write the page number of each page with a red pushpin icon.
3. Read each question with your student. Listen as your student shares an example of a page with a pushpin icon and an example of a word in bold print. Guide your student to refer to their notes as they answer. You may provide your student with these sentence starters to help them express their ideas:
	* I saw an icon on page \_\_\_\_\_.
	* It helped me find a key fact about \_\_\_\_\_.
	* The word \_\_\_\_\_ is in bold print.
	* It helped me find a key fact about \_\_\_\_\_.
4. You may wish to share the sample answers with your student. Your student may have identified a different bold-print word or page with a pushpin icon.

### Objective: In this section, you will explain ways to stay healthy while using screens.

#### Explain

1. Read or play the slide narration for the introduction for your student. If your student listens to the slide narration, ask if they have any questions about what they heard.
2. Talk to your student about Rumi. Ask your student if they have ever felt tired or bored from spending too much time looking at a screen. Ask them what they have done to feel better. Tell them that Rumi’s Learning Coach has some tips to help.
3. Explain that screens are not dangerous, but spending too much time reading, typing, and using a mouse can put strain on a person’s eyes, neck, and wrists.
4. Have your student read the chart. Challenge your student to think of other tips they can add. For example, they may suggest sitting upright in a good chair or reading in a place with enough light.
5. **IF** your student needs support, **THEN** invite your student to try each of the tips or demonstrate how to do them. Ask your student how each action makes them feel.
6. Have your student read how reading aloud can help them be a more careful and fluent reader. Have them read the list of suggestions. **IF** your student needs support, **THEN** demonstrate how to implement the tips for reading fluently. Use the tips as you read aloud a section of the instruction. Have your student do the same.

Create Media Products: Be Healthy Around Screens

Staring at a screen can make your eyes feel tired. It can make you feel bored and restless too. So, you may not read carefully.

Reading a text out loud can help you read carefully. It makes you slow down and pay attention to every word on the screen.

Try these things when you read aloud:

* Use your finger to point to words or sentences as you read them.
* Say each word clearly and correctly.
* Ask for help if you don’t know how to say a word.
* Read in an interested voice. Don’t sound like a robot!

#### Check-In

1. Read the directions with your student. Explain that they will use what they learned about being healthy with screens to complete two activities. Work with your student to do the activities.
2. Have your student read the directions for Activity 1. Listen as they list at least three of the six ways to stay healthy around screens. **IF** your student struggles, **THEN** have them review the chart on the first Explain screen. You may want to have your student write their answers in their notebook.
3. For Activity 2, tell your student to choose one tip from the list they created in Activity 1. Listen as they use the sentence starters to tell you how the tip can help them. **IF** your student struggles, **THEN** have them review the chart on the first Explain screen.

#### Practice

1. Read the directions with your student. Clarify that your student will read aloud the text *The Living Rock Cycle*. Then, they will demonstrate at least three of the tips they learned for staying healthy around screens.
2. Allow time for your student to read the text silently first. If needed, review that the text is an infographic. Your student can start anywhere in the text and follow the arrows back to where they started.
3. Listen as your student reads the text out loud. Notice how they use the tips for fluent reading. Be prepared to offer feedback afterward.
4. Allow your student one minute to stand up, move around, stretch, and look around.
5. Listen as they tell you which of the tips they used and how they helped. You may wish to share the sample answer with your student. Discuss how the sample answer compares to your student's.

[The Living Rock Cycle](https://cite-media.pearson.com/legacy_paths/9ac1df55-47a8-40dd-84c1-37c68ead5ac5/The%20Living%20Rock%20Cycle.pdf)

### Objective: In this section, you will build words with suffixes.

#### Warm Up

Begin by having your student blend the sounds of syllables in words with suffixes. Have your student blend the sounds of each syllable. Use the following routine:

* Stretch each word by saying each syllable. (*slow-ly*)
* Ask your student to blend the sounds in the syllables to say the word. (*slowly*)

Use the following words:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| thank-ful(thankful) | quick-er(quicker) | hon-est-ly(honestly) | noise-less(noiseless) | sub-trac-tion(subtraction) |

#### Explain

Suffixes -*ly, -ful, -less, -er, -est*

Gather the following letter tiles: *a, c, e, f, l* (2)*, o, p, r, s* (2), *t* (2)*, u, w, y.* Use the letter tiles to model with your student how to build words with suffixes.

