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# Language Arts K B Unit 17: Chefs Cook

## Lesson 1: Chefs Cook: Genre

### Chefs Cook: Introduction

#### Learning Goals

In this unit, your student will be learning about chefs. There are 20 learning goals for this unit:

1. Use key details to make predictions, with prompting and support.
2. Strengthen informative writing by revising, with guidance and support from adults as needed.
3. Repeat high-frequency words.
4. Name numbers 0–100.
5. Use key details to answer questions about a text, with prompting and support.
6. Identify high-frequency words.
7. Spell words with short *a*.
8. Practice writing lowercase *n*–*z*.
9. Strengthen informative writing by editing, with guidance and support from adults as needed.
10. Find text evidence to answer questions, with prompting and support.
11. Expand sentences by adding details that tell how many.
12. Match high-frequency words.
13. Spell words with short *e*.
14. Complete your how-to book, using digital tools.
15. Use text evidence to answer questions, with prompting and support.
16. Arrange high-frequency words with letters.
17. Spell words with short *i*.
18. Publish your how-to book for others to read, with guidance and support from adults as needed.
19. Read emergent readers with high-frequency words fluently.
20. Spell words with short *o* and short *u*.

Each learning goal will be addressed in a multipart lesson. Prior to each lesson section, review the Learning Coach guide for that section.

Your student’s learning within “Chefs Cook” will be assessed with the following items:

* Chefs Cook: Genre Quick Check
* Chefs Cook: Genre Skills Check
* Chefs Cook: Comprehension Quick Check
* Chefs Cook: Comprehension Skills Check
* Chefs Cook: Speak/Listen Quick Check
* Chefs Cook: Speak/Listen Skills Check
* Portfolio
* Chefs Cook: Fluency Quick Check
* Chefs Cook: Fluency Skills Check
* Chefs Cook: Synthesize Quick Check
* Chefs Cook: Synthesize Skills Check
* Everybody Eats: Online Practice
* Everybody Eats: Test
1. At the end of each day there will be 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 will report your student's progress to the teacher. Discuss and correct any items your student answers incorrectly before proceeding in the course.

#### Spark

Set the Stage for Learning

Before your student begins to work on the day’s first English Language Arts lesson, create a wheel divided into segments on a sheet of paper or white board. In each segment, write the lesson titles. After your student completes a lesson, have them color in the segment. When the last lesson is complete, congratulate your student.

1. Read the introduction with your student. Point out that this week they will be talking about chefs and how they know a lot about food and preparing it to eat.
2. Watch the video together. You may want to pause at the end of each slide to discuss the different ideas about chefs. After viewing the video, discuss other things students know about chefs. Discuss places chefs might work besides restaurants, such as hotels, hospitals, grocery stores, and schools. Point out that some chefs even work in private households.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask about where chefs work and what chefs do.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if they have ever seen a chef work at the same place described. Ask your student to tell you about what chefs need to know in order to do their job well.

### Objective: In this section, you will predict what a text will be about using details in the pictures.

#### Key Words

* **author** – the person who wrote the words
* **title** – the name of a book

#### Explain

Learning Coach Tip

You will be sharing *Hooray for Chefs!* with your student. Your student will not be expected to read the text independently. You may share the text by reading aloud the printed book, reading aloud the text you display on the screen, or having your student listen to the audio recording of the text.

|  |
| --- |
| **Reading Comprehension Instructional Focus** |
| **Lesson** | **Learning Goal** | **Focus** |
| Part 1 | Use key details to preview and predict. | **Prereading Activities****•**Preteach important concept vocabulary.**•**Identify the title, author, and illustrator.**•**Use details to predict what the text will be about. |
| Part 2 | Use key details to answer questions about a text. | **First Read of the Text****•**Check for overall understanding of the text. |
| Part 3 | Find text evidence to answer questions. | **Reread a Part of the Text****•**Teach a comprehension skill.**•**Find evidence in the text that answers a question. |
| Part 4 | Use text evidence to answer questions. | **Reread a Part of the Text****•**Teach a comprehension skill.**•**Answer questions using text evidence. |

Learn New Words

1. It is important for your student to know the following words and phrases to understand what is happening in*Hooray for Chefs!*
2. Draw attention to the picture for the word *chef*. Ask your student to talk about what they see in the picture. Ask if the person is cooking at home or in a restaurant. Explain that some people’s job is to cook food for other people to eat. Chefs work in a restaurant or a place where people come to eat food. Ask: Why do you think someone would want to be a chef?
3. Continue with the picture for the word *meal*. Ask: What do you like to eat for breakfast? for lunch? for dinner. Explain that healthy people eat three meals a day. Say: I ate oatmeal, a banana, and a slice of toast for breakfast. I drank a glass of orange juice too. The oatmeal, banana, toast, and orange juice make a meal. How many different things did you eat for breakfast? Did you like the meal?
4. Draw attention to the picture for the word *ingredients*. Explain that a chef is going to make French toast for breakfast. To make French toast, the chef needs bread, eggs, and milk. The things the chef needs to make French toast are ingredients. Say: You have the following ingredients: bread, peanut butter, and jelly. What can you make with those ingredients?

|  |  |
| --- | --- |
| **Word or Phrase** | **Meaning** |
| chef | a person whose job is to cook food for other people to eat |
| meal | the different kinds of food you eat at one time |
| ingredients | different kinds of food you use to make something else |

Title and Author

1. Review that every book has a cover that gives the title, or name, of the book. Have your student point to the title on the first page of *Hooray for Chefs!* and read it with you.
2. Also review that the author of a book is the person who writes the words. The word *by* frequently comes before the author’s name. Have your student point to the name *Kurt Waldendorf* on the cover and read it with you. Ask your student: Does the first letter of a person’s name begin with a capital letter or a lowercase letter? (a capital letter)
3. Support your student as they answer the questions about the type of pictures in *Hooray for Chefs!* and to conclude why the information text does not have an illustrator.

Use Details to Predict

1. Explain that before you listen to or read a book, it is important to think about what the book might be about. One way to do that is to look at the details on the cover. The title and the picture on the cover give important information about what the book will be about.
2. Allow time for your student to look at the details on the cover of *Hooray for Chefs!* Then, support them as they answer the two questions about the information on the cover. Ask: Have you ever eaten food like what is pictured in the photograph? If your student has, explain that the kind of food pictured is Indian. **IF** your student is unfamiliar with the meaning of the word *healthy*, **THEN** explain that when you are strong and not sick you are healthy.

[Hooray for Chefs!](https://cite-media.pearson.com/legacy_paths/f8f57536-4bf5-4203-b164-51c2827846cd/Hooray%20for%20Chefs.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at pictures in the beginning, middle, and the end of the book.
2. With your student, look at the picture on page 5 of *Hooray for Chesf!* **IF** your student has difficulty using details to describe what they see in the picture, **THEN** think aloud about what you see. For example: The woman in the picture is working hard. She is putting food on a plate and wants the food to look good to eat. I think that she is proud of the work she is doing. I think she thinks that the person who eats the meal will enjoy the food she cooked. What do you think?
3. Continue with the pictures on pages 10 and 21.

