Table of Contents

[Language Arts 4 B Unit 7: Animal Power 2](#_Toc191295654)

[Lesson 1: Animal Power: Genre 2](#_Toc191295655)

[Objective: In this lesson, you will compare traditional folktale themes to popular themes in folktales. 4](#_Toc191295656)

[Objective: In this lesson, you will identify common homophones. 5](#_Toc191295657)

[Objective: In this lesson, you will recognize misspellings of homophones. 6](#_Toc191295658)

[Objective: In this lesson, you will write uppercase **H** and **K** in cursive. 8](#_Toc191295659)

[Lesson 2: Animal Power: Comprehension 9](#_Toc191295660)

[Objective: In this lesson, you will compare the hero's quest, or a particular pattern of events, in two traditional stories. 9](#_Toc191295661)

[Objective: In this lesson, you will use charts to compare the pattern of events in a hero's quest. 10](#_Toc191295662)

[Objective: In this lesson, you will use commonly confused words correctly in writing. 12](#_Toc191295663)

[Objective: In this lesson, you will write uppercase **P** and **Q** in cursive. 13](#_Toc191295664)

[Objective: In this lesson, you will identify examples of frequently misspelled words. 14](#_Toc191295665)

[Lesson 3: Animal Power: Speak/Listen 16](#_Toc191295666)

[Objective: In this lesson, you will compare themes in plays. 16](#_Toc191295667)

[Objective: In this lesson, you will identify reasons for supporting a theme. 17](#_Toc191295668)

[Objective: In this lesson, you will use less common homophones correctly in writing. 19](#_Toc191295669)

[Objective: In this lesson, you will practice reading fluently. 20](#_Toc191295670)

[Lesson 4: Animal Power: Fluency 21](#_Toc191295671)

[Objective: In this lesson, you will compare patterns of events in plays. 21](#_Toc191295672)

[Objective: In this lesson, you will compare how the hero character reacts to events in the beginning of a quest to how they act at its end. 22](#_Toc191295673)

[Objective: In this lesson, you will identify comparing and contrasting themes and patterns of events. 24](#_Toc191295674)

[Objective: In this lesson, you will spell homophones and other frequently misspelled words correctly. 25](#_Toc191295675)

[Lesson 5: Animal Power: Synthesize 27](#_Toc191295676)

[Objective: In this lesson, you will paraphrase two stories in order to help you compare their pattern of events. 27](#_Toc191295677)

[Objective: In this lesson, you will decide which details are most important when paraphrasing a text. 28](#_Toc191295678)

[Objective: In this lesson, you will practice reading fluently. 30](#_Toc191295679)

# Language Arts 4 B Unit 7: Animal Power

## Lesson 1: Animal Power: Genre

#### Learning Goals:

In “Animal Power,” your student will read about animals whose powerful spirits guide human heroes to accomplish great feats. Your student will also build their reading comprehension and learn spelling, phonics, grammar, and handwriting skills. There are 15 learning goals:

1. Listen to and compare treatment of similar themes and topic in traditional literature from different cultures.
2. Identify common homophones.
3. Recognize misspellings of homophones (e.g., *to, too, two, their, there*).
4. Fluently write uppercase **H** and **K** in cursive.
5. Compare treatment of patterns of events in traditional literature from different cultures.
6. Use commonly confused words correctly in writing.
7. Fluently write uppercase **P** and **Q** in cursive.
8. Identify examples of frequently misspelled words.
9. Compare treatment of similar themes and topics in drama.
10. Use less common homophones correctly in writing (e.g., *great, grate, cede, seed*).
11. Read a text that interests you independently or with your Learning Coach and establish the purpose for reading.
12. Compare treatment of patterns of events in drama.
13. Compare and contrast themes and patterns of events across different types of literary text.
14. Spell homophones and other frequently misspelled words correctly.
15. Paraphrase and compare patterns of events from two similar literary works.

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

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

Animal Power: Genre Quick Check

Animal Power: Comprehension Quick Check

Animal Power: Speak/Listen Quick Check

Animal Power: Fluency Quick Check

Animal Power: Synthesize Quick Check

#### Spark

1. Have your student read the title aloud. Look at the picture together and ask your student to read the caption aloud. Ask how the dog might help the man.
2. Ask your student to read the first paragraph. Point out that these are ways animals help people in real life.
3. Ask your student to read the second paragraph. Discuss how animals in stories might help people in different ways than real-life animals.
4. Introduce the video and have your student watch it. When they have finished, review some of the specific ways animals help people in real life and some ways animals help people in stories. Point out that different cultures have different views of animal helpers. **IF** your student has trouble distinguishing between the real-life and story examples, **THEN** watch the video again, pausing between the two sections.

#### Activate Prior Knowledge

1. Have your student read the first two paragraphs. Make sure they understand the activity.
2. Have your student draw their picture and caption. **IF** your student struggles to think of a helpful animal in their own life, **THEN** review the video for inspiration.
3. Review the drawing and caption with your student. Make sure that the caption adequately explains how the animal was helpful.
4. Read the remaining text and bulleted items with your student. Tell your student that the list explains what they will do and learn about over the next few days. Discuss with your student what they are most interested in learning about, what they already know about any of the topics in the list, and which topics are unfamiliar.

### Objective: In this lesson, you will compare traditional folktale themes to popular themes in folktales.

#### Key Words:

* **folktale** – a traditional story from a specific culture that teaches a lesson
* **theme** – what the author wants you to learn or know; often a lesson about life

#### Explain

1. Read the introduction with your student. If necessary, make sure they understand the genre of folktales. Point out that not only do folktales have themes, they also have characters that might have special powers, such as animals that talk.
2. Review the popular themes of folktales. Some additional themes might include the following: young versus old, wisdom versus foolishness, laziness versus perseverance, and stinginess versus generosity.
3. Make sure your student understands the difference between the theme and the main idea (central idea) of a story. The theme is the main lesson that the author wishes the reader to understand, and the main idea is what the story is mostly about.
4. Introduce your student to *The Boy Who Found the Light.* Explain that the story is in the form of a play, but that it is based on an Inuit folktale. If time allows, use a map to show the geographic range of the Inuit people.
5. Read the first page of the play aloud, or play the recording for your student. Then, discuss the question with your student.