Suffixes *-ion, -tion, -sion*

Gather the following letter tiles: b*, c* (2)*, d, e*(2)*, i* (2)*, l, n* (3), *o*, p, r, *s, t*, *u, v.* Use the letter tiles to build the base word. Then, model with your student how to remove the *e* and add the letter *a* to *invite* before adding the suffix *-tion* to build *invitation*. Then, model deleting the *de* in *conclude* to add the suffix *-sion* to build the word *conclusion*.

#### Check-In

1. Gather the following letter tiles: *a, c, d, e* (2), *f, h, k, l* (2), *n, o, r, s* (2), *t, u, w, y.*
2. Read each set of directions to your student. Observe your student build the words with a suffix. Have your student identify the suffix in each word. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

1. Read aloud each set of directions as your student builds the words independently. If necessary, remind your student to remove a letter *t* when adding the suffix *-tion* to *act*. Have your student read each new word aloud. Then, have your student use the letter tiles to build spelling words.
2. **Weekly Spelling Test:** Use the following sentences to test the spelling words.

|  |  |  |
| --- | --- | --- |
| **• helpless** | If you are feeling **helpless,**ask others to lend you a hand. | **helpless** |
| **• attention** | We focused our **attention** on the road sign. | **attention** |
| **• gladly** | I will **gladly** give you the recipe. | **gladly** |
| **• useful** | An umbrella is **useful** when it rains. | **useful** |
| **• action** | The student’s **action** helped the animal shelter. | **action** |
| **• softest** | My cat has the **softest** fur of all the cats I know. | **softest** |
| **• explosion** | The movie started with an **explosion**. | **explosion** |
| **• colder** | Use ice cubes to make your water **colder**. | **colder** |

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

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they have already 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 *n* through *z*. Ask your student to recite the second half of the alphabet, starting with the letter *n*.

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

Write Lowercase Letters n to z

1. Read the next paragraph with your student. Encourage your student to point to the top line, the middle line, and the bottom line. 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 in lowercase *r*.
2. Encourage your student to answer each question aloud before revealing the sample answer. Point out that some questions may have only one correct 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 their pencil down again after lifting it, encourage them to use their finger to mark the place where the next mark should begin.

1. Print the [Lowercase *n-z*](https://cite-media.pearson.com/legacy_paths/576dc1eb-9b2e-41a4-95c4-60f445ff418f/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 and write any models that 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 it.
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/6752c233-8b1a-49ee-9a13-664212672ad6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions for what to write with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty copying words from the screen, **THEN** 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 use a plan to write the middle of your research report.

#### A Note to the Learning Coach

Your student has already used a concept web to gather facts from research and determine which facts are relevant to their topic. Today, they will consider the order in which they will include the facts in the middle of their report. Make sure your student has the most recent version of their concept web available as well as the introduction they wrote in a previous lesson. If possible, you may want to print out or copy the concept web so your student can reference it while they work.

#### Explain

Review with your student what they have done so far on their research report.

* They have chosen a topic and written their introduction and topic sentence.
* They have researched to find facts about their topic.
* They have chosen facts that will help readers understand their topic and main idea.

Explain that today, your student is going to use what they have done so far to plan and write the middle of their report. Review that the middle of a research report gives facts and details that support the topic of the report. They help readers better understand the important idea that the writer shares.

Continue reading the section titled “Plan the Middle” with your student. Remind your student that they have already read Fayth’s completed research report, “Thunderstorms.” Now, they are going to see what Fayth did to turn her notes into sentences. As needed, quickly reread Fayth’s research report to provide context to the discussion of Fayth’s planning.

