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# Language Arts K B Unit 16: Many Ways to Eat a Food

## Lesson 1: Many Ways to Eat a Food: Genre

### Many Ways to Eat a Food: Introduction

#### Learning Goals

In this unit, your student will be learning about foods that can be eaten in different ways. There are 20 learning goals for this unit:

1. Use key details to make predictions, with prompting and support.
2. Repeat high-frequency words.
3. Identify groups of words that begin with the same sound.
4. Identify words with more than one meaning.
5. Use key details to answer questions about a text, with prompting and support.
6. Identify high-frequency words.
7. Identify new meanings for familiar words.
8. Pronounce words with short *u* and long *u*.
9. Identify bold words in informational texts.
10. Match high-frequency words.
11. Identify the relationship between words with similar meanings (toss, pitch, throw).
12. Identify words with short *u* and long *u* (CVCe).
13. Practice writing lowercase *a-m*.
14. Determine the meaning of multiple-meaning words as they are used in an informational text.
15. Arrange high-frequency words with letters.
16. Build words with short *u* and long *u*.
17. Read a book of choice with support.
18. Find the meaning of words using a glossary.
19. Give simple two-step directions.
20. Read emergent readers with high-frequency words fluently.

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 “Many Ways to Eat a Food” will be assessed with the following items:

* Many Ways to Eat a Food: Genre Quick Check
* Many Ways to Eat a Food: Genre Skills Check
* Many Ways to Eat a Food: Comprehension Quick Check
* Many Ways to Eat a Food: Comprehension Skills Check
* Many Ways to Eat a Food: Speak/Listen Quick Check
* Many Ways to Eat a Food: Speak/Listen Skills Check
* Many Ways to Eat a Food: Fluency Quick Check
* Many Ways to Eat a Food: Fluency Skills Check
* Many Ways to Eat a Food: Synthesize Quick Check
* Many Ways to Eat a Food: Synthesize Skills Check

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, put small objects, such as marbles, crayons, or pebbles, into a bowl. After your student completes a lesson, have them take one object out of the bowl. When the last lesson is completed and the bowl is empty, have them celebrate with a favorite activity.

1. Read the introduction with your student. Point out that this week they will be talking about how some foods can be eaten in different ways.
2. Watch the video together. You may want to pause throughout the video to discuss the different ways to eat oranges, eggs, and carrots. After viewing the video, discuss other ways those foods can be eaten, such as boiling an egg.

#### Activate Prior Knowledge

1. Support your student in answering the two questions that ask about different ways to eat a food they like.
2. **IF** your student has difficulty responding, **THEN** discuss the sample answer. Ask your student if they have ever eaten the food in different ways as described. Discuss any ideas your student has about eating a food in different ways.

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

#### Key Words

* **author** – the person who wrote the words
* **illustrator** – the person who drew the pictures
* **title** – the name of a story or text

#### 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.

[Many Ways to Eat a Food\_Genre Long u. u-e review](https://cite-media.pearson.com/legacy_paths/b798b7b9-1bf8-4b3b-a3ae-32fd25046de2/Many%20Ways%20to%20Eat%20a%20Food_Genre%20Long%20u.%20u-e%20review.pptx)

#### Explain

Learning Coach Tip

You will be sharing *I Eat Apples in Fall* 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, by reading aloud the text you display on the screen, or by having your student listen to the audio recording of the book.

|  |
| --- |
| **Reading Comprehension Instructional Focus** |
| **Lesson** | **Learning Goal** | **Focus** |
| Part 1 | Use key details to make predictions, with prompting and support. | **Prereading Activities*** Pre-teach important concept vocabulary.
* Identify the title and author.
* Use details to predict what the book will be about.
 |
| Part 2 | Use key details to answer questions about a text, with prompting and support. | **First Read of the Text*** Check for overall understanding of the book.
 |
| Part 3 | Identify bold words in information texts. | **Reread a Part of the Text*** Teach a comprehension skill.
* Understand how to use bold words in an information text.
 |
| Part 4 | Determine the meaning of multiple-meaning words as they are used in an information text. | **Reread a Part of the Text*** Teach a comprehension skill.
* Determine the meaning of words that have more than one meaning.
 |
| Part 5 | Find the meaning of words using a glossary. | **Reread a Part of the Text*** Teach a comprehension skill.
* Use a glossary to find the meaning of words.
 |

Learn New Words

1. It is important for your student to know the following words to understand what is happening in *I Eat Apples in Fall*.
2. Draw attention to the picture for the word *orchard*. Ask: Do you see one tree or many trees? What is growing on the trees? Explain that an orchard is a place where many trees grow. Each tree grows fruit like apples and pears. If your student has ever gone to an orchard to pick apples, talk about the experience. Ask: Was it easy to pick apples? What did you do with the apples when you got home?
3. Continue with the picture for the word *flesh*. Explain that this picture shows the inside of an apple. Have your student describe what they see. Explain that apples may look different on the outside but look the same on the inside. The white, soft part of the inside of an apple is called *flesh*.
4. Draw attention to the picture for the word *seeds*. Have your student identify how the picture for *seeds* is like the picture for *flesh*. Explain that just like flesh, the inside of every apple also has seeds. Discuss any experience your student has growing a plant from seeds. Then, revisit the photo for *orchard*. Explain that every tree in an orchard grows from seeds. Every apple on each tree also has seeds. Without seeds the apple tree and apple would not be able to grow.

|  |  |
| --- | --- |
| **Word or Phrase** | **Meaning** |
| orchard | where fruit trees grow |
| flesh | the inside of an apple |
| seeds | something small and hard from which a new plant grows |

Title, Author, and Illustrator

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 cover of *I Eat Apples in Fall* and read it with you.
2. Also review that the author of the book is the name of the person who writes the words. The word *by* frequently comes before the person’s name. Have your student point to the name *Mary Lindeen* on the cover and read it with you. Ask: Does the first letter of a person’s name begin with a capital letter or a lowercase letter? (a capital letter)
3. Have your student point to the photograph on the cover. Then, have them explain what an illustrator does. Support your student as they answer questions to conclude why *I Eat Apples in Fall* 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 cover and read the table of contents in an information text. If necessary, review that a table of contents lists the titles of the parts of an information text and the page number on which each part begins. Then, read the entries in the table of contents together.
2. Allow time for your student to look at the details on the cover of *I Eat Apples in Fall* and consider the entries in the table of contents. Then, support them as they answer the two questions about the details they noticed. Use the sentence frames to help your student speak in complete sentences and to explain why they think the way they do.