#### Practice

1. Review that the photos in *Hooray for Chefs!* give a lot of information. Now it is time for your student to think about what they noticed by looking at the pictures and tell what they think the book will be about. Explain that there isn’t a right or wrong answer to the question. **IF** your student has difficulty making a prediction, **THEN** model a response using the sample answer.
2. **Daily Writing:** You may want to have your student respond to the following writing prompt. If you were a chef, what would you like to cook? Why would you like to cook that food? Encourage your student to write independently and to read their writing to you. Remember that your student is developing as a writer and may not write in complete sentences or spell words correctly.

### Objective: In this section, you will make changes to your how-to book to make it better.

#### Key Words

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

#### Explain

A Note to the Learning Coach

The first few lessons in this unit focus on how and why writers revise and edit. Depending on your student’s development level, it may be unrealistic to expect them to recognize weaknesses or mistakes in content, grammar, punctuation, or spelling. Make sure to tailor your expectations to match your student’s level of writing proficiency and to provide appropriate support throughout the revision/editing process. Keep in mind that the ultimate goal is to provide your student with the understanding that careful writers continue to work on improving their writing well after they’ve completed their initial draft.

1. Begin by reminding your student that Jesse has written a how-to book that tells how to brush your teeth. Jesse showed his book to his friend Ivy. Based on Ivy’s suggestions, Jesse made changes that improved his writing. Tell your student that there is a special word that tells what writers do when they make changes to their writing. Use the on-screen definition to introduce the word *revise* and explain that when writers revise, they add or change words to make their writing better. Discuss why a writer might want to revise, or change, words in their how-to book.
2. Remind your student that careful writers read what they have written many times. Often, they spot something that they want to make better. Explain that they are going to see what Jesse did to improve one of the steps in his how-to text. Point out the Before and After versions of the step. Explain that the Before version shows the step before Jesse made changes, while the After version includes the change he made.
3. Read both versions of the step with your student. Ask them to answer the first question by identifying the word he changed. **IF** your student needs help spotting it, **THEN** tell your student to point to the letters in dark print.
4. Discuss how the change Jesse made helps readers better understand the step. Ask: What do you know after reading the new word that you did not know before? Guide your student to respond to the second question by explaining why Jesse made the change and how it adds to a reader’s understanding of the step.

#### Check-In

1. Tell your student that they are going to get some more practice in thinking about how writers change their to make it better. Introduce the new writer and the topic of her how-to book, how to set the table. Explain that your student will figure out how Laila changed some steps in her book and tell why she made the changes.
2. Support your student by reading each Before and After version and discussing how they are different. Then, have your student identify the revision and what it helps readers understand. **IF** your student has difficulty understanding how the revision improves the step, **THEN** ask questions about the original version. For example: Why would readers be confused if they read “a plate”? How many plates does Laila want readers to add?
3. When your student has responded to both questions, review their responses and provide any needed support and feedback.

#### Practice

1. Review your student’s how-to book together. Discuss each step and how clear it is to the reader. Model asking questions to help your student recognize any weaknesses in the writing.
2. Support your student as they think about and suggest changes they would like to make. Then, assist them in noting the changes in their text. Encourage your student to use sticky notes to mark specific changes.
3. Discuss the changes with your student. Ask them to explain how the changes will make their ideas clearer to their readers.
4. As part of your review of your student’s work, go over the Details and Sentences rows of the how-to book portfolio rubric with your student. Review the criteria for including details that tell more about how to do the steps, and guide your student to talk about how they have done this in their writing. Discuss how adding these details helps them make their writing better.

[How-to Book Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/d2824b01-efc3-488d-8d57-413f69bfffcc/How-to%20Book%20Portfolio%20Rubric.pdf)

Learning Coach Tip

Remember that the revising period focuses on content and ideas and not on correcting mistakes in grammar, capitalization, punctuation, and spelling. Your student will address these to the best of their abilities in the next lesson focused on editing.

### Objective: In this section, you will repeat the high-frequency word **in**.

#### Explain

Quick Review

Remind your student that they will see some words many times in the books they read. Have your student use the high-frequency word cards they created for *a, I, look, is, you, we, the, who, he, she, one, can, what, do, are, they, have, went, like, to, my, go, me, said, am, and, so, it, was, up,* and *at* to quickly read the words. **IF** your student has difficulty reading a word, **THEN** point to the word and say it clearly. Have your student repeat the word.

1. Have your student talk about the first picture. Ask questions such as: Where are the children? What are they wearing on their feet? Read the sentence below the picture. Continue with the second picture and sentence. Explain that when you tell about where someone or something is, you might use the word *in*.
2. Point to the word *In*, say the word, and have your student repeat. Continue with the word *in*. Explain that *in* is a word that they will see many times in books they read. The word can tell about where someone or something is.

#### Check-In

1. Read the sentence for the first picture aloud. Ask questions such as: What are the children doing? Where are they? Continue with the second sentence.
2. Tell your student that you will point to a word and say it. Then, they should repeat the word. Confirm understanding that *In* and *in* can tell where someone or something is. **IF** your student has difficulty understanding the meaning of the word, **THEN** give simple directions and ask questions such as: Put a piece of paper in a book. Where is the paper? Take a piece of paper out of the book. Where is the paper?

#### Practice

1. Print the Practice worksheet. If you do not have a printer, then outline capital *I* and lowercase *n* on a blank sheet of paper. Point to *In* and read it aloud with your student. Repeat with the word *in*. Have your student use a different color crayon or marker to color each letter in *In* and *in*.
2. Have your student use safety scissors to cut each word card. You may keep the word cards in a resealable bag with other high-frequency word cards. Or, you may also choose to punch a hole in the top left corner and add the cards to a small metal ring, such as a key ring.

[Make Word Cards](https://cite-media.pearson.com/legacy_paths/0da837b2-02ba-42bf-a9a7-ddfb572eaccd/Make_Word_Cards_In.pdf)

### Objective: In this section, you will name numbers **0** to **100**.

#### Explain

Get Ready to Learn

Explain to your student that a number tells how many. Get your student ready to count how many and name a number. Point to a nearby object, and tell your student that there is *1* of the object. Next, point to two objects, and tell your student that there are *2*. Continue as time allows. Explain that today you will talk about the names of numbers *0* to *100*.

