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# Language Arts 2 B Unit 15: Time Zones

## Lesson 1: Time Zones: Genre

### Time Zones: Introduction

#### Learning Goals

In this unit, your student will be learning about time zones. There are 17 learning goals for this unit:

1. Identify whether a read-aloud text tells a story or gives information.
2. Identify the relationships between words and how they are used.
3. Spell two- and three- syllable words with inflectional endings (e.g. *-s, -es, -ed, -ing*).
4. Read grade-level text orally with accuracy on successive readings.
5. Compare the most important points presented by two texts on the same topic.
6. Write uppercase letters *A–M*.
7. Read two- and three- syllable words with inflectional endings (e.g. *-s, -es, -ed, -ing*).
8. Identify how interjections are used.
9. Explain how specific images clarify a text.
10. Use interjections when writing and speaking.
11. Blend two- and three- syllable words with inflectional endings (e.g. *-s, -es, -ed, -ing*).
12. Write uppercase *N–Z*.
13. Compare information using nonfiction text structures.
14. Build two- and three- syllable words with inflectional endings (e.g. *-s, -es, -ed, -ing*).
15. With support, read a book of choice.
16. Explain cause and effect relationships using nonfiction text structures.
17. Decode two- and three- syllable words with inflectional endings (e.g. *-s, -es, -ed, -ing*).

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.

* Time Zones: Genre Quick Check
* Time Zones: Comprehension Quick Check
* Time Zones: Speak/Listen Quick Check
* Time Zones: Fluency Quick Check
* Time Zones: Synthesize Quick Check

#### Spark

1. Read the information about time zones on the first slide with your student. **IF** they need help understanding how Earth is divided into time zones, **THEN** use the image of the standard time zones in the world to help explain the concept. Ask them to count the number of different time zones. Then, together, find their location on the map. Point out other time zones and ask them to tell you if the time is earlier or later than their location.
2. Watch the video with your student. Then, have them answer the questions, either aloud or in writing. **IF** they have difficulty answering the questions, **THEN** watch the video together again, pausing at the appropriate slides that relate to a question so you can discuss them.

#### Activate Prior Knowledge

1. Read the first paragraph with your student. **IF** they struggle with understanding how the time is different in different parts of the world, **THEN** use examples of friends or family members who live far away. Tell them the time in their present location, as well as the time in the friend or family member’s location. If they do not know anyone who lives far away, then use a fictional person as an example.
2. Read the activity with your student and confirm that they understand what to do. Provide a copy of the Draw and Write graphic organizer or have them draw and write in their notebook. **IF** they have trouble writing the sentences, **THEN** provide sentence frames: It is [time]. I am . Encourage them to tell you about their ideas.
3. Read each bulleted item and have your student tell about topics they have learned about and which ones are new to them.

### Objective: In this section, you will listen to identify whether a text is 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.

[Time Zones\_Genre suffixes s.es.ed.ing. and 3 sounds of ed](https://cite-media.pearson.com/legacy_paths/6b0aaace-102a-4b69-971a-4695622af2c9/Time%20Zones_Genre%20suffixes%20s.es.ed.ing.%20and%203%20sounds%20of%20ed.pptx)

#### Explain

1. Read the introduction with your student and review the meaning of each boldfaced term. Point out that it is possible to learn lessons from a story or to have fun reading an informational text, but in general, their purposes are different.
2. Help your student read the first text and discuss how they know it is a story. (It tells about something that could never happen.)
3. Have your student read the text about green plants and respond to the question. Ask your student to name a fact from the text. (Each sentence tells a fact.)
4. Next, read *Night and Day* aloud. Ask your student to listen carefully to decide whether the text is a story or an informational text.

[Night and Day](https://cite-media.pearson.com/legacy_paths/39569b91-56b0-431b-9d97-a39c0dc75020/Night%20and%20Day.pdf)

#### Check-In

1. Talk with your student about the elements that make *Night and Day* an informational text. Explain that texts that tell about science or history are often informational.
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

1. Read the directions with your student. Then, read aloud this text.
2. Have your student determine whether the text tells a story or gives information. Point out that measurements, such as 9 hours and 24 hours, often appear in informational texts. If you wish, have your student mention one or two facts from the text.

Longing for Longer Days

Where we live, the shortest day of the year is around December 21. The day is still 24 hours long. However, most of that time is nighttime. Our side of the Earth tilts away from the Sun. Where we live, the daylight may last just 9 hours. Compare that to the longest day of the year. The longest day is in June. Daylight in June is nearly 15 hours long!

### Objective: In this section, you will make connections between words and what they describe.

#### Explain

1. Briefly review adjectives with your student. Remind them that adjectives are words that describe nouns—or people, animals, places, or things. Explain that some adjectives describe what we experience with our senses—how things look, feel, sound, taste, or smell. Then, explain that other adjectives describe how or what something is like, such as *safe*, *dangerous*, or *exciting*.
2. Read the opening text and examples together. Make sure your student understands what each italicized word means. **IF** they struggle to understand a word, **THEN** work with them to look up the word and its meaning in a student dictionary.
3. Explain to your student that connecting words to objects they know about can help them understand how the word also applies to other objects. Brainstorm with your student some other things that are shiny, booming, sour, dangerous, or flexible.
4. Look at the picture and read the text together about how Ben found the meaning of the word *bright*. Discuss how he connects this word to other things he knows about that are also bright.
5. **IF** your student has difficulty understanding, **THEN** choose another word, model looking it up, and use it in one or two sentences to help show what it means. For example, look up *gentle* and read the definition. Then, use it in sentences such as these: *The mother cat was gentle with her kittens. The gentle sheep let me pet her.*
6. Return to the word *bright* and ask your student if they can think of even more things that can be described as *bright*. Then, have them answer the question.

