Table of Contents

[Language Arts 4 B Unit 9: Clues from Long Ago 2](#_Toc192582755)

[Lesson 1: Clues from Long Ago: Genre 2](#_Toc192582756)

[Objective: In this lesson,  you will listen to summarize what a text says explicitly. 4](#_Toc192582757)

[Objective: In this lesson, you will analyze word choice for precise meaning in sentences. 5](#_Toc192582758)

[Objective: In this lesson, you will identify compound words. 6](#_Toc192582759)

[Objective: In this lesson, you will write uppercase **V** and **U** in cursive. 8](#_Toc192582760)

[Lesson 2: Clues from Long Ago: Comprehension 10](#_Toc192582761)

[Objective: In this lesson, you will summarize a text’s central idea and details. 10](#_Toc192582762)

[Objective: In this lesson, you will research to summarize a central idea and key details on an environmental topic. 11](#_Toc192582763)

[Objective: In this lesson, you will analyze word choice in informational texts. 13](#_Toc192582764)

[Objective: In this section, you will write uppercase **W** and **X** in cursive. 14](#_Toc192582765)

[Objective: In this lesson, you will pronounce compound words. 15](#_Toc192582766)

[Lesson 3: Clues from Long Ago: Speak/Listen 18](#_Toc192582767)

[Objective: In this lesson, you will identify a text’s central idea and key details to help summarize a section of text. 18](#_Toc192582768)

[Objective: In this lesson, you will summarize central ideas and key details from sections of text read aloud. 19](#_Toc192582769)

[Objective: In this lesson, you will make word choices to create specific meanings in sentences. 21](#_Toc192582770)

[Objective: In this lesson, you will practice reading fluently. 22](#_Toc192582771)

[Lesson 4 Clues from Long Ago: Fluency 23](#_Toc192582772)

[Objective: In this lesson, you will identify features of expository text. 23](#_Toc192582773)

[Objective: In this lesson, you will write an expository paragraph. 25](#_Toc192582774)

[Objective: In this lesson, you will review identifying key details and central idea to summarize part of an informational text. 26](#_Toc192582775)

[Objective: In this lesson, you will spell **compound words**. 28](#_Toc192582776)

[Lesson 5: It Takes Teamwork: Synthesize 30](#_Toc192582777)

[Objective: In this lesson, you will summarize the central idea using key details and author's perspective. 30](#_Toc192582778)

[Objective: In this lesson, you will independently write a central idea and key details. 32](#_Toc192582779)

[Objective: In this lesson, you will practice reading fluently. 33](#_Toc192582780)

# Language Arts 4 B Unit 9: Clues from Long Ago

## Lesson 1: Clues from Long Ago: Genre

#### Learning Goals

In “Clues from Long Ago,” your student will learn how fossils were formed and what they teach us about prehistoric times. 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 summarize what a text says explicitly.
2. Analyze word choice for precise meaning in sentences.
3. Identify compound words.
4. Fluently write uppercase *V* and *U* in cursive.
5. Summarize main idea (central idea) and key details in a text to understand what the text says explicitly.
6. Analyze word choice in an informational text to identify how words convey ideas precisely.
7. Fluently write uppercase *W* and *X* in cursive.
8. Pronounce compound words.
9. Identify main idea (central idea) and key details in order to summarize a section of text.
10. Demonstrate ability to choose appropriate words to convey specific meanings in sentences.
11. Read a text that interests you independently or with your Learning Coach and establish the purpose for reading.
12. Identify features of expository text and use main idea (central idea) and key details to summarize what the text says explicitly.
13. Choose an informational text in order to identify important details in order to summarize a section of text.
14. Spell compound words.
15. Identify main idea (central idea) and key details and author’s perspective, and summarize a text.

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 “Clues from Long Ago” will be assessed with the following items:

* Quick Check
* Quick Check
* Quick Check
* Quick Check
* Quick Check

#### Spark

1. Have your student read the title aloud. Discuss different kinds of clues they may be familiar with, such as clues to a mystery or context clues. Point out that these clues help people understand things better. Look at the picture together and ask your student to read the caption aloud. Ask your student how this clue, a fossil, might be similar to other clues they are familiar with.
2. Ask your student to read the first paragraph. Make sure your student understands how clues contribute to understanding. If necessary, clarify that a historian is a person who studies the past and its people. However, historians do not study prehistoric times, including early people and the time before people. That is where scientists and other researchers come in.
3. Ask your student to answer the question. **IF** your student struggles, **THEN** help guide them to think of buried artifacts that might be useful to a historian, archaeologist, or paleontologist.
4. Introduce the video and have your student watch it. When you are done, point out that each clue is something that was left behind by earlier people, plants, or animals. Then, discuss what kinds of events or questions each object might provide clues about.

#### Activate Prior Knowledge

1. Have your student read the first paragraph. Make sure they understand the activity. **IF** your student needs clarification on the different clues they can write about, **THEN** review the video and write down the different types in a list for your student to use during their writing.
2. Review your student’s paragraph, checking for clarity and accuracy.
3. 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 listen to summarize what a text says explicitly.

#### Key Word:

* **summarize** – give a brief statement of the main parts of something

#### Explain

1. Read the opening paragraph with your student. Explain that a summary is shorter than a text because when people summarize, they retell only the most important details that relate to a topic.
2. Read aloud or play the recording of only the first paragraph of *Old, Old, Old Forests*. Have your student answer the questions orally as they prepare to learn about summarizing.