1. Begin reading the slide with your student. Explain that when they count, they are saying the names of numbers. Point out that each number looks different, and each number means a different number of objects. Read aloud the information about *0*, and tell your student that the number *0* means there are no objects. Read aloud the question, and have your student answer. **IF** your student is confused or answers incorrectly, **THEN** point out that the nest is empty and there is nothing to count, so there are *0* eggs in the nest.
2. Count aloud from *1* to *10* with your student. Remind them that they counted in order. Tell them that no matter what number they begin counting at, there is an order to follow. Demonstrate by asking your student to count from *11* to *20*. **IF** your student makes an error in the sequence, **THEN** say the numbers in order and have them repeat after you.
3. Have your student look at the numbers *1* to *100*. Ask them to count by *1* from *1* to *100*, looking at or pointing to each number as they say its name. **IF** your student loses track of the sequence, **THEN** go back to where the error occurred, and help them pick up where they left off.
4. Provide practice to your student for identifying various numbers by giving directions such as these: Point to the number *8*, point to the number *63*, point to number *81*, and so on. **IF** your student needs more practice, **THEN** have them say a number themselves and then point to it. For example: This is number *50*, this is number *93*, and so on. Reinforce that each number has its own name.

#### Check-In

1. Read the directions with your student. Explain that they will look at a photo and count how many objects are in the photo. Then, they will name the number that tells how many. Remind your student that when they are counting objects, there is only one number that tells the number of objects counted.
2. Work together with your student on the first activity. First, ask your student to look at the picture. Then, ask your student to count how many ducks they see. Have your student name the number. **IF** your student answers correctly, **THEN** have your student continue independently. **IF** your student is confused or answers incorrectly, **THEN** count aloud with them, using your finger to point and count, and say: I see *1* duck. The number is *1*.
3. Continue with the remaining activities, following the same procedure. Provide support to your student as necessary.

#### Practice

1. Read the directions aloud to your student. Explain they will look at a picture and count how many. Then, they will match the picture with the number. Remind them that only one number stands for how many people, animals, or things are in the picture.
2. Work together with your student on the first item. Have them look at the picture of the cats and count them. Have them say the number aloud and then match with the number. **IF** your student needs help counting, **THEN** count with them, using a finger to point and count each cat.
3. Have your student continue with the remaining items. Provide support to your student as needed.

## Lesson 2: Chefs Cook: Comprehension

### Objective: In this section, you will use details to answer questions about a text.

#### Key Words

* **detail** – information about someone or something
* **topic** – what a text is mostly about

#### Explain

1. Tell your student that today they are going to listen to *Hooray for Chefs!* Remind them that an author writes an information text to give information about a topic, or what the text is mostly about. Also, review that details in the words and pictures give important information about the topic. You can use details to answer questions in order to understand information about an unfamiliar topic.
2. If you have the print version of *Hooray for Chefs!*, display it now. Review that an author of an information text knows a lot about the topic they write about. Ask this question: What topic does the author of *Hooray for Chefs!* know a lot about? Explain that as they listen to and read *Hooray for Chefs!*, they should look for details in the pictures and words that will help them answer these questions: What do chefs do? Why do people like chefs? Then, watch the video together. Encourage your student to follow along as the student in the video uses details to answer questions about the topic of the information text.
3. After viewing the video, support your student as they answer the questions that asks them to use details to tell what they have learned about chefs.
4. Have your student listen to or read *Hooray for Chefs!* and pick a picture. Listen as your student uses details to tell how the picture gives information about the topic.

[Hooray for Chefs!](https://cite-media.pearson.com/legacy_paths/f8f57536-4bf5-4203-b164-51c2827846cd/Hooray%20for%20Chefs.pdf)

#### Check-In

1. Read the directions with your student. Support them as they use details to answer questions about details in the information text. Remind them to find important details in the pictures and the words.
2. **IF** your student does not respond using a complete sentence, **THEN** reread the sentence frame and encourage your student to use that language as they respond. **IF** your student has difficulty identifying key details in the illustration, **THEN** use a prompt such as this: Look closely. What is the chef doing in this picture?

#### Practice

1. Remind your student that details in an information text may help them learn about a topic that they do not know a lot about. Review why it is important to look for details in pictures and words. Then, read the directions and the question with your student.
2. Revisit the title *Hooray for Chefs!* Discuss why you might use the word *hooray* when talking about chefs. Then, support your student as they use the sentence frames and details from the information text to draw a conclusion about what a chef does to help people enjoy food. Ask these questions: If a chef cooked a meal that you ate and liked a lot, would you say “Hooray!”? Why or why not?
3. **Daily Writing:** If time permits, you may want to have your student write a response to the question. Keep in mind that your student is developing as a writer and may not be writing complete sentences or spelling all words correctly. Have your student read their writing to you.

### Objective: In this section, you will identify the high-frequency word **in**.

#### Explain

Learning Coach Tip

Your student will have multiple opportunities to read the high-frequency word*in* during the week. If you observe your student having difficulty reading the word, follow this routine.

* Point to the high-frequency word, say the word, then have your student repeat it.
* Have your student identify the number of letters in the word.
* Have your student name the letters in the word.
* Point to the word again, say the word, and have your student repeat it.
1. Have your student take out the*In* and *in* word cards they created. Point to the word *In*, say the word, and have your student repeat it. Continue with *in*.
2. Review that words have letters. Explain that today your student will look closely at the letters in the word *in*. Begin by having your student talk about what is happening in each picture. Read aloud the sentence that tells about each picture. Review that the word*in* can tell about where someone or something is.
3. Have your student point to the word *In* in the first sentence. Say the word together. Then, have them respond to the prompt by identifying the number of letters in *In*. Continue with the word*in*.
4. Next, have your student name the letters in *In* and *in.* Explain that some words begin with a capital letter and a lowercase letter. The word is the same.

#### Check-In

1. Read the directions aloud. Then, have your student complete the activity. **IF** your student has difficulty identifying *In* correctly,**THEN** remind them that *In* has two letters.
2. Continue with the second activity. **IF** your student has difficulty identifying*in* correctly, **THEN** remind them that *in* begins with*i*.

#### Practice

1. Read *In the Soup* with your student. Talk about what happens in the story.
2. Then, have your student identify the number of times they see *in* in the story. Have them draw a happy face on a sticky note or a sheet of paper each time they find the word*in*.

[In the Soup](https://cite-media.pearson.com/legacy_paths/aefcbe4a-5e3e-473f-9107-b671c68333f7/In%20the%20Soup.pdf)

### Objective: In this section, you will spell words with short **a** vowel sounds.

#### Warm Up

Have your student blend sounds to say words with a short *a* using the following routine:

* Say each sound in a word slowly. (*s—a—t*)
* Have your student mark each sound with a tap.
* Have your student say the word sound by sound. (*s—a—t*)
* Have your student blend the sounds and say the word. (*sat*)

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **m-a-d**(3 sounds; mad) | **t-a-g**(3 sounds; tag) | **n-a-p**(3 sounds; nap) | **c-a-n**(3 sounds; can) |
| **j-a-m**(3 sounds; jam) | **s-a-d**(3 sounds; sad) | **r-a-g**(3 sounds; rag) | **m-a-p**(3 sounds; map) |

#### Explain

1. Gather the following letter tiles: *a, c, n, p, t*.
2. Use the letter tiles to model with your student how to spell words with a short *a*.
	* Spell the word *pat* with the letter cards *p, a,* and *t*.
	* Name the letters.
	* Blend the sounds to say the word and have your student say the word.
	* Then, use the word in a sentence: *We pat the dog*.
3. Next, show your student how they can spell a new word by changing the letter *p* to *c* at the beginning.
	* Name the letters.
	* Blend the sounds to say the word and have your student repeat.
	* Then, use the word in a sentence: *The cat has soft fur and a long tail*.
4. Continue using the spelling and blending routine with the remaining words, modeling how to change the ending sound to spell words with short *a*.