#### Check-In

1. Read the directions with your student. Explain that they will sort pictures into columns with the words that describe them.
2. Read each of the words with your student, and make sure they understand what each one means. **IF** your student does not understand one of the words, **THEN** give them a definition, help them look it up, and work with your student to identify what is shown in each picture. Have your student match the pictures with the words that describe them. **IF** your student struggles, **THEN** come up with some alternative words that they do understand that can be described by each word. For example, you can point out that some things in your house, like a sofa, are enormous, some fruits are spiky, and so on.
3. Complete the first item together. Have your student tell you what they already know about clowns to help them make a connection. Elicit that clowns are silly and make people laugh. So, a clown could be described as *humorous*.
4. Have your student complete the other items on their own, as they are able. **IF** your student needs assistance, **THEN** have them click the Hint button.

#### Practice

1. Read the directions together. Explain that your student will read sentences and use sentence clues to determine the meaning of a word. Then, they will come up with other things that can also be described by that word.
2. Complete the first activity together. Ask your student to identify the bold word and tell you what it means. Then, have them tell you a few other things that can be described by that word. For example, any food your student thinks is delicious is a correct answer. If your student answers incorrectly, provide support as they complete the remaining activities.

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

#### Warm Up

Begin by having your student identify the number of syllables they hear in words with inflectional endings. Use the following routine:

* Say the word.
* Have your student repeat the word.
* Say the word again slowly.
* Have your student clap or tap for each syllable to identify the number of syllables in the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **monkeys**(2 syllables) | **opening**(3 syllables) | **followed**(2 syllables) | **attaches**(3 syllables) |
| **enjoyed**(2 syllables) | **reports**(2 syllables) | **happening**(3 syllables) | **circuses**(3 syllables) |

#### Explain

Learning Coach Tip

An inflectional ending is a letter or group of letters that is added to the end of a word. The inflectional ending -*s* or *-es* can be added to a noun to mean more than one, as in *buttons* and *classes*. The inflectional ending *-s, -es*, *-ing,* or *-ed* can be added to a verb to tell when an action happens. The endings -*s, -es*, and *-ing* tell that an action is happening in the present, and the ending *-ed* tells that an action happened in the past.

Some inflectional endings can add a syllable to a base word when they are added. The endings -*es* and -*ing* usually add a syllable, as in *washes* and *washing*. The ending -*ed* can sometimes add a syllable to a word, as in *needed* and *trusted*.

Words with -*s* and -*es*

1. Read the introduction to your student. Explain that an ending is a letter or group of letters that is added to the end of a word. Tell your student that -*s*, -*es*, -*ing*, and -*ed* *are* endings at the end of words. Explain that some endings add a syllable to the base word when it is added.
2. Tell your student that the ending -*s* or -*es* can be added to a word to mean more than one. Have your student read the words in the chart, tapping or clapping the syllables. Point out the ending -*s* or -*es* in the words *baskets*, *baseballs*, *radishes*, and *sandwiches* and explain that the ending makes the word plural, or means more than one. Read the words again and have your student listen to the ending sound of the words—the sound for the letter *s* at the end of *baskets* and the sound for the letter *z* at the end of *baseballs*, *radishes*, and *sandwiches*.
3. Have your student answer the questions to identify that the ending -*s* does not add a syllable when it is added to the words and that the ending -*es* does add a syllable. You may want to explain that the ending -*es* is added to words that end in *s*, *ss*, *ch*, *sh*, *x*, or *zz*. **IF** your student has difficulty with the words, **THEN** say each word with an ending slowly, emphasizing the sound of the -*s* or -*es* in the last syllable of the words. Have your student repeat and tap each syllable as they say the word. (*bas-kets*, *base-balls*, *rad-ish-es*, *sand-wich-es*)

Words with -*s*, -*es,* -*ing*, and -*ed*

1. Continue by reading the introductory text to your student. Explain that the endings -*s*, -*es*, -*ing*, and -*ed* can be added to verbs, to tell when an action happens. Tell your student that the endings -*s*, -*es*, and -*ing* tell that an action is happening now. Explain that the ending -*ed* tells that an action happened in the past. Have your student read the sentences in the chart. Discuss how the endings tell whether the action happens now or in the past.
2. Then, explain that some endings can add a syllable to a word. Have your student read the words in each column of the chart, clapping the syllables of each word. Next, read the words in each row of the chart and have your student repeat. Start with the base words in the first row. Then, read the words with the ending -*s* or -*es* in the second row. Point out the different sounds of the endings—the sound for the letter *z* at the end of *listens*, the sound of *ez* at the end of *finishes*, and the sound for the letter *s* at the end of *collects*. Read the words in the third row with the ending -*ing* and point out that the ending is the last syllable in each word. Then, read the words in the last row with the ending -*ed*. Point out that the ending -*ed* has three different sounds—the sound for the letter *d* at the end of *listened*, the sound for the letter *t* at the end of *finished*, and the sound of *ed* in the last syllable of *collected*.
3. Have your student answer the questions to identify the endings that are added to the base words *listen, finish,* and *collect*. Have your student read the words in the chart again, tapping the sound of the syllables, to identify the words with two syllables and the words with three syllables. Review the endings of the words with three syllables with your student to identify that -*ing* adds a syllable to all of the base words, that -*es* adds a syllable in finishes, and -*ed* adds a syllable in *collected*.

