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# Language Arts 4 B Unit 11: Trial, Error, and --Oops

## Lesson 1: Trial, Error, and –Oops : Genre

### Objective: In this lesson, you will find the central idea and supporting details in a text.

#### Key Words:

* **central idea** – what the text is mostly about
* **supporting details** – the key facts in a text that help prove the central idea

#### Explain

In this unit, your student will be reading scientific articles about dinosaurs. You may wish to have an encyclopedia on hand to further research species of dinosaurs referenced in the texts.

1. Read the introduction with your student, focusing on the definition of *central idea*. Explain that key details support the central idea.
2. Introduce your student to *Dinosaur Bloopers* by reading aloud the title, including the subtitle: *Have You Got Your Head Screwed On Straight?* **IF** your student needs help understanding the word *blooper*, **THEN** have them use a dictionary to define it.

[Dinosaur Bloopers](https://cite-media.pearson.com/legacy_paths/e1e43f37-0725-4117-97ef-2866df4a1adf/Dinosaur%20bloopers-1.pdf)

#### Check-In

1. Read aloud, or have your student listen to a recording of *Dinosaur Bloopers*.
2. Have your student respond to the questions. **IF** your student has difficulty, **THEN** reread the text slowly or replay the recording and have your student listen for each answer in the text.

#### Practice

1. Review the directions with your student. Point out that they will be discussing supporting details with you *after* they complete the activity.
2. Reread aloud *Dinosaur Bloopers* or play the recording.
3. Allow time for your student to complete the multiple-choice activity. Discuss each title and ask whether it tells a detail or the central idea of the text.
4. Listen as your student explains which details of the text support the answer to the multiple-choice question. **IF** they have trouble finding details, **THEN** reread the text or replay the recording and identify supporting details together.

### Objective: In this lesson, you will correct capitalization errors with proper nouns.

#### Key Word:

* **capitalized** – starting with a capital letter
* **proper noun** – a noun that names a specific person, place, or thing

#### Explain

1. Have your student read the introduction. Make sure they understand that a proper noun refers to an exact, or certain, person, place, or thing.
2. Ask your student to read aloud the example sentence and the explanation. Then, have your student explain the difference between the noun *city* and the proper noun *New York*.
3. Have your student read the examples in the chart. Take turns giving other examples for each type of proper noun.

#### Check-In

1. Ask your student to read the directions aloud. Your student needs to analyze each set of three sentences to choose the one that has the correct capitalization of proper nouns.
2. Have your student answer the first question. **IF** your student needs help, **THEN** ask which noun names a specific place. Point out that both words need to begin with a capital letter. Emphasize that the noun *state* could refer to any state.
3. Ask your student to complete the last two questions.
4. Review your student’s answers. **IF** your student had difficulty choosing the correct answer, **THEN** have them review the beginning of the lesson.

#### Practice

1. Have your student read the directions. Make sure they understand that they need to analyze each sentence to identify and correct capitalization of proper nouns.
2. Review your student’s answers. **IF** your student needs support, **THEN** help them find the proper noun. Ask questions such as: Which word(s) name a place? What type of place is it? Which word names a person’s name?

### Objective: In this lesson, you will identify words with an *open syllable*.

#### Key Words:

* **open syllable** – a syllable that ends in a vowel; the vowel has a long sound
* **syllable** – a word part with a single vowel sound

#### Explain

**A Note About the Lesson**

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

**Learning Coach Tip**

A syllable is a word part that has one vowel sound. There are six common syllables types that appear in words. One type of syllable is called an *open syllable*. An open syllable occurs when there is a vowel at the end of a syllable, resulting in a long vowel sound. In some words, the long vowel sound is a syllable by itself. Some words with open syllables are *so-lar*, *be*, *fa-vor*, and *spi-der*.

[Three-Column Chart](https://cite-media.pearson.com/legacy_paths/b545a5b9-156d-47f9-8875-3938027bcc3e/ELA_4_0371_N_U12_D1_spelling_GO_Chart_3_Column.pdf)

One-Syllable Words

1. Have your student read the introduction. Point out that every syllable has one vowel sound. Explain that some words have an open syllable, which ends in a vowel that has a long vowel sound.
2. Continue by having your student read the words in the chart. Have your student respond to the questions to identify open syllables and long vowel sounds in the words.

Two- and Three-Syllable Words

1. Help your student apply what they have learned about open syllables to reading two- and three-syllable words. Explain that any or all of the syllables can be open syllables in a word. In some words, the vowel is a syllable by itself. Review that the vowel will have a long sound. If a syllable ends in *y*, the *y* stands for either the long *e* or long *i* sound.
2. Have your student read the words aloud and use the questions to focus on the vowel sounds in words with open syllables. **IF** your student has difficulty identifying a vowel sound, **THEN** remind your student that open syllables end with a vowel, resulting in a long vowel sound.

Introduce Spelling Words

1. 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 three-column chart to sort the words by the location of their open syllable(s). **IF** your student has difficulty sorting words by the location of their open syllable, **THEN** say each word slowly and have your student repeat the word to identify the location of the long vowel. Have them identify the long vowel sound at the end of each open syllable(s).