[Thunderstorms](https://cite-media.pearson.com/legacy_paths/be8f5f32-af96-4fb7-b0af-36cb4a19cd63/Thunderstorms.pdf)

1. Have your student read Fayth’s topic sentence aloud. Discuss the idea it shares about her topic, thunderstorms. Then, have your student read the next paragraph and discuss Fayth’s approach. Help your student to see that by organizing the middle of the report into sentences about rain, wind, and lightning, Fayth helps readers know what to expect. Readers will see that her ideas correspond to the information in the topic sentence. Assess your student’s understanding of this point by having them answer the first question.
2. Read the next paragraph and review Fayth’s flowchart with your student.

[Fayth’s Chart](https://cite-media.pearson.com/legacy_paths/9fdcf790-dfe3-43f6-b90f-8b1f05703861/Fayth%E2%80%99s%20Chart.pdf)

Guide your student to answer the questions about what Fayth put in each box. Point out that using a flowchart helped Fayth in several ways: It allowed her to organize facts and details about each broader category, and it helped her arrange the facts and details in the order she would write about them.

1. Continue to the section titled “Write the Middle” on the next screen. Explain to your student that they are going to see how Fayth used the information in her flowchart to write the middle part of her research report. Have your student read the information about rain that Fayth wrote in her chart. Ask them to identify how this information is different from the information about rain in her finished report (the information in the chart is not written in sentences).
2. With your student, read what Fayth did to turn her notes into full sentences that help readers better understand her topic and main idea. Discuss how Fayth first wrote sentences and then thought about what she could add to improve them, as well as why this is a sign of a careful writer. Have your student answer the questions about what Fayth did to write her sentences.
3. Point out that careful writers never copy facts and details directly from a source. Instead, they write down notes about the facts and then think of how to use different words to say the same ideas. Discuss how Fayth applied this rule to her writing.

#### Check-In

1. If your student does not already have their updated concept web and introduction, have them locate it. Then, help your student access a blank chart.
2. Read the directions with your student. Have your student add their topic sentence to the first box on the chart. Then, have them begin to complete their flowchart using the facts and details in their concept web. Remind them that they should use only the facts and details that tell about their topic and main idea. IF your student is unsure about how to do this, THEN review the work they did earlier by helping them locate the checks they placed next to relevant facts in their concept web.
3. Have your student continue to work on their flowchart until they have completed it with all the information they will need for the middle part of their research report. Remind them that they can change the order of the facts if they decide that a different order might work better.
4. Review your student’s flowchart when they have completed it. Encourage them to make any necessary changes. Make sure they save their flowchart. They will need it for the Practice.
5. Read the directions with your student. Have your student add their topic sentence to the first box on the chart. Then, have them begin to complete their flowchart using the facts and details in their concept web. Remind them that they should use only the facts and details that tell about their topic and main idea.**IF** your student is unsure about how to do this, **THEN** review the work they did earlier by helping them locate the checks they placed next to relevant facts in their concept web.
6. Have your student continue to work on their flowchart until they have completed it with all the information they will need for the middle part of their research report. Remind them that they can change the order of the facts if they decide that a different order might work better.
7. Review your student’s flowchart when they have completed it. Encourage them to make any necessary changes. Make sure they save their flowchart. They will need it for the Practice.

[Flowchart](https://cite-media.pearson.com/legacy_paths/02089cce-a281-4396-b56f-185e1e811d55/Flowchart_Research%20Report%20Facts.pdf)

#### Practice

1. Your student will need their flowchart from the Check-In and the file with the introduction to their research report that they wrote in a previous lesson.
2. Have your student read the introduction and bulleted list. Make sure your student knows that they are going to write the middle part of their research report.
3. If your student has been using a word processor to write their report, make sure they open the file. Help them start the middle part of their report as a new paragraph. Otherwise, guide them to begin a new paragraph in their notebook.
4. Allow time for your student to write the middle of their research report. Remind them to refer to their flowchart for the facts and details they want to cover.
5. Observe your student as they are writing. If they are just listing the information, remind them that in a research report, writers use full sentences to share facts and details.
6. Remind your student to use their own words to write the sentences in their report. Provide assistance as needed.
7. Have your student review their work against the middle row of their rubric and make any necessary changes.
8. Review your student’s work and provide feedback.