|  |  |  |
| --- | --- | --- |
| lis-ten | fin-ish | col-lect |
| lis-ten**s** | fin-ish-**es** | col-lect**s** |
| lis-ten-**ing** | fin-ish-**ing** | col-lect-**ing** |
| lis-ten**ed** | fin-ish**ed** | col-lect-**ed** |

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word, letter by letter, in their notebook. Ask your student to underline the letters that spell the ending in each word.

* We **visited** my grandma yesterday. (visit**ed**)
* We buy **tickets** to the movie. (ticket**s**)
* I am **returning** the books to the library. (return**ing**)
* He **wondered** if he could climb the tall tree. (wonder**ed**)
* She **collects** coins in a jar. (collect**s**)
* He **tosses** the ball to his dog. (toss**es**)
* The parade is **happening** today. (happen**ing**)
* He wears **eyeglasses** to read the newspaper. (eyeglass**es**)

### Objective: In this section, you will practice reading a text with accuracy.

#### Key Words

* **accuracy** – the quality of doing something without making mistakes
* **fluently** – easily and smoothly

#### Explain

Learning Coach Tip

In today’s lesson your student will practice strategies that will help them to read with accuracy. Prior to the start of the lesson, review why some words are easier to read than others. For example, if your student can recognize a pattern of letter sounds in a word, that word will be easier to read. Explain that today, they will learn some steps to help them to read new words that are harder, or trickier, to read.

1. Discuss the idea that you can become better at a skill if you practice. Ask your student to suggest a skill they have practiced. Explain that they have to practice reading, just like they have to practice anything else they want to do well.
2. Tell your student that they are going to read some short stories today that might have some difficult words. Read the text on the screen with your student. Go through the steps involved in reading for accuracy and make sure your student understands what each step involves.
3. Watch the video with your student. Talk about how the Learning Coach helps the student read a tricky word.
4. Continue to the next screen and have your student read the passage aloud independently, looking out for words that they find difficult. Have your student point out the words and discuss why they might be tricky to read aloud.
5. As your student reads the text aloud the first time through, make notes about where they make mistakes. For example, did they skip or repeat words, substitute words, or stumble over words? Use your notes to give your student feedback about the accuracy of their reading.
6. Have your student choose one of the words from their response to Question 1. Work with them to pronounce it accurately and smoothly. Encourage them to explain their thinking.
7. Set a goal with your student to correct the kinds of mistakes they are making.
8. Have your student read the text again and make notes. Talk with your student about whether they corrected their mistakes and how.
9. Have your student read the text a final time as you make notes on their reading. Discuss with your student what they can do to help them read the text with more accuracy. Remind them that some texts might need more readings to be read with accuracy, while others may need fewer readings.
10. **IF** your student begins to feel frustrated or tired, **THEN** have your student take a break and return to the reading at a time when they are more rested.

#### Check-In

1. Have your student answer the questions orally. Discuss each response. **IF** your student has difficulty with any of the questions, **THEN** guide them in a review of the instruction presented on the first Explain screen.
2. Comment on your student’s responses, providing feedback as needed.

#### Practice

1. Have your student read the story about Dean and the iguana, using the steps outlined in the Explain part of the lesson. Take notes about their reading so you can give them feedback after each reading.
2. When your student has read the text accurately, pose guiding questions that will allow them to reflect on their process, for example:
	* How were you able to identify words that you thought you might have trouble reading?
	* How were you able to sound out the words? What did you do?
	* How many times did you reread the harder words?
	* How did you know when your reading was accurate?

## Lesson 2: Time Zones: Comprehension

### Objective: In this section, you will compare and contrast points presented in two informational texts.

#### Key Words

* **compare** – tell how things are the same
* **contrast** – tell how things are different
* **details** – important pieces of information
* **topic** – who or what an informational text is about

#### Explain

1. Read the opening paragraphs with your student and review the definitions of the boldfaced terms. Explain that the more a person reads about a single topic, the more they learn. Each text may have details that the others do not. All of the texts may share important points. Comparing and contrasting the texts can help readers understand what is most important about the topic.
2. Watch the video together, pointing out that the student first tells how the texts are alike and then tells how they are different. Have your student answer the questions. Explain that certain key words are useful for comparing and contrasting texts.

Set a Purpose

Help your student set a purpose for reading *Night and Day*. Link to the text and let your student spend a minute or two glancing through it. Have your student tell one fact or key point they expect to learn from reading the text.

Before You Read: Vocabulary

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 *midnight,* 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:
1. What words do you see in *midnight*? (*mid, night*)
2. Would you sleep or eat lunch at midnight? (sleep)
3. **midnight:** twelve o’clock at night; the middle of the night
4. **North Pole:** the point on Earth that is farthest north
5. **South Pole:** the point on Earth that is farthest south
6. **tilt:** to move into a slanting or leaning position

Read

As they read the text, have your student try to restate key ideas in their head so they might be able to retell them to a friend later.

