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# Language Arts 2 B Unit 16: Wonderful Water

## Lesson 1: Wonderful Water: Genre

### Wonderful Water: Introduction

#### Learning Goals

In this unit, your student will be learning about how water changes Earth. There are 17 learning goals for this unit:

1. Identify whether a read-aloud text tells a story or gives information.
2. Rearrange complete simple sentences when writing and speaking.
3. Spell consonant -*le* words (e.g., -*gle*, -*ble*, -*stle*).
4. Create a works cited page using a standard format, with adult support as needed.
5. Identify the main purpose of a text.
6. Write favorite words accurately.
7. Edit a research report, with guidance and support as needed.
8. Read consonant -*le* words (e.g., -*gle*, -*ble*, -*stle*).
9. Determine the meaning of words and phrases in a text.
10. Rearrange complete compound sentences when writing and speaking.
11. Blend consonant -*le* words (e.g., -*gle*, -*ble*, -*stle*).
12. Revise a sentence or group of sentences to add onomatopoeia, similes, and metaphors for effect.
13. Identify the structures an author uses to support specific points.
14. Build consonant -*le* words (e.g., -*gle*, -*ble*, -*stle*).
15. Present a research report concisely, with support from adults as needed.
16. Write your full name.
17. Decode consonant -*le* words (e.g., -*gle*, -*ble*, -*stle*).

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.

* Wonderful Water: Genre Quick Check
* Wonderful Water: Comprehension Quick Check
* Wonderful Water: Speak/Listen Quick Check
* Wonderful Water: Fluency Quick Check
* Portfolio
* Earth Science Skills Check
* Earth Science Online Practice
* Earth Science Test

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

Spark

1. Read the slide with your student. Discuss some ways that you and your student use water and what would happen if you didn’t have access to enough clean water. Then, look at the photo. Discuss how the way these children get water is like and unlike the way you and your student do.
2. Discuss manmade ways to access water with your student. Ask your student to describe how the paragraph about the dam connects to the photo. **IF** they struggle to do this, **THEN** point out the dam and lake (reservoir) in the photo. Ask your student to speculate about how a dam might change Earth.
3. Have your student answer the questions. **IF** they cannot answer a question, **THEN** have them review the slide to look for the answer. Note that your student may come up with an answer for Question 2 that is not in the slide; accept any answer that makes sense.

Activate Prior Knowledge

1. Read the first paragraph with your student. As your student tells you something about the water in each picture, make sure they recognize that water can take different forms. In the first photo, water is falling from the sky. In the second photo, water is melting from a frozen state. In the third photo, water is in the form of snow.
2. Read the next paragraph together. Provide a copy of the Draw and Write graphic organizer for your student, or have them draw in their notebook. **IF** your student has trouble naming places to get or find water in their community, **THEN** discuss the seasons where they live and what kind of precipitation it gets. Depending on where your student lives, water sources might be different. Some sources might be a lake, pond, stream, or river.
3. Read each bulleted item and have your student tell about topics they have learned about and which ones are new to them.
4. Share some examples of words that end with consonant -*le* such as *possible*, *jungle*, and *title* 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 text** – a text that tells about real people, places, or things
* **story** – a text that tells about something that happens that may not be real

#### Decoding Routine

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

[Wonderful Water\_Genre consonant -le syllables and suffixes able.ible](https://cite-media.pearson.com/legacy_paths/7f473b92-f3fc-40a5-976c-81390bc7827a/Wonderful%20Water_Genre%20consonant%20-le%20syllables%20and%20suffixes%20able.ible.pptx)

#### Explain

1. Read the introduction with your student and challenge them to define each bold term. If you wish, name some of the texts they have recently read and have them identify each one as an informational text or a story.
2. Help your student read the first text and discuss how they know it is a story. (It tells about things that could never happen, such as brothers dividing up the world or having a son with the tail of a fish.)
3. Have your student read the text about the Earth’s surface and respond to the question. Ask your student to tell the main idea of the text. (Most of the Earth’s surface is water.)
4. Next, read *Where Did the Water Go?* aloud. Ask your student to listen carefully to decide whether the text is a story or an informational text.

[Where Did the Water Go?](https://cite-media.pearson.com/legacy_paths/56786cc4-89d1-4ac0-9bb1-ffa0204a7265/Where%20did%20the%20water%20go.pdf)

#### Check-In

1. Talk with your student about the elements that make *Where Did the Water Go?* an informational text. Have your student decide whether they would read this text for fun or to learn (probably to learn).
2. Have your student answer the questions. **IF** your student needs support with Question 2, **THEN** reread a portion of the text and ask your student to locate one fact in the part that you read.

#### Practice

Read the directions with your student. Then, read aloud this text.

Why Doesn’t the Ocean Freeze?

If you visit the ocean on a snowy day, it will not be frozen. Ocean water does freeze, but only in the coldest parts of the world. In the rest of the world, it rarely freezes. It moves too much to turn into ice. An ocean is so big that it would take a very long time to freeze. Also, the salt in an ocean makes it harder to freeze than a lake or a pond. Salt water needs colder temperatures in order to freeze.

Have your student determine whether the text tells a story or gives information. Point out that the title asks a question, and details in the text provide answers to that question.

### Objective: In this section, you will change the order of the words in simple sentences.

#### Key Words

* **predicate** – the part of a sentence that tells what the subject does or is
* **simple sentence** – a sentence that tells one complete thought
* **subject** – the part of a sentence that names *who* or *what*

#### Explain

1. Review with your student the criteria for a simple sentence (for example, it includes a subject and a predicate, it states a complete thought), and go over the definition of each key word.
2. Read the first paragraph together. Check understanding by asking your student how many complete thoughts, subjects, and predicates a simple sentence includes (one of each).
3. Read the second paragraph with your student. You may wish to explain that a sentence that tells what happens to the subject (a passive sentence) usually includes a form of the verb *to be*, such as *is*, *are*, *was*, or *were* before the main verb, followed by a small word like *by*, *from*, or *in* before a noun in the predicate.
4. Have your student read the two example sentences and describe how they are alike and different. Point out that the sentences contain most of the same words and tell the same idea, but the words are in a different order. Use the explanation on the screen to help your student understand that by switching the order of *cat* and *dog,* part of the predicate of the first sentence (dog) becomes the subject of the second sentence. Make sure your student understands that details (what the cat chased, how the dog was chased) are part of the predicate, along with the main action.
5. Continue reading together about changing the order of words in a sentence to say something different. Discuss why someone might want to do this—for example, to add variety to their writing or to emphasize a different idea.
6. Ask your student to read the third example sentence and to say the idea from the sentence in a different way. Explain that a sentence frame is provided that includes the subject, so your student must add the predicate. **IF** your student has difficulty, **THEN** remind them that they need to tell what happened to the iceberg. If necessary, tell your student that the first word in the predicate of the sentence frame is *was*.