[I Eat Apples in Fall](https://cite-media.pearson.com/legacy_paths/9bc592f0-7b37-4dab-9fda-ea3a14f79a19/I%20Eat%20Apples%20in%20Fall.pdf)

#### Check-In

1. Read the directions with your student. Explain that they will look closely at a picture at the beginning, in the middle, and at the end of the book.
2. With your student, look at the picture on page 4 of *I Eat Apples in Fall*. **IF** they have difficulty using details to describe what they see in the pictures, **THEN** think aloud about what you see. For example: The boy on page 4 looks happy. He is holding an apple. I think that the boy is getting ready to eat the apple. He likes eating apples, so he is happy. Do you agree? What do you think?
3. Continue with the pictures on pages 11, 18, and 21.

#### Practice

1. Review that the pictures in *I Eat Apples in Fall* give a lot of information. Now it is time for your student to think about what they noticed by looking at the photos and tell what they think the information text will be about. Explain that there isn’t a right or wrong answer to the question. **IF** they have difficulty making a prediction, **THEN** model a response such as: *I think the book will be about apples*.
2. **Daily Writing:** You may want to have your student respond to the following writing prompt: Write a story. Tell about friends who pick apples at an orchard. Now, encourage your student to write independently and to read their writing to you. Remember that they are developing as a writer and may not write in complete sentences or spell words correctly.

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

#### 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,* and *up* 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: What is happening? Where are the girls? What are they doing? Read the sentence below the picture. Continue with the second picture and sentence. Explain that when you tell where someone or something is, you may use the word *at*.
2. Point to the word *At*, say the word, and have your student repeat. Continue with the word *at*. Explain that *at* is a word that they will see many times in books they read. The word is used to describe where you are or to describe an action.

#### Check-In

1. Read the sentence for the first picture aloud. Ask questions such as: Where are the children? What are they doing? 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 *At* and *at* are used to tell about where you are by asking questions such as: Where are the children playing? What is the family doing together? **IF** your student has difficulty pronouncing the word, **THEN** say the word slowly several times and have your student repeat the word after you say it.

#### Practice

1. Print the Practice worksheet. If you do not have a printer, then draw the outline of capital *A* and lowercase *t* on a blank sheet of paper. Point to *At* and read it aloud with your student. Repeat with the word *at*. Have your student use a different color crayon or marker to color each letter in *At* and *at*.
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/48b77dfe-e076-49b5-bb57-e118182f9b6d/Make_Word_Cards_At.pdf)

### Objective: In this section, you will tell which groups of words begin with the same sound.

#### Explain

Learning Coach Tip

In today’s lesson your student will practice listening for words that have the same beginning sound. Distinguishing spoken words that begin with the same sound supports your student’s growing knowledge of the structure of words.

1. Read the introduction with your student. Then, invite them to say each picture name. Tell them to listen carefully for the beginning sound of each of the picture names.
2. Read the questions to your student. **IF** they struggle to identify the two words that begin with the same sound, **THEN** repeat the words, stressing the beginning sound. You may also wish to have them repeat the words after you.

#### Check-In

1. Read the directions with your student. You might want to say each picture name in each of the first two boxes and ask them to tell what sound each picture name begins with.
2. Read the first question with your student. Make sure they can discern what the beginning sound is for each word. Then ask them to tell which box has words that all begin with the same sound.
3. Have your student tell what the beginning sound is for each word in Box 2.
4. Challenge them to add another word that begins with the same sound to Box 2.
5. Repeat the procedure for the boxes in item 2.

#### Practice

1. Read the directions with your student.
2. Read the words in each of the boxes. After each box, have them tell what the beginning sound is.
3. Then, have them identify each of the pictures and tell what beginning sound each picture name has.
4. Have your student tell which picture name belongs in each word box.
5. If time allows, have your student think of a new word that could go in each word box.

### Objective: In this section, you will identify words that have more than one meaning.

#### Explain

Get Ready for Learning

Introduce your student to the idea of words that have more than one meaning. Demonstrate by picking up a pencil and showing your student the point of the pencil. Then, point your finger at your student. Discuss the different meanings for the same word *point*; a pencil point is a noun, or thing, that means the tip, and to point is an action that means sticking your index finger out in a direction.

1. Explain that some words have more than one meaning. Point to the pictures and read aloud the word *bat*. Point out that the two words are spelled the same, *b-a-t*, but they have different meanings. Read aloud the different meanings for *bat*, and tell your student that the pictures help them understand the different meanings of the word.
2. Then, read aloud the sentence with the word *bat*. Read aloud the question and have your student answer. **IF** your student has difficulty, **THEN** ask this question: Which picture shows something that would live in a cave? Then, read the next question and have your student answer. Ensure your student understands that one meaning for *bat* is an animal; the other meaning is an object.

#### Check-In

1. Read aloud the directions with your student. Explain they will look at two pictures and say the word that tells about both of them. Then, they will choose one of the pictures that fits a meaning for the word. Remind your student that the pictures can help them determine the meaning.
2. Work together with your student on the first activity. Have your student look at the first pair of pictures. Say the word with more than one meaning aloud, and have your student repeat it. Then, read aloud the question that asks them to find the meaning, and have your student answer. **IF** your student answers incorrectly, **THEN** point out that although both pictures show something with wings, only one is a bug. For additional support, also explain that the picture of the airplane shows the meaning of *fly* as an action word, and not a thing, which a bug is.
3. Have your student continue with the remaining items, using the pictures as a guide to the different meanings of the same word. **IF** your student has difficulty, **THEN** discuss what they see in each picture, providing additional explanation or support as necessary.

#### Practice

1. Explain that they will look at two pictures that show different meanings of the same word. Then, they will match each picture with the word.
2. Work together with your student. Have your student look at the first pair of pictures. Ask them to match the word that fits the meaning of both pictures. **IF** your student needs help, **THEN** discuss what they see in the pictures, asking guiding questions, such as these: What does the elephant have that helps it drink? What part of a tree could someone climb? Ensure your student understands that *trunk* is the word with more than one meaning.
3. Have your student continue with the remaining items. Provide support to your student as necessary.