[Night and Day](https://cite-media.pearson.com/legacy_paths/39569b91-56b0-431b-9d97-a39c0dc75020/Night%20and%20Day.pdf)

Check for Understanding

Discuss why some places have longer days and shorter nights than other places. (Those places are tilted toward the sun, so they see sunlight longer than other places do.)

#### Check-In

1. Read the directions with your student and help them access Let’s Practice. Then, allow them to review *Night and Day* to locate the two points in each set of answers that appear in the text.
2. **IF** your student needs support to complete the activity, **THEN** review each choice, asking your student to use a finger to scan the text to look for that specific point.

#### Practice

1. Read the directions with your student and have them read “Sunrise, Sunset” independently.
2. Have your student use the questions to compare and contrast the short text to *Night and Day*. Discuss their responses, pointing out that both texts make key points about the tilt of Earth and its effect on the lengths of days and nights. By looking at the points both texts have in common, your student can draw conclusions about the topic.

### Objective: In this section, you will compare points of view about day and night.

#### Explain

1. Read the opening paragraph with your student. Explain that as people learned more about the universe over time, ideas about the sun and planets changed.
2. Look at the illustration together and read about myths of ancient Greece and Iceland. Then, read the rest of the text together. Explain that Earth-centered idea was common in most parts of the world for many hundreds of years. As scientists started to observe more carefully, some began to realize the old ideas did not make sense.
3. Discuss why new ideas such as the sun-centered idea might make people angry. (For example, because it went against what people had learned and what they believed.) Point out that as telescopes and space travel teach us more about space, our ideas about the universe continue to change.

#### Check-In

1. Help your student read the words on the diagram. Point out the connection of the word *heliocentric* to Helios, the Greek sun god mentioned in Explain. Tell your student that *heliocentric* means “centered on the sun,” and *geocentric* means “centered on Earth.” Discuss the differences they see in the two pictures.
2. Define *universe* as “Earth, planets, stars, and all of space.” Have your student complete the sentences. **IF** your student needs support, **THEN** ask questions like these:
	* What does the heliocentric picture show? (Earth is traveling around the sun.)
	* What does the geocentric picture show? (The sun is traveling around Earth.)
	* Which picture shows what we believe today? (the heliocentric picture)

#### Practice

1. Read the directions with your student. Then, have your student read the old tale independently and answer the questions.
2. Discuss your student’s answers. **IF** your student seems interested, **THEN** challenge them to write a short tale that could have been used long ago to explain why day and night exist.

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

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they have 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 capital forms of the letters *A* through *M*. Ask your student to recite the first half of the alphabet (up to the letter *m*).

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

Write Capital Letters *A* to *M*

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

#### Check-In

Learning Coach Tip

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

1. Print the Capital *A–M* worksheet. Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper and write any letter models that will need to be traced.
2. Discuss the letter models that are on the worksheet. Review the steps for forming each letter as your student writes 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 your student 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. 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 copying words from the screen, **THEN** print out the words your student is to write, or write them on a sheet of lined paper for your student to copy. Remind your student to leave a small space between letters and a larger space between words.

### Objective: In this section, you will read words with endings **-s**, **-es**, **-ed**, and **-ing**.

#### Warm Up

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

* Say the word.
* Have your student repeat the word.
* Say the word again slowly, pausing between each syllable of the word.
* Have your student clap or tap the number of syllables in each word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **jackets**(jack-ets,2 syllables) | **princesses**(prin-cess-es,3 syllables) | **borrowed**(bor-rowed,2 syllables) | **watering**(wa-ter-ing,3 syllables) |
| **answers**(an-swers,2 syllables) | **recorded**(re-cord-ed,3 syllables) | **whispering**(whis-per-ing,3 syllables) | **rushes**(rush-es,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.

[Two-Column Chart](https://cite-media.pearson.com/legacy_paths/867211cf-137c-4c35-aa3c-0968423dec99/Two-Column%20Chart_Syllables.pdf)

Words with Endings

1. Use the words to review how to read words with endings. Remind your student that an ending is a letter or group of letters that is added to the end of a word. Review that the ending -*s* or -*es* can be added to a word to mean more than one and that the endings -*s*, -*es*, -*ing*, and -*ed* can be added to action words to tell if an action is happening now or happened in the past.
	* Read the word.
	* Name the letters that spell the ending at the end of the word.
	* 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 endings. **IF** your student has difficulty reading a word, **THEN** have your student clap or tap the syllables as you read each word. (*tooth-brush-es, o-beys, re-port-ing, pre-tend-ed*) If needed, say each word again, emphasizing the sound or sounds of the ending in the last syllable, and have your student repeat.