#### Learning Coach Tip

Make sure your student understands that one subject or predicate does not necessarily mean only one word. That is, a single subject or predicate may include more than one word. For example, *Mason* or *the giraffe* could each be one subject, even though *the giraffe* is two words. An example of a single predicate could be *runs* or *runs to the house*.

#### Check-In

1. Read the directions with your student. Explain that they will match each sentence with one that tells the same idea in an order that is different from the first sentence.
2. Complete the first item together to make sure your student understands the format. **IF** your student understands and answers correctly, **THEN** have them complete the remaining items on their own. **IF** your student has difficulty or answers incorrectly, **THEN** have them choose the Get Help button to help them.
3. After your student completes the activity, review any answers they got incorrect, find the correct answers together, and explain why they are correct.

#### Practice

1. Read the directions together. Explain that your student will change the order of the words or ideas in each sentence to create a new sentence. Have your student say each sentence out loud and then write it in their notebook.
2. Guide your student to complete the first item by identifying the subject and predicate and rearranging the sentence so that the subject becomes the predicate and vice-versa.
3. Have your student complete the remaining activities on their own, as they are able. Provide support as needed. If necessary, scaffold the activity by providing the new subject of the sentence. Give feedback on your student’s new written and spoken sentences. Allow them to try again to correct any mistakes they may have made.

### Objective: In this section, you will spell consonant + **-le** words.

#### Warm Up

Begin by having your student identify the sounds they hear in words a consonant + *-le* syllable. Use the following routine:

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **turtle**  (4 sounds) | **uncle**  (4 sounds) | **candle**  (5 sounds) | **noodle**  (4 sounds) |
| **purple**  (4 sounds) | **trouble**  (5 sounds) | **eagle**  (3 sounds) | **simple**  (4 sounds) |

#### Explain

Learning Coach Tip

Many words end with a consonant plus the letters *-le*. These words are always two or more syllables, and the consonant + *-le* is always the last syllable. The final *e* is silent, but it has a new sound with the consonant, as in *simple*. The consonants that come before *-le* are *b, c, d, f, g, k, p, st, t,* and *z*. When *st* come before *-le*, the *t* is silent, as in *castle*. The consonants *m, n,* and *r* are not used with *-le*.

1. Read the introduction with your student. Explain that many words end with a consonant followed by the letters *le*. Tell your student that the consonant plus *-le* spell the last syllable in a word with two or more syllables.
2. Have your student answer the questions to identify the consonant followed by *-le* in each word. **IF** your student has difficulty identifying and saying the letters in the last syllable, **THEN** say the sounds of the letters in each word and have your student repeat. Have your student point out the consonant plus *-le*.
3. Say the word *whistle* slowly so your student can hear the letter sounds. Explain that the *t* before *-le* is silent. Point out that this true only for words in which the first syllable ends with an *s*. For example, the *t* sound is heard in words such as *beetle* and *gentle*.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter stands for in the word. Remind your student that the *e* at the end of each word is silent.

#### 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 consonant and *-le* in each word:

* Tigers live in a **jungle**. (jun**gle**)
* The king lived in a big **castle**. (cas**tle**)
* My baby sister will **giggle** when I make a funny face. (gig**gle**)
* Telling a **riddle** is fun. (rid**dle**)
* We need a new **cable** for the computer. (ca**ble**)
* There is a **turtle** in the lake. (tur**tle**)
* I made a **simple** lunch. (sim**ple**)
* I bring a **bottle** of water when I hike. (bot**tle**)

### Objective: In this section, you will list the sources you used to find information for your research report.

#### Key Words

* **sources** – texts with information about a topic

#### Get Ready for Learning

In this lesson, your student will learn when to credit a source of information and how to cite their sources within their research report. In the Practice section, your student will create a source page for their own research report. Prior to the lesson, help your student locate information about their sources that they noted in their concept web or other note-taking tool. Also, have the draft of your student’s research report on hand so that they can add their works cited page to their draft.

#### Explain

1. Have your student read the first paragraph and review the definition provided for the key word *sources*. Explore with your student why writers provide information about the sources they use to write research report. Point out that readers may want to learn more about the writer’s topic. Providing details about sources allows readers to easily access information from the sources on their own. In addition, providing information about sources tells readers that the writer did not come up with the information on their own; instead, they did research to find the information in the named sources. Discuss why this is important knowledge for a reader to have.
2. Explore the difference between information that is common knowledge and information that comes from sources. Discuss a topic that your student is familiar with and share common knowledge facts and researched facts. For example, “Dogs have four legs” is a common knowledge fact. “Mastiffs are one of the world’s largest breed of dogs” is a fact from research.
3. Listen to the podcast with your student, pausing as needed to discuss any questions your student has. Then, have your student read and answer the question.
4. Continue to the section titled “Information About Sources” on the next screen. Have your student read the text and review the chart listing the type of information writers share about print and online source types. Discuss why print books and magazine/newspaper articles do not include a website address (website address is information that applies to an online source).
5. Have your student read the information about Fayth’s source page. Discuss the order in which Fayth’s sources are listed (alphabetically). Point out that neither source lists an author because the name of the author was not stated on the source. **IF** your student needs more support, **THEN** access the text “Stormy Weather” and point out where Fayth found each detail she included in the source information.
6. Have your student read and answer the questions. Discuss why it is important for readers to know whether a source can be found in print or online.

[Stormy Weather](https://cite-media.pearson.com/legacy_paths/0260d34a-422a-41ae-8622-ba3c0e13153b/Stormy%20Weather.pdf)

#### A Note to the Learning Coach

Specific styles of citations are commonly used in academic writing, and these specificities in punctuation and formatting (which are often beyond a second grader’s knowledge base) make citing sources a challenging task for young writers. You can help your student by focusing on the reasons why writers cite their sources and by helping them to provide a list of all their sources with their writing.

#### Check-In

1. Read the introduction and the source information with your student. Answer any questions your student might have about the information listed for each source.
2. Have your student read the first question and explain their answer. **IF** your student has difficulty, **THEN** review the information that is normally provided for a print source versus an online source. Discuss what it means when a website address is listed.
3. Have your student respond to the remaining question, explaining their thinking. Provide feedback, as needed.

#### Practice

Learning Coach Tip

Provide as much support as possible as your student puts together information for their sources. You may want to explore electronic citation generators such as those included in word processing program or found online or in an app. Show your student how to input the information about each source, and then discuss the resulting citation and how it is formatted.