#### Check-In

1. Gather the following letter tiles: *a, b, f, g, n, p, t*.
2. Have your student spell the word *fan* with the letter tiles *f, a,* and *n*. Read the word with your student and use the word in a sentence: *The fan blows air across the room*. Then, read each set of directions to your student. Observe your student as they spell the new words with the short *a* vowel sound. Have your student say each word they spell and together talk about its meaning. **IF** your student has difficulty blending the sounds when saying the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

1. Gather the following letter tiles: *a, d, h, m, n, p, s, t*.
2. Have your student spell the word *sad* with the letter tiles *s, a,* and *d*. Read the word with your student and use the word in a sentence: *I am sad that I lost the book*. Then, read each set of directions aloud as your student spells the words independently. Have your student say each new word aloud and together talk about its meaning. **IF** your student has difficulty spelling and saying the words on their own, **THEN** help your student position the letter tiles in each word one at a time. Then, model blending the sounds of the letters to say the word and have your student repeat.

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

#### Explain

1. Read the introduction and review the types of handwriting strokes mentioned: straight lines, slanted lines, and curved lines. Remind your student that straight lines can go from top to bottom or from left to right. Slanted lines can go down to the right or down to the left. Curved lines can curve to the left, right, up, or down. You may want to model how to write each stroke on unlined paper.
2. Remind your student that they have learned how to write all the letters of the alphabet, both capital and lowercase. Explain that today they will be practicing how to write lowercase letters *n* to *z*. Have your student revisit the rainbow letters they created for the lowercase letters *n* to *z*.
3. Read the questions aloud and have your student answer. **IF** your student answers incorrectly, **THEN** use the images to review the line strokes.

#### Check-In

1. Have your student look at the images of the lowercase letters. Read aloud each question and have your student point to the letters. Remind your student that some letters are made up of only one kind of line, but some other letters are made up of more than one kind.
2. **IF** your student has trouble identifying the kinds of lines in the letters, **THEN** use the images of the letters to review the line strokes, having your student trace with their finger as they identify each line.

#### Practice

1. Have available unlined paper. Ask your student to use the rainbow letters in their handwriting folder as models as they practice writing lowercase letters *n* to *z*. Then, have your student practice writing their name.
2. Observe as your student writes the letters. **IF** you notice that your student has trouble with any of the letters, **THEN** review the steps to forming the letter, demonstrating for your student and having them repeat.

### Objective: In this section, you will fix mistakes in your how-to book.

#### Key Words

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

#### Explain

A Note to the Learning Coach

Today, your student will focus on the editing process by learning to look for and fix mistakes commonly made by young writers. Prior to beginning the lesson, you may want to review grammar or reading foundations focused on characteristics of sentences. Keep in mind that your student is still building basic grammar, spelling, and vocabulary skills and may produce writing with errors or invented spellings. Make sure to tailor your expectations to match their proficiency level and to continue stressing the idea that careful writers work to improve their writing well after they’ve completed their initial draft.

1. Remind your student that a writer’s job continues long after they first write sentences. Ask your student to recall what they have learned about the work writers do to make their writing better (for example, they show their writing to others, ask questions about their writing, and make changes or add words to their sentences). Review that your student has learned a special word to tell what writers do when they make changes: They *revise*.
2. Use the on-screen definition of *edit* to introduce the idea that writers also fix mistakes they have made in their writing. Discuss why fixing mistakes might make writing better. You may want to brainstorm times when your student previously fixed a mistake they made and discuss how fixing the mistake helped them.
3. Go over what a writer does to edit their sentences:
	* They read the sentences carefully.
	* They use what they know about sentences to find mistakes.
	* They fix the mistakes.
4. With your student, read the on-screen text and examples to review the three rules about sentences. Tell your student that they will think about these rules as they edit their sentences.
5. Guide your student to respond to the question in order to assess their understanding of how editing their writing helps make it better.

#### Learning Coach Tip

Depending on your student’s proficiency with grammar and sentence construction, you may want to focus more deeply on the types of marks that can appear at the end of a sentence. Remind them that different kinds of sentences end with different marks:

* A telling sentence ends with a period. (.)
* An asking sentence ends with a question mark. (?)
* An exclamation ends with an exclamation mark. (!)

Most of the sentences in your student’s how-to book will likely end with a period. However, more advanced writers may incorporate additional sentence types. If that is the case, make sure they know the specific end marks to use.

#### Check-In

1. Tell your student that they are going to practice looking for mistakes in sentences.
2. Work with your student to complete each item by reading the sentence, identifying the mistake, and telling how to fix it. **IF** your student has difficulty finding a mistake, **THEN** review the sentence rules presented in the Explain section. Pose questions to help your student identify which rule the sentence does not follow: Does this sentence start with a capital letter? Is there a mark at the end? Are there spaces between the words?
3. Review your student’s answers when they have completed the activity, and provide any needed feedback.

#### Practice

1. Tell your student that they are now going to look for mistakes in their own writing. Review with them the sentence rules, and then go through your student’s how-to book together. Ask your student to point to and identify any mistake they see.
2. Support your student as they identify how they can fix the mistakes they have found. Then, assist them in noting the edits to their text. Encourage your student to mark specific edits they want to make by circling them or by using sticky notes.
3. Discuss the edits with your student. Ask them to explain how fixing mistakes will make their sentences clearer to readers.
4. As part of the review of your student’s work, go over the Details and Sentences row of the how-to book portfolio rubric with your student. Review the criteria for spacing, capitalization, and end marks, and guide your student to talk about how they have made sure these aspects of their writing are correct.

[How-to Book Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/a1773c89-727d-4f3a-93a3-0839b051f2e6/LA%20K%20How-to%20Text%20Rubric.dotx)

## Lesson 3: Chefs Cook: Speak/Listen

### Objective: In this section, you will find text evidence to answer a question.

#### Key Words

* **details** – information about someone or something
* **text evidence** – details in a text
* **topic** – what a text is mostly about

#### Explain

1. Review with your student that answering questions about an information text can help them check that they understand what the text is about. They can find answers to the questions in the words in the text. Read the introduction together. Explain that today your student will learn how to use details in a text, or text evidence, to answer questions about the topic.
2. If you have the print version of *Hooray for Chefs!*, display it now. Watch the video with your student. You may want to pause the video and have your student use text evidence to answer the questions before the student in the video does.
3. After viewing the video, support your student as they answer the questions about what text evidence is. Review that answering questions about the topic of an information text using text evidence helps them to check that they understand what they have read.