Two- and Three-Syllable Words with Endings

1. Help your student apply what they have learned about words with endings to reading more words with the endings -*s*, *-es*, *-ing,* and -*ed*. Remind your student that some words with endings have two or more syllables. Read aloud the word *rabbits* and have your student identify the ending -*s*. Explain that the -*s* in *rabbits* means “more than one.” Then, look at the first syllable of the word with your student and identify the short *a* vowel sound of the syllable. Then, look at the second syllable and identify the short *i* vowel sound. Point out the ending -*s* and explain that the ending spells the sound for *s* at the end of the syllable. Have your student answer the questions to identify the ending and how the ending impacts the number of syllables in a word.
2. Continue by having your student look at the syllables in the word *sunglasses* and have your student identify the ending -*es*. Explain that the -*es* in *sunglasses* also means “more than one.” Then, look at the first syllable of the word with your student and identify the short *u* vowel sound of the syllable. Then, have your student look at the second syllable and identify the short *a* vowel sound. Finally, call attention to the last syllable and point out that the syllable is the ending -*es*. Say the last syllable and have your student repeat.
3. Continue by having your student look at the syllables in the words *recorded* and *enjoying* and answer the questions to identify the endings and how the endings can add a syllable to the base words.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the letters that spell the ending in each word. Then, have your student sort the words by writing words with an ending that means more than one in the first column, words with an ending that tells that an action is happening now in the second column, and words with an ending that tells that an action happened in the past in the third column.

|  |  |  |
| --- | --- | --- |
| **Ending Means More Than One** | **Ending Tells an Action Is Happening Now** | **Ending Tells an Action Happened in the Past** |
| ticketseyeglasses | happeningtossesreturningcollects | wonderedvisited |

#### Check-In

Listen as your student reads the words in the box. Then, have your student use the two-column chart to sort the words by the number of syllables in the words with endings. **IF** your student has difficulty sorting the words, **THEN** read the words aloud, pausing between the syllables in each word, to identify the number of syllables in the words.

1. pa-pers
2. or-dered
3. re-port-ing
4. en-joys
5. ex-pect-ed
6. hair-brush-es
7. re-mind-ed
8. bor-rowed
9. fol-low-ing
10. lad-ders

#### Practice

Use the sentences to confirm that your student can read words with endings. Have your student write the words with endings in their notebook. **IF** your student has difficulty reading a word, **THEN** review the letters that spell the ending in the last syllable of the words and then say the word together with your student.

### Objective: In this section, you will identify how interjections are used.

#### Key Words

* **interjection** – a word or phrase that shows surprise or a strong feeling

#### Explain

1. Read the opening text and definition of the key word *interjection* with your student. Model reacting to something using an interjection, such as *Oh! There’s the cat*. Or *Wow! You surprised me*. Explain that an interjection is a word that shows surprise or feeling.
2. Read the example sentences in the chart with your student and discuss how the interjection in each example shows feeling. Explain that an interjection is something you might say when something surprising happens. For example, people often say *Ooh!* or *Ahh!* when they see fireworks. These words are other examples of interjections. Make sure your student understands that interjections are usually short words, and they often end with an exclamation mark.
3. Have your student brainstorm additional examples of interjections. **IF** they have difficulty with the concept of interjections, **THEN** give a few more examples. For example, act like you see a snake. Say: Yikes! I see a snake. Point out that *Yikes!* is an interjection.
4. Have your student read the last example sentence and answer the questions to gauge their understanding of interjections.

#### Check-In

1. Read the directions with your student. Explain that they will identify the interjection in each sentence. Explain that the interjection may not always come before the sentence.
2. Read the first activity with your student. Have them identify the interjection. **IF** your student answers incorrectly or does not understand, **THEN** review that interjections show surprise or feeling. Ask your student to tell which word or words in the sentence shows either surprise or a strong feeling.
3. Have your student continue with the second and third activities on their own, as they are able. Provide support as needed to help your student answer successfully and feedback to help your student better understand interjections.

#### Practice

1. Read the directions together. Explain that your student will choose an interjection that belongs with each sentence.
2. Have your student read with feeling the words in the box. Point out that these words are all interjections. Make sure your student understands what each word means.
3. Complete the first activity together. Ask your student to identify whether something good or bad has happened, because that will help them narrow down which interjection goes with which sentence. Then, have your student choose the interjection that is the best fit for each sentence.
4. Have your student complete the other activities on their own. Provide support and feedback as needed. Allow your student to try again if they make any mistakes.

## Lesson 3: Time Zones: Speak/Listen

### Objective: In this section, you will identify how pictures in an informational text help to explain the text.

#### Key Words

* **caption** – words that tell about a picture
* **details** – important pieces of information
* **illustrations** – drawn or painted pictures in a book
* **photos** – pictures taken with a camera

#### Explain

1. Read the opening paragraph with your student and review the boldfaced terms. Remind your student that an illustration is drawn by an artist, and a photo is taken with a camera from real life.
2. Look at the illustration together and discuss the caption, which in this case is part of the diagram. Have your student read the caption aloud. Explain that this caption adds new information to the illustration. Ask your student to tell which planet in the illustration would move fastest (Mercury) and slowest (Neptune). Point out that illustrations may also have labels, as this one does.
3. Watch the video with your student to see how one student uses details in photographs to understand an informational text.

#### Check-In

1. Read the directions with your student. Have them read the text before looking back at the illustration from Explain.
2. Have your student answer each question by using details from the illustration. **IF** your student needs assistance, **THEN** break down the questions this way:
	* Which two planets might be hotter than Earth? (Mercury and Venus) Why would they be hotter? (They are closer to the sun.)
	* Where do you see the asteroid belt? (between Mars and Jupiter) Why do you think it is called a belt? (It circles around the sun the way a belt circles around a waist.)

#### Practice

1. Read the directions together and help your student access the text.
2. On the first page of the text, ask your student to point to each picture as you identify it as the first picture (on the left) or the second picture (on the right).
3. Have your student use what they see to complete the paragraphs. You may do this activity orally if you prefer.