1. Make sure your student has their concept web or other note taking tool with information about their sources. As needed, access the sources your student used before beginning the activity.
2. Have your student read the directions and begin to create their source page. If they are working in a word processing document, have them create a separate page at the end of their report. Otherwise, have them write their source page on a separate sheet of paper.
3. Allow time for your student to complete each citation. For each source, talk with your student about the details they have been able to find about it. Provide assistance in setting up and formatting the citation.
4. If your student would benefit from additional resources, have them access Fayth’s source page as well as the research report rubric.
5. Discuss your student’s completed source page when they have finished, providing any needed feedback.

[Fayth’s Source Page](https://cite-media.pearson.com/legacy_paths/595ce403-7c88-433a-a9f7-12cfc2f69323/Fayth%E2%80%99s%20Source%20Page.pdf)

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

## Lesson 2: Wonderful Water: Comprehension

### Objective: In this section, you will identify the purpose of an informational text.

#### Key Words

* **describe** – use details to tell who or what something is like
* **explain** – tell the reason for or cause of something
* **purpose** – why an author writes a book

#### Explain

1. Read the opening paragraphs with your student, and review the definitions of the boldfaced terms. Remind your student that a story may be written to entertain readers, but informational texts are usually written to answer, explain, or describe.
2. Watch the video together, and then have your student respond to the questions. Remind your student that a text that explains often tells why something happens or how something works. A text that describes often tells what something looks like, sounds like, smells like, and so on.

Set a Purpose

Help your student set a purpose for reading *Where Did the Water Go?* Link to the text, and direct your student to the table of contents. Allow your student to read the section titles aloud and tell what they might expect to learn from the book.

Before You Read: Vocabulary

1. Point out that this book contains a full glossary that defines many of the more difficult words in the text. Make sure your student understands that boldfaced words in the text will appear in the glossary and may be looked up as needed. This activity will focus on some words that are not in the glossary.
2. Guide your student to use details in each sentence to infer what each vocabulary word means. Scaffold discussion of each word. For example, for the word *atoms*, you might use activities like these:
   * Read the sentence with your student. Draw attention to the boldfaced vocabulary word.
   * Ask questions like these about the word:
3. Are atoms something you can see or something you cannot see? (something I cannot see)
4. Name three things you see that are made of atoms. (Accept any answer.)

* **atoms:** the smallest particles of a material that have all the properties of that material
* **evaporate:** to change from a liquid into a gas
* **expands:** becomes larger
* **microscope:** a device used to see things that are too small to be seen without it

Read

As they read the text, have your student name the forms of water as they are introduced.

[Where Did the Water Go?](https://cite-media.pearson.com/legacy_paths/56786cc4-89d1-4ac0-9bb1-ffa0204a7265/Where%20did%20the%20water%20go.pdf)

Check for Understanding

Discuss how heat and the absence of heat affect water. Guide your student to understand that heat can evaporate water or turn it into gas; cold can freeze water or turn it into a solid.

#### Check-In

1. Read the directions with your student. Explain that the matching activity contains three short texts about marshes. Have your student read each text and match it to its main purpose.
2. **IF** your student has trouble identifying the purpose, **THEN** review each text, asking these questions:
   * Does this text tell what marshes are? If so, it answers.
   * Does this text tell how or why marshes matter? If so, it explains.
   * Does this text tell what marshes look like? If so, it describes.

#### Practice

1. Have your student find the table of contents again in *Where Did the Water Go?* Have them name the titles of chapters 1 and 2. (“Three Forms of Water,” “Why Does Water Change?”)
2. Have your student read the questions and use the text to respond. Point out that they will need to skim the chapters to answer the questions.
3. Discuss how the titles of the chapters help give clues to the purpose of each chapter. (“Three Forms of Water” sounds as though it will tell what those forms are and how they are different from one another. “Why Does Water Change?” asks a question that could be answered in the chapter. Because it is a *why* question, it calls for an explanation.)

### Objective: In this section, you will write a paragraph that fits a certain purpose.

#### Key Words

* **describe** – use details to tell who or what something is like
* **explain** – tell the reason for or cause of something
* **purpose** – why an author writes a book

#### Explain

1. Read the opening paragraph with your student. Explain that just as any author writes for a purpose, your student should write for a purpose too.
2. Read the chart together, and then look at the photo. Discuss the questions orally with your student, allowing them to brainstorm what the children in the picture are doing and feeling, words that might describe (likely to be adjectives), and words that might explain (likely to be verbs). Talk about how the writing would be different for each purpose.

#### Check-In

1. Give your student the T-chart with headings attached. Read the headings and the activity directions together.
2. **IF** your student has trouble getting started, **THEN** encourage them to talk about what they see in the picture. Discuss whether each picture would describe the boy and the pool or explain what he is doing. Then, have your student record their best ideas in the T-chart.

#### Practice

1. Read the directions with your student. Then, have your student look at the picture, choose a purpose, and write their thoughts on a separate sheet of paper. Encourage your student to write at least three sentences about the picture.
2. Allow your student to read their paragraph aloud to you. If their purpose was to describe, praise them for creative use of describing words. If their purpose was to explain, praise them for clarifying how or why.

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

#### Key Words

* **favorite** – describing something liked the best

#### Explain

Quick Review

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

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

Write Favorite Words

1. Make sure your student understands that the cat, baseball, and carrots are Alex’s favorite things. Discuss some of your student’s favorite things.
2. Read the questions with your student and encourage them to answer the questions aloud before revealing the sample answers. **IF** your student struggles to think of words that describe each picture, **THEN** look at the picture with your student and prompt them to say words that tell how the object in the picture looks, how it might feel, how it might taste, and so on.

#### Check-In

Learning Coach Tip

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

1. Print the Favorite Words worksheet. Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper and write the questions for your student to answer.
2. Read the sentence starters on the worksheet with your student. Remind your student that the sentence is incomplete. Point out the categories: animal, game, and food. Ask them to think about their own favorites and then write the words to complete the sentences.
3. Observe as your student completes the worksheet. **IF** your student has trouble thinking of a favorite word, **THEN** offer suggestions, such as a bear, penguin, or dog for a favorite animal. **IF** you notice that your student is leaving too much space between letters, **THEN** encourage your student not to move their pencil as far to the right before beginning each new letter.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet. With your student, read the directions for what to write. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty coming up with favorite words to write for rows 4 and 5, **THEN** offer suggestions for colors (such as blue, red, and purple) and name the seasons (fall, winter, spring, summer).

### Objective: In this section, you will edit your research report.

#### Key Words

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

#### A Note About This Lesson

In this lesson, your student will edit their research report. Your student should focus on capitalization, punctuation, grammar, sentence structure, and language. You may want to suggest your student focus on one area at a time.