[The Boy Who Found the Light](https://cite-media.pearson.com/legacy_paths/14e013bd-e160-4d36-9285-1ba77481028e/BoyWhoFoundLight%281%29.pdf)

#### Check-In

1. Read page 5 of *The Boy Who Found the Light* aloud or play the recording.
2. Have your student respond to the questions in their notebook.
3. **IF** your student has difficulty, **THEN** ask clarifying questions, such as:
   1. For Question 1: What does Tulugac do? What do the other characters think about Tulugac? How do you know?
   2. For Question 2: Do the animals behave in the story the way they would in real life? How so?
   3. For Question 3: What is a theme? Do the animals remind you of any of the themes from the beginning of the lesson? If so, which ones?

#### Practice

1. Read the last page of *The Boy Who Found the Light* aloud or play the recording.
2. Have your student respond to the question in their notebook. **IF** your student has difficulty, **THEN** ask them to identify a main theme of the story. Have them review the themes in the beginning of the lesson. Work with them to compare each theme to the theme of the story. Accept any answer as long as your student identifies a theme and can support their choice.

### Objective: In this lesson, you will identify common homophones.

#### Key Word:

* **homophones** – words that sound the same but have different spellings and meanings

#### Explain

1. Ask your student to read the introduction. Point out that homophones are words that are easily confused because they sound the same but have different spellings.
2. Read the examples with your student, and help your student identify the homophones as the boldfaced words in the sentences. Point out the spelling of each boldfaced word. Explain that the context of each sentence helps the reader know which homophone makes sense in each situation.
3. Make sure your student understands that *they’re* is a contraction for *they are*. You may also want to point out that the homophones are different parts of speech. For example, *hear* is a verb and *here* is an adverb. Knowing this may help your student tell the homophones apart.

#### Check-In

1. Have your student read the directions before completing each activity. Your student must identify which word pair is an example of a homophone pair. Remind them that homophones are words that are spelled differently but sound the same.
2. Review your student’s answers. **IF** they did not answer correctly, **THEN** be sure they are pronouncing all the words correctly. Ask your student to read each word pair aloud so you can check how they are pronouncing them. Remind your student that they are looking for the word pair in which both words are pronounced the same way.

#### Practice

1. Have your student read the directions. Your student needs to identify a homophone for the word in each question: *dear*,*buy,* and *knew*. They are looking for a word that sounds the same as the word in the question but has a different spelling.
2. Review your student’s responses. **IF** they struggle to answer the questions, **THEN** provide them with a list of answer choices by writing these words: *deer, by, bye*, *new*. Have your student use the list to help them write the correct answers for the questions. Tell them that one of the words has two homophones.

### Objective: In this lesson, you will recognize misspellings of homophones.

#### Key Word:

* **homophones** – words that sound the same but have different meanings and different spellings

#### Explain

Homophones are words that sound the same but have different meanings and spellings. For example, *their*, *there*, and *they’re* are homophones. Because homophones sound the same, they are often misspelled. The best way to determine the correct spelling of a homophone is to use the context clues in a sentence to determine its meaning and spelling.

Explain

1. Have your student read the introduction. Explain that homophones are words that sound the same but have different meanings and different spellings. Have your student examine the spellings, meanings, and example sentences of the homophones *there, their,* and *they’re* in the chart. Have your student answer the first two questions to identify the similarities and differences among the three words.
2. Continue by having your student read the paragraph. Explain that homophones are often confused and misspelled. Tell your student that they can use the context of a sentence to determine the meaning and correct spelling of a homophone. Have your student read the sentences and answer the questions to identify the correct spelling of the homophone. **IF** your student has difficulty recognizing a misspelled homophone, **THEN** have your student compare the homophones in the chart with the homophone referred to in the sentence to identify the correct spelling of the homophone.

Introduce Spelling Words

1. She is **lonely** as she walks home by herself. (lonely)
2. I **would** like to go to the concert. (would)
3. He has been my best **friend** since first grade. (friend)
4. I am not sure **whether** I will hike or ride my bike. (whether)
5. I **receive** a letter from my aunt. (receive)
6. I **write** a poem in my notebook. (write)
7. My sister and I are **different** ages. (different)
8. He **threw** the football to his teammate. (threw)
9. I find books to read at the **library**. (library)
10. She **thought** about the characters in the story. (thought)
11. I know the **right** answer to the question. (right)
12. We add **wood** to the fire. (wood)
13. They walk **through** the forest. (through)
14. The**weather** today will be cool and sunny. (weather)
15. I **believe** that he is telling the truth. (believe)

#### Check-In

Have your student read each sentence and determine if the boldface homophone is spelled correctly or if it is misspelled in the sentence. Direct your student to select the answer that identifies the correct spelling of the homophone. **IF** your student has difficulty identifying the spelling of a homophone, **THEN** examine the sentence with your student and discuss how the bold word is used. Then, guide your student in identifying the spelling of the homophone in the chart that best fits with the sentence in the activity.

#### Practice

Have your student read the sentences and identify the misspelled homophone. Direct your student to write the sentence with the correct spelling of the homophone in his or her notebook. **IF** your student has difficulty identifying the correct spelling of a homophone, **THEN** have your student identify the homophone pair in the chart. Discuss the spelling and meaning of both homophones with your student. Then, have your student read the sentence, and guide them in determining which homophone has a meaning that fits with the meaning of the sentence.