[Night and Day](https://cite-media.pearson.com/legacy_paths/39569b91-56b0-431b-9d97-a39c0dc75020/Night%20and%20Day.pdf)

### Objective: In this section, you will judge the usefulness of illustrations.

#### Key Words

* **illustrations** – drawn or painted pictures in a book
* **photos** – pictures taken with a camera

#### Explain

1. Read the opening paragraphs with your student. Make sure your student can explain the difference between illustrations and photographs.
2. Help your student read “Shooting Stars” and then have them select the illustration that better matches the text. Ask your student to explain their reasoning.

#### Check-In

1. Read the directions with your student. Have your student read “Galileo” independently. Then, have them select the illustration or photo that better fits the text and explain their reasoning by completing the sentence.
2. **IF** your student could use more practice making logical judgments, **THEN** ask questions like these:
	* What is the topic of the text? (Galileo)
	* What does the first picture show? (a man using a telescope to see the moon)
	* What does the second picture show? (a man from long ago using an old telescope)
	* Why does the second picture fit the text better? (It shows Galileo, a man who lived hundreds of years ago, using an old telescope, which is what the text is about.)

#### Practice

1. Have your student read “Clock Towers” independently. Then, review the directions together.
2. Give your student time to look at all four photographs and select the one they prefer. Then, ask your student to explain their choice aloud, using complete sentences. Accept any response your student can justify and support.

### Objective: In this section, you will use interjections in writing and speaking.

#### Key Words

* **interjection** – a word or phrase that shows surprise or a strong feeling

#### Explain

1. Review interjections and remind your student that they show surprise or a strong feeling.
2. Read the opening text. Explain that adding interjections to speech or writing makes a person’s words more interesting because it helps them show their reactions and emotions.
3. Read the example sentence with your student. Discuss how adding an interjection would help readers and listeners better understand how the writer or speaker feels. Point out that people might feel differently about seeing bees. Then, have your student read the sentences containing interjections. Discuss what the interjections help your student understand about how each writer or speaker is feeling. Then, have your student answer the questions.
4. Read the final example sentence together and have your student answer the question by adding an appropriate interjection to the sentence. **IF** your student has difficulty thinking of an interjection, **THEN** point out the word *warning* and discuss what words and phrases might indicate that you are giving a warning.
5. Explain that writers and speakers make sure interjections they add make sense with the rest of the sentence. If they see something scary, they might say *Yikes!* If they are excited about something, they might say *Yay!* The emotion shown by the interjection should match the emotion shown in the sentence.

#### Check-In

1. Read the directions with your student. Explain that they will choose from a list of interjections the one that makes the most sense with the sentence.
2. Complete the first activity together. Have your student identify what emotion is shown by the sentence. Then, have them choose from the choices a good interjection to fill in the blank. **IF** your student struggles to answer, **THEN** remind them that the emotion shown by the interjection should match the emotion shown in the sentence. So, for example, if the sentence shows disappointment, the interjection should also show disappointment.
3. Have your student continue with the second and third activities. Have them work independently if they are able. Provide support and feedback as needed to help your student be successful when they use interjections to speak.

#### Practice

1. Read the directions together. Explain that your student will write in their notebook interjections that make sense along with sentences.
2. Remind your student that the emotion shown by the interjection should match the emotion shown in the sentence.
3. Complete the first activity together. Encourage your student to come up with a good interjection that goes with the sentence. Each of these activities will have multiple correct answers, so accept any interjection that makes sense in context.
4. Have your student complete the remaining activities on their own, as they are able. When your student finishes writing interjections with the sentences, review their work. Be sure that the interjections they wrote make sense with each sentence they have written.
5. Provide support and feedback as needed to help your student be successful when they use interjections to write.

### Objective: In this section, you will blend sounds in words with endings **-s, -es, -ed,** and **-ing**.

#### Warm Up

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

* Say the word aloud. Explain any unknown word.
* Say the word again, emphasizing the ending sound.
* Ask your student to say the sound heard at the end of the word.
* Then, have your student say the word with you.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **hammers**(the sound for *z*) | **borrowed**(the sound for *d*) | **zebras**(the sound for *s*) | **attached**(the sound for *t*) |
| **believed**(the sound for *d*) | **presents**(the sound for *s*) | **relaxed**(the sound for *t*) | **remembers**(the sound for *z*) |

#### Explain

Words with Endings -*s* and -*es*

1. Review that an ending is a letter or group of letters that is added to the end of a word. Remind your student that some words with endings have two or more syllables and that the ending is in the last syllable of the word. Review that some words have the endings -*s* or -*es*. Have your student say the word *gardens* and use letter tiles to form the word. Space the letters to form the syllables of the word *gardens*. Have your student identify the ending -*s* in the last syllable. Then, blend the sounds of each syllable and then move the syllables together as you blend the sounds of the two syllables together.
	* 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 two syllables together.
	* Say the word.
2. Then, work with your student to say the words spiders and hairbrushes. Have your student identify the endings -s and -es and tell your student that the endings mean more than one in the words. Then, have your student use letter tiles to form the words and use the blending routines to blend the sounds of the syllables together to say the words.





