Table of Contents

[Language Arts 4 B Unit 10: Unearthing the Past 2](#_Toc195164866)

[Lesson 1: Unearthing the Pas: Genre 2](#_Toc195164867)

[Objective: In this lesson, you will identify what kind of informational text it is. 4](#_Toc195164868)

[Objective: In this lesson, you will read unfamiliar words accurately in context. 6](#_Toc195164869)

[Objective: In this lesson, you will identify plural words. 7](#_Toc195164870)

[Objective: In this lesson, you will write uppercase **Y** in cursive. 9](#_Toc195164871)

[Lesson 2: Unearthing the Past: Comprehension 11](#_Toc195164872)

[Objective: In this lesson, you will explain ideas in a historical text. 11](#_Toc195164873)

[Objective: In this lesson, you will make judgments about people discussed in a historical text. 13](#_Toc195164874)

[Objective: In this lesson, you will make strong word choices when speaking. 14](#_Toc195164875)

[Objective: In this section, you will write uppercase **Z** in cursive. 15](#_Toc195164876)

[Objective: In this lesson, you will pronounce plural words. 16](#_Toc195164877)

[Lesson 3: Unearthing the Past: Speak/Listen 18](#_Toc195164878)

[Objective: In this lesson, you will explain a procedure in a scientific text. 18](#_Toc195164879)

[Objective: In this lesson, you will learn how to provide clear instruction in procedures. 20](#_Toc195164880)

[Objective: In this lesson, you will make appropriate word choices to convey precise ideas in informational text. 21](#_Toc195164881)

[Objective: In this lesson, you will practice reading fluently. 23](#_Toc195164882)

[Activities 23](#_Toc195164883)

[Lesson 4 Clues from Long Ago: Fluency 23](#_Toc195164884)

[Objective: In this lesson, you will summarize the events in a technical text. 23](#_Toc195164885)

[Objective: In this lesson, you will read a technical text with accuracy. 24](#_Toc195164886)

[Objective: In this lesson, you will summarize procedures in a scientific text. 25](#_Toc195164887)

[Objective: In this lesson, you will spell words with *r*-controlled vowels. 27](#_Toc195164888)

[Lesson 5: Unearthing the Past: Synthesize 29](#_Toc195164889)

[Objective: In this lesson, you will explain a concept in a scientific text. 29](#_Toc195164890)

[Objective: In this lesson, you will show that you know how to use visual aids to help explain concepts in a scientific text. 30](#_Toc195164891)

[Objective: In this lesson, you will practice reading fluently. 32](#_Toc195164892)

# Language Arts 4 B Unit 10: Unearthing the Past

## Lesson 1: Unearthing the Pas: Genre

#### Learning Goals

In “Unearthing the Past,” your student will discover the different kinds of dinosaur fossils that scientists have unearthed. They will also gain some insight into how fossils form. Your student will also build their reading comprehension and learn spelling, phonics, grammar, and handwriting skills. There are 16 learning goals:

Listen to/ identify if an informational text is historical, scientific, or technical, with specific references to what the text says explicitly.

Use decoding skills and context to read unfamiliar multisyllabic words accurately in context.

Identify plural words.

Fluently write uppercase*Y*in cursive.

Summarize to explain events in a technical text, including what happened and why, based on specific information in the text.

Choose appropriate words and phrases to convey ideas precisely when speaking.

Fluently write uppercase *Z* in cursive.

Pronounce plural words.

Explain procedures in a scientific text, including what happened and why, based on specific information in the text.

Choose appropriate words and phrases to convey ideas precisely when writing to convey a message for an informational text.

Read a text that interests you independently or with your Learning Coach and establish the purpose for reading.

Explain ideas in a historic text, including what happened and why, based on specific information in the text.

Read unfamiliar multisyllabic words accurately in context when reading an informational text aloud.

Spell plural words.

Explain concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Read a text that interests you independently or with your Learning Coach and establish a purpose for reading.

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 “Unearthing the Past” will be assessed with the following items:

1. Quick Check
2. Quick Check
3. Quick Check
4. Quick Check
5. Quick Check

#### Spark

Get Ready for Learning

In today’s lesson, your student will discover that scientists look for fossils for clues to the past. You may want to have some examples of fossils available to examine and discuss. These can be photographs of bones, amber, and trace fossils.

Have your student read aloud the title and first paragraph. Then, have them share some of the questions they might ask about a seashell they would find on the beach.