### Objective: In this lesson, you will write uppercase **H** and **K** in cursive.

#### Explain

1. Ask your student to read the introduction and study the cursive uppercase letters *H* and *K*.
2. Have your student answer the question. If they are unsure, point out the short curve just below the top line which extends back to the bottom line.

How to Write Cursive Uppercase H

1. Watch the video with your student demonstrating the step-by-step instructions for writing cursive uppercase *H*. Have your student write uppercase *H* in the air before they practice tracing the letter on paper. Point out how they will lift their pencil and move over to start the second stroke.
2. Ask your student to review the letter model and read the steps for writing cursive uppercase *H*.
3. Remind your student that uppercase *H* will connect to the letter beside it.

How to Write Cursive Uppercase K

1. Have your student watch the video to learn how to write uppercase *K*. Ask your student to follow along, writing the uppercase *K* in the air. Point out how they will lift their pencil and move over to start the second stroke.
2. Have your student study the letter model and read the steps for writing cursive uppercase *K*.
3. Remind your student that cursive uppercase *K* will connect to the letter next to it.

#### Check-In

Some letters require your student to pick up the pencil and move to a new spot. For the letters uppercase cursive *H* and *K*, they will have to judge how far to move to begin the second stroke. For more practice, place dots where the second stroke should begin on the top line until they naturally find the distance.

1. Print the Cursive Uppercase *H* and *K* handwriting worksheet and have your student read the directions. If no printer is available, use a lined sheet of paper and write any models or letters that will need to be traced.
2. Discuss the letters shown on the worksheet. Ask your student to notice how to join the letters. Remind your student that cursive uppercase *H* and *K* both join to the next letters.
3. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming cursive uppercase *H* or *K*, **THEN** ask them to watch the video again before returning to paper and pencil.

[Cursive Uppercase H and K](https://cite-media.pearson.com/legacy_paths/aa91e2d4-32a1-4734-9192-8f7d052a8bb4/cur_cap_H_K.pdf)

#### Practice

1. Print the Handwriting Practice page and have your student read the directions. If no printer is available, use a lined sheet of paper.
2. **IF** your student has difficulty writing cursive uppercase *H* or *K*, **THEN** review the letter model and steps.

[Handwriting Practice](https://cite-media.pearson.com/legacy_paths/5a58f346-6b96-4ade-8923-de54995f8ca1/TripleTrack_lines_blank_7.pdf)

## Lesson 2: Animal Power: Comprehension

### Objective: In this lesson, you will compare the hero's quest, or a particular pattern of events, in two traditional stories.

#### Key Words

* **pattern** – an arrangement of things in a certain order
* **quest** – a journey of adventure in which the main character tries to find something or someone
* **traits** – qualities that make a person or thing special

#### Explain

1. Read the introduction with your student. Explain that stories have different patterns of events, but the stories in this lesson follow the hero’s quest pattern.
2. Watch the video with your student.

Read the Text

1. Discuss the vocabulary words with your student. Your student can use their notebook to track the meanings of the words they encounter.
2. Read the Context Clues sidebar together. Explain that context clues can help readers figure out the meaning of unfamiliar words. Point out that your student can check the “figured out” meaning by looking up the word in a print or online dictionary.
3. Help your student preview the text and set a purpose for reading *The Boy Who Found the Light.* First link to the book and talk about the author, title, and pictures.
4. Remind your student to think about the pattern of events as they read.
5. After reading, make sure your student understands that the text is about Tulugac’s journey to bring back the sun.

[The Boy Who Found the Light](https://cite-media.pearson.com/legacy_paths/14e013bd-e160-4d36-9285-1ba77481028e/BoyWhoFoundLight%281%29.pdf)

#### Check-In

1. Direct your student to the passage called “Kuafu and the Sun” to answer the questions.
2. **IF** your student has difficulty identifying the hero or his quest, **THEN** reread the passage together.

#### Practice

1. Read the directions with your student.
2. Have your student use *The Boy Who Found the Light* and “Kuafu and the Sun” from the Check-In section to answer the questions.
3. **IF** your student has difficulty comparing the traits of both texts, **THEN** have your student return to the beginning of the lesson to review the traits.
4. When your student has completed the chart, talk with them about the examples of each trait in both stories.

### Objective: In this lesson, you will use charts to compare the pattern of events in a hero's quest.

#### Key Words

* **pattern** – arrangement of things in a certain order
* **quest** – a journey of adventure in which the main character tries to find something or someone

#### Explain

1. Read the first paragraph with your student. Point out that a culture is created by a group of people. Explain that there are different cultures in different places around the world. If time and interest allow, use a map to show where Inuit people tend to live (northern Alaska, Canada, and Greenland).
2. Review the chart with your student. Discuss how the information is more readily accessible and understandable in the chart. Ask clarifying questions, such as: How does the chart help you see the order of the events? (It separates them into beginning, middle, and end.)
3. Allow time for your student to read or listen to a recording of the text *The Boy Who Found the Light.*

[The Boy Who Found the Light](https://cite-media.pearson.com/legacy_paths/14e013bd-e160-4d36-9285-1ba77481028e/BoyWhoFoundLight%281%29.pdf)

#### Check-In

1. Introduce your student to the story *Resak and the Bear.* Explain that this folktale is from the Ainu people, who are a different group of people from those who told *The Boy Who Found the Light.* Yet, the texts do share similarities.
2. Allow time for your student to read *Resak and the Bear.*

Using Leveled Readers to Support Student Reading

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

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

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

The Five-Finger Test

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

1. Have your student complete the Let’s Practice activity.
2. **IF** your student has difficulty putting the events in order, **THEN** reread the text together. Review the pattern of events for a hero’s quest in the chart in the Explain section.