[Research Report Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/93d7a238-41c9-4a70-860d-5432c62dab32/LA%202%20Research%20Report%20Rubric.dotx)

## Lesson 5: Ever-Changing Earth: Synthesize

### Objective: In this section, you will find key facts in an informational text by using a glossary and an index.

#### Key Words

* **bold print** – thick, dark letters
* **glossary** – a list of hard words and their meanings
* **index** – a list of topics in ABC order at the end of an informational text that shows the page where each topic can be found
* **key facts** – the most important facts in an informational text
* **key words** – important words in an informational text

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meanings of the key terms in bold print.
2. Review that your student reads informational texts to find key facts and information about a topic. Remind your student that informational texts often have tools to help readers find the information they need.
3. Have your student read about how to use a glossary to find key facts in an informational text. Guide your student to read the steps for how to use a glossary. An example of a glossary appears on the next screen.
4. Have your student read the sample glossary and answer the questions. **IF** your student needs support, **THEN** remind them that the key words in a glossary are listed in alphabetical, or ABC, order. Guide your student to scan the list of words, looking for words that begin with the letter *p*. You may also provide these sentence starters to help them:
	* The glossary says the word plate means \_\_\_\_\_. (“a layer of rock that is part of Earth’s surface”)
	* The glossary also tells how to \_\_\_\_\_. (say the word)
	* The glossary shows \_\_\_\_\_. (a picture of two plates)
5. Have your student read about how to use an index to find information in an informational text. Guide them to read the steps before they read the sample index and answer questions about it. IF your student needs support, THEN point out that an index is like a glossary. Both list important words in alphabetical, or ABC, order, and both give information about the listed words or topics. Then, ask your student these scaffolding questions:
	* How did you find the word volcanoes in the list? (I looked at the list of topics. I know it uses ABC order, so I looked near the end.)
	* What information does the index tell you about volcanoes? (It tells the pages in the text where I can find key facts about volcanoes.)
	* What pages in the informational text have information about volcanoes? (pages 14–17)
	* How do you know what topics will be found on page 15? (I looked for the page number 15. Page 15 is listed for the topics lava and magma.)
6. Watch the video with your student. Point out that websites have text features that can be used to make predictions.

#### Check-In

1. Read the directions with your student. Make sure they know that they will answer questions about how to find key facts in a glossary and an index. Read each question with your student.
2. Listen as your student tells you what a glossary is and how it can help them find key facts. **IF** your student needs support, **THEN** have them review the instruction about glossaries on the first two Explain screens. You may also give them these sentence starters to help them:
	* A glossary is \_\_\_\_\_. (a list of key words at the end of an informational text)
	* It tells \_\_\_\_\_. (what a word means)
	* It can also tell \_\_\_\_\_. (how to say the word)
	* It may have \_\_\_\_\_. (pictures)
3. Listen as your student tells you what an index is and how it can help them find key facts in a text. **IF** your student needs support, **THEN** have them reread the instruction about indexes on the third Explain screen. Provide these sentence starters:
	* An index is \_\_\_\_\_. (a list of topics in ABC order at the end of an informational text)
	* It tells \_\_\_\_\_. (the page where each topic can be found)

You may also review the steps for how to use an index to find key facts about a topic.

#### Practice

Read the directions with your student. Clarify that your student will read the informational text *Earth’s Changing Surface*. They will choose a key word from the text and use the glossary on page 26 to find information about it. Then, they will use the index on page 27 to find information about one of the topics covered in the text. They will tell you what information they find and how they found it.

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.