Ask your student to read the next paragraph. Discuss the reasons scientists might need to dig for objects. Explain that over time, because of natural disasters and other changes to the planet, clues are buried in the ground.

View the image of the stone tool with your student and read the caption. Invite your student to describe the shape of the tool and how they think an early human might have used it.

Have your student read the second paragraph. Confirm they understand what a fossil is. Have them share if they have ever seen a fossil in a museum or other location before. Have them look at the word *prehistoric* and use the word parts to figure out its meaning. They can check their definition by using the rollover feature. Also, confirm understanding of the word *amber* by directing them to view the photograph and caption.

Have your student read the last paragraph. Explain that when a prehistoric plant or animal died, it became buried in layers of dirt over time. Make sure your student understands that scientists can learn a lot of information from the items they dig up.

Activate Prior Knowledge

Have your student read the first paragraph. Give them time to write and draw, either in their notebook or on the printout. **IF** they struggle to come up with ideas, **THEN** have them reread the lesson. Allow time for your student to share their writing.

Have your student read the next paragraph to discover what they will read about in this unit. Then, read the bulleted list with your student. Ask if they are familiar with any of the topics. Have them share what they already know.

### Objective: In this lesson, you will identify what kind of informational text it is.

#### Key Words:

**historical text** – informational writing that tells about someone or something from the past

**inform** – to give facts or information

**procedures** – instructions divided into steps

**scientific text** – informational writing that tells about a topic related to science

**technical text** – informational writing that tells how something happens or works

#### Explain

Read the first two paragraphs of the lesson with your student. Make sure they understand that each type of text is written to inform but has some differences from other kinds of informational text. **IF** your student has difficulty making the basic distinction, **THEN** discuss some topics that might be found in each type of informational text. For example, a *historical text* may contain facts about an ancient civilization or biography of a president; a *scientific text* may feature information about how an invention came to be or a description of a plant’s life cycle; a *technical text* may be an analysis of a software update or an instruction manual.

As you discuss the bulleted list, let your student know that some crossover can exist between the different types of texts. For example, a historical text might talk about science-related topics. To distinguish the types, however, your student should focus on the main objective of a text: Is the objective to convey information about something in the past, to explain a scientific procedure, or to tell how something works?

Listen to a Text

Introduce your student to *Bone Wars and Fossil Feuds*. Read the first two paragraphs on page 10, or play the recording for your student.

Discuss the questions aloud.

**IF** your student has difficulty answering Question 1, **THEN** let them know that they don’t have to recall the men’s exact names. They can just give a general description of what the men did.

**IF** your student struggles to answer Question 2 or 3, **THEN** reread or replay the first sentence of the first paragraph and the last two sentences of the second paragraph on page 10.

[Bone Wars and Fossil Feuds](https://cite-media.pearson.com/legacy_paths/95e64f5b-0d7a-4b96-a3ad-cdf7fe886a61/BoneWars_V2.pdf)

#### Check-In

Finish reading aloud the rest of page 10 and continue to the end of the first complete paragraph on page 11 of *Bone Wars and Fossil Feuds*. You may also play the recording.

 Have your student respond to the questions, either orally or in writing. **IF** your student has difficulty recalling the answers to questions, **THEN** reread or replay the relevant portions of the text.

[Bone Wars and Fossil Feuds](https://cite-media.pearson.com/legacy_paths/95e64f5b-0d7a-4b96-a3ad-cdf7fe886a61/BoneWars_V2.pdf)

#### Practice

Read aloud the last three paragraphs on page 11 of *Bone Wars and Fossil Feuds*, or play the recording.

Have your student respond to the questions—again, either orally or in writing. **IF** your student cannot answer Question 3 by identifying the type of informational text that *Bone Wars and Fossil Feuds* exemplifies, **THEN** scaffold by asking questions, such as:

Does the text give steps for how to do something? (no)

Does the text describe a process for how something happens or works? (no)

Does the text discuss something that happened in the past? (yes)

Guide your student to understand that, even though the text talks about a science-related topic, its main focus is on providing details about historical events.

[Bone Wars and Fossil Feuds](https://cite-media.pearson.com/legacy_paths/95e64f5b-0d7a-4b96-a3ad-cdf7fe886a61/BoneWars_V2.pdf)

### Objective: In this lesson, you will read unfamiliar words accurately in context.

#### Key Words:

**pronounce** – to sound out a word

**syllable** – word part that contains a vowel

#### Explain

Have your student read the introduction about reading unfamiliar words in context.