As time allows, you may also want to revisit any grammar instruction your student has received recently. Talk about the skills they have learned and how these skills might apply to their research report.

#### Explain

1. Have your student read the first paragraph. Review the definition provided for the key word *edit*. Discuss with your student what it means to edit and why careful writers take time to edit their work. Make sure they understand that when writers edit, they identify and correct individual errors that make it difficult for readers to understand the big ideas.
2. Have your student read about the editing checklist and review the questions they can ask themselves as they edit a draft. Point out that while the questions will help them to focus on specific areas, there are many additional grammar, punctuation, and language skills that they can check for as they edit. Work together to brainstorm a few additional questions to add to the checklist.
3. Have your student read and answer the question about why mistakes make their writing hard to read.
4. Continue to the next screen. Explain to your student that they are going to read a few examples of edits made by a writer working on a research report. They will be asked to decide what the writer did to fix or improve the sentences. Read each set of BEFORE and AFTER sentences with your student and discuss how the writer was able to improve their writing. Point out that in some cases, such as Question 2, the writer fixed a mistake. In other cases, such as Question 3, the writer improved the flow of their writing by combining two choppy sentences into one sentence with a compound subject. Ask your student to read the BEFORE and AFTER versions aloud and tell why the AFTER version sounds better.
5. Briefly discuss the idea of formal language covered in Question 4. Point out that formal language is language your student might use in classwork or to speak with adults or people they don’t know well. Informal language is language your student might use in everyday interactions with their friends and family. Discuss why formal language is more appropriate for use in a research report. Ask your student how the use of informal language might affect what readers think of their ideas.
6. Have your student answer the remaining questions, and have them explain their answers to you. Provide feedback, as needed. Remind your student that a clearly written research report is easier to read and understand.

[Editing Checklist](https://cite-media.pearson.com/legacy_paths/138ca602-ed50-42bf-96cd-f65bd6c06c89/Editing%20Checklist%20Research%20Report.pdf)

#### Learning Coach Tip

Print the editing checklist, if you don’t have a printer, write the checklist on a sheet of paper. Have it available for your student to refer to as they work on their research report. Encourage your student to add other focus questions, as appropriate.

#### Check-In

1. Have your student read the directions and summarize what they need to do in this activity. Make sure they understand that they need to address the mistake or problem and then explain to you what they did. Note that in some cases, they will fix mistakes; in others, they will need to improve the flow of the sentence or the use of formal language.
2. Have your student read the first sentence. **IF** they have difficulty identifying what to fix, **THEN** suggest they ask themselves the questions on the editing checklist to zero in on the mistakes. Note that there are two mistakes in the sentence.
3. Have your student work to edit the remaining sentences. As they do so, make sure they explain the following fixes:
   * Activity 1: Spelled puddle correctly, added an end mark to the end of the sentence.
   * Activity 2: Took out informal language.
   * Activity 3: Combined choppy sentence into one sentence.
   * Activity 4: Capitalized each word in the title Water Science
4. Review your student’s answers and provide feedback as needed.

#### Practice

1. Have your student read the directions. Review the research report rubric with your student. Have them focus on the row labeled Sentences and Spelling.
2. Have your student access the editing checklist. Review the checklist with your student and make sure they understand the questions. Then, have your student independently review their text and identify edits. Provide assistance as needed. Suggest your student use a different color pencil to note the mistakes they find and the corrections they want to make.
3. Review the changes your student has identified. Discuss the fixes. If necessary, point out other issues your student might want to consider.
4. Have your student make their corrections and changes. Then, have your student reread their research report again. Discuss how the changes improve their writing.

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

[Editing Checklist](https://cite-media.pearson.com/legacy_paths/138ca602-ed50-42bf-96cd-f65bd6c06c89/Editing%20Checklist%20Research%20Report.pdf)

#### Learning Coach Tip

Encourage your student to apply what they know about spelling patterns to determine the spelling of words they’re unsure of. To correct misspellings, you may want to demonstrate how to use a print or online dictionary.

### Objective: In this section, you will read consonant + -**le** words.

#### Warm Up

Begin by having your student separate words into syllables. Model, using the word *giggle*. Say the word and have your student repeat it. Then, repeat the word with your student, breaking it into syllables: *gig-gle*. Continue by having your student separate words into syllables, using the following routine:

1. Say the word.
2. Have your student repeat the word.
3. Have your student say the word again, separating it into syllables.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **apple**  (ap-ple) | **puddle**  (pud-dle) | **bottle**  (bot-tle) | **turtle**  (tur-tle) |
| **cattle**  (cat-tle) | **bubble**  (bub-ble) | **people**  (peo-ple) | **waffle**  (waf-fle) |

#### Explain

A Note about the Lesson

In the Check-In section of this lesson, your student will use a chart to sort words. Print a copy of the four-column chart for your student to work on. If you do not have a printer, help your student to draw the four-column chart on a sheet of paper or in their notebook.

[Four-Column Chart](https://cite-media.pearson.com/legacy_paths/43469341-1652-473a-9135-3896b324afc7/Four-Column%20Chart_Consonant%20-le.pdf)

Consonant + *-le* Words

1. Use the words to review how to read words with a consonant + *-le* in the last syllable:

* Read the word.
* Name the two syllables.
* Say the sound spelled *dle*.
* Read the word again, and have your student repeat it after you.

1. Continue by using the remaining words to review how to read words that end with a consonant + *-le*. If needed, guide your student in saying the consonant and *-le* at the end of each word. Review that in a word that ends with *-stle* as in *castle*, the *s* is part of the first syllable and the *t* is silent.

Consonant + *-le* Syllable in Words

1. Help your student apply what they have learned about words with a consonant + *-le* at the end. Review that a syllable is a word part that has one vowel sound. With your student, read the introduction and the word *bubble*. Look at the first syllable in *bubble* with your student, and point out that the vowel *u* spells the short *u* sound. Then, look at the second syllable with your student and identify the consonant *b* plus *-le*. Explain that in most words that end with *le*, the consonant that comes before the *-le* is part of the syllable. Then, have your student read the word.
2. Continue by having your student look at and read the word *maple*. Point out that the first syllable is *ma*. Remind students that this syllable is an open syllable and the vowel sound is long. Then, point out the last syllable. Reinforce that the consonant that comes before *-le* is part of the syllable.
3. Continue by having your student read the words *middle, whistle,* and *circle*, and answer the questions. **IF** your student has difficulty reading the words, **THEN** guide your student to read the first syllable in a word with the correct vowel sound, and then add the last syllable of a consonant + *-le*.