[Earth’s changing surface(A)](https://cite-media.pearson.com/legacy_paths/770f100d-a0a9-4ce5-ab07-c40dcb212380/Earth%E2%80%99s%20changing%20surface%28A%29.pdf)

[Earth’s Changing Surface](https://cite-media.pearson.com/legacy_paths/5f1d0091-a8b2-4e30-8d5a-a7ecdf37c888/Earth%E2%80%99s%20changing%20surface.pdf)

[Earth’s changing surface(B)](https://cite-media.pearson.com/legacy_paths/a5a4efde-2a82-41e4-bffa-5971ea81cc1c/Earth%E2%80%99s%20changing%20surface%28B%29.pdf)

1. Allow time for your student to read the text.
2. Guide your student to choose a key word. Allow time for them to use the glossary to learn about it.
3. Listen as your student tells you what they learned about their chosen word from the glossary. You may offer these sentence starters:
	* I chose the word \_\_\_\_\_.
	* I read \_\_\_\_\_.
	* I learned \_\_\_\_\_.
4. Then, guide your student to choose a topic from the index. Listen as your student tells you what information they found about it and how they found it. You may offer them these sentence starters:
	* I chose the topic \_\_\_\_\_.
	* I found information about it on page \_\_\_\_\_.
	* I learned \_\_\_\_\_.
5. You may wish to share the sample answers with your student. Talk about how your student’s answers are similar and different.

### Objective: In this section, you will think back on what you have learned from reading an informational text.

#### Key Words

* **glossary** – a list of hard words and their meanings
* **index** – a list of topics in ABC order at the end of an informational text that shows the page where each topic can be found
* **key words** – important words in an informational text
* **reflect** – to think deeply about something
* **topic** – who or what an informational text is about

#### Explain

1. Read or play the slide narration for the introduction for your student. Be sure to review the meanings of the key words in bold print.
2. Have your student read about Oscar. Focus your student’s attention on the questions Oscar asks before and after he reads an informational text about earthquakes.
3. Have your student read about how Oscar can learn more about the topic of earthquakes. Point out that by revisiting the text he just read and using the index, key words, and glossary, he can deepen his understanding of the topic. He can also read other sources of information.

#### Check-In

1. Read the directions with your student. Explain that they will answer questions about how to reflect on their learning. Encourage your student to answer the questions on their own.
2. Have your student read the questions. Listen as they answer. **IF** your student needs support, **THEN** tell them to review the instruction in the Explain section. Have them focus on the questions Oscar asks before and after reading an informational text, as well as the steps he takes to learn more about a topic.

#### Practice

Read the directions with your student. Clarify that your student will read the text *Earth’s Changing Surface*. They will ask questions about what they want to learn. They will write the answers to their questions in a chart. Then, they will reflect on what they learned and how they can learn more.

Using Leveled Readers to Support Student Reading

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The Five-Finger Test

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

[Earth’s changing surface(A)](https://cite-media.pearson.com/legacy_paths/770f100d-a0a9-4ce5-ab07-c40dcb212380/Earth%E2%80%99s%20changing%20surface%28A%29.pdf)

[Earth’s Changing Surface](https://cite-media.pearson.com/legacy_paths/5f1d0091-a8b2-4e30-8d5a-a7ecdf37c888/Earth%E2%80%99s%20changing%20surface.pdf)

[Earth’s changing surface(B)](https://cite-media.pearson.com/legacy_paths/a5a4efde-2a82-41e4-bffa-5971ea81cc1c/Earth%E2%80%99s%20changing%20surface%28B%29.pdf)

1. If needed, help your student access the interactive KWLH chart. You may wish to print a copy of the chart for your student to complete, or you may wish to draw a KWLH chart in your student's notebook for them to complete.
2. Remind your student to ask and answer these two questions before they read the text:
	* What do I know about the topic?
	* What do I want to know?
3. Allow time for your student to read the text. After they read, remind them to reflect on what they learned by asking and answering these two questions:
	* What did I learn?
	* How can I learn more?
4. Listen as your student reflects on what they learned and how they can learn more about the topic. Remind your student to refer to their completed KWLH chart. You may offer your student these sentence starters to help them express their ideas:
	* I learned that \_\_\_\_\_.
	* One way I can learn more is to \_\_\_\_\_.
	* Another way I can learn more is to \_\_\_\_\_.
5. If needed, share and discuss the sample answer with your student.

Have them write the answers in the chart.