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word in their notebook. Ask your student to divide the words into syllables and underline the letter or letters that stand for the long vowel sound in the open syllable or syllables.

1. It is **cruel** to leave your pet outside in bad weather. (cru-el)
2. Do you **deny** that you broke the window? (de-ny)
3. A **potato** grows under the ground. (po-ta-to)
4. Did you **create** this drawing? (cre-ate)
5. The drummer played a **solo** during the song. (so-lo)
6. The **poem** is about friendship. (po-em)
7. He was sick with chills and a **fever**. (fe-ver)
8. The **acorn** fell from the oak tree. (a-corn)
9. I like to study earth and space **science**. (sci-ence)
10. Please **open** the door for me. (o-pen)
11. Do you like **gravy** on your meatloaf? (gra-vy)
12. This is the **final** chapter in the book. (fi-nal)
13. She spent a **lazy** day napping on the sofa. (la-zy)
14. You did a **super** job and spelled every word correctly. (su-per)
15. If you answer the **bonus** question, you get extra points. (bo-nus)

### Objective: In this lesson, you will write numbers **0**, **1**, and **2** in cursive.

#### Explain

1. Ask your student to read the introduction and study the number models for cursive *0*, *1*, and *2*. Ask your student how they compare to the print numbers *0*, *1*, and *2*. Make note of the slight tilt for the number *0*, which does not sit perpendicular to the bottom line. Point out the slant line in number *1***,** which contrasts with a vertical manuscript number *1*. Point out the slant of the number *2* as well.
2. Have your student answer the question. Discuss your student’s observations about the strokes they notice that make each number different.

How to Write Cursive Number 0

1. Watch the video with your student. Have your student write cursive number *0* in the air to prepare for writing.
2. Ask your student to study the number model and read the steps for writing cursive number *0*.

How to Write Cursive Number 1

1. Watch the video together and have your student write cursive number *1* in the air.
2. Have your student review the number model and read the steps for writing cursive number *1*.

How to Write Cursive Number 2

1. Watch the video together and have your student write cursive number *2* in the air. Discuss how the bottom line of cursive number *2* is different from a print number *2* because the cursive line is wavy as opposed to straight.
2. Invite your student to study the number model and read the steps for writing cursive number *2*. Then, read the steps while your student points them out on the number model.

#### Check-In

**Learning Coach Tip**

If your student has trouble with the slant of cursive numbers or letters, check on the angle of their paper. If your student is right-handed, tilt their paper so the upper right corner is facing the 12:00 position and the lower left corner is facing the 6:00 position. If your student is left-handed, then tilt their paper so the upper left corner is facing the 12:00 position. You can tape a thin piece of paper at the angle needed across the workspace. The bottom of your student’s page will sit on that line, which then creates a slant of numbers and letters.

1. Print the Cursive Number 0, 1, 2 handwriting worksheet and have your student read the directions. If you do not have a printer, use a sheet of lined paper for your student, and write any models or numbers that will need to be traced.
2. Point out the directional arrows for tracing. Watch as your student completes the worksheet. **IF** you see your student having difficulty forming cursive numbers 0, 1, or 2, **THEN** ask them to review the steps to follow.

[Cursive Numbers 0, 1, 2](https://cite-media.pearson.com/legacy_paths/d4da3607-0841-4389-894f-e28fa8136914/cur_0_1_2.pdf)

#### Practice

1. Print the Handwriting Practice page and have your student read the directions. If you don’t have a printer, use a sheet of lined paper for your student.
2. Review your student’s handwriting. **IF** your student has difficulty writing cursive 0, 1, or 2, **THEN** review the tracing examples before your student continues writing again.

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

## Lesson 2: Trial, Error, and –Oops: Comprehension

### Objective: In this lesson, you will use a Venn diagram to compare and contrast two texts on the same topic.

#### Key Words:

* **central idea** – what the text is mostly about
* **supporting details** – the key facts in a text that help prove the central idea
* **Venn diagram** – a graph that uses circles to help show how things are similar and different

#### Explain

1. Read the introduction with your student. Explain that it’s important to organize information when you read more than one text on a topic.
2. Review the steps for organizing information with your student. **IF** they have trouble with some of the boldfaced terms, **THEN** go over the definitions.
3. Point out the paragraph about Venn diagrams. Use the illustration, as needed, to explain how they work.
4. Watch the video with your student. Discuss how that student used a Venn diagram to sort the information.

Introduce the text *Dinosaur Bloopers* to your student. Point out that they will watch a video about the same topic later. If necessary, explain that a video can also be a kind of informational text.