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 consonant + *-le* syllable in each word. Then, have your student sort the words by the consonant + *-le* syllable.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **-dle** | **-gle** | **-tle** | **-ple** | **-ble** |
| riddle | jungle  giggle | castle  turtle  bottle | simple | cable |

#### Check-In

Listen as your student reads the words in the box. Then, have your student use the four-column chart to sort the words by the consonant + *-le* syllable. **IF** your student has difficulty sorting the words, **THEN** say each word slowly, and have your student clap or tap the syllable or syllables of each word. Encourage your student to identify in each word the consonant + *-le* syllable.

#### Practice

Use the sentences to confirm that your student can read words with a consonant + *-le* syllable. Have your student write the words in their notebook. **IF** your student has difficulty reading a word, **THEN** review the spelling and letter sounds in the first and the last syllable.

## Lesson 3: Wonderful Water: Speak/Listen

### Objective: In this section, you will figure out the meanings of words and phrases in an informational text.

#### Key Words

* **bold print** – thick, dark letters
* **context** – the words around a word or phrase that make its meaning clear
* **dictionary** – a book or online source that lists words and their meanings
* **glossary** – a list of a text’s hard words and their meanings

#### Explain

1. Watch the video with your student to see how one student uses a think-aloud strategy to figure out the meaning of an unfamiliar phrase. Discuss that informational texts often use more difficult words than stories do.
2. Continue with the list of strategies for figuring out unfamiliar words and phrases. Discuss the definition of each boldfaced term. Have your student share experiences they have had using a glossary or dictionary.

#### Check-In

1. Read the directions together. Have your student read the text independently, identifying the underlined words.
2. Discuss each question as a think-aloud activity. **IF** your student needs more support, **THEN** break down the questions this way:
   * What two words do you see in *pondweed? (pond and weed)*
   * Is pondweed a plant or an animal? What makes you think so? (a plant, because it contains the word weed)
   * According to the text, who has tentacles? (an octopus)
   * What do the tentacles seem to be doing? (reaching out and grabbing the swimmers’ legs)

#### Practice

1. Help your student access page 16 of the text.
2. Have your student complete each activity in writing or by using a think-aloud strategy. Discuss any other words in the text that they found difficult to figure out.

[Where Did the Water Go?](https://cite-media.pearson.com/legacy_paths/56786cc4-89d1-4ac0-9bb1-ffa0204a7265/Where%20did%20the%20water%20go.pdf)

### Objective: In this section, you will use a think-aloud strategy to define new words.

#### Key Words

* **bold print** – thick, dark letters
* **context** – the words around a word or phrase that make its meaning clear
* **dictionary** – a book or online source that lists words and their meanings
* **glossary** – a list of a text’s hard words and their meanings

#### Explain

1. Read the opening paragraph with your student, and look at the photo together.
2. If you wish, assign your student the part of Thelma, while you take the part of her mother. Read the dialogue aloud, pointing out Thelma’s think-aloud questions as you read. Review the definitions of the boldfaced terms as needed.
3. Discuss the three words that Thelma defined using her strategy—*seaplane, reappear,* and *pontoon*. Look at the final photograph and have your student use it to explain what the pontoons look like on the seaplane.

#### Check-In

1. Give your student the flowchart activity sheet and point out the four steps in Thelma’s process. Step 1 is already completed. Then, read the directions with your student and explain that they are to complete the other three steps.
2. Have your student refer to the dialogue in Explain to locate the questions Thelma asked. **IF** your student has trouble finding Thelma’s questions, **THEN** point out that each one begins with the words “I ask myself.” Suggest that your student scan the dialogue to find those words and then use the questions they see to complete the flowchart.
3. Have your student save the completed flowchart to use in the oral part of Practice.

#### Practice

1. Read the directions with your student, and refer them to the steps in their flowchart. Then, allow your student to read the text aloud or silently.
2. Prompt your student to find the first underlined word and to use their flowchart to ask oral questions about the word. For example, for the word *erode,* their think-aloud might be something like this: “Is this word in bold print? No, so I can’t look it up in the glossary. Are there word parts I know? I see *rode*, but I don’t think that helps me. What meaning fits the context? Well, the text has already told me that the water wears away dirt and rock, so I think *erode* means the same thing as ‘wear away.’”
3. After each think-aloud, have your student answer the question that corresponds to that word. They may check their work by seeing whether their definitions make sense in the text.

### Objective: In this section, you will change the order of the words in compound sentences.

#### Key Words

* **compound sentence** – a sentence that tells two complete thoughts
* **predicate** – the part of a sentence that tells what the subject does or is
* **subject** – the part of a sentence that names *who* or *what*

#### Explain

Quick Review

Review that a sentence includes at least one complete thought, or subject and predicate. Ask your student to explain what each of these sentence parts tells. Explain to your student that it is possible to change the order of the words in a sentence and still express the same thought. For example, words from the predicate might become the new subject, and words from the old subject might be added to or become the new predicate.

1. Read the key words, definitions, and opening text with your student. Ask them to explain how a simple sentence and a compound sentence are alike and different. (Each includes a complete thought with a subject and a predicate, but a simple sentence has only one complete thought, while a compound sentence has two complete thoughts.) If necessary, clarify that a subject or predicate may include multiple words.
2. Together, read the first example compound sentence. Ask your student to identify the two complete thoughts in the sentence and the subject and predicate of each thought. (Thought 1: Mrs. Adams read the story. Subject: Mrs. Adams; Predicate: read the story. Thought 2: Leo listened. Subject: Leo; Predicate: listened.) Then, have them point to the joining word that connects the two complete thoughts (*and*). Ask them to tell why there is a comma before this word (a comma always appears before the joining word in a compound sentence).
3. Explain that in a compound sentence, it is possible to change the order of words in either of the complete thoughts or (sometimes) in both of them. One way is to simply switch the two complete thoughts. Have your student read the second example sentence and explain how it is different from the first. Guide them to notice that the joining word *and* and the comma that precede it do not change. Discuss how both sentences convey the same ideas.
4. You may want to point out that the two thoughts in a compound sentence cannot be switched if one thought is the result of another thought. Display these sentences:
5. Mrs. Adams read the story, and Leo liked it.
6. Leo liked the story, and Mrs. Adams read it.

Point out that the second sentence does not make sense because Mrs. Adams needs to have read the story before Leo can like it.

1. Explain that another way to change a compound sentence is to rearrange the order of the words in one or both complete thoughts so that the sentence tells what happens to the subject rather than what it does (or vice versa). Have your student read the first example sentence and point out whether the subject in each complete thought does the action or has the action done to it or them. Then, have them read the second sentence and describe how it is different. As needed, remind your student that a complete thought that tells what happens to the subject usually includes a form of the verb *to be*, such as *is*, *are*, *was*, or *were*.
2. Discuss why a speaker or writer might want to change the construction of a compound sentence—for example, to add variety, or to emphasize a different idea.