Explain that the first step to reading unfamiliar words is pronouncing them correctly. Breaking the word into syllables can help a reader pronounce an unfamiliar word. It can also help a reader see familiar word parts that make up the unfamiliar word. Practice breaking the word *influenced* into syllables with your student. Remind them that each syllable has a vowel sound.

Then, explain that the second step to reading unfamiliar words is using context to help understand the meaning of the unfamiliar word. Explain that even though certain words might be unfamiliar to readers, an author often gives clues to their meanings.

#### Check-In

Tell your student to read the directions and answer the multiple-choice questions. They are being asked to read sentences and answer the questions about unfamiliar multisyllabic words.

Review your student’s answers. **IF** your student incorrectly identified the number of syllables in *bickering*, **THEN** pronounce the word correctly for them and clap out each of the three syllables together. To help your student define the word, you might want to help them look for familiar word parts by pointing out that the *-ing* ending in *bickering* can be removed to show that they are looking for the meaning of the verb *bicker*.

Then, guide your student to use the context clues to figure out the meaning.

#### Practice

Have your student read the directions aloud. Then, have them read the passage and answer the questions. Your student’s task is to identify the number of syllables in *ravenous* and *exhausted*, and to identify the meanings of the words by using context. You might want to point out that both words are adjectives.

Read your student’s answers. **IF** your student is unable to identify the meanings of the words in context, **THEN** have them read the passage again and think about how the boldface words can be replaced with words that will keep the same meaning of the passage. Remind your student to use context clues to help them figure out each meaning.

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

#### Key Word

**plural word** – a word that names two or more people, places, or things

#### Explain

A Note About this 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*plural word* is a noun that names two or more people, places, or things. Most plural words are formed by adding the plural ending *-s* to a singular noun. Some plural words are formed by added *-es* to the end of a singular noun. Other plural words are formed by changing the spelling of the singular noun. Some plural words have the same spelling as their singular counterpart.

[Concept Web](https://cite-media.pearson.com/legacy_paths/b46ac004-f601-4972-a2b0-e0e76242b7ba/ELA_4_0356_N_U11_D1_spelling_Concept_Web_5_Square.pdf)

Spellings of Plural Words

Have your student read the introduction. Explain that *singular words* are nouns that name one person, place, or thing, and *plural words* are nouns that name two or more people, places, or things. Tell your student that plural words can be identified by their spellings. Explain that most plural words are nouns with the ending *-s* or *-es*.

Have your student examine the spellings of the singular words and plural words on the chart. Discuss how the spellings of some singular words change when the plural ending is added. As your student examines the plural spellings of nouns that end with the letter *o*, tell your student that there is not a spelling rule for when *-s* or *-es* is added to a noun that ends with *o*. Explain that your student should try to remember the spellings of these words, or use a dictionary to determine if *-s* or if *-es* should be added to a noun ending in *o*.

Continue by having your student answer the questions to examine the rules for spelling plural words. **IF** your student has difficulty identifying the plural spelling of a noun, **THEN** review the spelling of the singular noun and the spelling change in the chart. Work with your student to examine the letters that spell the singular noun and apply the spelling change to form the plural word.

Different Spellings of Plural Words

Have your student read the paragraph. Explain that some plural words do not have the ending *-s* or *-es*; instead, they have a different spelling for the plural form of a word. Have your student examine the spellings of the singular and plural words on the chart. Guide your student in identifying the vowels and consonants that change when the singular words are changed to form plural words. Point out that some singular and plural words, such as *sheep* and *deer*, are the same.

Then, have your student answer the questions. For Question 4, discuss how using the context of a sentence can help your student determine if a word is singular or plural.

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 words.



#### Check-In

Listen as your student reads the words in the box. Then, have your student use the concept web to sort the words, based on the spelling change of the plural word. **IF** your student has difficulty identifying the spelling change of the plural word, **THEN** help your student review the examples of spelling changes in the plural word endings chart. Help them identify the spelling change in the plural word.

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word in their notebook. Tell your student to underline the letters that spell the plural ending or the letters of the spelling change in the plural word. If there is no change, they should leave the word as is.