[Hooray for Chefs!](https://cite-media.pearson.com/legacy_paths/f8f57536-4bf5-4203-b164-51c2827846cd/Hooray%20for%20Chefs.pdf)

#### Check-In

1. Read the directions with your student. Confirm that they understand when to give a thumbs-up and when to give a thumbs-down. Read the question about the text together. Then, support your student as they turn to a specific page in the text, find the sentence, and consider whether the text evidence is a detail that answers the question.
2. **IF** your student has difficulty identifying whether the text evidence answers the question, **THEN** you may want to model with a think aloud. Explain that you see this sentence on page 4: *Chefs make food for people to eat*. Then, you read the question again: *What does a chef do?* Explain that you think there are details in the sentence that are important. The words *make food for people* *to eat* give you information about one thing a chef does. Therefore, you will give a thumbs-up. Ask your student whether they agree with your answer.

[Hooray for Chefs!](https://cite-media.pearson.com/legacy_paths/f8f57536-4bf5-4203-b164-51c2827846cd/Hooray%20for%20Chefs.pdf)

#### Practice

1. Support your student as they read *In the Soup*. Review that text evidence is a detail in a text that helps you answer a question about the topic. You find the answer, or text evidence, on a specific page of the text.
2. Encourage them to complete the activity independently. Support them if they have difficulty matching text evidence to pictures from *In the Soup*.
3. **Daily Writing:** Have your student write a response to this writing prompt: Would you like to eat the soup the chef made? Tell why or why not. Encourage your student to read aloud what they wrote.

### Objective: In this section, you will add words to sentences that tell how many.

#### Key Words

* **adjective** – a word that describes a person, animal, place, or thing

#### Explain

Quick Review

Remind your student that an adjective is a describing word. Explain that an adjective tells more about a person, animal, place, or thing. Demonstrate to your student some words that tell how many. Hold up one finger and ask this question: How many fingers am I holding up? Have your student respond using a full sentence. (You are holding up one finger.) Explain that *one* tells how many fingers.

1. Use the on-screen definition to review the meaning of the key word. Read the slide with your student and have them look at the first photo as you read the sentence. Explain that one way to add more information to the sentence and make it more interesting is to add an adjective that tells how many. Ask your student to count how many kids are holding hands. Then, ask them to say aloud a new sentence that includes the word they added. **IF** your student has difficulty, **THEN** count with them and say the new sentence aloud, asking them to repeat it after you.
2. Continue with the second photo. Have your student look at the photo as you read the sentence aloud. Next, read aloud the questions and have your student answer. **IF** your student answers incorrectly, **THEN** have them use their index finger to count how many monkeys and then say the new sentence.

#### Check-In

1. Read the directions aloud with your student. Explain that they will look at a photo and count how many persons or things they see. Then, they will add that word to a sentence.
2. Work together with your student on the first activity. Have them look at the photo and listen to the sentence. **IF** your student has difficulty, **THEN** ask this question: How many people are waving? Provide counting assistance as needed. Ask your student to say the new sentence aloud. Have your student point out the word that tells how many.
3. Have your student continue with the remaining activities, and provide support to your student as necessary.

#### Practice

1. Read the directions aloud. Explain that your student will look at a picture and count how many persons. Then, they will match the picture with the correct sentence that includes the word that tells how many.
2. Work together with your student on the first picture. Ask your student to look at the illustration and count how many kids they see. Have your student match the picture with the correct sentence. **IF** your student has difficulty, **THEN** read aloud all of the sentences that are answer choices, emphasizing the words that tell how many, until your student correctly identifies the sentence. **IF** your student answers correctly, **THEN** have them continue independently.
3. Have your student continue with the remaining pictures by following the same procedure, and provide support as necessary.

### Objective: In this section, you will match high-frequency words **at** and **in**.

#### Explain

Get Ready for Learning

Have your student locate the word cards for *At, at, In,* and *in*. Point to each word, say it, then have your student repeat the word. Then, have your student match the words that are the same.

1. Talk with your student about what is happening in the first picture. Then, read the sentence. Continue with the second picture and sentence. Review that*at* and *in* can tell where someone or something is.
2. Use the prompts to have your student find the high-frequency word in each sentence and then compare the number of letters in *At* and *In*. Remind your student that words have letters, but the number of letters in a word can be the same or vary. Also, explain that some words have similar letters, and other words have completely different letters. Ask questions such as: Do *At* and*In* have the same number of letters? Do *At* and *In* have any letters that are the same?

#### Check-In

1. Review the directions with your student. Confirm that they understand that a thumbs-up means the words are the same and a thumbs-down means the words are different. Observe as your student completes the first activity. **IF** your student has difficulty, **THEN** have them count and name the letters in each word. Once your student answers correctly, read each word pair together.
2. Continue with items 2–4.

#### Practice

1. Read *In the Soup* aloud with your student. As you read together, model how to use your finger to track the print on the page or screen. Pay attention to how well your student reads the high-frequency word *in*.
2. Then, have your student hunt for the words *At, at, In,* and*in*. Have the word cards for *At, at, In,* and*in* available. Have your student sort the word cards into two piles: one pile for the word that is in *In the Soup* and another pile for the words that are not in *In the Soup*.

[In the Soup](https://cite-media.pearson.com/legacy_paths/aefcbe4a-5e3e-473f-9107-b671c68333f7/In%20the%20Soup.pdf)

### Objective: In this section, you will spell words with the short **e** vowel sound.

#### Warm Up

Have your student blend sounds to say words with short *e* using the following routine:

* Say each sound in a word slowly. (*p—e—t*)
* Have them mark each sound with a tap.
* Have them say the word sound by sound. (*p—e—t*)
* Have them blend the sounds and say the word. (*pet*)

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **f-e-d**(3 sounds; fed) | **g-e-t**(3 sounds; get) | **d-e-n**(3 sounds; den) | **s-e-t**(3 sounds; set) |
| **h-e-n**(3 sounds; hen) | **b-e-d**(3 sounds; bed) | **l-e-t**(3 sounds; let) | **w-e-b**(3 sounds; web) |

#### Explain

1. Gather the following letter tiles: *e, j, m, n, t*.
2. Use the letter tiles to model with your student how to spell words with short *e*.
	* Spell the word *net* with the letter cards *n, e,* and *t*.
	* Name the letters.
	* Blend the sounds to say the word and have your student say the word.
	* Then, use the word in a sentence: *They catch fish in the net*.
3. Next, show your student how they can spell a new word by changing the letter *n* to *j* at the beginning.
	* Name the letters.
	* Blend the sounds to say the word and have your student repeat.
	* Then, use the word in a sentence: *The jet flies through the air*.
4. Continue using the spelling and blending routine with the remaining words, modeling how to change the ending sound to spell words with short *e*.