[Dinosaur Bloopers](https://cite-media.pearson.com/legacy_paths/e1e43f37-0725-4117-97ef-2866df4a1adf/Dinosaur%20bloopers-1.pdf)

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 Determine Science Topic Words sidebar together. Point out the two ways to determine the meaning of science terms: using reference materials and looking for context clues. Explain that sometimes one method will work better than another, depending on the text.
3. Help your student preview the text and set a purpose for reading *Dinosaur Bloopers*. First link to the book and talk about the author, title, and pictures.
4. Remind your student to think about the central idea and supporting details as they read.
5. After reading, make sure your student understands that the text is mainly about some mistakes early paleontologists made.

#### Check-In

Direct your student to *Dinosaur Bloopers* and the watch the informational video *Iguanodon’s Story* to answer the questions. Allow time for rereading the text and watching the video.

[Dinosaur Bloopers](https://cite-media.pearson.com/legacy_paths/e1e43f37-0725-4117-97ef-2866df4a1adf/Dinosaur%20bloopers-1.pdf)

1. **IF** your student has difficulty identifying the central idea and supporting details of either text, **THEN** reread relevant paragraphs in *Dinosaur Bloopers* and rewatch the video together.
2. **IF** your student has difficulty contrasting the texts, **THEN** guide them with questions such as:
	1. Which dinosaurs are mentioned in *Iguanodon’s Story*? (*Iguanodon*)
	2. Which dinosaurs are mentioned in *Dinosaur Bloopers*?*(Brontosaurus, Apatosaurus, Camarasaurus, Iguanodon)*
	3. Are there more mistakes mentioned in *Dinosaur Bloopers* or *Iguanodon’s Story*?*(Dinosaur Bloopers)*

#### Practice

1. Read the directions with your student. Help them to copy the Venn diagram into their notebook, taking time to assess whether or not they understand how to properly fill out the diagram.
2. Have your student return to the text *Dinosaur Bloopers* and the video *Iguanodon’s Story* to complete the diagram.
3. **IF** your student has difficulty identifying details, **THEN** allow them to return to the text to locate them.

[Dinosaur Bloopers](https://cite-media.pearson.com/legacy_paths/e1e43f37-0725-4117-97ef-2866df4a1adf/Dinosaur%20bloopers-1.pdf)

### Objective: In this lesson, you will use a T-chart to compare and contrast two texts on the same topic.

#### Key Words

* **central idea** – what the text is mostly about
* **supporting details** – the key facts in a text that help prove the central idea

#### Explain

1. Read the introduction with your student. Explain that comparing and contrasting two things, such as two fourth graders, can help you learn what is similar and different about them.
2. **IF** they seemed confused by the concept, **THEN** discuss how it helps that Tamara and Ryan are standing in a similar body position. Ask your student guiding questions, such as:
	1. What would happen if Ryan changed from standing to kneeling?
	2. What information would you no longer be able to compare? (how tall they are)
3. Have your student respond to the question.
4. Read the paragraphs about T-charts with your student.

#### Check-In

1. Read the introduction with your student. Explain that comparing and contrasting two things, such as two fourth graders, can help you learn what is similar and different about them.
2. **IF** they seemed confused by the concept, **THEN** discuss how it helps that Tamara and Ryan are standing in a similar body position. Ask your student guiding questions, such as:
	1. What would happen if Ryan changed from standing to kneeling?
	2. What information would you no longer be able to compare? (how tall they are)
3. Have your student respond to the question.
4. Read the paragraphs about T-charts with your student.

#### Practice

1. Read the directions with your student. Point out that there are two activities to practice.
2. Read aloud the passages to your student.**IF** you think your student could benefit from reading Text A in context, **THEN** use the link below to read aloud the entire text of Dinosaur Bloopers.
3. Help your student copy the T-chart into their notebook, taking time to assess whether or not they understand how to properly fill it out with details from both texts.
4. **IF** your student has difficulty identifying details, **THEN** work with them to find the information in the passages.
5. Listen as your student describes the central idea of both passages. Be sure that the details they use to support the central idea are important ones.
6. **IF** your student needs help identifying key details, **THEN** return to the T-chart and help them find and circle the details that support the central idea.

[Dinosaur Bloopers](https://cite-media.pearson.com/legacy_paths/e1e43f37-0725-4117-97ef-2866df4a1adf/Dinosaur%20bloopers-1.pdf)

### Objective: In this lesson, you will correct capitalization errors.

#### Key Word

* **capitalization** – the act of writing a word starting with a capital letter

#### Explain

1. Have your student read the introduction. Then, read and discuss the examples in the chart.
2. Ask your student to read the example sentence below the photo aloud. Point out that the holiday is made up of three separate words. Each begins with a capital letter.
3. Have your student read the final section and answer the two questions. Emphasize that when they check their work, they should also check for words that have been capitalized by mistake.

#### Check-In

1. Have your student read the introduction. Then, read and discuss the examples in the chart.
2. Ask your student to read the example sentence below the photo aloud. Point out that the holiday is made up of three separate words. Each begins with a capital letter.
3. Have your student read the final section and answer the two questions. Emphasize that when they check their work, they should also check for words that have been capitalized by mistake.