The thick socks keep my **feet** warm. (feet)

The **foxes** have long, thick tails. (foxes)

We pick blueberries from the **bushes**. (bushes)

The **deer** run through the forest. (deer)

They rake the **leaves** in their yard. (leaves)

The dog guarded the herd of **sheep**. (sheep)

I climb the **branches** of the tree. (branches)

The **children** play a game of tag. (children)

We watch **videos** of me when I was a baby. (videos)

She has the **keys** to her house. (keys)

**Cacti** are plants that grow in the desert. (cacti)

We harvest **tomatoes** from our garden. (tomatoes)

The girls wear fancy **dresses** to the party. (dresses)

I use the art **supplies** to make a bracelet. (supplies)

The cat chases **mice** in the barn. (mice)

### Objective: In this lesson, you will write uppercase **Y** in cursive.

#### Explain

Ask your student to read the introduction and study the letter model for cursive uppercase *Y*.

Invite your student to discuss their observations about the letter formation: size, shape, similarities or differences to other letters.

How to Write Cursive Uppercase Y

Watch the video with your student. Have your student write uppercase *Y* in the air to prepare for writing on paper. Discuss how the lower loop closes right at the bottom line.

Ask your student to review the letter model and read the steps for writing cursive uppercase *Y*.

Point out how uppercase *Y* will connect to other letters.

#### Check-In

Learning Coach Tip

If your student has trouble writing a particular type of cursive letter, use methods that provide more sensory stimulation. For instance, writing with chalk on a chalkboard creates a more resistive surface. Also, writing in sand or a salt tray provides extra sensory information. Utilizing these methods sends more feedback to the brain, which can help your student with movement memorization.

Print the cursive uppercase *Y* 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 letters that will need to be traced.

Discuss the letters on the worksheet and the directional arrows for tracing. Remind your student that cursive uppercase *Y* joins to the next letter. Encourage them to point to the joining strokes within the words before starting to trace.

Observe as your student completes the worksheet. **IF** you see your student having difficulty forming cursive uppercase *Y*, **THEN** ask them to review the letter steps to follow. Write a sample letter *Y* for your student, and have your student try again.

[Cursive Uppercase Y](https://cite-media.pearson.com/legacy_paths/c3a7a8ca-b97f-405d-b9c6-f7bdd2870eb2/cur_cap_Y.pdf)

#### Practice

Learning Coach Tip

If your student has trouble writing a particular type of cursive letter, use methods that provide more sensory stimulation. For instance, writing with chalk on a chalkboard creates a more resistive surface. Also, writing in sand or a salt tray provides extra sensory information. Utilizing these methods sends more feedback to the brain, which can help your student with movement memorization.

Print the cursive uppercase *Y* 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 letters that will need to be traced.

Discuss the letters on the worksheet and the directional arrows for tracing. Remind your student that cursive uppercase *Y* joins to the next letter. Encourage them to point to the joining strokes within the words before starting to trace.

Observe as your student completes the worksheet. **IF** you see your student having difficulty forming cursive uppercase *Y*, **THEN** ask them to review the letter steps to follow. Write a sample letter *Y* for your student, and have your student try again.

[Cursive Uppercase Y](https://cite-media.pearson.com/legacy_paths/c3a7a8ca-b97f-405d-b9c6-f7bdd2870eb2/cur_cap_Y.pdf)

## Lesson 2: Unearthing the Past: Comprehension

### Objective: In this lesson, you will explain ideas in a historical text.

#### Key Words

**historical text** – informational writing that tells about someone or something from the past

**ideas** – thoughts and beliefs about a topic

#### Explain

Read the first three paragraphs with your student.

Remind your student that a historical text is just one type of informational text. It informs readers about someone or something from the past. You may wish to have them name some topics that might be addressed in a historical text.

Watch the video with your student. Encourage them to think of it as a model as you discuss *Bone Wars and Fossil Feuds,* the historical text in this lesson.

Read the Text

Discuss the vocabulary words with your student.

Read the Use Context to Understand Meaning section together. Point out that context is one of the methods that readers can use to determine the meanings of words. Definitions and examples are two types of context clues.

Have your student complete the activity. **IF** your student cannot identify context clues in the sentence, **THEN** point out the words in parentheses and ask why the words are there. (They are examples of the other two words.) Guide them to understand that *amphibians* and *reptiles* are two groups of animals. Let your student know that they don’t have to give a more complete definition for the words than that; however, if they wish to do so, they can check a print or online dictionary.

Help your student preview the text and set a purpose for reading *Bone Wars and Fossil Feuds.* Click the link to the book; then, talk about the title and pictures.

 Remind your student to pay attention to ideas in the text that tell what happened and why it happened.