#### Check-In

1. Gather the following letter tiles: *e, d, h, l, n, t*.
2. Have your student spell the word *hen* with the letter tiles *h, e,* and *n*. Read the word with them and use the word in a sentence: *The hen lays eggs*. Then, read each set of directions to your student. Observe as they spell the new words with the short *e* vowel sound. Have them say each word they spell and together talk about its meaning. **IF** they have difficulty blending the sounds when saying the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

1. Gather the following letter tiles: *b, e, d, n, p, r, t, w*.
2. Have your student spell the word *bed* with the letter tiles *b, e,* and *d*. Read the word with them and use the word in a sentence: *I sleep in my bed*. Then, read each set of directions aloud as they spell the words independently. Have them say each new word aloud and together talk about its meaning. **IF** they have difficulty spelling and saying the words on their own, **THEN** help them position the letter tiles in each word one at a time. Then, model blending the sounds of the letters to say the word and have them repeat.

### Objective: In this section, you will finish writing your how-to book.

#### Key Words

* **title** – the name of a book

#### Explain

1. Review what your student has accomplished over the past few weeks: They have learned what a how-to book does, decided on a topic for their own how-to book, drawn and written steps that tell how to make or do something, and made changes to strengthen and improve their writing. Tell them that they are just about finished but have a few more jobs to take care of first.
2. Show your student a book and ask them to identify the cover. Remind your student that books have names. Then, point to the name of the book and use the on-screen definition to explain that a book’s name is its title. Explain that the title of a book and the picture on the cover give the reader an idea of what the book is about. Next, point to the author’s name. Explain that authors are very proud of their books and want readers to know who wrote them. That is why an author’s name appears on a cover.
3. Review that Jesse has been working on a how-to book that tells how to brush your teeth. Read the title Jesse gives his book, and discuss what information it tells readers (in other words, what the book is about). Then, have your student respond to the question to explain why the title is appropriate.
4. Continue reading the information about Jesse’s cover. Go through each element on the cover and discuss why Jesse is including it. Remind your student that Jesse’s name appears on the cover because he wrote the book. Have your student respond to the question to assess their understanding of the components of a book cover.

Write or Type?

1. Review the text about how to type a book with your student. Discuss why someone might want to type their book instead of writing it (for example, to make it look more like a real book).
2. Give your student the option of using a computer to type their book, assuring them that it is fine to keep the book handwritten if they prefer. If your student wishes to type their how-to book, assist them with creating a file and typing the text. Note that you will need to either scan their drawings and position them in the file or attach each drawing to a printed page.

#### Check-In

1. Read the opening text with your student and discuss what Riko’s book is about. Then, draw your student’s attention to the cover. Ask your student to describe what they see. Remind your student that creating a cover is one step writers take as they finish their book.
2. Assist your student in answering the questions about the elements on the cover of Riko’s book. **IF** your student has difficulty identifying a particular element or why it’s important, **THEN** review how Jesse put his cover together and the purpose of each element on his cover.

#### Practice

1. Read with your student the activities they will complete. Tell them that doing these tasks will help them finish their book.
2. Guide your student to complete the first activity by using the frame to give their book a title.
3. Discuss with your student their ideas for what to include on the cover. Provide adequate time for them to write both the book title and their own name, as well as to draw a picture that hints at what the book is about. Provide support in helping your student decide where to place each element on the cover. Have them use Jesse’s cover as a model if needed.
4. Assist your student in deciding whether to publish their book by writing it on paper or typing it on a computer or tablet. If they choose to write their book on paper, help them make sure that all changes have been clearly marked. You may want to consider having them copy their work onto clean sheets of paper and attaching their drawings to these pages. Remind your student and support them in using lowercase letters and uppercase letters only when appropriate.
5. If your student wishes to type their how-to book, provide support in setting up a file and showing them where to position their text so that they leave room for drawings. Make sure your student’s draft is available for them to copy as they type each page. Once they have finished, help them add their drawings by scanning each one and positioning it in the file or by printing out the pages and attaching a picture to each one.
6. When your student has finished all three activities, review their work with them and provide any needed support and feedback. As part of your review, go over the row about publishing on the How-to Book Portfolio Rubric with your student. Review the criteria for including a cover and guide your student to talk about what they have accomplished. Praise them for a job well done.

[How-to Book Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/a1773c89-727d-4f3a-93a3-0839b051f2e6/LA%20K%20How-to%20Text%20Rubric.dotx)

## Lesson 4: Chefs Cook: Write

### Objective: In this section, you will use text evidence to answer a question about the topic of an information text.

#### Key Words

* **text evidence** – details in a text
* **topic** – what a text is mostly about

#### Explain

Use Text Evidence to Answer Questions

1. Remind your student that they have learned how to read an information text in order to find details or text evidence to answer questions. Remind them that answering questions with text evidence helps them check that they understand the information about the topic. Read the introduction together.
2. If you have the print version of *Hooray for Chefs!*, display it now. Watch the video with your student. Encourage them to follow along as the student in the video uses text evidence to answer questions about the topic of the information text.
3. After viewing the video, support your student as they use text evidence to answer a question. Review why using text evidence to answer questions is important. Explain that when your student reads, they can use text evidence to think about the information in the text. Review that they can use what they know about the topic and the text evidence to understand more about the topic.

[Hooray for Chefs!](https://cite-media.pearson.com/legacy_paths/f8f57536-4bf5-4203-b164-51c2827846cd/Hooray%20for%20Chefs.pdf)

#### Check-In

1. Read the directions and the question about the topic of *Hooray for Chefs!* with your student. Then, introduce the activity. You may want to draw a chart on a sheet of paper. Your student can use the chart to record the text evidence they locate and the pages on which it is found, or you can record this information as they dictate it to you.
2. **IF** your student has difficulty finding text evidence, **THEN** reread *Hooray for Chefs!* together. Pause after reading each page and ask this question: Is there information on this page that answers the question? If there is, have your student identify and record it. If there is not, read on.

[Hooray for Chefs!](https://cite-media.pearson.com/legacy_paths/f8f57536-4bf5-4203-b164-51c2827846cd/Hooray%20for%20Chefs.pdf)

#### Practice

1. Have your student gather the text evidence they collected for the Check-In activity. Explain that now they will use the text evidence they gathered to write an answer to this question: What do chefs need to do their job? Read the directions and the sentence frames together.
2. **IF** your student has difficulty drawing a conclusion to complete the first sentence, **THEN** model with a think aloud. Say that when you look at the text evidence you found, you realize that your list of things is long, and the things you listed are all important. A chef can’t prepare a meal without ingredients. They also can’t cook without a kitchen, recipes, pans, and other items. Explain that this means chefs need many things to do their job. Ask your student if they agree.
3. **Daily Writing:** Have your student respond to the following writing prompt: Write a story about a chef who makes a meal for a very important person. Encourage your student to read their writing to you after they finish their story.