## Lesson 2: Many Ways to Eat a Food: Comprehension

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

#### Key Words

* **table of contents** – a list at the beginning of a book that lists each part and the page number the part begins on
* **details** – important information
* **topic** – what the book is mainly about

#### Explain

1. Tell your student that today they are going to listen to *I Eat Apples in Fall*. Remind them that an author writes an information text to give information about a topic, or what the text is mostly about. Explain that authors make many decisions as they write an information text. One decision they make is whether to divide the information in the text into parts or sections. Explain that if an information text has a table of contents, the author has divided the text into parts. Review the table of contents from *I Eat Apples in Fall* together.
2. Next, explain that one way your student can check that they understand the key details in an information text is to stop after they read each part. Your student can ask: What did I learn about the topic? If your student has difficulty answering the question, go back and listen to or read the part again.
3. If you have the print version of *I Eat Apples in Fall,* display it now. Watch the video together. Encourage your student to follow along as the student in the video uses key details in the text to answer questions.
4. After viewing the video, have your student review key details in the first part of the information text, “Picking Apples.” Then, support them as they answer the question to identify a key detail of that section. Have your student listen to *I Eat Apples in Fall* and talk about key details in one photograph in the book.

[I Eat Apples in Fall](https://cite-media.pearson.com/legacy_paths/9bc592f0-7b37-4dab-9fda-ea3a14f79a19/I%20Eat%20Apples%20in%20Fall.pdf)

#### Check-In

1. Read the directions with your student. Support them as they answer a question about each part of *I Eat Apples in Fall.* Remind your student to look for details in the words and pictures.
2. **IF** your student does not respond in a complete sentence, **THEN** reread the sentence frame and encourage your student to use the language as they respond. **IF** your student has difficulty identifying details in the photo or text, **THEN** use prompts such as the following: Think about the topic of the text. What do the details tell about the topic?

#### Practice

1. Remind your student that they can use details, or important information, to better understand the information in the book. Explain that details tell how apples are the same and how they are different.
2. Read the directions and the sentence frames together. Scaffold as your student uses details to compare and contrast key details about apples. **IF** your student has difficulty responding, **THEN** model using the sample answer.
3. **Daily Writing:** Have your student write a response to this question: What is your favorite way to eat apples? Keep in mind that your student is developing as a writer and may not be writing complete words or sentences. Have your student read what they have written to you.

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

#### Explain

Learning Coach Tip

Your student will have multiple opportunities to read the high-frequency word *at* 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 *At* and *at* word cards they created. Point to the word *At,* say the word, and have your student repeat it. Continue with *at.*
2. Review that words have letters. Explain that today your student will look closely at the letters in the word *at*. 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 *at* is used to tell about where you are or to describe an action.
3. Have your student point to the word *At* in the first sentence. Say the word together. Then, have them respond to the prompt by identifying the number of letters in *At*. Continue with the word *at*.
4. Next, have your student name the letters in *At* and *at*. Explain that some words begin with a capital letter and a lowercase letter. Even so, the word is the same.

#### Check-In

Read the directions aloud. Then, have your student complete the activity. **IF** your student has difficulty sorting *At* correctly, **THEN** remind them that *At* and at have two letters.

**IF** your student has difficulty sorting *at* correctly, **THEN** remind them that *at* begins with lowercase *a and At begins with uppercase A*.

#### Practice

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

[At the Store](https://cite-media.pearson.com/legacy_paths/5a530795-e15c-483f-94a6-5227c2c05d49/At%20the%20Store.pdf)

### Objective: In this section, you will identify new meanings for words you already know.

#### Explain

1. Remind your student that some words have more than one meaning. Explain that they may know one meaning of a word. Tell them they will learn new meanings for some words they may already know.
2. Have your student look at the pictures and then read aloud the word *bark* to them. Have your student repeat the word. Point out that the pictures help them find two different meanings for the word *bark*. Read aloud the sentences with *bark* and explain that the sentences help them understand the different meanings too.
3. Then, read aloud the first question and have your student point to the picture. Explain that this meaning of *bark* is probably the one they are more familiar with. Then, read aloud the second question and ensure your student points to the picture of the tree bark. Read aloud the two meanings of *bark* to your student. **IF** your student is still confused, **THEN** remind them that a bark is a sound a dog makes, which is very different in meaning from the bark on a tree, or the outside part of a tree. Explain they can hear a dog’s bark but not touch it; and they can touch a tree’s bark but not hear it.

#### Check-In

1. Read the directions to your student. Explain that they will look at a picture and say the word for it. Explain they will probably know the meaning of this word. Then, tell them they will look at two other pictures and pick the one that shows a new, or different, meaning for the word. Remind your student that the pictures are good clues for the meanings of the words.
2. Work together with your student on the first activity. Ask your student to look at the first picture as you say the word aloud. Discuss the meaning of *watch*, pointing out that a watch is a noun, or thing, and something you can wear on your wrist to tell time. Then, have your student look at the *a* and *b* answer choices and ask them which picture shows a new, or different, meaning for *watch*. **IF** your student chooses incorrectly, **THEN** discuss the photos, pointing out that the word *watch* can also be an action verb that means to look at or look for something, similar to the boy with the binoculars in the first photo. Explain that in the other picture, the boy’s eyes are closed, so he is definitely not looking at or looking for something; in fact, he is listening to something.
3. Ask your student to continue with the remaining items. Continue to provide support, discussing the images as necessary to explain the meaning of the picture with a different meaning.

#### Practice

1. Read the directions aloud to your student. Remind them that some words they already know may have another meaning. Explain that they will listen to a sentence with a word that has more than one meaning. Then, they will look at two pictures that represent both meanings of the word. Explain they will pick the picture that shows the meaning of the word as it is used in the sentence.
2. Work together with your student on the first activity. Read aloud the sentence, and repeat the word with more than one meaning. Ask your student to look at the two pictures and pick the one that shows the same meaning. **IF** your student has difficulty, **THEN** remind them the pictures are clues to the meaning. **IF** your student chooses incorrectly, **THEN** point out that *park* is used in the sentence as an action word, or verb, and not a place to go to play.
3. Have your student continue with the remaining activities, and provide support as necessary.