#### Check-In

1. Read the directions with your student. Explain that they will rearrange words and thoughts in compound sentences to make new sentences that still mean the same thing. Have your student say the new sentences out loud.
2. Complete the first activity with your student. Point out that in this first item, they will switch the order of both complete thoughts. **IF** your student understands and answers correctly, **THEN** have them complete the remaining activities on their own. **IF** your student has difficulty or answers incorrectly, **THEN** have them use the sentence frame to help them rearrange the sentence.
3. Have your student complete the other activities on their own, as they are able. Provide support and feedback when they tell you their answers to help them better understand how to rearrange compound sentences. Allow them to correct any mistakes they may have made.
4. Your student may be unfamiliar with the word *dal* included in the third item. Explain that *dal* can be used to name both a kind of lentil (or dried split pea) and a dish made with them. Tell your student that dal is very popular in Indian cooking.

#### Practice

1. Read the directions together. Explain that your student will change the order of the words in the example compound sentence to create three new sentences. Have your student write each new sentence in their notebook.
2. Read the compound sentence and complete the first activity together. Guide your student to switch the order of the two complete thoughts and write the new sentence in their notebook. If necessary, scaffold the activity by having your student identify both complete thoughts as well as the subject and predicate of each before they change the word order to write their new sentences.
3. Have your student complete the other activities on their own, as they are able. Give feedback on the new sentences that they write. Provide support as needed.

### Objective: In this section, you will blend sounds in consonant + **-le** words.

#### Warm Up

Have your student blend syllables in words with a consonant + *-le* syllable:

* Say each word slowly, separating the word into syllables.
* Have your student blend the syllables together to say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **bub-ble**  (bubble) | **ti-tle**  (title) | **raf-fle**  (raffle) | **cas-tle**  (castle) |
| **ea-gle**  (eagle) | **lit-tle**  (little) | **mar-ble**  (marble) | **ap-ple**  (apple) |

#### Explain

1. Review that many two-syllable words have a consonant + *-le* syllable. Review that the syllable usually has three letters—the consonant and the letters *le*.
2. Use letter tiles to form the word *puddle*. Space the letters. Move the letters together as you blend the sounds.





Use the following routine:

* Say the word.
* Say the sounds of the first syllable and blend the sounds together.
* Say the sounds of the last syllable and blend the sounds together.
* Blend the sounds of the two syllables together.
* Say the word.

Have your student use the routine to blend the letter sounds and syllables in *beetle*.

Blend Sounds in Spelling Words

Review the spelling words using the blending routine. As an option, have your student say or write a sentence for each word. **IF** your student has difficulty blending the sounds in the syllables of the word, **THEN** identify the consonant + *-le* syllable in the word. Then, model blending the sounds of both syllables in the word and have your student repeat.

#### Check-In

Have your student use letter tiles to spell each word. Review the blending routine for two-syllable words:

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

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

#### Practice

Use the paragraph to confirm that your student can blend sounds to read words with a consonant + *-le* syllable. **IF** your student has difficulty reading words with a consonant + *-le* syllable, **THEN** have your student use letter tiles to build the boldface words. Work with your student to have them blend the syllables to read the words.

### Objective: In this section, you will publish your research report.

#### Key Words

* **publish** – make a final copy and share with others
* **visuals** – images that show information

#### A Note to the Learning Coach

During this lesson, your student will finalize their research report and get it ready to publish. You may need to help them with the technical aspects, such as adding a visual to the page or formatting source information correctly. **IF** they are unable to use a computer, **THEN** have them handwrite their report.

#### Explain

1. Have your student read the first paragraph and review the definition provided for the key word *publish*. Remind them that writers like to share their work and have others read it. Explain that writers want their writing to be neat and easy to read. Discuss what your student needs to do to get their final copy ready.
2. Continue to the section on adding a title. Ask your student to explain what a title is (words that identify a text and help the reader understand something about it) and suggest a few titles of texts they have read. Display the student model text and have your student point to and identify the title “Thunderstorms.”
3. Have your student reread the text and evaluate Fayth’s title by answering the question. **IF** they struggle, **THEN** remind them that a title prepares the reader to learn more about the topic. Have them identify Fayth’s topic and tell how it is connected to the title of the report.
4. If your student has not already done so, guide them to come up with a title for their own text. Have them write it on their draft or in their notebook. Provide any needed feedback.
5. Continue to the next screen and read the section titled “Add a Visual” with your student. Review the key word visuals using the on-screen definition. Discuss what your student has learned about visuals such as photos or drawings and how they can convey information about a topic just like a fact or detail shared in the text might. Review that visuals in a research report are purposeful because they add knowledge or understanding of the topic.
6. Have your student answer the question to brainstorm what visuals Fayth might add to her research report. Discuss how your student’s ideas would help Fayth’s readers understand her topic. Then, talk about the image she chose and how it might add information to her report.Have your student respond to the question and explain their thinking.
7. Have your student start to think about possible visual for their research report. Remind them that they can search online for a visual or draw a picture for their research report. Discuss the advantage of each option.
8. Continue to the next screen and read the section titled “Make Your Final Copy” with your student. Have them answer the question to make sure they understand the importance of creating a neat, readable piece of writing.
9. Review the steps writers take to use a word processing program with your student. **IF** they are not familiar with the spell check feature, **THEN** review how it works and how your student should evaluate the suggestions.
10. Explain that your student will type their research report later in the lesson. If they are handwriting their research report, review what they need to do to get their report ready.

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

#### Check-In

1. Have your student read the instructions. Explain that they are going to read two questions and choose the best answer. Note that the questions ask about two tasks in the process of publishing a research report. Make sure they are familiar with the interactive format.
2. Have your student read the first statement and select the best title for a research report with the indicated topic sentence. **IF** they select an incorrect title, **THEN** read each title together. Encourage them to tell what a research report with that title would be about. Remind them that the title should support the topic sentence.
3. Have your student read and respond to the remaining statement to choose an appropriate visual for a research report. Provide support and feedback, as needed.