[Resak and the Bear (A)](https://cite-media.pearson.com/legacy_paths/2aed18f3-41c9-4abb-b689-55a7aa431fac/ResakAndTheBear_A.pdf)

[Resak and the Bear](https://cite-media.pearson.com/legacy_paths/8d3af7d9-b209-4a5e-bb7d-6eff35a3dd3f/Resak-1.pdf)

[Resak and the Bear (B)](https://cite-media.pearson.com/legacy_paths/636a6d6a-ba7d-47eb-9c58-1c90d3d52f33/ResakAndTheBear_B.pdf)

#### Practice

1. Read the directions with your student.
2. Have your student use *The Boy Who Found the Light* and *Resak and the Bear* to complete the chart.
3. **IF** your student has difficulty filling in the information for box 1, 2, or 3, **THEN** reread the texts together. Help them complete the chart.
4. If time allows, extend the activity by discussing how the chart helps your student compare the information. Talk about how seeing events written out side by side helps to draw the comparison.

### Objective: In this lesson, you will use commonly confused words correctly in writing.

#### Key Word

* **homophones** – words that sound the same but have different spellings and meanings

#### Explain

In a previous lesson, your student learned that homophones are words that have the same pronunciations but different meanings and spellings. Invite your student to give an example of a homophone pair. Homophones are commonly confused words. People often use them incorrectly in writing when they are not being careful. In this lesson, your student will use their knowledge of homophones to use commonly confused words correctly in writing.

Explain

1. Ask your student to read the introduction. Read the examples together and talk about the commonly confused words. Explain that homophones are words that are often commonly confused. Discuss the need to learn the meanings of homophones so that they can determine how to use the words correctly.
2. Have your student answer the questions and read the rest of the text. Challenge your student to look at the homophones that are used incorrectly in the sentences (*too* and *flour*) and use those words correctly in sentences of their own.

#### Check-In

1. Have your student read the directions. They must choose the correct word from the homophone pair. Remind them that homophones are words that are spelled differently but sound the same. So, the completed sentence will sound the same no matter which answer is chosen, but only one answer will be correct because of its spelling and meaning.
2. Review your student’s answers. **IF** they did not answer correctly, **THEN** ask them to define each of the answer choices. If needed, help your student look up the definitions in a print or online dictionary. Then, have them use their knowledge of the definitions to choose the correct answer choice.

#### Practice

1. Have your student read the directions. Your student needs to write a sentence for each word in a homophone pair. Remind them that the homophones in the sentences will sound the same when read aloud, but they must know the spelling and meaning of the word to use it correctly in a sentence.
2. Review your student’s responses. **IF** they do not answer correctly, **THEN** guide them to look up each word in a print or online dictionary to help them figure out how to correctly use the word given in a sentence.

### Objective: In this lesson, you will write uppercase **P** and **Q** in cursive.

#### Explain

1. Ask your student to read the introduction and look closely at the models of cursive uppercase letters *P* and *Q*.
2. Have your student answer the question. If they are unsure, direct their attention to the finishing stroke on letter *Q*, which extends below the bottom line.

How to Write Cursive Uppercase P

1. Have your student watch the video illustrating the step-by-step instructions for writing cursive uppercase *P*. Have your student write uppercase *P* in the air before they practice on paper. Watching the video will help your student notice the retracing stroke.
2. Ask your student to review the letter model and read the steps for writing cursive uppercase *P*.
3. Point out the instructions stating cursive uppercase *P* will not connect to other letters.

How to Write Cursive Uppercase Q

1. Ask your student to watch the video showing how to write uppercase *Q*. Have them follow the instructions to write uppercase *Q* in the air.
2. Have your student read the steps for writing cursive uppercase *Q* and study the letter model.
3. Remind your student that cursive uppercase *Q* will not connect to other letters.

#### Check-In

Learning Coach Tip

Sometimes a student may tense up their hands and fingers when writing. Doing that can result in sore fingers and poorly written letters. Remind your student to keep their grip relaxed enough that they can write well-formed letters.

1. Print the Cursive Uppercase *P* and *Q* handwriting worksheet and have your student read the directions. If no printer is available, use a lined sheet of paper and write any models or letters that will need to be traced.
2. Discuss the letters shown on the worksheet and point out the direction arrows. See if your student follows the correct sequence of strokes while tracing. If not, address the mistake before they practice incorrectly.
3. Remind your student that cursive uppercase *P* and *Q* do not join to the next letters.
4. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming cursive uppercase *P* or *Q*, **THEN** ask them to read over the steps to follow before continuing tracing.

[Cursive Uppercase P and Q](https://cite-media.pearson.com/legacy_paths/6c7fe538-47af-4378-b1c7-0b2669e76111/cur_cap_P_Q.pdf)

#### Practice

1. Print the Handwriting Practice page and have your student read the directions. If no printer is available, use a lined sheet of paper.
2. Review your student’s work. **IF** your student has difficulty writing cursive uppercase *P* or *Q*, **THEN** review the video and have them rewrite the letter in the air.

[Handwriting Practice](https://cite-media.pearson.com/legacy_paths/5a58f346-6b96-4ade-8923-de54995f8ca1/TripleTrack_lines_blank_7.pdf)