#### Check-In

1. Read aloud or play the recording of*Old, Old, Old Forests.*
2. Ask your student to listen for a topic and important details.
3. Have your student answer the questions orally. **IF** your student has trouble answering the questions, **THEN** have them listen again to the text, keeping the questions in mind as they listen.

[Old, Old, Old Forests](https://cite-media.pearson.com/legacy_paths/85d12c51-808e-49bb-86aa-0435eb40d3d5/OldOldForests-1.pdf)

#### Practice

1. Read aloud or play the recording of*Old, Old, Old Forests.*
2. Ask your student to listen for a topic and important details.
3. Have your student answer the questions orally. **IF** your student has trouble answering the questions, **THEN** have them listen again to the text, keeping the questions in mind as they listen.

[Old, Old, Old Forests](https://cite-media.pearson.com/legacy_paths/85d12c51-808e-49bb-86aa-0435eb40d3d5/OldOldForests-1.pdf)

### Objective: In this lesson, you will analyze word choice for precise meaning in sentences.

#### Key Words:

* **analyze –**examine in detail
* **precise –**exact and correct

#### Explain

1. Ask your student to read the introduction about analyzing word choice. Explain that the words an author uses help a reader visualize the details of a text. Explain that these details describe the characters, setting, and action of a story.
2. Read through the sample paragraph with your student and think about the choices the author made by using each word, especially *delighted*, *winds*, and *stroll*. Discuss how the meaning of the text would change if those three words were substituted with *upset*, *cuts*, and *run*. Explain how changing only those three words could completely change the meaning of the text.

#### Check-In

1. Tell your student to read the directions and answer the multiple-choice questions. They are being asked to read sentences that have been taken from a text about a performance. They will analyze the sentences and then choose the meaning conveyed by particular word choices.
2. Review your student’s answers. **IF** your student incorrectly identified reasons for specific word choices, **THEN** have your student define the words *eager* (excited), *random* (without order), and *impatient*(not patient). Explain that understanding the specific meaning of a word choice can help them understand the details that the author is trying to convey.

#### Practice

1. Have your student read the directions aloud. Then, have them read the passage and complete the activities. Your student’s task will be to identify precise meanings for the word choices *suddenly*, *carefully*, and *thick* in the passage.
2. Read your student’s answers. **IF** your student is unable to identify the precise meaning of each word choice, **THEN** have them read the passage again and think about how the author’s word choice adds to the meaning of the sentences in the passage. Have them ask themselves these questions: How does the word relate to what is happening in the story? Does it describe a character? A setting? An action? What is the precise meaning of the word?

### Objective: In this lesson, you will identify compound words.

#### Key Word

* **compound word** – a word that is a combination of two or more other words with its own meaning

#### Get Ready for Learning

A compound word is a word that is composed of two or more words. When these two or more words are joined, they form a new word with its own meaning. For example, the words *court* and *house* are combined in the word *courthouse*. If a reader can recognize the single words in a compound word, then he or she can usually identify the meaning of the compound word.

In the Check-In section of this lesson, your student will use a chart to sort words. You can have your student copy the chart into their notebook, or you can print the chart for your student to use. If you plan to use the provided chart, you may want to print it before beginning the lesson.

[Two-Column Chart](https://cite-media.pearson.com/legacy_paths/b54e8c56-49b1-4ea2-95cb-4d496314d16c/ELA_4_0341_N_U10_D1_spelling_GO_Chart_2_Column.pdf)

Compound Words

1. Have your student read the introduction. Explain that a compound word is formed by two or more words that come together to form a new word. The new word has its own meaning.
2. Continue by having your student read the words*courthouse* and *earring* and answer the questions to examine the words that form a compound word. Then, have your student respond to the questions to identify that the spellings and sounds of single words stay the same when they are joined in a compound word. Point out that if a reader does not recognize the two words combined in the word *courthouse*, they might mispronounce the letters *t* and*h* as the one sound. **IF** your student has difficulty recognizing the words that form a compound word, **THEN** identify the first word of the compound word and have your student identify the other word. Say the compound word together.

Hyphenated Compound Words

1. Help your student apply what they have learned about compound words to understanding hyphenated compound words. Have your student read the introduction. Explain that some compound words are joined by a hyphen. Review the two forms of the words *get-together* and *get together*.
2. Continue by having your student read the hyphenated words. Listen as your student uses each word in a sentence. **IF** your student has difficulty applying the concept of hyphenated compound words, **THEN** have your student look for the words that form the compound word. Encourage your student to summarize what they have learned: Compound words are formed by two or more words. The spellings, vowel sounds, and consonant sounds in the individual words do not change when the words are joined together to form a compound word. The compound word has its own meaning. Some compound words are joined by a hyphen.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter makes in the word. Ask your student to name each letter to spell the word.



#### Check-In

Listen as your student reads the words in the box. Then, have your student use the two-column chart to sort according to whether they are compound words or not compound words. **IF** your student has difficulty sorting the words, **THEN** remind your student that a compound word is made up of two or more words. Have your student identify the words in each compound word to sort the words.

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word on a sheet of paper or in their notebook. Ask your student to draw a line between the words that form each compound word.