### Objective: In this section, you will say the sound of short **u** and long **u** in the middle of words.

#### Explain

The Sound for Short *u*

1. Review that every word is made up of letters and their sounds. Tell your student that they will review the short *u* sound in the middle of a word. Model with an example.
2. Point to the photos of the bus, cup, and rug. Then, say *bus* slowly, emphasizing the middle sound. Have your student repeat the word with you. Use the same procedure for *cup* and *rug*. Then, ask them to say the sound they hear in the middle of the words. Remind them that the middle sound is the short *u* sound.

Middle Sound Identification

* Say the word *bug* with me: *bug*.
* Now, listen to me say *bug* slowly: *b-u-g*.
* Listen as I say the word again. *B-u-g*.
* Now, I will say the word again. Listen for the middle sound in *bug*: *b-u-g*.
* Say the middle sound you hear in *bug*.
* This sound is the short *u* sound. Say the sound with me.

Learning Coach Tip

The vowel letters are *a, e, i, o, u*. Some words have only one vowel letter. When the single vowel is in the middle of two consonants, it usually has a short sound. For example, these words have the short *u* sound: *fun, hut, mud*. Some words have a long vowel sound. A long vowel is pronounced the way the letter name is spoken. When the vowel is followed by a consonant and *e*, the vowel usually has a long sound and the *e* at the end of the word is silent. For example, these words have the long *u* sound: *tune, fuse, rude*.

The Sound for Long *u*

1. Tell your student that now they will review the long *u* sound in the middle of a word. Model with an example.
2. Point to the photos of the mule, cute puppy and kitten, and huge hamburger. Then, say *mule* slowly, emphasizing the middle sound. Have your student repeat the word with you. Use the same procedure for *cute* and *huge*. Then, ask them to say the sound they hear in the middle of the words. Remind them that the middle sound is the long *u* sound.

Middle Sound Identification

* Say the word *cube* with me: *cube*.
* Now, listen to me say *cube* slowly: *c-u-be*.
* Listen as I say the word again. *C-u-be*.
* Now, I will say the word again. Listen for the middle sound in *cube*: *c-u-be*.
* Say the middle sound you hear in *c-u-be*.
* This sound is the long *u* sound. Say the sound with me.

Discriminate the Sound for Short *u* and Long *u*

1. Have your student listen for the middle sound in a pair of words. Tell them that you are going to say two words. As you say the words, ask them to listen to the middle sounds in the words. If the words have the same middle sound, tell your student to hold a thumb up. If the middle sounds are different, tell them to hold a thumb down. Use these word pairs.

|  |  |  |
| --- | --- | --- |
| **mule-rule** | **jug-tug** | **cub-cube** |
| **cube-cute** | **tub-tube** | **cute-cut** |

#### Check-In

1. If needed, help your student identify the pictures as a nut and a tube. Guide them to say the words *nut* and *tube* slowly as they listen for the middle sound. **IF** they cannot identify the middle sound, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *n—u—t, t—u—be*. Ask them to say the middle sound in each word.
2. Say the words slowly a second time, and ask them to tell which picture name has the short *u* sound in the middle.
3. Continue with the second item. Before guiding your student through the directions, confirm that they can identify the pictures as the month of June on a calendar page and a mug.
4. Say the words *June* and *mug* with your student and discuss that the middle sounds are not the same. Have them name the picture with the long *u* sound in the middle. **IF** they cannot identify the middle sound, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *J—u—ne, m—u—g*. Ask them to say the middle sound in each word.

#### Practice

1. Confirm that your student can name each picture: tune, pup. Then, say each word slowly, emphasizing the middle sound, and have your student repeat the word with you. Ask them to say the sound they hear in the middle of each word. Next, have them name the picture of the bun. Say the word *bun* slowly, emphasizing the middle sound, and have them repeat. Have them match the word with the same middle sound by naming the word with the short *u* sound: *pup*. **IF** they have difficulty matching the middle sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *t—u—ne, p—u—p.*
2. Confirm that your student can name each picture: sun, cube. Then, have them name the picture of the mule. Say the word *mule* slowly, emphasizing the middle sound, and have your student repeat. Have them match the word with the same middle sound by naming the words with the long *u* sound: *cube*. **IF** they have difficulty matching the middle sounds in the words, **THEN** say each sound in the word more slowly with a longer pause in between each sound: *s—u—n, c—u—be*.

## Lesson 3: Many Ways to Eat a Food: Speak/Listen

### Objective: In this section, you will find bold words in an informational text.

#### Key Words

* **topic** – what a text is mostly about
* **bold** – in dark print

#### Explain

1. Read the introduction with your student. Review that the topic of an information text may be a real person, place, or thing. Have your student identify the topic of *I Eat Apples in Fall*. Then, read the sentence in the box together. Ask: Do all the words look the same? Which word looks different. Explain that today they will learn why an author may make some words in an information text look different.
2. If you have the print version of *I Eat Apples in the Fall,* display it now. Review that the author of an information text knows a lot about the topic they write about. The author knows that some words in the text may be difficult to understand. Sometimes the author makes those words look different than other words in the text. Watch the video together. Encourage your student to follow along as the student in the video identifies bold words and explains why the author may have drawn attention to certain words.
3. Support your student as they answer two questions about a bold word in the information text. **IF** your student has difficulty drawing a conclusion about why the word *fall* is bold, **THEN** model using a think-aloud such as: I see that the word *fall* looks different than the other words in the sentence. The word is in bold. So, I stop and ask myself: Why did the author put this word in bold? What do you think? Maybe the author wants to draw attention to when you pick apples. I know there are four seasons: winter, spring, summer, and fall. I think the author wants us to know that you pick apples when you should pick apples.

[I Eat Apples in Fall](https://cite-media.pearson.com/legacy_paths/9bc592f0-7b37-4dab-9fda-ea3a14f79a19/I%20Eat%20Apples%20in%20Fall.pdf)

#### Check-In

1. Read the directions with your student. Review that a bold word looks different than other words. A bold word is in dark print. Explain that when you see a bold word, you should stop and think about why the author made the word bold.
2. Support your student as they turn to specific pages in *I Eat Apples in Fall* and identify bold words. **IF** your student has difficulty identifying bold words, **THEN** ask: Which word looks different than the other words on the page? After your student identifies each bold word, discuss why the author put the word in bold.