#### Practice

1. Have your student read the directions. Make sure they understand that some words need to be capitalized and that others may be capitalized in error.
2. Observe as your student completes the activities. **IF** your student needs help, **THEN** guide them to analyze the sentences phrase by phrase. For example: we called/ mr. Allen/to invite him/for the Holiday. Focus on the first word in the sentence and the nouns to decide which are proper nouns that need to be capitalized. Point out that *holiday* is not a proper noun because it does not name a specific holiday.

#### Explain

1. Ask your student to read the introduction and study the cursive number models for *3*, *4*, and *5*.
2. Discuss your student’s observations about the numbers and how they compare or contrast to other cursive or print numbers they have learned. Your student should notice that these cursive numbers look similar to their print counterparts, but they are slanted.

How to Write Cursive Number 3

1. Watch the video with your student. Have your student write cursive number *3* in the air to prepare for writing.
2. Have your student study the number model and read the steps for writing cursive number *3*.

How to Write Cursive Number 4

1. Watch the video together and ask your student to write cursive number *4* in the air.
2. Have your student study the number model and read the steps for writing cursive number *4*. Then, read the steps while your student points them out on the number model.

How to Write Cursive Number 5

1. Watch the video together. Then, encourage your student to write cursive number *5* in the air.
2. Invite your student to read the steps for writing cursive number *5* while pointing them out on the number model.

#### Check-In

If your student feels tense when writing, remind them to do hand exercises before they begin, or when they need a break. Such exercises include things like pretending to cut with scissors, twirling their wrist in circles, and wiggling their thumbs.

1. Print the Cursive Number 3, 4, 5 handwriting worksheet and ask your student to read the directions. If you don’t have a printer, use a sheet of lined paper for your student, and write any models or numbers that need to be traced.
2. Point out the directional arrows for tracing. Watch as your student completes the worksheet. **IF** you see your student having difficulty forming cursive numbers *3*, *4*, or *5*, **THEN** ask them to review the steps to follow.

[Cursive Numbers 3, 4, 5](https://cite-media.pearson.com/legacy_paths/3ce278e2-fc6a-4a80-93e7-f5edd70f5270/cur_3_4_5.pdf)

#### Practice

1. Print the Handwriting Practice page and have your student read the directions. If you don’t have a printer, use a sheet of lined paper for your student.
2. Review your student’s handwriting. **IF** your student has difficulty writing cursive *3*, *4*, or *5*, **THEN** review the videos and tracing examples before your student continues writing again.

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

### Objective: In this section, you will pronounce words with open syllables.

#### Key Word

* **open syllable** – a syllable that ends in a vowel; the vowel has a long sound

#### Explain

An open syllable occurs when there is a vowel at the end of a syllable, resulting in a long vowel sound. In some words, the vowel is a syllable by itself and has a long vowel sound. Helping your student recognize this syllable pattern will help them pronounce words with more than one syllable.

Explain

1. Use the introduction to review the open syllables in words. Explain that identifying open syllables can help your student correctly pronounce words with more than one syllable. Use the word *photograph* to review open syllables in longer words. Note whether your student is saying the word correctly.
2. Explain that dividing words into syllables will help your student pronounce unfamiliar words. Have your student use the syllables to say each word correctly. **IF** your student struggles to say a word with an open syllable, **THEN** work with them to identify the long vowel sound that ends the open syllable. Have your student blend the syllables to say the words.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student draw a line between the syllables. Then, have your student sort the words by the number of open syllables in the word.

|  |  |  |
| --- | --- | --- |
| **One Open Syllable** | **Two Open Syllables** | **Three Open Syllables** |
| createbonuscruelfinalopenacornsciencepoemfeversuper | denysologravylazy | potato |

#### Check-In

Have your student read the directions. Observe as your student divides the words into syllables. Then, have your student underline the vowel that ends the open syllable. Have them blend the sounds to say the words. **IF** your student has difficulty determining the sound of the vowel that ends the open syllable, **THEN** remind them that the vowel sound in an open syllable is long. Then, read the word together with your student.

1. si-ren
2. vol-ca-no
3. stu-dent
4. sky-dive
5. yo-yo
6. u-ni-ted

#### Practice

Use the activity to confirm that your student can say words with open syllables. Have your student say the first word in each row and then identify two words in the row that have the same vowel sound as the boldface vowel in the first word. Then, have them write the words with the same vowel sound in their notebook. **IF** your student has difficulty identifying the words with the same vowel sound, **THEN** work together to say each syllable and the vowel sound of the boldface vowel in each word. Reread the first word and the additional words in the row to compare the vowel sounds to determine whether the boldface vowel in each word has the same sound as the boldface vowel in the first word.

## Lesson 3: Trial, Error, and –Oops: Speak/Listen

### Objective: In this lesson, you will compare and contrast two informational texts on the same topic.

#### Key Words

* **central idea** – what the text or topic is mostly about
* **integrate** – to bring parts together into a whole
* **source** – a text that gives information
* **summary** – a brief report of the main points of a topic

#### Explain

1. Read the first few paragraphs with your student. Tell your student that, like Kai, they are going to read more than one source about a topic.
2. Review the characteristics of an effective summary with your student. Point out that a central idea can be about a text or a topic. Make clear: When your student reads more than one text, a summary that integrates information will be about a common topic.
3. Further explain, if necessary, that a summary does not include a reader's personal opinions or feelings about a topic. It also does not include unimportant or minor details.
4. Next, tell your student that you will watch a video together. Ask them to listen for how the students’ summary integrates information from two sources.