1. Friday is the **deadline** for turning in your report. (dead | line)
2. The **lifeguard** saw lightning, so she told everyone to get out of the pool. (life | guard)
3. One letter on my **keyboard** is not working. (key | board)
4. I put my books and sack lunch in my **backpack**. (back | pack)
5. They walked **barefoot** on the sandy beach. (bare | foot)
6. **High-rise** buildings are being built all over the city. (high | rise)
7. This was the most exciting event in their **lifetimes**. (life | times)
8. The house has a fully **underground** basement. (under | ground)
9. A **ladybug** is red with black spots. (lady | bug)
10. It began to get chilly, so I put on a **lightweight** jacket. (light | weight)
11. The winner and the **runner-up** both received trophies. (runner | up)
12. They cleared a **pathway** through the tall grass. (path | way)
13. The **earthquake** caused several buildings to collapse. (earth | quake)
14. We walked to a **nearby** restaurant for dinner. (near | by)
15. The tank holds many species of **freshwater** fish. (fresh | water)

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

#### Explain

1. Ask your student to read the introduction and study the letter models for cursive uppercase *V* and *U*.
2. Have your student answer the two questions. If they are unsure of a difference, direct their attention to the finishing stroke on letter *U*, which slants up to the middle line. Both letters begin with a short, curved line up to the top.

How to Write Cursive Uppercase V

1. Watch the video with your student, which will illustrate the step-by-step instructions for writing cursive uppercase *V*. Have your student write uppercase *V* in the air before they practice on paper.
2. Ask your student to study the letter model and read the steps for writing cursive uppercase *V*.
3. Point out how uppercase *V* does not connect to other letters.

How to Write Cursive Uppercase U

1. Ask your student to watch the video with you demonstrating how to write uppercase *U*. Have your student follow along to write uppercase *U* in the air.
2. Have your student read the steps for writing cursive uppercase *U* and study the letter model.
3. Remind your student that cursive uppercase *U* will connect to other letters.

#### Check-In

Fluency activities are useful after letter formation is learned. Timed practice has proven to improve the speed and flow of writing. This can be any activity where a student has a designated time limit to produce a certain letter, letters, words, or sentences. Repeated practice with a goal works together to create a positive effect. For example, if your student has mastered forming the cursive uppercase *V* and *U* correctly, you can challenge them to write as many letters or words containing these letters as they can in one minute.

1. Print the Cursive Uppercase *V* and *U* 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 on the worksheet and the directional arrows for tracing. Observe your student’s accuracy in following the direction of letter strokes. If they are struggling, review the tracing directions step-by-step.
3. Remind your student that cursive uppercase *V* does not join to the next letter, but uppercase *U* does.
4. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming cursive uppercase *V* or *U*, **THEN** ask them to watch the corresponding video again before returning to paper and pencil.

[Cursive Uppercase V and U](https://cite-media.pearson.com/legacy_paths/20538bfa-ffc6-45cd-8f43-b91f32419a47/cur_cap_V_U.pdf)

#### Practice

1. Print the Handwriting Practice page and have your student read the directions. If no printer is available, use a sheet of lined paper.
2. Review your student’s handwriting practice. **IF** your student has difficulty writing cursive uppercase *V* or *U*, **THEN** reread the steps to follow and have your student form the letter in the air again while you read the steps aloud. **IF** your student has trouble writing any of the words, **THEN** have them watch the videos again, which demonstrate how to write these specific words.

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

## Lesson 2: Clues from Long Ago: Comprehension

### Objective: In this lesson, you will summarize a text’s central idea and details.

#### Key Words

* **key details** – the important points that back up the main idea
* **main idea** – also called the central idea of a text; has the most important or central thoughts that put the text ideas together
* **summarize** – retell what a text is about

#### Explain

1. Read the opening paragraph, key words, and definitions with your student. Explain that when readers understand a text’s main idea and the most important key details that support it, they can effectively summarize the text, or tell what it’s about.
2. Have your student watch the video and share what they learn about summarizing a text’s main idea and details.

Read the Text

1. Talk about the vocabulary words and definitions with your student. Have them use their notebook to track the meanings of any unknown words.
2. Read the Words with Latin or Greek Roots sidebar together. Then, have your student answer the questions.
3. Access the link and help your student preview the title and art of the nonfiction text *Old, Old, Old Forests*. Listen as they set a purpose for reading.

[Old, Old, Old Forests](https://cite-media.pearson.com/legacy_paths/85d12c51-808e-49bb-86aa-0435eb40d3d5/OldOldForests-1.pdf)

#### Check-In

1. Have your student read the text.
2. Then, have them complete the sequencing activity to put the big ideas in the order that they are discussed in the text.

#### Practice

1. Ask your student to do a closer reading of the text. Encourage them to think more deeply about main ideas (central ideas) and details.
2. Then, have your student answer the questions in their notebook. Remind them to write using complete sentences.
3. Listen as they share their responses. **IF** some details don’t seem important, **THEN** guide your student to approach their learning in a different way. Ask this question: Do the details you listed seem to be important to the main idea (central idea)? Help them analyze the text to find the most important details.