Use the following routine:

Words with Endings -*ed* and -*ing*

1. Remind your student that some words have the endings -*ed* or -*ing*. Have your student say the word *hammered* and use letter tiles to form the word. Tell your student that *hammered* can mean *hit*, as in *She hammered the nail into the wood*. Space the letters to form the syllables. Have your student identify the ending -*ed* in the last syllable. Explain that the ending -*ed* spells the sound for the letter *d* at the end of the syllable. Then, blend the sounds of each syllable and then move the syllables together as you blend the sounds of the two syllables together.
2. Then, work with your student to say the words *presented* and *ordering*. Have your student identify the endings -*ed* and -ing. Then, have your student use letter tiles to form the words and use the blending routines to blend the sounds of the syllables together to say the words. Tell your student that *presented* can mean *gave*, as in *He presented her with a trophy*. Explain that *ordering* can mean *asking or paying for items*, as in *He is ordering tickets for the concert*.

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 a word, **THEN** identify the ending and say the sounds of the last syllable. Then, model blending the sounds of the syllables together and have your student repeat.

#### Check-In

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

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. If the word has three syllables, say the sounds of the last syllable and blend the sounds together.
5. Blend the sounds of the syllables together.
6. Say the word.

Listen as your student reads each word. **IF** your student has difficulty blending the syllables 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 endings. **IF** your student has difficulty reading the words with endings, **THEN** have your student use letter tiles to build the boldface words. Work with your student to have them blend the sounds of the syllables to read the words.

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

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they have 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 capital forms of the letters *N* through *Z*. Ask your student to recite the second half of the alphabet, starting with the letter *n*.

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

Write Capital Letters *N* to *Z*

Read the next paragraphs with your student. Encourage your student to point to the top line, the middle line, and the bottom line. Ask your student whether any of the letters go below the bottom line. Have your student answer each question aloud before revealing the sample answer. Discuss other possible answers.

Words with Capital Letters

Discuss words that begin with capital letters *N* to *Z*. Ask your student to identify another example of a name, a month, and a day that begins with a capital letter between *N* and *Z*. Write each word and ask your student to copy it.

#### Check-In

Learning Coach Tip

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

1. Print the [Capital *N–Z*](https://cite-media.pearson.com/legacy_paths/d5c0c6ba-4754-4c42-a804-a83cd3bcd856/Capital%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 letter models that will need to be traced.
2. Discuss the letter models that are on the worksheet. Review the steps for forming each letter as your student writes 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 your student 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. 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 copying words from the screen, **THEN** print out the words your student is to write, or write them on a sheet of lined paper for your student to copy. Remind your student to leave a small space between letters and a larger space between words.

## Lesson 4: Time Zones: Fluency

### Objective: In this section, you will use text structures to compare and contrast information.

#### Key Words

* **compare** – tell how things are the same
* **contrast** – tell how things are different
* **sequence** – the order of events
* **text structure** – how a text is organized

#### Explain

1. Read the opening paragraph and look at the chart together. Have your student read each example. Talk about how it fits the features of that text structure.
2. Watch the video to look at specific examples of description and compare and contrast text structures. Review the boldfaced terms to make sure your student understands the key vocabulary for this lesson.
3. Read *Calling Grandma* together. If you wish, compare the information about time zones to facts your student learned while reading *Night and Day*. The illustration on the first page of the text may remind your student of illustrations in *Night and Day*.

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.

[Calling Grandma (A)](https://cite-media.pearson.com/legacy_paths/3d6686db-9087-4fcf-995c-abdf77b17f09/Calling%20Grandma%28A%29.pdf)

[Calling Grandma](https://cite-media.pearson.com/legacy_paths/46af0bf5-cd77-44c1-ac75-c45b5a9533c8/Calling%20Grandma%28O%29.pdf)

[Calling Grandma (B)](https://cite-media.pearson.com/legacy_paths/6787dbcf-2c87-444f-bbd5-f0bab6896b76/Calling%20Grandma%28B%29.pdf)

#### Check-In

1. Read the directions with your student.
2. Have your student read each example and match it to a text structure. **IF** your student needs assistance, **THEN** review the features of each kind of text from the chart shown in Explain.

#### Practice

1. Read the directions together and make sure your student can access the text.
2. Review the chart together, pointing out that three pieces of information are missing—one place and two times of day. Have your student use the last page of *Calling Grandma* to complete the chart.
3. **IF** your student has advanced math skills, **THEN** use an analog clock to challenge them to tell exactly what time it is in London when it is 8:00 in the morning in New York. (It is five hours later, so it is 1:00 in the afternoon.)

### Objective: In this section, you will use text structures to explain cause and effect.

#### Key Words

* **cause** – something that makes another thing happen
* **effect** – the result or thing that happens
* **process** – a set of actions in order
* **text structure** – how a text is organized

#### Explain

1. Read the opening paragraph and look at the chart together. Have your student read each example. Talk about how it fits the features of that text structure.
2. Emphasize the fact that a cause tells *why*. Explain that sentences with the word *because* show cause-and-effect relationships. Point out that in the example on the chart, the cause is the days being warmer, and the effect is that I don’t need my coat and hat.
3. Watch the video to hear about process (procedure) and cause-and-effect text structures. Review the boldfaced terms to make sure your student understands the key words for this lesson.
4. Discuss the idea that recognizing the text structure can help a reader understand connections among facts and ideas in an informational text.