### Objective: In this lesson, you will identify examples of frequently misspelled words.

#### Explain

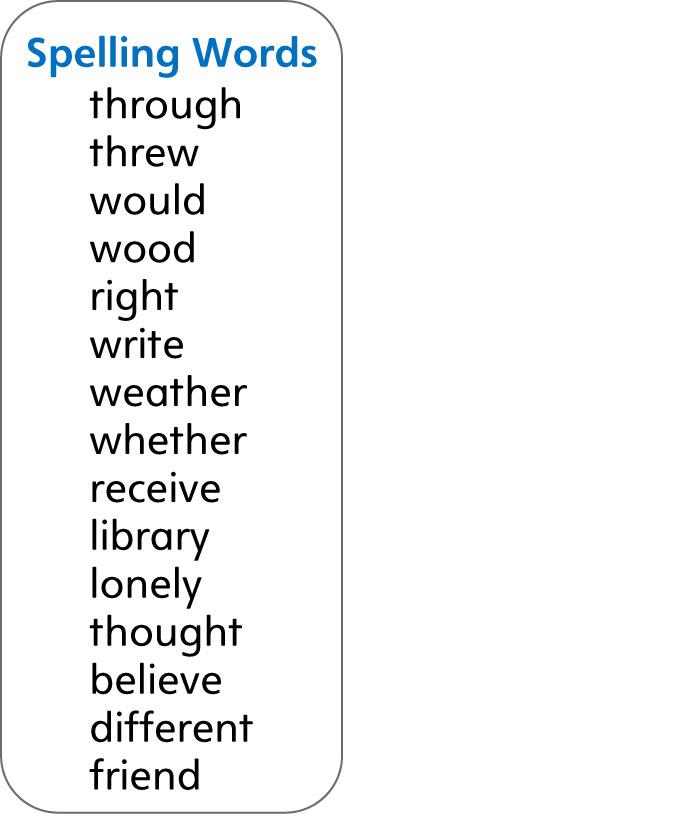
Learning Coach Tip

Some words are challenging to spell correctly. Many frequently used words have uncommon spellings of vowel sounds or consonant blends. Dividing words into syllables and identifying the spelling of each syllable in a word can help your student to identify and remember the correct spelling of words that are often misspelled.

Explain

1. Have your student read the introduction. Explain that many words have uncommon spellings of vowel and consonant sounds. Tell your student that these words are often misspelled.
2. Have your student examine the spelling of words in the chart. Explain that dividing a word into syllables can help your student identify and remember the correct spelling of words. Have your student answer the first four questions to identify the spelling of the vowel sounds in each syllable of the words *again*,*although*, and *enough*.
3. Continue by having your student read the sentence after Question 4. Explain that remembering the spelling of a word can help your student identify whether a word is misspelled. Have your student read the sentences and answer the remaining questions. **IF** your student has difficulty identifying a misspelled word, **THEN** review the spelling of each word in the sentence with your student, pausing after each word to confirm the spelling of the word. Guide your student in recognizing the word is misspelled based upon the spelling of the vowel or consonant sound in each syllable of the word.

Read Spelling Words



Have your student continue to practice spelling this week’s spelling words. Read the spelling words together. Then, have your student write each word on a sheet of paper or in their notebook. Have your student draw a line under the letter or letters that spell the vowel sound in each syllable. Direct your student to draw a line between each syllable of words with more than one syllable. Explain that identifying the spelling of each syllable can help your student remember the correct spelling of the word. Then, have your student sort the words by number of syllables.

|  |  |  |
| --- | --- | --- |
| **1 Syllable** | **2 Syllables** | **3 Syllables** |
| through  threw  would  wood  right  write  thought  friend | lonely  receive  believe  weather  whether | library |

#### Check-In

Have your student read the directions and select the answer choice that identifies the misspelled word in each sentence. **IF** your student has difficulty identifying a misspelled word, **THEN** work together to review the spelling of each word in the sentence. Pause after reading a word that is misspelled and have your student divide the word into syllables. Work with your student to examine the spelling of each syllable to identify the misspelling of the word, and then review the correct spelling of the word with your student.

#### Practice

Use the activity to confirm that your student can identify frequently misspelled words. Have your student identify the misspelled word in each sentence. Then, have them write the sentence with the word spelled correctly in their notebook. **IF** your student has difficulty identifying a misspelled word, **THEN** work with your student to help them eliminate words that they know are correct. Discuss the spellings of any words that your student is unsure of and help your student locate and confirm the spellings in a dictionary.

## Lesson 3: Animal Power: Speak/Listen

### Objective: In this lesson, you will compare themes in plays.

#### Key Words

* **theme** – the life lesson or message that the author wants you to know
* **topic** – a subject that people talk, read, or write about
* **universal** – true for most people everywhere

#### Explain

1. Read the opening paragraph with your student. Review the definition of the literary term *theme*. If necessary, remind your student that a theme is the moral, lesson, or message in a story or play. Make sure your student understands that a theme is different from a *topic*, or what a movie, play, or book is about.
2. Watch the video together. Point out how different movies and plays can share similar themes. Explain that this is because the theme of a movie, story, or play is not the same as its plot.
3. Watch the play *The Emperor’s New Clothes* with your student. **IF** your student has any trouble understanding the plot, **THEN** watch the play again, stopping after each event and discussing what has happened.
4. Help your student identify the theme of *The Emperor’s New Clothes.* Ask questions such as: What is unusual about how the people act around the emperor? Why do you think they behave that way? Do you think the writer thinks people should behave in that way? Why or why not?

#### Check-In

1. Read the directions with your student. Review the themes in the theme bank.
2. Allow time for your student to read the play *The Boy Who Found the Light.*

[The Boy Who Found the Light](https://cite-media.pearson.com/legacy_paths/14e013bd-e160-4d36-9285-1ba77481028e/BoyWhoFoundLight%281%29.pdf)

#### Practice

1. Read the directions with your student. They will be expected to compare themes in *The Emperor’s New Clothes* to *The Boy Who Found the Light.*
2. Review your student’s responses to the questions.
3. **IF** your student has difficulty supporting their answers with details from the plays, **THEN** return to the plays with them.

### Objective: In this lesson, you will identify reasons for supporting a theme.

#### Key Word

* **theme** – the life lesson or message that the author wants you to know

#### Explain

1. Read the opening paragraphs with your student. Explore the idea that a story can have multiple themes. Your student should understand that as long as a theme can be supported by sound reasoning (i.e., details from the play), it is acceptable.
2. Read the conversation between Theo and Mia with your student.
3. Review the steps to follow for active listening and accurate speaking.
4. **IF** your student needs practice with listening and speaking, **THEN** you can role-play the conversation between Mia and Theo. Take turns playing the parts.
5. Your student should be able to identify two ways to show respectful listening when someone else is presenting their ideas on a topic. They should know not to interrupt, and they should be able to repeat the speaker’s reasoning.