### Objective: In this lesson, you will research to summarize a central idea and key details on an environmental topic.

#### Key Words

* **key details** – the important points that back up the main idea
* **main idea** – also called the central idea of a text; has the most important or central thoughts that put the text ideas together
* **summarize** – retell what a text is about

#### Explain

Support Your Student for Success

Your student will do research on the internet to help them summarize a topic using the main idea (central idea) and key details. Make sure your student understands what websites are reliable. Warn against using sources that have opinions or that can be edited by readers. Reliable sources are usually government sites (.gov), universities (.edu), and encyclopedias. Reputable organizations like learning companies and book publishers also are usually trustworthy.

1. Read the opening paragraph with your student. Explain that readers research to learn more about a topic. Research helps us answer questions we may have about how or why something happened.
2. Explain that research builds knowledge. For each topic that your student researches, they can identify main ideas (central ideas) and key details. That can help them summarize the topic.
3. Have your student answer the questions about resources and research as they prepare to do their own research.

#### Check-In

1. Tell your student to look back at the lesson’s opening paragraph.
2. Have your student orally answer the questions about the main idea (central idea), key details, and topic. **IF** your student has trouble thinking of their own question to ask, **THEN** have a conversation with them about dinosaurs. See if your discussion leads them to wonder about something. Have them rephrase their wonder statement as a question.

#### Practice

1. Tell your student to use the question they wrote for Question 3 in the Check-In section as the basis of their main idea (central idea).
2. Have your student research their topic or main idea (central idea) to discover some key details about it.
3. Ask your student to create a flowchart like the one provided to help them organize their ideas as they research. When they finish, have them compare their flowchart to the sample.
4. Then, have your student write a paragraph in their notebook to summarize their main idea (central idea) and key details. **IF** your student has trouble getting started writing, **THEN** remind them to use their flowchart graphic organizer to help them. They can write their main idea question at the beginning of the paragraph.
5. After your student finishes writing their paragraph, listen as they read aloud their writing. Provide feedback to help them improve their writing and speaking skills.

[Flowchart](https://cite-media.pearson.com/legacy_paths/a49ce20e-2489-48d6-9a02-9de8e6ae61ff/ELA_4B_0343_21C_U10_D2_Core_GO_Flowchart_3_Page_si_CE.pdf)

### Objective: In this lesson, you will analyze word choice in informational texts.

#### Key Word

* **precise** – exact and correct details

#### Explain

1. Ask your student to read the introduction about word choice in informational text. Explain that the words an author uses help give a reader information about a subject. Precise words can help readers learn about ideas or concepts that are unfamiliar to them.
2. Have your student read through the sample paragraph about butterflies and think about word choices the author made, especially with the words *found* and *spreading*. Explain that other word choices in place of these words would change the meanings of the sentences and could possibly change the meaning of the overall topic.

#### Check-In

1. Tell your student to read the directions and answer the multiple-choice questions. They are being asked to read a short passage about the Empire State Building and answer questions about how specific word choices convey precise details.
2. Review your student’s answers. **IF** your student has trouble analyzing the meanings of the word choices, **THEN** have your student define the words *skyscrapers*,*completed*, and *provided*. Then, have them use their understanding of the meanings of the words to analyze the concepts that the author is trying to convey.

#### Practice

1. Have your student read the directions aloud. Then, have them read the passage about assembly lines and complete the activities. Your student’s task will be to identify why the author chose the words *countless*, *invented*, and *specialize* in the passage.
2. Read your student’s answers. **IF** your student is unable to identify the precise meaning of each word choice, **THEN** have them read the passage again. Help them relate the words to other words in the passage. For example, discuss how the words *first* and *new* are related to *invented*. Help your student use the related words to understand the bigger idea that the author is trying to convey.

### Objective: In this section, you will write uppercase **W** and **X** in cursive.

#### Explain

1. Ask your student to read the introduction and examine the letter models for cursive uppercase *W* and *X*.
2. Have your student answer the two questions. If they are unsure of a difference, direct their attention to the finishing stroke on letter *X*, which requires a pencil lift. Both letters begin with a short, curved line up to the top.

How to Write Cursive Uppercase W

1. Watch the video with your student to learn step-by-step instructions for writing cursive uppercase *W*. Have your student write uppercase *W* in the air before they practice on paper.
2. Have your student review the letter model and read the steps for writing cursive uppercase *W*.
3. Emphasize how cursive uppercase *W* does not connect to other letters.

How to Write Cursive Uppercase X

1. Ask your student to watch the video with you to see how to write cursive uppercase *X*. Have them follow along with the video to write uppercase *X* in the air.
2. Have your student read the steps for writing cursive uppercase *X* and study the letter model, which shows the two strokes, the second requiring a pencil lift.
3. Remind your student that cursive uppercase *X* also does not connect to other letters.

#### Check-In

Learning Coach Tip

To create motivation for cursive practice, teach your student to write words that carry personal significance, such as names of friends and family. Once they have learned the cursive uppercase letters needed to write names of their friends and family, they will enjoy practicing writing those words. When they are confident, extend the activity by having them write a short note to someone they know.

1. Print the Cursive Uppercase *W* and *X* handwriting worksheet and ask your student to 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 worksheet letters and note the directional arrows for tracing. Check your student’s accuracy in forming the letters. If they are unsuccessful, review the tracing directions step by step.
3. Remind your student that neither cursive uppercase *W* nor cursive uppercase *X* joins to the next letter.
4. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming cursive uppercase *W* or *X*,**THEN** ask them to watch the corresponding video again before returning to paper and pencil.