#### Check-In

1. Review the directions with your student.
2. Allow time for your student to reread *Dinosaur Bloopers* and read *Dinosaur Deceivers*. *Dinosaur Deceivers* is a new text. If necessary, take the time to introduce it to your student. Discuss the illustrations, photos, and captions together.
3. Have your student answer the questions. **IF** your student has difficulty finding key details and the central idea of each text, **THEN** return to the texts and work with them to locate the information.

[Dinosaur Bloopers](https://cite-media.pearson.com/legacy_paths/e1e43f37-0725-4117-97ef-2866df4a1adf/Dinosaur%20bloopers-1.pdf)

Audio: Dinosaur Bloopers

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.

[Dinosaur Deceivers (A)](https://cite-media.pearson.com/legacy_paths/7ac45ee4-bee7-44b5-8cf5-5f59956025c8/DinosaurDeceivers_A.pdf)

[Dinosaur Deceivers](https://cite-media.pearson.com/legacy_paths/45d8984e-9c48-4e82-840e-b03eb462df6b/DinosaurDeceivers-1.pdf)

[Dinosaur Deceivers (B)](https://cite-media.pearson.com/legacy_paths/68d44747-7993-4a47-817f-69af279be9d9/DinosaurDeceivers_B.pdf)

#### Practice

1. Read the question with your student. Remind your student to look for details that support the central idea of a topic (not a text). Those details should be from both sources.
2. Have your student refer back to the texts to write their summary. They might also wish to refer back to their answers in the Check-In section.
3. Review your student’s work. **IF** they had trouble adhering to the structure of a summary, **THEN** have them return to the Explain section to review a summary’s characteristics.

[Dinosaur Bloopers](https://cite-media.pearson.com/legacy_paths/e1e43f37-0725-4117-97ef-2866df4a1adf/Dinosaur%20bloopers-1.pdf)

[Dinosaur Deceivers (A)](https://cite-media.pearson.com/legacy_paths/7ac45ee4-bee7-44b5-8cf5-5f59956025c8/DinosaurDeceivers_A.pdf)

[Dinosaur Deceivers (B)](https://cite-media.pearson.com/legacy_paths/68d44747-7993-4a47-817f-69af279be9d9/DinosaurDeceivers_B.pdf)

[Dinosaur Deceivers (B)](https://cite-media.pearson.com/legacy_paths/68d44747-7993-4a47-817f-69af279be9d9/DinosaurDeceivers_B.pdf)

### Objective: In this lesson, you will learn strategies to successfully share a summary of a topic.

#### Key Words

* **central idea** – what the text or topic is mostly about
* **integrate** – to bring parts together into a whole
* **pace** – the speed at which something is said or done
* **sources** – texts that give information
* **summary** – a brief report of the main points of a text or topic

#### Explain

1. Read the introduction with your student. Point out that you must write a summary before you can present it.
2. Review the tips with your student. **IF** your student does not understand how to speak at an appropriate pace, **THEN** model how to do so by talking to your student too quickly and then too slowly. Next, speak at a normal pace. Ask your student which pace was easiest to understand.
3. Have your student answer the question. If necessary, define the terms *central idea*,*topic*, and *key details* with your student.

#### Check-In

1. Review the directions with your student.
2. Have your student complete the three “True/False” activities. **IF** your student has difficulty finding an answer, **THEN** return to the Explain section and work with them to locate the information.

#### Practice

1. Read the directions with your student.
2. If your student has already had the opportunity to write a summary of the texts in the Peer Model lesson for today, then have them use it to present to you.
3. IF your student has not yet written a summary of the texts, then allow time for your student to read *Dinosaur Bloopers* and *Dinosaur Deceivers*. Have your student refer back to the texts to write their summary.

[Dinosaur Bloopers](https://cite-media.pearson.com/legacy_paths/e1e43f37-0725-4117-97ef-2866df4a1adf/Dinosaur%20bloopers-1.pdf)

Audio: Dinosaur Bloopers

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.

[Dinosaur Deceivers (A)](https://cite-media.pearson.com/legacy_paths/7ac45ee4-bee7-44b5-8cf5-5f59956025c8/DinosaurDeceivers_A.pdf)

[Dinosaur Deceivers](https://cite-media.pearson.com/legacy_paths/45d8984e-9c48-4e82-840e-b03eb462df6b/DinosaurDeceivers-1.pdf)

[Dinosaur Deceivers (B)](https://cite-media.pearson.com/legacy_paths/68d44747-7993-4a47-817f-69af279be9d9/DinosaurDeceivers_B.pdf)

1. Listen to your student’s presentation of their summary. You may wish to record their presentation so they can better complete their self-assessment.
2. Have your student copy the checklist in their notebook. Then, have them assess their presentation. If you made a recording of it, play it for them first.
3. Review your student’s assessment. Give positive feedback on any skills in which you or they deemed successful. Offer constructive advice on how to practice any skills that you or they felt needed improvement.