#### Practice

1. Have your student read the initial instructions. Note that they will complete two activities: They will select a visual for their report, and then they will make a final copy of it to publish it. Briefly discuss the tasks your student has already completed on their way to publishing a final report.
2. Provide time for your student to complete the first activity and brainstorm ideas for a visual they can select or draw. They may choose to add a second image, but make sure they know that only one is needed. Discuss how they will complete the task. Provide support for conducting an internet search for visuals if they choose to do that.
3. Direct your student to begin the second activity by following the steps to type or handwrite the final copy of their research report. Remind them that they should create a separate page with information about their sources as part of this task. Provide support as needed. If they have difficulty, suggest they take a break and come back later to complete the task.
4. After your student has finished typing or writing their text, review it with them to make sure they have done it correctly. Help them identify and fix any typing errors.
5. Help your student add their visual to their report. If they have typed their text, convert the visual to a digital format as needed, and then export it to the word processing file. Discuss where they want to place their image and help them place it. If they have handwritten their text, help them attach the visual to an appropriate location on the paper.
6. **IF** your student is unfamiliar with the spell-check feature or results on their word processing package, **THEN** review the features and procedures. Review any potentially misspelled words and help your student determine the correct spelling. Remind them that sometimes the program is asking if a word might be misspelled. Your student will need to decide if it actually is.
7. Finally, have your student check the rubric again to ensure they have completed all needed tasks. Help them read the requirements and confirm that their report meets each requirement.

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

## Lesson 4: Wonderful Water: Write

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

#### Key Words

* **cause** – something that makes another thing happen
* **compare** – tell how things are the same
* **contrast** – tell how things are different
* **effect** – the result or thing that happens
* **sequence** – the order of events
* **text structure** – how a text is organized

#### Explain

1. Read the opening paragraph and watch the video together. Pause the video to discuss some of the signal words, or transition words, that indicate each kind of structure. Focus especially on the first three structures listed.
2. Continue with the next paragraph and the chart, which shows three structures common to informational text. Review the boldfaced terms if necessary.
3. Read *Back to the Sea* with your student. The text uses few signal words, but it provides a clear sequence of steps in the life of water on Earth. Point out that the purpose of the text is to answer the question posed on page 5: How did that water get there? Each chapter in the book tells about a step in the process of moving water from land to ocean.
4. Have a conversation with your student about fun experiences they have had in water. Tell them about your experiences with water and fun activities. Ask them to tell you about vacations, hobbies, outdoor experiences, etc. they have had with water that they enjoyed.

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)

#### Check-In

1. Give your student a flowchart activity sheet and point out the four signal words on the sheet.
2. Ask your student to use *Back to the Sea* to write four steps in order that show how water moves. **IF** your student has trouble getting started, **THEN** remind them that each chapter deals with a step in the process. Accept any series of steps that are presented in time order.

#### Practice

1. Help your student access the text. Make sure they know where to find the page numbers.
2. Have your student answer each question, using the chart in Explain as a guide. Comparing the signal words on the chart to the words in the paragraphs indicated will help your student determine the text structure.

[Where Did the Water Go?](https://cite-media.pearson.com/legacy_paths/56786cc4-89d1-4ac0-9bb1-ffa0204a7265/Where%20did%20the%20water%20go.pdf)

### Objective: In this section, you will choose the better text for a given problem.

#### Key Words

* **cause** – something that makes another thing happen
* **compare** – tell how things are the same
* **contrast** – tell how things are different
* **effect** – the result or thing that happens
* **sequence** – the order of events

#### Explain

1. Read the opening text with your student, and look at the photograph together. Discuss why Ms. Barnes might look online for help. (For example, she may have tools but not have experience fixing sinks.) Then, have your student explain which of the two texts would help Ms. Barnes solve her problem.
2. Continue with the remaining paragraphs, explaining that just because a text is on the right topic does not mean it’s the right text to solve a problem. Review the definitions of the boldfaced terms as needed.

#### Check-In

1. Have your student read the two texts silently before reading them aloud to you. Encourage your student to read each one at an appropriate rate—not too fast, but not too slowly. If you wish, have your student repeat their reading, slowing down or speeding up as needed to improve their reading performance.
2. Point out the text structure of each text. The first text compares and contrasts different styles of kitchen sinks. The second text tells why sinks may leak. Then, have your student answer the questions by telling a reason to read each one.
3. **IF** your student needs help, **THEN** suggest that they think of the reason for reading in terms of a problem. For example, Ms. Barnes had a specific problem that led her to need to read text 2. What kind of problem might lead someone to read text 1? (For example, they might not know which kind of sink they have in their kitchen.)

#### Practice

1. Read the directions with your student, and review the text structures listed in the box. Then, have your student read each problem and choose the appropriate text structure.
2. Ask your student to explain each answer. (To choose between two things, you would compare and contrast them. To learn the steps to do something, you would look for steps in sequence. To find out why something can happen, you would look for its causes.)

### Objective: In this section, you will build consonant + **-le** words.

#### Warm Up

Begin by having your student identify words that end with a consonant +*-le* syllable. Have your student blend the syllables to say the words. Use the following routine:

* Stretch each word by saying each syllable in the word. (*mid-dle*)
* Ask your student to blend the syllables together to say the word. (*middle*)

Use the following words:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| bot-tle  (bottle) | bub-ble  (bubble) | nee-dle  (needle) | jin-gle  (jingle) | bi-cy-cle  (bicycle) |

#### Explain

Gather the following letter tiles: *a, b, c, d* (2)*, e, g* (2)*, i, j, l, m, p, r, s, t* (2)*, u, w*. Use the letter tiles to model with your student how to build words with a consonant + *-le* syllable.

#### Check-In

1. Gather the following letter tiles: *a, b, c, d, e, h, l, n, p* (2)*, r, s, t, u.*
2. Read each set of directions to your student. Observe your student build the consonant + *-le* words. Have your student identify the number of syllables in each word. **IF** your student is not quickly blending the sounds of the syllables when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Then, have your student use the letter tiles to build spelling words.

### Objective: In this section, you will present your research report.

#### Key Words

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

#### Show What You Know

1. Review the definition of the key word *publish* on the screen. Remind your student that part of publishing is sharing what you have written with others. Have them read the first two paragraphs and bulleted suggestions for how writers can share their work. Discuss each idea and encourage them to think of other ways to share their work with friends, family, and their community. Then, have them respond to the question with an idea for the student model writer, Fayth.
2. Continue to the section titled “Present Your Research Report”‘ on the next screen. Review the definition provided for the key word *present*. Explain to your student that today they are going to learn more about how to present their research report. By the end of the lesson, they will be ready to present their work to you.
3. Remind your student that a research report is often about a topic that may be unfamiliar to others. Discuss how presenting their ideas directly to an audience can help a writer share information about the topic in a way that others can understand.
4. Have your student take steps to get ready to make a better presentation. Discuss with them ways to engage their audience when they are making a presentation. Talk about why it is important to keep the presentation focused on the topic.
5. Provide time for your student to practice giving their presentation. If possible, record a practice session that takes place after they have run through the presentation several times. Then, review the recording with your student. Ask them to point out what they think they did well and what they might need to do better. Discuss ways they might be able to improve their final presentation. Remind them that practice will only make their presentation better.
6. Before your student is ready to make their final presentation, have them read and respond to the questions. Provide feedback, as needed. **IF** they are unsure of the answers, **THEN** have them reread the information about presenting and discuss why presenters prepare and practice.