[Cursive Uppercase W and X](https://cite-media.pearson.com/legacy_paths/b860d6fa-6a7a-4ab1-81f3-7605c169b40d/cur_cap_W_X_ELA3.pdf)

#### Practice

1. Print the Handwriting Practice page and have your student read the directions.
2. Review your student’s handwriting practice. **IF** your student has difficulty writing cursive uppercase *W* or *X*, **THEN** reread the steps to follow and have them form the letter in the air while you read the steps aloud. **IF** your student has trouble writing any of the words, **THEN** have them watch the videos again, which demonstrate how to write these specific words.

[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 pronounce compound words.

#### Key Word

1. **compound word**– a word that is a combination of two or more other words with its own meaning

#### Explain

Learning Coach Tip

A compound word is a word made up of two or more words that are joined to form a new word with its own meaning. When two or more words join together to form a compound word, the spellings and the sounds of the words stay the same.

Compound Words

1. Have your student read the introduction. Review that a compound word is a word formed by two or more words that are joined together. The new word has its own meaning.
2. Use the words *underwater, sideways, sweetheart,* and *vineyard* to have your student pronounce compound words. Note whether your student is saying the words correctly. Have your student answer the questions to discover how the spellings and the word parts help in saying the words. **IF** your student struggles to say the compound words, **THEN** have your student circle the two words that make up the compound word. Then, have your student blend the words to say the compound 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 between the words that form each compound word. Then, have your student sort the words by the number of syllables in each word.



|  |  |
| --- | --- |
| **2 Syllables** | **3 Syllables** |
| deadline | underground |
| lifeguard | ladybug |
| keyboard | freshwater |
| backpack | runner-up |
| barefoot |  |
| high-rise |  |
| lifetimes |  |
| lightweight |  |
| earthquake |  |
| nearby |  |
| pathway |  |

#### Check-In

Have your student read the directions. Observe as your student divides the words into syllables. Then, have your student say the words. **IF** your student has difficulty dividing a compound word, **THEN** have your student identify the words that form each compound word. Remind your student to look for words that join together to form a compound word to help them say longer words.

#### Practice

Use the activity to confirm that your student can say compound words. Have your student select a word from the box that best completes each rhyme. **IF** your student has difficulty completing the rhymes, **THEN** work together to say the word at the end of the first or second line of the rhyme, emphasizing the ending sound of the word. Then, say the words in the box to determine which word rhymes with the word at the end of the first or second line. Have your student write the word in his or her notebook.

## Lesson 3: Clues from Long Ago: Speak/Listen

### Objective: In this lesson, you will identify a text’s central idea and key details to help summarize a section of text.

#### Key Words:

* **key details** – the important points that back up the main idea
* **main idea** – also called the central idea of a text; has the most important or central thoughts that put the text ideas together
* **summarize** – retell what a text is about

#### Explain

1. Read the opening paragraph, key words, and definitions with your student. Explain that texts can be broken up into smaller sections and that, by looking at the important parts of each section, readers can summarize the text’s main idea (central idea) and key details.
2. Access the text link as your student previews *How to Become a Fossil*.

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 think about the sections of the text and answer the questions. **IF** your student is not sure what they want to know more about after previewing the selection, **THEN** ask them to look at the pictures and to explain something they are curious about.
2. Tell your student to watch the video. Have them discuss something new that they have learned about summarizing a text’s main idea (central idea) and key details.

[How to Become a Fossil (A)](https://cite-media.pearson.com/legacy_paths/182a4553-2ffb-4448-9540-0b96b7fd2d31/HowToBecomeAFossil_A.pdf)

[How to Become a Fossil](https://cite-media.pearson.com/legacy_paths/1900cd68-4508-4ca3-8359-5348f27407e0/Fossil%202-1.pdf)

[How to Become a Fossil (B)](https://cite-media.pearson.com/legacy_paths/85f1cb09-57d9-4f3b-a8f3-fae361205920/HowToBecomeAFossil_B.pdf)

#### Check-In

1. Ask your student to read *How to Become a Fossil*.
2. Then, listen as they answer the questions aloud. **IF** your student does not speak clearly or at a reasonable pace, **THEN** provide feedback and have them try again.

#### Practice

1. Tell your student to study the text more closely to answer questions about using main idea (central idea) and key details to summarize text. **IF** your student has difficulty summarizing text, **THEN** ask them to tell what is happening in the pictures. Point out that the pictures often show the most important information from the text.
2. Have your student answer the questions aloud to practice summarizing. Provide feedback on their speaking skills.

### Objective: In this lesson, you will summarize central ideas and key details from sections of text read aloud.

#### Key Words:

* **key details** – the important points that back up the main idea (central idea)
* **main idea** – also called the central idea of a text; has the most important or central thoughts that put the text ideas together
* **summarize** – retell what a text is about

#### Explain

1. Read the opening paragraph with your student and discuss the meanings of the key words. Explain that summarizing sections of a text is a way for them to show they understand main ideas (central ideas) and key details along the way. Tell them that listening for context clues can help them figure out the meanings of unfamiliar words.
2. Listen as your student answers the questions about speaking and listening.

#### Check-In

Have your student listen as you read aloud page 12 of *How to Become a Fossil*.

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.