[I Eat Apples in Fall](https://cite-media.pearson.com/legacy_paths/9bc592f0-7b37-4dab-9fda-ea3a14f79a19/I%20Eat%20Apples%20in%20Fall.pdf)

#### Practice

1. Read the directions together. Then, encourage your student to complete the activity independently. After your student identifies each bold word, discuss why the author put the word in bold.
2. **Daily Writing:** Have your student write a response to a prompt: Which fruit do you like better, apples or oranges? Tell why you feel the way you do. Encourage your student to read aloud what they wrote.

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

#### Explain

Get Ready for Learning

Have your student locate the word cards for *Up*, *up*, *At*, and *at*. 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 *up* tells about a higher direction and *at* is used to 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 *up* and *at*. 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. You may want to ask questions such as: Do *up* and *at* have the same number of letters? Do *up* and *at* 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 *At the Store* 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 *at*.
2. Then, have your student hunt for the words *Up*, *up*, *At*, and *at*. You may want to have the word cards for *Up*, *up*, *At*, and *at* available. Have your student sort the word cards into two piles: one pile for the word that is in *At the Store* and another pile for the words that are not in *At the Store.*

[At the Store](https://cite-media.pearson.com/legacy_paths/5a530795-e15c-483f-94a6-5227c2c05d49/At%20the%20Store.pdf)

### Objective: In this section, you will identify the best word to use when the words mean almost the same thing.

#### Explain

1. Introduce the idea that some words are alike in some way, but they still have a slightly different meaning. Give an example of different ways to say something, such as *talk*, *whisper*, *shout*, and *yell*. Explain that these words are alike because they are all ways to speak, but they have slightly different meanings. So, you would choose one of them to say exactly what you mean to say.
2. Read the text with your student. Ask your student to act out *throw*, *toss*, and *pitch*. Guide them to describe how each motion is slightly different. For example, help them realize that the word *toss* is similar to *throw* and *pitch* because we use our hand and arm to send something through the air away from us. But *toss* is different from *throw* and *pitch* because we don’t use as much energy or force.
3. Continue reading the rest of the text with your student. Point out that they can choose the best word to use to say exactly what they want to say. Illustrate this concept with the words *scared* and *terrified*, pointing out that they both are ways to say you are afraid. But, explain that *terrified* is a much stronger word for the feeling. **IF** your student needs help distinguishing, **THEN** use sentence frames for them to finish, such as: I get scared when \_\_\_\_\_. I am terrified of \_\_\_\_\_.

#### Check-In

1. Print out the Sort Strong and Stronger Words worksheet, and have your student cut out the six cards. If you do not have a printer, then display the worksheet. Remind your student that some words mean almost the same thing but are not exactly the same. Read aloud the headings at the top of each empty box. Explain they will look for word pairs that mean almost the same thing, but one word is stronger than the other.
2. Have your student select a card. Talk about the picture and read the word together. Ask your student to tell if the word is strong or stronger. **IF** your student has difficulty distinguishing, **THEN** provide a situation that illustrates each word, distinguishing the stronger word. Then, ask your student to place the card in the correct box. If the worksheet is not printed, ask your student to point to the box where the card belongs.
3. Continue with the remaining cards, following the same procedure and supporting your student as necessary.

[Sort Strong and Stronger Words](https://cite-media.pearson.com/legacy_paths/39a4a1c0-0cca-4821-9ce1-ecd953ec6249/Sort%20Strong%20and%20Stronger%20Words.pdf)

[Sort Strong and Stronger Words Answers](https://cite-media.pearson.com/legacy_paths/609fe62b-bcbe-485c-b089-58e74950fade/Sort%20Strong%20and%20Stronger%20Words%20Answers.pdf)

#### Practice

1. Read the directions aloud to your student. Explain that they will look at two words that mean almost the same thing, but one of them is more exact and fits the sentence better. Tell your student to think about the meaning of the sentence before they choose a word.
2. Work together with your student on the first activity. Read aloud the first sentence. Then, read aloud the possible word choices before asking your student to select which word best completes the sentence. **IF** your student chooses correctly, **THEN** have them complete the remaining items independently. **IF** your student has difficulty, **THEN** point out that both words are about size, but only the largest animals would be called gigantic. Ensure your student understands that *gigantic* best describes a whale.
3. Have your student continue with the remaining items. Provide support to your student as necessary.

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

#### Warm Up

Begin by having your student identify the number of sounds they hear in words with the short and long vowel sounds of *u*.

Use the following routine.

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

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **bud**(b-u-d; 3 sounds) | **rule**(r-u-le; 3 sounds) | **tube**(t-u-be; 3 sounds) | **up**(u-p; 2 sounds) |
| **tune**(t-u-ne; 3 sounds) | **use**(u-se; 2 sounds) | **mug**(m-u-g; 3 sounds) | **cup**(c-u-p; 3 sounds) |

#### Explain

1. Review that every word has letters and sounds. Remind your student that some letters have more than one sound. Review that the letter *u* is a vowel and it has more than one sound. Tell your student that today they will review the short *u* sound and learn about another sound of the letter *u*.
2. Have your student say the word *cub*. Guide your student as they identify the middle letter in *cub*. Say the word *cub* slowly, asking your student to repeat. Then, ask your student to identify the middle sound they hear in *cub*. Have your student say *cub*, clapping the sounds. Ask your student to tell how many sounds they hear. (3) Then have your student name the letters in *cub* and tell how many letters are in the word. (3) Name each letter and have your student say the sound. Help your student conclude that each letter makes a sound. Review that the letter *u* stands for the middle sound in *cub*, also known as the short *u* sound.
3. Continue by having your student say the word *cube*. Guide your student as they identify the second letter in *cube*. Say the word *cube* slowly and ask your student to repeat the word. Then, ask your student to identify the middle sound they hear in *cube*. Reinforce that when the vowel sounds like its name, *u*, it is called a long sound. Then have your student say *cube*, clapping the sounds. Ask your student to tell how many sounds they hear. (3) Then have your student name the letters in *cube* and tell how many letters are in the word. (4) Name each letter and have your student say the sound. Ask your student which letter does not make a sound. Help your student conclude that the letter *e* is silent— it does not make a sound. Explain that when the vowel *u* is followed by a consonant and ends with the letter *e*, the vowel sound can be a long*u* sound.
4. Have your student look closely at the words *cub* and *cube*. Ask your student to identify the letter that is added to *cub* to make the word *cube*. Help your student conclude that when the letter *e* is added to a short *u* word, the short *u* sound becomes a long *u* sound.