### Objective: In this lesson, you will correctly apply punctuation and capitalization in sentences.

#### Key Words

* **capitalization** – the act of writing a word starting with a capital letter
* **punctuation** – a set of marks that is used to make the meaning of a sentence clear

#### Explain

1. Have your student read the introduction. Then, read and discuss the examples in the first chart. Ask your student to name other examples for each type of capitalization.
2. Then, ask your student to read the examples in the second chart. Take time to carefully review the use of each type of punctuation mark.
3. Ask your student to read the example below the photo aloud. Discuss each use of capitalization and punctuation.
4. Have your student answer the questions. **IF** your student needs support, **THEN** have them refer back to the charts and compare the examples with words in the sentences.

#### Check-In

1. Have your student read the directions. Remind your student that they are checking both the capitalization and the punctuation in each sentence.
2. Ask your student to answer the first question. **IF** your student struggles, **THEN** break the first sentence into phrases: “I will meet you/on Main avenue,/said Frank." Analyze the capitalization and punctuation in each segment and identify the errors. Then, have your student write the correctly written sentence in their notebook.
3. Have your student continue with the other questions. As needed, refer back to the charts in the beginning of the lesson.

#### Practice

1. Have your student read the directions. Emphasize that they need to apply correct capitalization and punctuation to each sentence. Each sentence has four to six errors.
2. Review your student’s answers. **IF** your student needs help, **THEN** analyze the sentences phrase by phrase. It may be helpful to have your student first look at capitalization, and then analyze punctuation.
3. Have your student read the correctly written sentences aloud.

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

#### Explain

## Activities

1. You may wish to provide your student with a journal in which to record responses to the texts that they read independently. Do not plan to grade this journal but check in from time to time to see how your student is progressing.
2. Depending on the book your student chooses, you may assign one or more of the independent reading activities or allow your student to select from the activities listed.

## Lesson 4: Trial, Error, and --Oops: Fluency

### Objective: In this lesson, you will integrate information from two texts on the same topic.

#### Key Words

* **integrate** – to bring parts together into a whole
* **knowledgeably** – in a way that shows understanding about something
* **pace** – the speed at which something happens

#### Check-In

1. Review the directions and steps with your student. Point out that the steps have yet to be put in the correct order.
2. Have your student put the steps in order. **IF** your student has difficulty sequencing the steps, **THEN** return to the opening paragraph in the Explain section to locate the correct order.

#### Practice

1. Read the direction with your student.
2. Have your student refer back to the texts to answer the questions.

[Dinosaur Bloopers](https://cite-media.pearson.com/legacy_paths/e1e43f37-0725-4117-97ef-2866df4a1adf/Dinosaur%20bloopers-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.

[Dinosaur Deceivers (A)](https://cite-media.pearson.com/legacy_paths/69ee022d-2921-4b51-8b37-228bedd4a273/DinosaurDeceivers_A.pdf)

[Dinosaur Deceivers](https://cite-media.pearson.com/legacy_paths/45d8984e-9c48-4e82-840e-b03eb462df6b/DinosaurDeceivers-1.pdf)

[Dinosaur Deceivers (B)](https://cite-media.pearson.com/legacy_paths/fa7fb881-55ab-4605-955c-196fcb223f1c/DinosaurDeceivers_B.pdf)

1. Review your student’s responses. **IF** they had trouble finding a unifying idea, **THEN** guide them with questions, such as:
	1. Does any fact from *Dinosaur Deceivers* sound similar to any fact from *Dinosaur Bloopers*?
	2. What is true for the paleontologists in *Dinosaur Bloopers* that is also true for the paleontologists in *Dinosaur Deceivers*?
	3. What can you find in both texts about young dinosaurs?

### Objective: In this lesson, you will draw conclusions about the big ideas from a set of paired texts.

#### Key Words:

* **integrate** – to bring parts together into a whole
* **paired texts** – a set of two texts about the same topic

#### Explain

1. Read the opening paragraphs with your student.
2. Have your student point to each item in the photo as you read aloud from the list.
3. Explain that the items act as clues to the mystery of Ella’s location. Prompt your student to think about why grouping the items together tells a more complete story than looking at just one item.
4. Have your student respond to the question. **IF** they need help, **THEN** return to the list and have them circle any words that repeat.
5. Help draw the conceptual connection between a set of items such as Ella’s and a set of paired texts. Reiterate that individually, a text has information to share about a topic, but paired with another text, the reader can gather more information and better understand a topic.
6. Review the steps for integrating information from paired texts.

#### Check-In

1. Review the directions with your student.
2. Allow time for you or your student to read the passages. Note: The passages are both based on the leveled reader for the lesson, *Dinosaur Deceivers*. **IF** you think your student would benefit from reading the complete text, **THEN** use this link to the text.