Then, have them answer the questions aloud. Remind them to make eye contact as they speak. **IF** your student has difficulty identifying details they hear on the whole page, **THEN** have them listen to each paragraph individually as they try to answer the questions.

[How to Become a Fossil (A)](https://cite-media.pearson.com/legacy_paths/182a4553-2ffb-4448-9540-0b96b7fd2d31/HowToBecomeAFossil_A.pdf)

[How to Become a Fossil](https://cite-media.pearson.com/legacy_paths/f01cd670-fad4-4f41-b62e-2ac70f72e011/Fossil%202.pdf)

[How to Become a Fossil (B)](https://cite-media.pearson.com/legacy_paths/85f1cb09-57d9-4f3b-a8f3-fae361205920/HowToBecomeAFossil_B.pdf)

#### Practice

1. Have your student listen as you read aloud page 14 of the text. Ask them to think about how the key details in each section can help them summarize the text.

[How to Become a Fossil (A)](https://cite-media.pearson.com/legacy_paths/182a4553-2ffb-4448-9540-0b96b7fd2d31/HowToBecomeAFossil_A.pdf)

[How to Become a Fossil](https://cite-media.pearson.com/legacy_paths/f01cd670-fad4-4f41-b62e-2ac70f72e011/Fossil%202.pdf)

[How to Become a Fossil (B)](https://cite-media.pearson.com/legacy_paths/85f1cb09-57d9-4f3b-a8f3-fae361205920/HowToBecomeAFossil_B.pdf)

### Objective: In this lesson, you will make word choices to create specific meanings in sentences.

#### Key Word:

* **precise** – exact and correct details

#### Explain

1. Ask your student to read the introduction about the importance of making strong word choices. Make sure your student realizes that making strong word choices helps the reader understand a story or text better.
2. Have your student read the sample paragraph and think of a word to replace *looked* in the first sentence. Be sure they have read through the entire paragraph and answer choices. Point out that the replacement must make sense in the sentence and keep the overall meaning the same. Discuss how *stared* is more precise and what it means (looked for a long time with eyes wide open). Talk about other words that could replace*looked*, such as *peered* or *peeked*.
3. Help your student extend the example by discussing another word that would better replace *looking* in the second sentence of the example. Discuss how *searching* would be a more descriptive word than *looking*.

#### Check-In

1. Tell your student to read the directions and reply to the multiple-choice activities. The replacements they make in each sentence should keep the original meaning but be more precise and specific.
2. Review your student’s answers. **IF** your student chose incorrect answers, **THEN** have them reread the sentence with the incorrect word in place and discuss whether the sentence makes sense and retains its original meaning. Then, have your student do the same with the correct word choice.

#### Practice

1. Have your student read the directions aloud. Then, have them read each sentence to become familiar with what they must do. Your student will need to complete each sentence with an appropriate and precise word choice based on the content of the sentence.
2. Read your student’s answers. **IF** your student chooses a word that does not make sense in the sentence or that does not convey precise meaning, **THEN** help them brainstorm by suggesting different words that would complete each sentence. Have your student list the words and then help them analyze which word best conveys specific meaning. If your student needs help getting started, you may suggest a few words for the first example—such as *overjoyed*, *pleased*, and *worried*. Then, help your student analyze which word would be best based on the context of the sentence.
3. When reviewing the sample answers, remind your student that they are not the only correct answers. As long as the word they chose makes sense in the sentence and is specific, then it is correct.

### 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 Clues from Long Ago: Fluency

### Objective: In this lesson, you will identify features of expository text.

#### Key Words:

* **expository text** – nonfiction that uses an organizational structure and text features to give information
* **key details** – the important points that back up the main idea (central idea)
* **main idea** – also called the central idea of a text; has the most important or central thoughts that put the text ideas together
* **summarize** – briefly retell what a text is about

#### Explain

Your student will learn about a type of nonfiction called expository text. This type of text includes features like headings, charts, diagrams, and captions that help the author inform about a topic. Before the lesson begins, find some grade-appropriate nonfiction books at home or the library, or look for nonfiction texts in this program, and show your student examples of these text features.

1. Read the opening paragraph, key words, and definitions with your student. Explain that expository text is a type of nonfiction that often includes text features, such as headings, and graphic features, such as diagrams, that help the author inform readers about a topic.
2. Look at the bulleted information with your student. Explain that these structures tell about how a text is organized.
3. Access the link of the expository text *How to Become a Fossil*. Have your student look through the text and answer the questions.

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.

Now have your student watch the video and share what they learn about expository text.

[How to Become a Fossil (A)](https://cite-media.pearson.com/legacy_paths/b7adc36d-ddc4-4260-9396-dd0ceba5c5c5/HowToBecomeAFossil_A.pdf)

[How to Become a Fossil](https://cite-media.pearson.com/legacy_paths/1900cd68-4508-4ca3-8359-5348f27407e0/Fossil%202-1.pdf)

[How to Become a Fossil (B)](https://cite-media.pearson.com/legacy_paths/cd71a2ef-4069-4d67-a2dd-891a576f2cff/HowToBecomeAFossil_B.pdf)

#### Check-In

1. Have your student read aloud *How to Become a Fossil*. Remind your student to focus on reading smoothly to make hearing the text enjoyable for the listener. **IF** your student’s reading sounds choppy, robotic, or dull, **THEN** provide feedback on how they might improve and allow them to try again.
2. Ask your student to complete the activities. Have them rewrite any false statements to make them true.