### Objective: In this section, you will use letters to build the words **at** and **in**.

#### Explain

1. Have available the following letter tiles: *a, t, i,* and *n*.
2. Review that words have letters and that the letters need to be in a certain order to spell a word. Have your student name the letters that spell*at*, arrange their letter tiles to spell *at*, and then read the word. Continue with the word *in*.

#### Check-In

1. Work with your student to complete the first item. **IF** your student has difficulty naming the letters, **THEN** say each letter and have your student repeat the letter name. Have your student read the word the letters spell.
2. Continue with items 2–4.

#### Practice

1. Have available the following letter tiles: *a, t, u, p, w, s, i,* and *n*.
2. Help your student identify the letter tiles for *in*, name each letter, and arrange the letter tiles to spell *in*. Then, have your student read the word. **IF** your student has difficulty reading the word, **THEN** read it together.
3. Continue with items 2–4.

### Objective: In this section, you will spell words with the short **i** vowel sound.

#### Warm Up

Have your student blend sounds to say words with short *i* using the following routine:

* Say each sound in a word slowly (*s—i—t*).
* Have your student mark each sound with a tap.
* Have your student say the word sound by sound (*s—i—t*).
* Have your student blend the sounds and say the word (*sit*).

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **f-i-t**(3 sounds;*fit*) | **r-i-p**(3 sounds; *rip*) | **d-i-g**(3 sounds;*dig*) | **p-i-n**(3 sounds; *pin*) |
| **w-i-g**(3 sounds;*wig*) | **h-i-m**(3 sounds; *him*) | **k-i-d**(3 sounds;*kid*) | **s-i-x**(3 sounds; *six*) |

#### Explain

1. Gather the following letter tiles: *b*, *g*, *i*, *p*, *s*, *t*.
2. Use the letter tiles to model with your student how to spell words with short *i*.
	* Spell the word *big* with the letter cards *b*, *i*, and *g*.
	* Name the letters.
	* Blend the sounds to say the word, and have your student repeat.
	* Then, use the word in a sentence, for example: *An elephant is a big animal.*
3. Show your student how they can spell a new word by changing the letter *b* to *p* at the beginning.
	* Name the letters.
	* Blend the sounds to say the word, and have your student repeat.
	* Then, use the word in a sentence, for example: *The pig likes to roll in the mud.*
4. Continue using the spelling and blending routine with the remaining words, modeling how to change the ending letter to spell words with short *i*.

#### Check-In

1. Gather the following letter tiles: *d*, *f*, *i*, *l*, *m*, *p*, *x*.
2. Have your student spell the word *fix* with the letter tiles *f*, *i*, and *x*. Read the word with your student and use it in a sentence, for example: *We will fix the broken door.* Then, read each set of directions to your student. Observe as your student spells the new words with the short-*i* vowel sound. Have your student say each word they spell, and talk with them about the word’s meaning. **IF** your student has difficulty blending the sounds when saying the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement, as in the example below.



#### Practice

1. Gather the following letter tiles: *d*, *g*, *h*, *i*, *n*, *p*, *t*, *w*.
2. Have your student spell the word *win* with the letter tiles *w*, *i*, and *n*. Read the word with your student and use it in a sentence, for example: *I score the most points and win the game*. Then, read each set of directions aloud as your student spells the words independently. Have your student say each new word aloud, and talk with them about the word’s meaning. **IF** your student has difficulty spelling and saying the words on their own, **THEN** help your student position the letter tiles in each word one at a time. Next, model blending the sounds of the letters to say the word. Have your student repeat.

### Objective: In this section, you will share your finished how-to book with others.

#### Show What You Know

Get Ready for Learning

Review all that your student did as they worked on their how-to book:

* They chose a topic that they know how to do.
* They wrote sentence that tell the steps for how to make or do something.
* They drew pictures to show how to do the steps.
* They wrote a beginning sentence and an ending sentence.
* They added details to make the steps easier to follow and understand.
* They gave their book a title and created a cover.

Let your student know that today they will finish their book and think about who they will share it with. Let them know that this is quite an accomplishment and that they can consider themselves to be a real writer.

1. Review that your student has been following Jesse’s progress in creating a how-to book about brushing your teeth. Read the final tasks Jesse does, and discuss why each one is important.
2. With your student, read Jesse’s completed how-to book. Ask your student to give a thumbs-up or thumbs-down to show whether they think Jesse did a good job with his how-to book, and then discuss their opinion. Talk about how well Jesse completed each job as he wrote his book.
3. Guide your student to respond to the questions to assess their understanding of the purpose of ordering and numbering pages.
4. With your student, read the text describing how Jesse shared his book. Point out that Jessie and his dad did the steps after Dad read the book, and talk about what that says about Jesse’s book. (The steps work because Jesse and Dad were able to do them.)
5. Discuss with your student how a writer might decide who to share their work with. Point out that some people will want to read the book because Jesse wrote it. Others will want to read it because they want to know more about the topic. Provide support as your student responds to the question by brainstorming additional ways Jesse might share his book.

Assess how successful your student was in responding to the questions by considering the following:

* **Less Successful** – My student struggled to explain why it is important to sequence the pages of a how-to book and why writers add page numbers. They had difficulty coming up with ideas for how a writer might share their work.
* **Moderately Successful** – My student understands why book pages appear in sequence but had difficulty explaining how to use page numbers to execute the task. My student was able to come up with one or two ways a writer might share their work.
* **Very Successful** – My student could explain both why it is important to sequence the pages of a how-to book and how to use page numbers to do so. They were able to brainstorm several ideas for how a writer could share their work.

#### Try This

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

* **Less Successful** – Revisit previous lessons in order to reteach the concepts that your student did not master. Provide support as your student completes their how-to book and determines who to share it with. Guide your student step by step in the Try This.
* **Moderately Successful** – Observe as your student sequences the pages of their how-to book. If you notice that your student is struggling to put the pages in order or add page numbers, review the steps that Jesse took to make his how-to book. Provide support as needed as they brainstorm ideas for sharing.
* **Very Successful** – Have your student complete the Try This activity as independently as possible.
1. Support your student as they assemble their book and add page numbers. Observe as your student puts the pages of their book together, beginning with the cover. **IF** your student has difficulty putting their book in order, **THEN** review the order for the pages: cover, beginning sentence, step 1, step 2, step 3, ending sentence.
2. Books can be bound together in many ways. If your student has written and illustrated their book on paper, help them to compile and attach the pages. Your student can choose one of these options:
	* They can place a staple at the upper-left corner of the pages.
	* They can punch holes along the left side of the pages. Then, they can weave yarn through the holes and secure the ends.
3. If your student has written their book digitally, you may want to work with them to use an online tool to create an e-book. Keep in mind that you will need to scan their drawings to create digital versions.
4. Talk with your student about who they might share their book with. Encourage them to use the sentence starters to suggest people they know who may want to read their book. Help them keep a list of suggestions. Discuss how they might get the book into the hands of people who would like to read it.
5. Review the row about publishing on the How-to Portfolio Rubric with your student. Go over each element and guide your student to talk about what they did to make sure they completed it.
6. Work with your student to submit their how-to book (text and drawings) for grading. As needed, help your student convert their book to a digital format by saving it as a PDF file or by using a phone or digital camera to take a picture of each page. Then, guide your student in submitting their work to their Drop Box. Any additional image files should be converted to a digital format and submitted with the text.
7. Celebrate your student’s accomplishment by congratulating them on all the great work they have done.