#### Check-In

1. Have your student identify the words *tub* and *tube*. Say each word slowly, emphasizing the middle sound in each word, and have your student repeat. Read aloud the first question and have your student identify the word with the short *u* sound. **IF** your student has difficulty following the direction, **THEN** clarify that the middle letter of a word comes after the first letter. Have your student name the letters in *tub*. Explain that *u* is the middle letter.
2. Continue by reading aloud the second question. Have your student identify the word with the long *u* sound. **IF** your student has difficulty identifying the word, **THEN** explain that the long *u* sound is the sound the letter makes, *u*. Say the word slowly and have your student repeat.
3. Have your student look closely at the words *tub* and *tube*. Ask your student to name the letter that is added to *tub* to make the word *tube*. Have your student tell what happens to the vowel sound when the letter *e* is added to *tub*.
4. Help your student identify the words *cut* and *cute*. Guide your student through the questions to name the word with a short *u* sound and the word with a long *u* sound. Have your student identify that the letter *e* was added to *cut* to make a word with a long *u* sound, *cute*.

#### Practice

1. Print the Practice worksheet. If you do not have a printer, then display the worksheet on screen. Have your student write the words on a piece of paper.
2. Have your student cut out the word cards. Then explain that the two boxes are labeled *Short* and *Long*. Complete the first activity together. First, have your student name the word for the first picture. Then, read the word together. Ask your student to identify if the word has a short *u* sound or a long *u* sound. Then, have your student glue the word in the correct box. **IF** your student has difficulty pronouncing the vowel sound, **THEN** say the word slowly together. Remind your student to listen for the middle sound in the word. Then have your student tell whether the middle sound is short or long.
3. Continue with the remaining words.

[Words with Short u and Long u](https://cite-media.pearson.com/legacy_paths/e92e0634-14ef-4011-8c31-70f5625add1e/Words%20with%20Short%20u%20and%20Long%20u.pdf)

[Words with Short u and Long u Answers](https://cite-media.pearson.com/legacy_paths/5d3381c1-6c91-474a-abf6-75ef498a9613/Words%20with%20Short%20u%20and%20Long%20u%20Answers.pdf)

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

#### 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 *a* to *m*. Have your student revisit the rainbow letters they created for the lowercase letters *a* to *m.*
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 letter or 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 *a* to *m.* Then, have your student practice writing their name.
2. **IF** you observe that your student is getting tired while writing all 13 letters at once, **THEN** you may want to have them write a few letters and then take a break, wriggling their fingers and wrists before continuing.

## Lesson 4: Many Ways to Eat a Food: Fluency

### Objective: In this section, you will find the meanings of words with more than one meaning.

#### Key Words

* **action word** – a word that tells what a person, animal, or thing does
* **naming word** – a word that names a person, place, or thing

#### Explain

1. Review with your student that there are different kinds of words. Some words name a person, place, or thing. Those words are naming words. Other words tell what a person or thing does. Those words are action words. Some words can be a naming word or an action word. The word will have a different meaning depending on how it is used in the sentence.
2. Read the introduction with your student. Discuss the meaning of the word *fly* in each sentence. Review that *fly* has two meanings. When *fly* is a naming word, it means a kind of small insect. When *fly* is an action word, it tells how something moves in the sky. Explain that sometimes a picture may help you determine the meaning of a word that can have more than one meaning.
3. Then, watch the video together. Encourage your student to follow along as the student in the video answers questions to determine the meanings of words with more than one meaning. Review that when you read, sometimes you need to ask: Is this word in the sentence a naming word? Is this word in the sentence an action word? Then, you can think about what the word means.
4. After viewing the video, read the two sentences together. Support your student as they answer questions about a word that can be a naming word or an action word. Explain that when *play* is an action word, it means to take part in a game, sport, or activity. When *play* is a naming word, it means a performance with actors.

#### Check-In

1. Support your student as they listen to or read *I Eat Apples in Fall*. Explain that some words in the information text can be both naming words and action words. Review that other words in the sentence and pictures can help them understand the meanings of words in a sentence.
2. Read the directions together, and support your student as they answer questions about words that can have more than one meaning. **IF** you student has difficulty telling what a word means, **THEN** remind them that a picture on the page can give a clue. For words that are verbs, you and your student can also act out the meaning of the word.

[I Eat Apples in Fall](https://cite-media.pearson.com/legacy_paths/9bc592f0-7b37-4dab-9fda-ea3a14f79a19/I%20Eat%20Apples%20in%20Fall.pdf)

#### Practice

1. Support your student as they determine the meanings of words that can be naming words or action words. Remind them that a picture can also help them determine the meaning of a word in a sentence. **IF** your student has difficulty explaining what a word means, **THEN** have them ask: Is the word in the sentence a naming word? Is the word in the sentence an action word?
2. **Daily Writing:** Have your student respond in writing to the following prompt: Pick a word from the lesson. Write two sentences. Use the word as a naming word. Use the word as an action word. Draw a picture for each sentence that shows what the word means. Encourage your student to read aloud what they wrote.

### Objective: In this section, you will choose the right meaning of a word with more than one meaning.

#### Show What You Know

1. Read the opening sentences. Then, look at the pictures with your student. Help your student read the word beneath each picture.
2. Read the definitions that follow the pictures. Have your student answer these questions:
	* Which meaning of *box* tells about something you could do at a gym? (meaning 2)
	* Which meaning of *box* tells about a thing to hold other things? (meaning 1)
3. Point out that meaning 1 names a thing. Meaning 2 tells about an action.
4. Read the directions and have your student look at the pictures that define the word *stick.* Discuss which one names a thing (picture 1) and which one tells about an action (picture 2).
5. Read each sentence aloud and have your student say "1" or "2" to tell which meaning the sentence uses.
6. Assess how successful your student was in completing the activities by considering the following:
	* **Less Successful** – My student was unable to match definitions to sentences.
	* **Moderately Successful** – My student chose the correct definition for 2 out of 3 sentences.
	* **Very Successful** – My student chose the correct definition for each sentence.