#### Check-In

1. Read the directions with your student.
2. **IF** your student has trouble answering the questions, **THEN** return to the Explain section to review the steps.

#### Practice

1. Read the directions with your student. Be ready to supply your own response to the question, as your student needs to practice listening as well as speaking when presenting their ideas on themes in dramas.
2. Allow time for your student to read the play *The Boy Who Found the Light*.
3. Listen to your student’s reasons for supporting a particular theme. As long as your student can back up the theme with details from the play, then you should accept the student’s theme.
4. Model active listening by not interrupting your student. Repeat your student’s main reasons back to them.
5. Present an alternative theme to your student. Back up your theme with details from the play. For example, you might present the theme of perseverance. Explain that perseverance is when you do not give up, even when the odds are against you. Explain that the boy always believes in himself, and he doesn’t come back until he has accomplished his goal.
6. **IF** your student has trouble answering the second question, **THEN** offer your student positive encouragement and repeat your reasoning until they can demonstrate that they have heard you.

[The Boy Who Found the Light](https://cite-media.pearson.com/legacy_paths/14e013bd-e160-4d36-9285-1ba77481028e/BoyWhoFoundLight%281%29.pdf)

### Objective: In this lesson, you will use less common homophones correctly in writing.

#### Key Word

* **homophones** – words that sound the same but have different spellings and meanings

#### Explain

In a previous lesson, your student learned that homophones are words that have different meanings and spellings but are pronounced the same. Have them name the two other homophones for the word *two* (*to* and *too*). In this lesson, your student will write using some less common homophones.

Explain

1. Ask your student to read the introduction. Explain that not all homophones are common and easy to spell and define. Some homophones may be unfamiliar to your student, such as*cede/seed* and *grate/great*. Be sure your student understands that the dictionary will help them find the meanings of homophones if they know the spellings of the words. The practice of using a dictionary may help them find the meanings of unfamiliar homophones.
2. Have your student complete Activity 1. **IF** your student needs support, **THEN** have them use a dictionary to look up the meaning of the word *grate*.

#### Check-In

1. Ask your student to read the directions. They must choose the correct homophone to complete the sentence. Remind them that homophones are words that sound the same but have different spellings and meanings.
2. Review your student’s answers. **IF** they did not answer correctly, **THEN** ask them to use a dictionary to define or confirm the spellings of the homophone answer choices.

#### Practice

1. Have your student read the directions. Your student must write a sentence for each word in a homophone pair. Remind them that looking the words up in a dictionary can help them decide how the word should be used.
2. Review your student’s responses. **IF** they do not answer correctly, **THEN** help them by reviewing the sample answers and guiding them to think of sentences of their own.

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

#### Explain

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.
   1. Role-play making mistakes and remind the Coach what to say when a mistake is made.
   2. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
   3. When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

## Lesson 4: Animal Power: Fluency

### Objective: In this lesson, you will compare patterns of events in plays.

#### Key Words

* **culture** – how a group of people sees and thinks about the world
* **quest** – a journey of adventure in which the main character tries to find something or someone

#### Explain

1. Read the introduction with your student. If necessary, make sure your student understands that a play is a kind of narrative structure. It is sometimes called a drama. Plays have a cast of characters and dialogue.
2. Read aloud the play *The Keepers of Magic* with your student. **IF** your student has any trouble with the words, **THEN** help them use context clues or a dictionary to figure out their meanings.
3. Help your student identify where the quest begins for the main character of the play—at the beginning.
4. Watch the video with your student. Point out how, in the movie and the play, the main characters―the heroes―change by the time the final events have taken place.

#### Check-In

1. Read the directions with your student.
2. Allow time for your student to read the play *The Boy Who Found the Light*.

[The Boy Who Found the Light](https://cite-media.pearson.com/legacy_paths/14e013bd-e160-4d36-9285-1ba77481028e/BoyWhoFoundLight%281%29.pdf)

**IF** your student has difficulty identifying the pattern of events, **THEN** return to the text and reread with them.

#### Practice

1. Read the directions with your student. They will be expected to compare the pattern of events in the play *The Keepers of Magic* to the play *The Boy Who Found the Light*.
2. **IF** your student has difficulty comparing the two plays, **THEN** have them fold a paper in half and create a chart. Have them list the order of events of one play on the left-hand side and then the order of events of the other play on the right-hand side. Discuss how the events are similar. Ask questions, such as:
   1. What is the first thing that happens to the hero in both plays?
   2. What is something that the hero must overcome in both plays?
   3. What lesson does the hero learn at the end of the first play? How about at the end of the second play?

### Objective: In this lesson, you will compare how the hero character reacts to events in the beginning of a quest to how they act at its end.

#### Key Word:

* **quest** – a journey of adventure in which the main character tries to find something or someone

#### Explain

1. Read the first few paragraphs with your student. Look at the photos. Talk about how people change physically and emotionally as they grow.
2. Explain that you can see how a character grows by paying attention to how they act and what they say. You can also tell how other characters react to them.
3. Point out that a hero's quest is a type of pattern of events common in many plays and stories. **IF** your student does not know what a quest is, **THEN** review the definition with them.
4. Help your student understand how to read with expression. Model reading with expression with any book that you might have at hand. Point out when you make your voice high or low, as well as fast or slow, and why.

#### Check-In

1. Read the directions with your student.
2. Listen as your student reads aloud to you the passages.
3. Review your student’s responses to the questions.
4. **IF** your student has difficulty changing the expression in their voice from the first passage to the second passage, **THEN** model how to do so.