[How-to Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/a1773c89-727d-4f3a-93a3-0839b051f2e6/LA%20K%20How-to%20Text%20Rubric.dotx)

## Lesson 5: Chefs Cook: Synthesize

### Objective: In this section, you will read the word **in** in a book.

#### Explain

1. Have your student talk about what is happening in each picture. Then, read each sentence together.
2. Explain that the words *In the snow, we sled.* make a sentence and that every sentence has words. Have your student look at the first word in the sentence. Ask questions such as: What is the first word in the sentence? Does *In* begin with a capital letter or a lowercase letter? Explain that the first letter in the first word in a sentence always begins with a capital letter.
3. Then, read the last word in the sentence together. Draw attention to the period at the end of the sentence. Explain that marks are used to show where a sentence ends. The mark at the end of *In the snow, we sled.* is called a period.

#### Check-In

1. Listen as your student reads *In the Soup* aloud.
2. Monitor how your student reads the high-frequency word *in*. **IF** you notice they have difficulty reading *in*, **THEN** have them use letter tiles to spell the word. Read the word together.
3. Discuss what can be soup. Provide student frames to encourage using complete sentences: One food in soup is \_\_\_\_\_. Another food in soup is \_\_\_\_\_.

[In the Soup](https://cite-media.pearson.com/legacy_paths/aefcbe4a-5e3e-473f-9107-b671c68333f7/In%20the%20Soup.pdf)

#### Practice

1. Print the practice worksheet. If you do not have a printer, provide a sheet of paper for your student.
2. Tell your student they will add a page to the book *In the Soup*. Have them think of something else the chef could add to the soup and draw a picture. Then, have your student dictate or write a sentence for their picture. Have them read the sentence.

[Draw and Write](https://cite-media.pearson.com/legacy_paths/055f3d40-e63a-4b42-b9b0-fc407760d258/GO_Draw_and_Write_1.pdf)

### Objective: In this section, you will spell words with the short **o** and short **u** vowel sounds.

#### Warm Up

Have your student blend sounds to say words with short *o* and short *u* using the following routine:

* Say each sound in a word slowly. (*h—o—t*)
* Have your student mark each sound with a tap.
* Have your student say the word sound by sound. (*h—o—t*)
* Have your student blend the sounds and say the word. (*hot*)

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **t-o-p**(3 sounds;top) | **l-o-g**(3 sounds;log) | **n-o-t**(3 sounds; not) | **j-o-b**(3 sounds; job) |
| **t-u-b**(3 sounds;tub) | **b-u-s**(3 sounds; bus) | **g-u-m**(3 sounds; gum) | **s-u-n**(3 sounds; sun) |

#### Explain

Words with Short *o*

1. Gather the following letter tiles: *b, d, f, g, h, n, o, p (2), r, t, u,* and *x.*
2. Use the letter tiles to model with your student how to spell words with short *o.*
	* Spell the word *box* with the letter tiles *b, o*, and *x*.
	* Name the letters.
	* Blend the sounds to say the word and have your student say the word.
	* Then, use the word in a sentence: *I put my toys in the box.*
3. Next show your student how they can spell a new word by changing the letter *b* to *f* at the beginning.
	* Name the letters.
	* Blend the sounds to say the word and have your student repeat.
	* Then, use the word in a sentence: *The fox chases a rabbit.*
4. Continue using the spelling and blending routine with the remaining words, modeling how to change the ending sound to spell words with short *o*.

Words with Short *u*

1. Next use the letter tiles to model with your student how to spell words with short *u.*
	* Spell the word *bug* with the letter tiles *b, u*, and *g*.
	* Name the letters.
	* Blend the sounds to say the word and have your student say the word.
	* Then, use the word in a sentence: *I see a bug crawl across the leaf.*
2. Next show your student how they can spell a new word by changing the letter *b* to *h* at the beginning.
	* Name the letters.
	* Blend the sounds to say the word and have your student repeat.
	* Then, use the word in a sentence: *I hug my little brother.*
3. Continue using the spelling and blending routine with the remaining words, modeling how to change the ending sound to spell words with short *u*.

Words with Short *o* and Short *u*

1. Remind your student that they can also form new words by changing the middle letter. Form the word *hut* with the letter tiles. Have your student say the word. Then, use the word in a sentence: *They built a small hut in the backyard.* Show your student how a new word can be formed by changing the middle letter *u* to *o*.
	* Name the letters in *hot*. Then, ask your student to identify the middle sound in *hot.* (short *o*)
	* Blend the sounds to say the word and have your student say the word.
	* Then, use the word in a sentence: *It is hot in the sun.*
2. Continue using the spelling and blending routine with the remaining words, modeling how to change the letters to spell words with short *o* and short *u*.

#### Check-In

1. Gather the following letter tiles: *b*,*d, g, h, n, o, r, u.*
2. Have your student spell the word *hog* with the letter tiles *h*, *o,* and *g*. Read the word with your student and use the word in a sentence: *We fed the hog on the farm.* Then, read each set of directions to your student. Observe your student spell the new words with the short *o* and short *u* vowel sounds. Have your student say each word they spell and together talk about its meaning. **IF** your student has difficulty blending the sounds when saying the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

1. Gather the following letter tiles: *b, c, g, h, j, o, p, t, u.*
2. Have your student spell the word *pot* with the letter tiles *p*, *o,* and *t*. Read the word with your student and use the word in a sentence: *We cook the soup in a pot*. Then, read each set of directions aloud as your student spells the words independently. Have your student say each new word aloud and together talk about its meaning. **IF** your student has difficulty spelling and saying the words on their own, **THEN** help your student position the letter tiles in each word one at a time. Then, model blending the sounds of the letters to say the word and have your student repeat.

### 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.

Encourage your student to say something out loud about each topic on the list. **IF** your student has forgotten about any of the topics, **THEN** help them remember what they have learned.

### Reflect

Guide your student to reflect on their learning. Ask them to identify what was easy for them to learn and explain why. Continue by having them discuss what was difficult to learn. Finally, have them name the favorite thing they learned.

### Study Tips

Read each study tip to your student. Give them time to review. Tell them they will take an online practice. It will help them get ready for the unit test.

## Lesson 6: Everybody Eats! Unit Test

There is no Learning Coach Guide for this lesson.