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)

The Five-Finger Test

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

[Dinosaur Deceivers (A)](https://cite-media.pearson.com/legacy_paths/69ee022d-2921-4b51-8b37-228bedd4a273/DinosaurDeceivers_A.pdf)

[Dinosaur Deceivers](https://cite-media.pearson.com/legacy_paths/45d8984e-9c48-4e82-840e-b03eb462df6b/DinosaurDeceivers-1.pdf)

[Dinosaur Deceivers (B)](https://cite-media.pearson.com/legacy_paths/fa7fb881-55ab-4605-955c-196fcb223f1c/DinosaurDeceivers_B.pdf)

1. Have your student complete the activities by writing their notes in their notebook.
2. Review your student’s notes. **IF** your student has difficulty finding key facts and details, **THEN** return to the texts and work with them to locate the information.

#### Practice

1. Read the directions with your student.
2. Have your student refer back to their notes in the Check-In section to answer the question.
3. Review your student’s response. Check to make sure that they have supported their conclusion with key details from both texts.

### Objective: In this lesson, you will review using multiple texts to integrate information.

#### Review

Quick Review

Remind your student that to integrate information means to bring parts together into a whole. If you integrate information from multiple texts, you put ideas from the texts together to draw conclusions about the topic as a whole.

1. Read the introduction.
2. Point out the illustration and have your student read the caption. Explain that any time they want to learn about a topic, they should consult more than one source. The same is true when they want to write about a topic.

#### Show What You Know

1. Give your student time to read the two informational texts.
2. Then, ask your student to 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.
* **Moderately Successful** – My student was able to answer most questions correctly but may have had trouble integrating or summarizing.
* **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 your students approach to completing the Try This section.

* **Less Successful** – Review the Core Reading lessons for Days 3 and 4. Then, return to the questions in Show What You Know and have your student respond orally to any they previously missed.
* **Moderately Successful** – Have your student complete Activity 1.
* **Very Successful** – Have your student complete Activity 2.

**Activity 1**

1. Read the directions with your student. Remind your student that they will need to use information from both texts to summarize the topic.
2. Have your student write a short summary. **IF** your student has trouble getting started, **THEN** suggest that they take notes on the parts of each text that have to do with the topic. They can then use their notes to write the summary.

**Activity 2**

1. If your student is ready for Activity 2, read the prompt together and make sure your student has access to the internet. Suggest that they type in one of the two names and skim the first few articles to find two that they wish to read more thoroughly.
2. Give your student time to read the articles and summarize ideas on the topic.
3. Judge the response primarily on how well your student integrates information from the two articles to write a summary.

### Objective: In this lesson, you will spell words with open syllables.

#### Key words

* **open syllable** – a syllable that ends in a vowel; the vowel has a long sound
* **syllable** – a word part with a single vowel sound

#### Explain

1. In this lesson, your student will focus on spelling words with open syllables. Review the spelling tips with your student. Explain that the tips will help them correctly spell words with open syllables.
2. Use the questions to apply the tips to the spelling words. **IF** your student has difficulty identifying the spelling patterns in the words with open syllables, **THEN** review the spelling tips and remind your student that an open syllable ends in a vowel with a long vowel sound. Then, help your student break the multisyllabic words into syllables to identify the spelling pattern in each syllable of the words. Say each syllable with your student, emphasizing the long vowel sound at the end of the open syllable.

#### Check-In

1. Read the directions with your student. Discuss that each word is missing one or two letters that spell a long vowel sound in an open syllable. Observe as your student completes the first item. **IF** your student has difficulty identifying the missing letter or letters in a word, **THEN** read the word with each of the vowel options to determine which vowel or vowels complete the word. Continue to work with your student if support is needed.
2. If time permits, you might ask your student to use each completed word in a sentence.

#### Practice

1. Review the directions with your student before they complete the activity independently. Explain that the letters in the bold word are mixed up, or not in the correct order. Have your student put the letters in the correct order to spell a word with an open syllable. **IF** your student has difficulty figuring out the correct spelling of a bold word, **THEN** reread the sentence with your student and have them identify the vowels in the bold word. Then, examine the remaining letters in the bold word. Discuss which consonants could go before or after the vowel or vowels to form a word.
2. **Weekly Spelling Test:** Use the following sentences to test the week’s spelling words:

|  |  |
| --- | --- |
| * **fever**
 | His nurse said he had a **fever**. |
| * **solo**
 | The lead singer sang the **solo** part of the song. |
| * **poem**
 | Each student read a favorite **poem**. |
| * **deny**
 | The teacher may **deny** the student’s request to retake the test. |
| * **lazy**
 | Our**lazy** cat just sleeps by the fireplace. |
| * **science**
 | We study **science**to learn about the world. |
| * **bonus**
 | Having my brother home for my birthday was an unexpected **bonus**. |
| * **potato**
 | A purple **potato** tastes sweet and nutty. |
| * **gravy**
 | I like rice and chicken with **gravy**. |
| * **acorn**
 | The squirrel is eating an **acorn**. |
| * **open**
 | Can you **open** the box of crayons? |
| * **create**
 | What did you **create** in art class this week? |
| * **cruel**
 | Do not hurt or be **cruel** to animals. |
| * **super**
 | We had a **super** time at the amusement park. |
| * **final**
 | This is the**final** word on the spelling test. |