#### Practice

1. Have your student write a paragraph to summarize the main idea (central idea) and key details of *How to Become a Fossil*. **IF** your student has trouble writing their main idea, **THEN** have them write their sentences with key details first. Afterward, they can add their first sentence or main idea in a way that ties together their key details.
2. When your student finishes writing their paragraph, have them read it aloud. Remind them to speak clearly and at an appropriate pace.
3. Discuss with your student the text’s main idea (central idea) and some supporting key details.

### Objective: In this lesson, you will write an expository paragraph.

#### Key Words:

* **expository text** – nonfiction that uses an organizational structure and text features to give information
* **key details** – the important points that back up the main idea (central idea)
* **main idea** – also called the central idea of a text; has the most important or central thoughts that put the text ideas together
* **summarizes** – retells what a text is about

#### Explain

1. Read the opening paragraph with your student and talk about the definitions of the bold words. Explain that expository text is a type of nonfiction that may use text or visual features to help inform about a topic. Then, explain that a how-to text is a type of expository text that tells the steps of how to do something in order.
2. Look at the Features and Examples chart with your student. Explain that the items in the chart are features of expository text and some examples of them.
3. Have your student answer the question to brainstorm a list of topics they may like to write about. Tell them that they will write a how-to paragraph in this lesson. **IF** your student is unsure what to write about, **THEN** guide them to think about what they are skilled at and already know how to do, or what they would like to research and learn how to do.

#### Check-In

1. Tell your student to refer back to the opening scenario.
2. Have your student look at the Features and Examples chart to help them answer the questions.

#### Practice

1. Have your student narrow down the topics they brainstormed and choose one to write a how-to expository paragraph about.
2. Remind your student to include in their paragraph words that show the order of steps as well as words about the subject.
3. Listen as your student reads aloud their finished paragraph. **IF** your student does not speak clearly, **THEN** provide corrective feedback and have them read their paragraph again.
4. Have your student refer back to their finished paragraph and answer the questions aloud.

### Objective: In this lesson, you will review identifying key details and central idea to summarize part of an informational text.

#### Key Words:

* **key details** – most important pieces of information
* **main ideas** – also called the central idea of a text; has the most important or central thoughts that put the text ideas together

#### Review

Review the definitions of *main idea* “also called the central idea of a text; has the most important or central thoughts that put the text ideas together” and *summarize* “to retell what a text is about”. Remind your student that they have been looking at main ideas and details in informational text.

#### Show What You Know

1. Give your student time to read the informational text.
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 completely and 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

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

* **Less Successful** – Review the previous Core Reading lessons. Then, assist your student with Activity 1. Have them respond orally to the prompt.
* **Moderately Successful** – Assign Activity 1 as a written exercise.
* **Very Successful** – Assign Activity 2 as a written exercise.

**Activity 1**

1. Read the prompt with your student.
2. Refer your student to “How to Become a Fossil.” Give them time to review the text and choose a step to summarize. Remind your student that a summary is shorter than the text itself; the prompt asks for two or three sentences in all.

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.

[How to Become a Fossil (A)](https://cite-media.pearson.com/legacy_paths/0cf779e2-52b3-4826-a393-546589bfbc3e/HowToBecomeAFossil_A.pdf)

[How to Become a Fossil](https://cite-media.pearson.com/legacy_paths/1900cd68-4508-4ca3-8359-5348f27407e0/Fossil%202-1.pdf)

[How to Become a Fossil (B)](https://cite-media.pearson.com/legacy_paths/9178e203-cfe5-4848-b329-77fcd9454d2e/HowToBecomeAFossil_B.pdf)

**Activity 2**

1. If your student is ready for Activity 2, make sure that they have access to the internet. Encourage them to look for an article that is labeled “expert” or “expert co-authored.”
2. Have your student follow the directions in the prompt to summarize a step from the article they chose. Make sure that they identify the article so that you can check their work.
3. Judge the response primarily on how well your student uses key details to summarize the step.

### Objective: In this lesson, you will spell **compound words**.

#### Key Word

1. **compound word** – a word that is a combination of two or more other words with its own meaning

#### Explain

1. In this lesson, your student will focus on spelling compound words. Review the spelling tips with your student. Explain that the tips will help your student correctly spell and understand compound words.
2. Use the questions to apply the tips for analyzing the spelling words. **IF** your student has difficulty identifying the words in a compound word, **THEN** help your student identify the first word in the compound word by underlining it.

#### Check In

Read the directions with your student. Explain that your student will choose two words from the box to form a compound word that completes each sentence. **IF** your student has difficulty forming a compound word,**THEN** review the sentence and discuss what word might best complete the sentence. Then, have your student identify words in the box that can be joined together to form a compound word that completes the sentence.

#### Practice

Review the directions with your student before they complete the activity independently. Explain that your student will choose a word from the box to complete each compound word. Tell your student that more than one word can be used to create a compound word. **IF** your student has difficulty choosing a word that forms a compound word, **THEN** work with your student to read the provided word with a word from the box aloud. Guide your student in recognizing whether the word does or does not form a compound word. Repeat with additional words from the box as needed until a word that forms a compound word is identified.