#### 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** – Give your student two more examples of sentences with stick and have them choose the correct meaning: Eggs stick to the pan (definition 2); I use a big stick to help me hike (definition 1). Then, complete Activities 1 and 2 in the Try This activity together. Have your student repeat each definition after you say it.
* **Moderately Successful** – Have your student give you a sentence that includes each meaning of stick from Show What You Know. Then, complete the Try This activity together. Have your student repeat each definition after you say it.
* **Very Successful** – Complete the Try This activity, having your student write a definition for the word they chose in Activity 3.
1. Read aloud the directions for each activity and then read the definitions aloud.
2. For Activities 1 and 2, as you read each sentence aloud, have your student respond with “1“ or “2“ to tell which definition is used.
3. Reread the definitions aloud and give your student drawing paper. Read the directions for Activity 3 and have your student draw and define one of the words.
4. Use the questions in Talk About It to help your student complete a self-assessment. Discuss any strategies they used to decide which meaning was being used. For example, they may have used context clues or (for Activity 1) determined that the word they wanted told about a thing rather than an action.

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

#### Explain

1. Have available the following letter tiles: *u, p, a,* and *t*.
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 *up*, arrange their letter tiles to spell *up*, and then read the word. Continue with the word *at*.

#### 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: *u, p, w, s, i, a,* and *t.*
2. Help your student identify the letter tiles for *at,* name each letter, and arrange the letter tiles to spell *at.* 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 build words with the short **u** and long **u** vowel sounds.

#### Warm Up

Remind your student that they have learned two sounds for the letter *u*, a short *u* sound as in *cub* and a long *u* sound as in *cube*. Have your student say the two words—*cub, cube*.

* Tell your student to listen as you say a pair of words. Define any unknown word.
* Say each sound in the words slowly.
* Have your student repeat the pair of words.
* Then ask the question to identify the specific vowel sound.

Use the following words:

|  |
| --- |
| **duck-duke:**Which word has the long *u* sound? (duke) |
| **tub-tube:**Which word has the short *u*sound? (tub) |
| **cut-cute:**Which word has the short *u*sound? (cut) |
| **luck-Luke:**Which word has the long *u*sound? (Luke) |

#### Explain

1. Gather the following letter tiles: *c, e, t, u*.
2. Use the letter tiles to model with your student how to build a word with short *u*.
	* Build the word *cut* with the letter tiles *c, u,* 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: *I cut the carrots*.
3. Then show your student how a long *u* word can be formed by adding the letter *e* to the end of a short vowel word.
	* Name the letters.
	* Blend the sounds to say the word and have your student repeat.
	* Point out that the letter *e* is silent and by adding a letter *e* the short *u* word becomes a long *u* word.
	* Then use the word in a sentence: *My brother is a cute baby*.
	* Have your student say the two words: *cut, cute*.

#### Check-In

1. Gather the following letter tiles: *b, e, g, h, t, u*.
2. Have your student build the word *tub* with the letter tiles *t, u,* and *b*. Read the word with your student and use the word in a sentence: *Fill the tub with water*. Then read each set of directions to your student. Observe your student build the words with the short *u* vowel sound and change them to words with a long *u* vowel sound. Have your student say each word they build and together talk about its meaning. Point out how the sound for the letter *g* also changes when the *e* is added to *hug*. **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, d* (2)*, e, u*.
2. Have your student build the word *cub* with the letter tiles *c, u,* and *b*. Read the word with your student and use the word in a sentence: *I saw a lion cub at the zoo*. Then read each set of directions aloud as your student builds the words independently. Have your student say each new word aloud and together talk about its meaning. **IF** your student has difficulty building 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.
3. Continue by printing a copy of the decodable story, “Dude.” If you do not have a printer, then display the text on screen.
4. Listen as your student reads “Dude” aloud. **IF** your student struggles blending the sounds in words with the short *u* or long *u* vowel sounds, **THEN** use the letter tiles to blend the sounds the letters make.
5. Also, check for the correct pronunciation of the high-frequency word *at*.
6. Encourage your student to pay close attention to the pictures as they reread the story.
7. Check for overall comprehension of the text. Ask questions such as these: Where do the boy and his father go? How do they get there? What do they say about Dude? What does the boy want?

Learning Coach Tip

In this Practice activity, your student will read the decodable reader “Dude.” The decodable reader will support your student’s understanding of the sound-letter relationship of the short *u* and long *u* vowel sounds and the high-frequency word *at*.

[Dude](https://cite-media.pearson.com/legacy_paths/60d32847-c172-4663-8042-2659a04aa9e2/Dude.pdf)

[Dude Answers](https://cite-media.pearson.com/legacy_paths/1c12d5af-014c-4f71-8186-29bdb817cb26/Dude%20Answers.pdf)

### Objective: In this section, you will practice reading fluently.

#### Practice Reading Fluently

[Suggested Reading Lists K–2](https://cite-media.pearson.com/legacy_paths/c6ed692b-5dbb-4d8b-a9bd-4174dc97d4f6/Suggested%20Reading%20Lists%20K%E2%80%932.pdf)

You can use the simultaneous oral reading method, the repeated reading technique, and partner reading to increase reading speed, enhance comprehension, and enable students to become independent and self-confident readers. Use one of these strategies daily.

Simultaneous Oral Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Explain that the two of you will read a section of the text together.
4. Read a section of the text aloud, using good expression, while your student follows along with a finger or pencil eraser.
5. Read the text aloud together, trying to keep your voices the same. Track the text with your finger, leading your student along.
6. Repeat Step 5 two or three times, until your student is ready to read the text independently.
7. Have your student read aloud to you.

Repeated Readings

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Ask your student to read aloud for one minute.
4. Count and record how many words your student read correctly within one minute.
5. Over the next two days, have your student read the same passage. Each time they read the passage, count and record the number of words read within one minute.
6. When your student has increased the number of words read within one minute by ten percent or more, choose a new passage.

Partner Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Explain to your student they will be the “Reader” and you will be the “Coach”.
3. Sit side-by-side and hold the text with your student.
4. Have your student read an agreed-upon section of the text.
5. As the Coach, follow along and watch for mistakes. When the Reader makes a mistake, either provide the word or ask the Reader to “check that word” and try again.
6. When the text is finished, return to the beginning and, page by page or section by section, ask the Reader what happened or what each part was about.
7. Exchange roles with your student, allowing your student to become the Coach.
	* Role-play making mistakes and remind the Coach what to say when a mistake is made.
	* Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
	* When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

#### Try This

1. You may wish to provide your student with a notebook in which to record new words and new ideas from independent reading. Explain that this notebook is just for your student’s use.
2. Read the activity choices with your student and help decide on an activity that fits the book your student chose.