#### Practice

1. Read the directions with your student.
2. Allow time for your student to listen to the play *The Boy Who Found the Light*.
3. For Activity 1, **IF** your student has difficulty putting the events in order, **THEN** return to the text and help them locate the passages. If necessary, discuss what has happened before and after each passage to add context and comprehension.
4. Listen to your student as they complete Activity 2. Offer positive feedback—especially if your student makes an obvious effort to change their voice according to the event.
5. Your student should be able to compare the changes in Tulugac’s character from events in the beginning, middle, and end of the play. Remind them of the ways they can use expression to denote those changes. Return to the Explain section and read with them, if necessary.

[The Boy Who Found the Light](https://cite-media.pearson.com/legacy_paths/14e013bd-e160-4d36-9285-1ba77481028e/BoyWhoFoundLight%281%29.pdf)

### Objective: In this lesson, you will identify comparing and contrasting themes and patterns of events.

#### Review

Remind your student that they have been exploring themes and patterns of events. They have looked mainly at plays but also at traditional stories. Have your student define *theme* (“what the author wants you to learn or know; often a lesson about life”) and name some universal themes (possibilities include themes about love, heroism, and good versus evil).

1. Read the introduction.
2. Point out the illustration and have your student read the caption. Explain that this illustration shows the ship *Argo*, on which a group of Greek sailors sailed on a quest.

#### Show What You Know

1. Give your student time to read the myth and the play. Explain that the former is a very old story from ancient Greece.
2. Have your student respond to the questions independently.

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

* Very Successful – My student was able to answer all questions correctly without help.
* Moderately Successful – My student was able to answer most questions without help.
* Less Successful – My student needed significant help to answer the questions.

#### Try This

Support Your Student for Success

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

1. **Less Successful** – Review the Core Reading lessons. Then, assist your student with Activity 1, having them respond orally to the prompt.
2. **Moderately Successful** – Assign Activity 1 as a written exercise.
3. **Very Successful** – Assign Activity 2 as a written exercise.
4. Read the prompt with your student.
5. Refer your student to the two texts they read in this unit. Give them time to review the texts before they respond to the questions.
6. If your student is ready for Activity 2, encourage them to plan their play before writing it. The writing should be completed in one sitting; you may wish to set a goal of 10 minutes or so for planning and 20 minutes for writing and revising.
7. Have your student follow the directions to write a short play with the theme provided.
8. Judge the response primarily on how well your student incorporates the theme and follows a quest pattern of events.

### Objective: In this lesson, you will spell homophones and other frequently misspelled words correctly.

#### Key word

* **homophones** – words that sound the same but have different meanings and different spellings

#### Explain

1. In this lesson your student will focus on spelling homophones and other frequently misspelled words correctly. Review the spelling tips with your student. Explain that the tips will help your student correctly spell homophones and other words that are often misspelled.
2. Use the questions to apply the tips to the spelling words.**IF** your student has difficulty identifying the letters that spell the vowel sound in a syllable, **THEN** have your student write the word and divide it into syllables. Have your student underline the letters that spell the consonant sound or sounds in the syllable, and then guide your student in recognizing that the remaining letters spell the vowel sound in the syllable.

#### Check-In

Have your student read the directions and complete the activity independently. **IF** your student has difficulty spelling a word correctly, **THEN** have your student review the spelling of the word and the spelling tips on the slide at the beginning of the lesson. Provide support as needed as your student spells the word.

#### Practice

Review the directions with your student before your student completes the activity independently. Direct your student to identify the misspelled word in each sentence and write the sentence with the correct spelling of the word in their notebook. **IF** your student has difficulty identifying a misspelled homophone, **THEN** help your student use context clues to determine the meaning and the spelling of the homophone that fits the meaning of the sentence.

**Weekly Spelling Test:** Use the following sentences to test the week’s spelling words.

|  |  |
| --- | --- |
| * **weather** | The **weather** will be hot and sunny tomorrow. |
| * **thought** | I **thought** about a topic for my science project. |
| * **library** | We return the books to the **library**. |
| * **believe** | I **believe** that we will win our soccer game. |
| * **wood** | We collect **wood** for a campfire. |
| * **friend** | I am studying with my **friend**. |
| * **through** | They drive **through** a valley on their road trip. |
| * **different** | Her eyes are a **different** color than mine. |
| * **would** | I **would** like a scoop of ice cream. |
| * **receive** | They **receive** a package in the mail. |
| * **lonely** | I am **lonely** while I wait for my cousins to arrive. |
| * **right** | He holds the glass in his **right** hand. |
| * **whether** | We do not know **whether** it will rain today. |
| * **threw** | He **threw** the ball to his dog. |
| * **write** | I **write** a letter to my aunt. |

## Lesson 5: Animal Power: Synthesize

### Objective: In this lesson, you will paraphrase two stories in order to help you compare their pattern of events.

#### Key Word

* **paraphrase** – to restate a text, using your own words

#### Explain

1. Read the introduction with your student. If necessary, make sure your student understands that patterns of events are predictable and occur—and reoccur—in different texts across genres and cultures.
2. Look at the illustrations with your student. Have them read the captions aloud.
3. Your student should be able to identify similarities and differences between the illustrations and their captions. **IF** they have difficulty, **THEN** guide them with questions, such as:
   1. What is true for both heroes in the illustrations?
   2. What can only be said for one of the heroes? Which hero? Why?
4. Next, tell your student that you will watch a video together. Ask them to listen for ways in which the student in the video compares pattern of events.
5. Help your student understand the importance of paraphrasing.
6. If time allows, rewatch the video to look for examples of paraphrasing.
7. Read the information on how to paraphrase. Review as necessary.

#### Check-In

1. Read the directions with your student. If necessary, read the contents of the table aloud to your student as well.
2. Allow time for your student to read the texts. Remind them that the activity focuses on events that happen at the beginning of each tale.

[The Boy Who Found the Light](https://cite-media.pearson.com/legacy_paths/14e013bd-e160-4d36-9285-1ba77481028e/BoyWhoFoundLight%281%29.pdf)

Using Leveled Readers to Support Student Reading

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

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

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

The Five-Finger Test

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

Review your student’s responses to the questions about paraphrasing and comparing texts. **IF** they need help finding details to support each paraphrase, **THEN** return to the text with them.