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

|  |  |
| --- | --- |
| * **nearby**
 | From my home, I can walk to several **nearby** shops. |
| * **runner-up**
 | She was third **runner-up** in the bowling tournament. |
| * **pathway**
 | There is a lovely **pathway** along the lake. |
| * **freshwater**
 | Goldfish are **freshwater** fish. |
| * **lightweight**
 | The blouse was made of a **lightweight** fabric. |
| * **backpack**
 | The heavy **backpack**was full of books. |
| * **earthquake**
 | The **earthquake** made the building sway. |
| * **keyboard**
 | Be careful not to spill water on your**keyboard.** |
| * **lifetimes**
 | Never in their **lifetimes** would this happen again! |
| * **deadline**
 | Tomorrow is the **deadline** to sign up for the team. |
| * **ladybug**
 | The **ladybug** got caught in the spider’s web. |
| * **underground**
 | The cave stretched deep **underground.** |
| * **high-rise**
 | The furniture was delivered to a **high-rise** in the city. |
| * **barefoot**
 | You might get a cut if you go**barefoot.** |
| * **lifeguard**
 | The **lifeguard** is an excellent swimmer. |

## Lesson 5: It Takes Teamwork: Synthesize

### Objective: In this lesson, you will summarize the central idea using key details and author's perspective.

#### Key Words

* **author’s perspective** – the author’s opinions and beliefs about a topic
* **key details** – the important points that back up the main idea (central idea)
* **main idea** – also called the central idea of a text; has the most important or central thoughts that put the text ideas together
* **summarize** – retell what a text is about

#### Explain

1. Read the opening paragraph, key words, and definitions with your student. Explain that understanding a text’s main idea and details can help them summarize a text. Then, explain that *author’s perspective* is how the author feels about their text’s topic. Point out that writing a text does not guarantee that an author will have a favorable opinion about the subject.
2. Have your student answer the question about author’s perspective.
3. Watch the video with your student. Have them explain what they have learned about summarizing a main idea and key details and about author’s perspective.

#### Check In

1. Have your student listen to the conversational podcast.
2. Then, have them answer the questions aloud. **IF** your student has difficulty answering the questions, **THEN** revisit the key words and definitions and play the podcast recording again.

#### Practice

Have your student refer back to *Old, Old, Old Forests* and *How to Become a Fossil*.

[Old, Old, Old Forests](https://cite-media.pearson.com/legacy_paths/85d12c51-808e-49bb-86aa-0435eb40d3d5/OldOldForests-1.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. Tell your student to compare and contrast the texts to answer the questions.
2. Ask your student to use complete sentences to write answers to the questions in their notebook.
3. When your student finishes writing their responses, review their written responses.**IF** your student has incomplete or run-on sentences, **THEN** provide corrective feedback and allow them to rewrite sentences and fix mistakes.
4. At the end of the lesson, talk with your student about main ideas (central ideas) and key details from each text.

[How to Become a Fossil (A)](https://cite-media.pearson.com/legacy_paths/f7c16db9-f937-4c94-80e7-257aca5a4b33/HowToBecomeAFossil_A.pdf)

[How to Become a Fossil](https://cite-media.pearson.com/legacy_paths/1900cd68-4508-4ca3-8359-5348f27407e0/Fossil%202-1.pdf)

[How to Become a Fossil (B)](https://cite-media.pearson.com/legacy_paths/5859044d-daef-4f88-ad65-9a769f9bd761/HowToBecomeAFossil_B.pdf)

### Objective: In this lesson, you will independently write a central idea and key details.

#### Key Words

* **independently** – without being told what to do
* **key details** – the important points that back up the main idea (central idea)
* **main idea** – also called the central idea of a text; has the most important or central thoughts that put the text ideas together

#### Explain

1. Read the opening paragraph with your student. Explain that working independently is an important skill for work and for life. Review the meanings of *main idea (central idea)* and *key details* as they relate to reading a text. Explain that in this lesson, your student will be writing a paragraph that includes a main idea and key details.
2. Have your student answer the questions about working independently.

#### Check In

1. Tell your student they will write a paragraph about an experience from their life.
2. Have your student brainstorm possible topics. **IF** your student can’t decide on an experience to write about, **THEN** reframe the focus. Ask guiding questions, such as:
	1. What is something that has happened to you that has had an impact on your life?
	2. Is there a skill you realized you have that you can use in a future job?
3. Direct your student to the questions to help them plan their writing.

#### Practice

1. Tell your student to imagine they are applying for a job. They will write a paragraph, and their prospective employer will be their audience. Remind them to use formal language and to write complete sentences.
2. Have your student write their paragraph about a life experience and relate it to a job. Remind them to start with their main idea (central idea), include key details, and provide a strong conclusion.
3. When your student finishes, have them read aloud their paragraph. Tell them to imagine they are reading it to someone who might hire them. Remind them to speak clearly and with confidence.
4. At the end of the activity, have your student tell what they could do to improve their writing in the next draft. If time permits, allow them to revise their paragraph.

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

#### 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 have completed and make a chart with a column for each strand (core reading, grammar, etc.). In each column, your student should write the title of each related lesson and the important information about the strand that the lesson contains. Your student can review the chart when it is time to take the unit test.
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

#### 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 would like to learn more about fossils. It is amazing that things from prehistoric times have lasted. But I think I need more practice writing a summary. I know that a summary should have the main idea and key details. But I have trouble knowing which details are key. With more practice, I think I would get better at writing key details.