### Objective: In this section, you will write a closing sentence for your research report.

#### Key Words

* **closing sentence** – the last part of a research report

#### Show What You Know

A Note to the Learning Coach

Today, your student will write the ending of their research report and review the full text before submitting it for feedback. Make sure the file containing their introduction and the middle portion of their report is available. If your student has been handwriting their work, have them take out their notebook or the paper on which they’ve been writing.

1. Review with your student what they have written so far for their research report. Explain that today they will write the ending of their research report. Then, they will review the report and submit the draft for review.
2. Have your student read the introduction. Review the definition of the key term *closing sentence* with your student. Read the bulleted list with your student and discuss the purpose of a closing sentence in a research report.
3. Have your student read the text about what Fayth did to write a closing sentence for her research report on thunderstorms. Discuss how the bulleted question helped Fayth determine how she might remind readers about her topic and leave them with some way to use the information they have learned.
4. Have your student read Fayth’s closing sentence and answer the questions to assess their understanding of how the sentence fills the purpose of a closing sentence.
5. Continue to the section titled “Review a Research Report” on the next screen. Have your student read the first paragraph and bulleted text. Discuss why and how writers review their work. Reassure them that reviewing their work is something that any careful writer does, no matter what kind of writing they are doing, because it helps to make their writing stronger.
6. Tell your student that they are going to think about what a writer named Paco did to make his writing stronger. Have your student read the *Before* and *After* examples and answer the questions. **IF** your student is not sure how the *After* statement is better or different, **THEN** have your student read each statement aloud. Discuss the changes made. Ask your student how the *After* statement has more information or seems clearer. Provide feedback to your student, as needed.
7. Continue to the next screen. Explain to your student that they are going to read part of a research report and help the writer choose an ending and strengthen the writing by making a change.
8. Read Tina’s research report with your student. Then, read Question 5. **IF** your student is struggling, **THEN** review from a previous screen what the closing sentence of a research report should do.
9. Have your student answer the remaining question and explain their thinking. Provide feedback as needed.

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

* **Less Successful** – My student struggled to identify an appropriate closing sentence to a research report and had difficulty recognizing weaknesses in the writing.
* **Moderately Successful** – My student was able to identify a weakness in a research report and suggest a reasonable fix, but had difficulty recognizing a strong closing sentence.
* **Very Successful** – My student was able to correctly identify an appropriate closing sentence and fix other issues in a research report.

#### Try This

Based on your assessment, guide your student to the most appropriate activity.

* **Less Successful** – Review the lessons in this unit. Discuss the purpose of the beginning and ending parts of the report. Remind your student that all information in the report should relate to the topic. Have your student look at the closing sentence of the student model and other examples in the unit. Discuss how they support the topic and main idea of the report. You may want to provide a sentence frame to help them write their ending.
* **Moderately Successful**– Discuss with your student what the closing sentence should do. Encourage your student to make suggestions on how to make theirs more interesting to the reader. Explore how to improve the beginning of the research report. If necessary, provide sentence frames to help your student think of ways to improve both parts.
* **Very Successful** – Have your student complete the activities independently.
1. Have your student read the directions for the first activity and summarize what they need to do. Guide them to review the Closing Sentence row of the rubric and explain to you what an ideal closing sentence contains.
2. Provide time for your student to write their closing sentence and add it to the word processing file or handwritten text they have been working on throughout the unit. If your student is working with an electronic file, remind them to save the file periodically.
3. Have your student read Activity 2 and review the instructions. Encourage your student to use the questions to review each part of their research report. If possible, you may want to help your student print out their research report before they begin, as some students find it easier to mark up a printed copy.
4. Review the changes your student wants to make to their research report. Ask them to explain why they want to make each change and how it will improve their research report. Provide feedback, as needed.
5. Have your student make all changes. Then, have them review their research report against their rubric a final time.
6. When your student is ready, help them submit the draft of their research report 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.

[Research Report Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/93d7a238-41c9-4a70-860d-5432c62dab32/LA%202%20Research%20Report%20Rubric.dotx)

### Review

Read the information on the page aloud 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 aloud about each main idea on the list. If they have forgotten about any of the topics, help them remember what they have learned.

### Reflect

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