## Lesson 5: Many Ways to Eat a Food: Synthesize

### Objective: In this section, you will find the meanings of words in a glossary.

#### Key Words

* **glossary** – a list of words and what the words mean

#### Explain

1. Display *Why We Eat Healthy Foods*. Review that an information text has different parts. Have your student identify the front cover, the back cover, and the table of contents in the text. Review the purpose of each part of the book. Then, explain that today they will learn about a different part of an information text. Some texts have a page at the end of the book that lists important words and their meanings. That part of the text is called a glossary. Explain that some glossaries have pictures, too. Support your student as they turn to the glossary in *Why We Eat Healthy Foods*.
2. Ask questions about the glossary such as: How many words are listed in the glossary? Is the meaning for each word given? Does a picture help you understand the meaning of the word?
3. If you have the print version of *I Eat Apples in Fall,* display it now. Watch the video with your student. Encourage them to follow along as the student in the video uses the glossary to understand important words in the text. Then, support your student as they answer the question to explain why a glossary is important.

[Why We Eat Healthy Foods](https://cite-media.pearson.com/legacy_paths/5d46edc6-549b-4757-a977-f2459781d1f0/Why%20We%20Eat%20Healthy%20Foods.pdf)

[I Eat Apples in Fall](https://cite-media.pearson.com/legacy_paths/9bc592f0-7b37-4dab-9fda-ea3a14f79a19/I%20Eat%20Apples%20in%20Fall.pdf)

#### Check-In

1. Read the directions with your student. Support them as they answer questions about the parts of the text and use the glossary to find the meaning of an important word.
2. **IF** your student has difficulty understanding the meaning of the word in the glossary, **THEN** provide an explanation such as: Display a calendar. There are four seasons in a year. Let’s find the calendar pages for January, February, and March. These are winter months. Now let’s find the pages for April. May, and June. These are spring months. Continue with the months for summer and winter.

[I Eat Apples in Fall](https://cite-media.pearson.com/legacy_paths/9bc592f0-7b37-4dab-9fda-ea3a14f79a19/I%20Eat%20Apples%20in%20Fall.pdf)

#### Practice

1. Explain that your student will now use the glossary in *I Eat Apples in Fall* to find the meanings of other important words. Support them as they follow the steps to find a bold word in the text, find the word in the glossary, and use the definition to understand the meaning of the word. Encourage your student to reread the page in the text on which the word appears to check the understanding of the details.
2. **Daily Writing:** Have your student respond to the prompt: Tell about something else you do in the fall. Encourage your student to share their writing with you.

### Objective: In this section, you will give directions that have two steps.

#### Explain

1. Begin by playing two short rounds of the “Robot Game.” For the first round, tell your student that they will be the robot. They must do exactly what you say. Give your student two simple directions; for example, “I’m going to tell you what to do, Robot! First, take a big step toward me. Next, hop on one foot.” Then, switch roles with your student. Tell them that you will be the robot, and they will give you commands. Have them give you two simple directions. Encourage them to use words that tell order, such as *first*, *then*, or *next*.
2. Talk with your student about why people give each other directions. Guide your student to understand that giving steps can help others do a new task. It can also help people work well together.
3. Explain that it is important to give clear directions. Refer back to the robot game you played with your student. Point out that when you each gave commands, you got “the robot’s” attention. Then, you told the steps. You used action words, or verbs, to tell what to do. You used the words *first* and *next* to tell the steps in order.
4. Watch the video together. Pause to discuss each set of steps in the video. Guide your student to notice what the sets of steps have in common; for example:
	* They have two steps.
	* Each step has an action word.
	* The first step often starts with the word *first*.
	* The second step often starts with the word *then*.
	* The steps are told in order.
5. After watching the video together, guide your student to use the sentence beginnings to tell you to stand up and touch your toes. Have them think about which step should come first. If possible, do the steps as your student tells you, so they can see they are giving effective directions.
6. After you successfully follow the steps, tell your student that you work well together and make a good team.

#### Check-In

1. With your student, talk about what the picture shows. Point out that Lakshmi is the girl in the picture. She is holding her pet cat, Whiskers. Tell your student that they will help Lakshmi feed Whiskers by telling her the steps she should do first and next.
2. Read the first item and answer choices to your student. Have them respond by saying the step that Lakshmi should do first. **IF** your student has difficulty, **THEN** encourage them to think about the order of the steps as you ask these questions: Can you put the food in the dish before you give it to Whiskers? Or do you give the food to Whiskers before you put it in the dish? You may wish to act out the steps as you talk about them.
3. Continue by reading the second item and answer choices to your student and listening to their response. Provide support and feedback as needed.

#### Practice

1. Begin by having your student draw a picture of something they know how to do. Guide them to choose a simple task. **IF** your student needs support, **THEN** suggest a two-step task they know how to do; for example, opening a door, getting a drink of water, swinging on a swing, or brushing their teeth.
2. Listen as your student tells you the two steps for completing the task. Encourage them to point to their drawing as they tell the steps. Remind them that good directions make it clear which step comes first and which step comes next.
3. Follow or act out the steps as your student gives them. If necessary, pose questions and provide sentence beginnings to help your student; for example, What should I do first? First, you should \_\_\_\_\_. You mean like this?
4. End the lesson by talking with your student about how well you worked together. Your student gave effective directions, and you followed them to learn how to do a task. Give your student a high five or a thumbs-up for working well as a team.

### Objective: In this section, you will read the word **at** 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 *At the pool, we swim*. 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 *At* 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 *At the pool, we swim*. is called a period.

#### Check-In

1. Listen as your student reads *At the Store* aloud.
2. Monitor how your student reads the high-frequency word *at*. **IF** you notice they have difficulty reading *at*, **THEN** have them use letter tiles to spell the word. Read the word together.
3. Discuss what happens in the story. Provide student frames to encourage using complete sentences: *First, \_\_\_\_\_\_. Next, \_\_\_\_\_. Then, \_\_\_\_\_\_. Last, \_\_\_\_\_\_*.

[At the Store](https://cite-media.pearson.com/legacy_paths/5a530795-e15c-483f-94a6-5227c2c05d49/At%20the%20Store.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 *At the Store*. Have them about what might happen next 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)

### 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.