[Resak and the Bear (A)](https://cite-media.pearson.com/legacy_paths/7362226d-eea2-49cc-ac51-6da028c8891c/ResakAndTheBear_A.pdf)

[Resak and the Bear](https://cite-media.pearson.com/legacy_paths/0f9c55d8-5caf-4f95-ba05-af839c2db7a7/Resak.pdf)

#### Practice

1. Remind your student to look for the most important details in the text that tell about events that happen at the end of each tale. Those details should be used when paraphrasing.
2. Review your student’s work. **IF** your student failed to use text details, **THEN** return to the text together and ask which details should be included in their paraphrasing of the tales.
3. Read your student’s comparison of the ending events. As long as your student’s details are supported by details in the text, then accept it as correct.

### Objective: In this lesson, you will decide which details are most important when paraphrasing a text.

#### Key Words

* **decision** – a choice you make after thinking about something
* **judgment** – an opinion based on careful thought
* **paraphrasing** – restating a text, using your own words

#### Explain

1. Read the exchange between Ayanna and her mother with your student. Discuss how your student makes decisions about what to wear each morning.
2. Talk about the difference between judging (weighing your choices) and deciding (selecting a choice).
3. Help your student understand they can use decision-making skills when reading texts. Point to the example of paraphrasing. Explain how they must judge details and then decide which are most important.

#### Check-In

1. Read the directions with your student. Then, have your student read the passages aloud. **IF** your student has difficulty reading, **THEN** read the passages to them.
2. Help your student paraphrase each passage, if necessary. Guide them with questions, such as:
   1. Is this detail important? Why or why not? How can you combine these details to explain them more clearly?
   2. What does this sound like in your own words?
3. Have your student answer the question.
4. **IF** your student has difficulty making a comparison, **THEN** remind them to look for what the two passages have in common.

#### Practice

1. Read the directions with your student.
2. Allow time for your student to reread the texts *The Boy Who Found the Light* and *Resak and the Bear*.

[The Boy Who Found the Light](https://cite-media.pearson.com/legacy_paths/14e013bd-e160-4d36-9285-1ba77481028e/BoyWhoFoundLight%281%29.pdf)

Using Leveled Readers to Support Student Reading

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

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

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

The Five-Finger Test

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

1. Print a copy of the T-chart, or help your student copy the T-chart in their notebook. Have them paraphrase *The Boy Who Found the Light* on the left-hand side of their chart and *Resak and the Bear* on the right-hand side.
2. Point out that the chart asks them to group the events, depending on their place in the tale: beginning, middle, or end.
3. Your student should be able to tell why the two texts are similar. **IF** your student failed to use text details to make their argument, **THEN** return to the text together and ask which details best support their decision.

[Resak and the Bear (A)](https://cite-media.pearson.com/legacy_paths/7362226d-eea2-49cc-ac51-6da028c8891c/ResakAndTheBear_A.pdf)

[Resak and the Bear](https://cite-media.pearson.com/legacy_paths/8d3af7d9-b209-4a5e-bb7d-6eff35a3dd3f/Resak-1.pdf)

[Resak and the Bear (B)](https://cite-media.pearson.com/legacy_paths/bb95ad9c-1bfd-43c4-9391-4b8569938820/ResakAndTheBear_B.pdf)

[T-Chart](https://cite-media.pearson.com/legacy_paths/51ff83d6-1cb4-4775-a851-23e51363389f/ELA_4B_0326_D5_21C_GO_T_Chart_si.pdf)

[T-Chart Answers](https://cite-media.pearson.com/legacy_paths/4bd15d3d-661e-4588-a94e-fd319cbea645/ELA_4B_0326_D5_21C_GO_T_Chart_Answers_si.pdf)

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

#### Explain

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.
   1. Role-play making mistakes and remind the Coach what to say when a mistake is made.
   2. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
   3. When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

#### Review

1. Review each learning goal with your student.
2. Read the information on the page with your student. For each skill area, suggest your student go back into the lessons they’ve completed and make a concept web for each strand (core reading, grammar, etc.). Around the center box for each strand, your student should create boxes with the title of each related lesson and the important information about the strand that the lesson contains. Your student can review the concept webs when it is time to take the online practice.
3. **IF** your student struggles with certain topics, **THEN** together with your student, review the lessons that cover the topics. Be sure to revisit all the activities, including Check-In and Practice items.
4. Encourage your student to think about the strategies that were most helpful in learning the new skills. If your student needs prompting, ask about examples from the following list:
   1. connecting new material to previously learned material
   2. drawing a picture of a new vocabulary word
   3. making a concept map
   4. quizzing yourself
   5. reading an explanation
   6. setting a goal for each learning session
   7. talking through the answer to a question
   8. trying a new way to solve a problem when you are stuck
   9. watching a video

[Concept Web](https://cite-media.pearson.com/legacy_paths/747dca11-8bf9-4234-9b6a-4dc26b70796e/GO_Concept_Web_4_Square.pdf)

#### Reflect

Guide your student to write a reflection using the sentence starters provided on the slide. **IF** your student has trouble identifying an area of difficulty or an area where more practice is needed, **THEN** refer back to earlier practice activities and scored assignments. **IF** your student struggles with the writing portion of the activity, **THEN** work with them to choose a sentence starter and complete it together. Have your student write the rest of the sentences independently. Read their paragraph and give praise for their effort and thoughtful work.

Example Reflection

I think I need more practice with comparing and contrasting themes and events in texts. There are so many things to think about. First, I need to figure out the theme of each text before I can compare or contrast. Sometimes themes are hard to figure out. It helps me to recall that the theme is the message the author wants readers to know. I also need to think about what kind of text each one is. All of this information can help me when comparing two texts.