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

* **Less Successful** – My student had difficulty understanding why a writer presents a research report and was unsure of how to prepare and practice for their own presentation.
* **Moderately Successful** – My student understands why a writer presents a research report, but was unsure of some of the elements in preparing for and practicing their own presentation.
* **Very Successful** – My student understands why a writer presents a research report and was able to prepare for and practice their own presentation.

#### Try This

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

* **Less Successful** – Review the lessons. Return to some of the activities in the unit and within this lesson to review any concepts that your student did not master. Guide them to think about times that they have shared writing work previously and how it made them feel. Then, discuss how they can get ready to share their research report. Suggest they focus on two or three skills for their presentation. Help them create a space to practice their presentation.
* **Moderately Successful** – Review how to make a presentation and discuss adding one or two new skills for your student to focus on. Encourage them to practice a couple more times.
* **Very Successful** – Have your student complete the Try This activity as independently as possible.

1. Have your student read the bulleted reminders about making a presentation before presenting their research report to you. Listen carefully and be prepared to pose a question or two and offer praise and clear areas for improvement.
2. After your student finishes their presentation, discuss what they did well and what they need to still work on. Reassure them that they are learning to make presentations and that it takes time and lots of practice.
3. Have your student review their research report again. Then, review with them the research report rubric. Help them check that all requirements have been met. Discuss any final changes they may want to make. Be sure they save their file if they are working electronically.
4. Work with your student to submit their research report for grading. If they chose to handwrite their text, help them convert the pages to a digital format by saving it as a pdf or by using a phone or digital camera to take a picture of the text. Then, guide your student in submitting their research report to their Drop Box. Any additional image files should be converted to digital format and submitted with the text.

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

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

#### Explain

Quick Review

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

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

Write Your Full Name

1. Together with your student, read the list of tips. Discuss the letters that should be capitalized in your student’s first and last name. Remind your student that they have already learned about letter spacing and word spacing. Explain that the space between a first and last name is just like the space between words.
2. Read the questions with your student and encourage them to answer the questions aloud before revealing the answers. **IF** your student struggles to answer any of the questions, **THEN** go back and read the list again, directing your student’s attention to the number that shows the answer.

#### Check-In

Learning Coach Tip

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

1. Print the [Full Name](https://cite-media.pearson.com/legacy_paths/c95ada47-938a-4e92-8586-f670d06be536/Full%20Name.pdf) worksheet. Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper and write the sentence starters for your student to complete.
2. Remind your student that the letters in their first and last name should not be too close together or too far apart. Remind them that they should leave a slightly larger space between their first name and last name, just like they would between words.
3. Observe as your student completes the worksheet. **IF** you notice that your student is using too much space between letters, **THEN** encourage your student not to move their pencil as far to the right before beginning each new letter. Demonstrate for them, if needed.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions for what to write with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty writing their first and last name, **THEN** write your student’s name on a sheet of paper a few times and have them practice tracing it before returning to the Practice.

## Lesson 5: Wonderful Water: Synthesize

### Objective: In this section, you will build consonant + **-le** words and blend the sounds to read them.

#### Warm Up

Have your student say new words with a consonant + *-le* syllable by changing or adding the beginning sound.

Use the following example as a model:

* Say the word, *giggle*. Have your student repeat the word.
* Then, ask: Change the first sound in *giggle* to the sound of *w*.
* Have your student say the new word, *wiggle*.

Use the following words:

|  |  |  |
| --- | --- | --- |
| **candle**  (change the sound of *c* to sound of *h*, *handle*) | **rattle**  (change the sound of *r*to sound of *b*, *battle*) | **middle**  (change the sound of *m* to sound of *r*, *riddle*) |
| **tickle**  (change the sound of *t* to the sound of *p*, *pickle*) | **able**  (add the sound of *t*, *table*) | **poodle**  (change the sound of *p*to the sound of *n*, *noodle)* |

#### Explain

Quick Review

Review that words that end with a consonant + *-le* are always two syllables, and the consonant + *-le* is the last syllable. Review the consonants that come before *-le* to make the final syllable are *b, c, d, f, g, k, p, st, t,* and *z*. Point out that when *st* comes before *-le*, the *t* is silent, as in *whistle*. You may want to use letter tiles to provide examples, such as *people* and *bubble*.





1. Read the introduction and the words with your student. Note if your student is saying correctly the words with a consonant + -*le* syllable: *battle, rattle, cattle*. Then, have your student answer the questions to identify that the words all end with a consonant + *-le* syllable and rhyme.
2. Explain that one way to build words with a consonant + *-le* syllable is to change, add, or delete a letter or letters in the first syllable. Add that another way to build new words is to change the first syllable altogether. Talk about the letters in the words that are different.
3. Have your student read the words in the chart. **IF** your student does not blend the sounds of a word correctly, **THEN** have your student use letter tiles to spell the word. Position the letter tiles to show the letters in each word and remind your student to blend the sounds of the letters together to read the word.

#### Check-In

1. Gather the following letter tiles: *a, e* (2), *g* (3), *i, l, n, t, w.*
2. Read each of the directions with your student. Observe your student build the words that end with a consonant + *-le*. Have your student identify the consonant that comes before *-le* in the last syllable. Remind your student that only letters in the first syllable of the word change as your student builds a new word. **IF** your student is not blending the sounds of the letters together when saying the word, **THEN** model reading the word correctly. Position letter tiles for reinforcement.

#### Practice

1. Read aloud each set of directions as your student builds the words that end with a consonant + *-le* syllable independently. Have your student read each new word aloud. Remind your student to blend and say the sounds of the letters together to read the words.
2. **Weekly Spelling Test:** Use the following sentences to test the week’s spelling words.

|  |  |  |
| --- | --- | --- |
| **• giggle** | A playful kitten will make me **giggle**. | **giggle** |
| **• turtle** | A **turtle** has a hard shell. | **turtle** |
| **• simple** | This recipe will be **simple** to make. | **simple** |
| **• castle** | This story is about a mouse who lives in a **castle**. | **castle** |
| **• bottle** | Please bring me a **bottle** of water. | **bottle** |
| **• jungle** | Many monkeys live in **jungle** trees. | **jungle** |
| **• cable** | The **cable** is made of twisted wires. | **cable** |
| **• riddle** | Do you know a good **riddle**? | **riddle** |

### Review

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

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

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

### Reflect

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

### Study Tips

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

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

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

## Lesson 6: Earth Science Unit Test

There is no Learning Coach Guide for this lesson.