#### Check-In

1. Read the directions with your student and look at the chart together. Make sure your student understands that they are to write two causes and two effects.
2. Duplicate the chart, or complete this activity as an oral exercise. Have your student suggest an effect for each cause and a cause for each effect.
3. **IF** your student needs assistance, **THEN** use the word *why* or *because* in a sentence for each cause-effect pair:
	* Because your alarm clock rings, what happens?
	* Why are you nice and clean?
	* Because you spill your milk, what happens?
	* Why do you open a window?

#### Practice

1. Read the directions for Activity 1 and make sure your student can access *Night* and*Day*.
2. Locate the question on the first page of the text. Then, have your student write or say an answer that provides the cause.
3. Continue with Activity 2, having your student access *Calling Grandma*.

[Night and Day](https://cite-media.pearson.com/legacy_paths/39569b91-56b0-431b-9d97-a39c0dc75020/Night%20and%20Day.pdf)

Using Leveled Readers to Support Student Reading

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

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

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

The Five-Finger Test

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

[Calling Grandma (A)](https://cite-media.pearson.com/legacy_paths/3d6686db-9087-4fcf-995c-abdf77b17f09/Calling%20Grandma%28A%29.pdf)

[Calling Grandma](https://cite-media.pearson.com/legacy_paths/46af0bf5-cd77-44c1-ac75-c45b5a9533c8/Calling%20Grandma%28O%29.pdf)

[Calling Grandma (B)](https://cite-media.pearson.com/legacy_paths/6787dbcf-2c87-444f-bbd5-f0bab6896b76/Calling%20Grandma%28B%29.pdf)

1. Again, locate the question and have your student write or say an answer that provides the cause.
2. Discuss that both texts start with an effect and go on to describe a cause in detail. The authors of both texts use a cause-and-effect text structure to explain ideas about time.

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

#### Warm Up

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

* Stretch each word by saying each syllable in the word. (*bor-rowed*)
* Ask your student to blend the sounds to say the word. (*borrowed*)

Use the following words:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **prac-ticed**(practiced) | **whis-per-ing**(whispering) | **tur-tles**(turtles) | **sand-box-es**(sandboxes) | **al-lowed**(allowed) |

#### Explain

Gather the following letter tiles: *a, c, d, e* (2)*, g, h, i, l, m, n, o, p, r* (2)*, s*(4)*, t, u, w.* Use the letter tiles to model with your student how to build words with endings.

#### Check-In

1. Gather the following letter tiles: *a, d* (2)*, e*(2)*, g, h, i* (2)*, n* (2)*, o, p* (2)*, s, t, w.*
2. Read each set of directions to your student. Tell them that when you edit a story you change words, sentences, and punctuation to make your writing better. Observe your student build the words with endings. Have them identify the ending 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

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

### Objective: In this section, you will apply reading strategies to read a text fluently with accuracy, appropriate rate, and expression.

#### Show What You Know

1. Read the three paragraphs of instruction with your student. Explain that reading aloud is a good way to share a book with an audience. It is important to read accurately, with as few mistakes as possible. It is important to read at a good rate, not too quickly or slowly. It is important to read with expression, using your voice to show feelings. End marks can help a reader decide how to use expression while reading aloud.
2. Invite your student to read the passage about sundials silently at least once. Then, ask your student to read the passage aloud to you. Do not interrupt, but make note of any errors in accuracy, rate, or expression.
3. Have your student reflect on their oral reading by answering the questions.
4. Assess how successful your student was in completing the activity by considering the following:
	* **Less Successful** – My student read the passage with multiple errors in accuracy, rate, and expression; as a result, they did not understand it.
	* **Moderately Successful** – My student read the passage with satisfactory accuracy, rate, and expression; as a result, they mostly understood it.
	* **Very Successful** – My student read the passage with excellent accuracy, rate, and expression and understood what they read.

#### Try This

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

* **Less Successful** – You may wish to have your student read the passage silently before reading it aloud. Have them look for any difficult words and watch for end marks that give clues about how to raise or lower their voices.
* **Moderately Successful** – Review with your student what it means to read with accuracy, appropriate rate, and expression. Then, allow your student to read the passage aloud.
* **Very Successful** – Have your student read the page aloud. Then, discuss what they learned about time zones from reading the page.
1. Read the directions with your student. Remind your student that reading aloud with accuracy, a good reading rate, and good expression will help their audience understand what they are hearing.

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:

1. Approaching Level (noted with an “A” next to the title)
2. On Level (with no letter next to the title)
3. 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.

[Calling Grandma (A)](https://cite-media.pearson.com/legacy_paths/3d6686db-9087-4fcf-995c-abdf77b17f09/Calling%20Grandma%28A%29.pdf)

[Calling Grandma](https://cite-media.pearson.com/legacy_paths/46af0bf5-cd77-44c1-ac75-c45b5a9533c8/Calling%20Grandma%28O%29.pdf)

[Calling Grandma (B)](https://cite-media.pearson.com/legacy_paths/6787dbcf-2c87-444f-bbd5-f0bab6896b76/Calling%20Grandma%28B%29.pdf)

1. Allow your student time to practice by reading the page once or twice silently or in a quiet voice.
2. Invite your student to read the page aloud for you. Offer no assistance, but take note of any errors in accuracy, rate, or expression.
3. Finish the lesson by having your student complete the sentence frames. You may share your observations about your student’s reading and tell them what you learned from listening to them read.

### 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.