## Lesson 5: Trial, Error, and --Oops: Synthesize

### Objective: In this lesson, you will speak knowledgeably on a science topic.

#### Key Words

* **eye contact** – one person looking directly into the eyes of another person
* **integrate** – to bring parts together into a whole
* **knowledgeably** – in a way that shows understanding about something

#### Explain

1. Read the opening paragraphs with your student. Reiterate that there are many similarities about writing and speaking knowledgeably about a science topic.
2. Next, watch the video together. Ask your student to listen for ways in which the student in the video discusses the process they followed to speak knowledgeably about the topic.
3. Review the steps of writing and speaking knowledgeably.
4. Point out the steps that apply only to speaking. **IF** your student does not understand the concept of eye contact, **THEN** model making eye contact with your student.

#### Check-In

1. Review the directions and steps with your student.
2. Have your student answer the questions. **IF** your student has difficulty responding, **THEN** return to the Explain section to locate the information.

#### Practice

1. Read the directions with your student.
2. Have your student refer back to the texts to answer the question.

[Dinosaur Bloopers](https://cite-media.pearson.com/legacy_paths/e1e43f37-0725-4117-97ef-2866df4a1adf/Dinosaur%20bloopers-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.

[Dinosaur Deceivers (A)](https://cite-media.pearson.com/legacy_paths/eaa28c60-fa01-462f-a4b0-ccb5ca711058/DinosaurDeceivers_A.pdf)

[Dinosaur Deceivers](https://cite-media.pearson.com/legacy_paths/45d8984e-9c48-4e82-840e-b03eb462df6b/DinosaurDeceivers-1.pdf)

[Dinosaur Deceivers (B)](https://cite-media.pearson.com/legacy_paths/acbb5b64-f488-4f27-860a-17f9da8958b9/DinosaurDeceivers_B.pdf)

1. To prepare the presentation, have your student refer to any notes they took on these texts in previous days. If there are no notes, have your student take notes on the texts now.
2. Listen to your student’s response. Offer positive feedback when evaluating their ability to speak knowledgeably.

### Objective: In this lesson, you will create a video about information from two texts on the same topic.

#### Key Words

* **eye contact** – one person looking directly into the eyes of another person
* **integrate** – to bring parts together into a whole
* **knowledgeably** – in a way that shows understanding about something

#### Explain

1. Read the introduction with your student. Discuss the scenario, ensuring that your student understands that the students in the photo are in a paleontology club and are looking for new members.
2. Review the steps the students take to create and distribute a video. Point out that they follow the same steps as the student has taken when writing and speaking knowledgeably on a science topic. However, there are now the added steps of making and sharing the video.
3. **IF** your student seems confused by the steps involved in the process, **THEN** work with them to create a poster with the steps outlined.
4. Explain that the club’s ability to inform their audience helped them to gain members.

#### Check-In

1. Review the directions with your student.
2. Have your student read aloud the script. Use the reading as an opportunity for your student to practice smiling, make eye contact, and use (or not use) their hands during speaking.
3. Have your student answer the questions. Allow time for them to refer back to the texts to answer the questions.

[Dinosaur Bloopers](https://cite-media.pearson.com/legacy_paths/e1e43f37-0725-4117-97ef-2866df4a1adf/Dinosaur%20bloopers-1.pdf)

Audio: Dinosaur Bloopers

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.

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[Dinosaur Deceivers (B)](https://cite-media.pearson.com/legacy_paths/acbb5b64-f488-4f27-860a-17f9da8958b9/DinosaurDeceivers_B.pdf)

#### Practice

1. Read the directions with your student. **IF** they need further help understanding the topic, **THEN** explain they will need to prove that it is OK to make mistakes, since paleontologists do as well. They will do so with examples from the texts of mistakes that paleontologists have made.
2. Have your student refer back to the texts to prepare to speak on the topic.
3. Work with your student to take notes, integrate information, write, and perform the script.
4. When you and your student are both satisfied that the video is ready to share, then send it to family and friends. Use trusted social media platforms. If possible, have friends and family respond with positive feedback for your student.

[Dinosaur Bloopers](https://cite-media.pearson.com/legacy_paths/e1e43f37-0725-4117-97ef-2866df4a1adf/Dinosaur%20bloopers-1.pdf)

[Dinosaur Deceivers (A)](https://cite-media.pearson.com/legacy_paths/eaa28c60-fa01-462f-a4b0-ccb5ca711058/DinosaurDeceivers_A.pdf)

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[Dinosaur Deceivers (B)](https://cite-media.pearson.com/legacy_paths/acbb5b64-f488-4f27-860a-17f9da8958b9/DinosaurDeceivers_B.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.