After reading, make sure your student understands that the men were known for finding many dinosaur fossils and complete dinosaur skeletons.

[Bone Wars and Fossil Feuds](https://cite-media.pearson.com/legacy_paths/95e64f5b-0d7a-4b96-a3ad-cdf7fe886a61/BoneWars_V2.pdf)

#### Check-In

 Read the directions with your student and have them return to*Bone Wars and Fossil Feuds.*

Have your student answer the questions in their notebook. Explain that their answers may help them with the Practice activity that follows.

**IF** your student struggles to answer Question 5 by identifying the men’s biggest success and biggest failure, **THEN** have them consider these questions:

How were the men’s discoveries different from previous ones? (Only nine kinds of dinosaur fossils had been found before the men’s discoveries. The men also discovered complete skeletons.)

What happened as a result of the men’s rush to name the dinosaurs? (They misnamed some of the dinosaurs.)

[Bone Wars and Fossil Feuds](https://cite-media.pearson.com/legacy_paths/95e64f5b-0d7a-4b96-a3ad-cdf7fe886a61/BoneWars_V2.pdf)

#### Practice

Read the directions with your student. Then, have them read the activity and write their response in their notebook.

Discuss your student’s response. **IF** your student struggles to respond, **THEN** ask them guiding questions, such as:

What important idea does the text’s title relate to? (The men didn’t like each other and were in competition.)

Why were the men’s discoveries so important? (They discovered many new dinosaurs and found complete skeletons.)

How was their competition with each other both helpful and harmful (They probably wouldn’t have found as many fossils if they hadn’t been competing. At the same time, however, they made mistakes naming some dinosaurs because they were rushing.)

### Objective: In this lesson, you will make judgments about people discussed in a historical text.

#### Key Words

**historical text** – informational writing that tells about someone or something from the past

**ideas** – thoughts and beliefs about a topic

**make judgments** – decide things after careful thought

#### Explain

Read the instructional text with your student. Review the meanings of the key words as needed.

Discuss the basis on which your student might judge what is “good” and what is “bad” about historical people’s actions. Here are some questions to consider:

Do you think that people from that time approved of the action? Why or why not?

If the action were done today, would most people approve of it? Why or why not?

Did the action help or harm the person?

Did the action help or harm other people?

How might that person’s life, or that person’s world, have been different if the person had not done what they did?

#### Check-In

Read the directions with your student. Make sure your student understands that they will select *two* answers for each question.

**IF** your student struggles to determine the answers for either question, **THEN** have them reread each passage and ask them what it tells them about the two men.

#### Practice

Read the directions with your student. Then, have them read the question and answer it in their notebook. Have them either take notes about the answer or write out an answer in full, depending on their comfort level.

Remind your student that they are making judgments about the two paleontologists. This means that they are deciding what they think about them, based on what they have read.

**IF** your student struggles to respond, **THEN** ask some guiding questions:

Did the men find a lot of dinosaur fossils? (yes)

What was one of their main achievements? (Sample answer: finding complete skeletons)

Did the men also make some mistakes? Explain. (Yes; they misnamed some dinosaurs.)

Did the men cooperate with each other, or were they competitive? (They were competitive.)

 Accept any reasonable responses your student provides that are supported with text details.

Guide your student to understand that they can use their answers to these questions to help them make judgments about the men.

### Objective: In this lesson, you will make strong word choices when speaking.

#### Key Word

**precisely** – exactly and correctly

#### Explain

Quick Review

In previous lessons, your student learned about the importance of analyzing word choices for precise meaning. They learned that precise words make writing easier to understand for readers. Ask your student to recall what precise word choices help readers understand. (characters, settings, actions, new or unfamiliar topics, unfamiliar words) Explain that in today’s lesson they will be learning about the importance of strong word choices while speaking.

Explain

Ask your student to read the introduction. Briefly discuss the photo and point out that the photo represents the sample conversation in the introduction.

Have your student read the sample conversation and think about the word choices each person made. Point out that every conversation presents many choices that people can make.

Ask your student to respond to the activity and come up with an alternate word choice for Lily. **IF** your student was not able to identify an alternate word choice for *good*, **THEN** discuss what the conversation as a whole is about and provide alternative words such as *detailed*, *original*, *creative*, *clever*, and *specific* and reread the sentences with those words in place. Talk about how the words express Lily’s feelings more precisely.

#### Check-In

Have your student read the directions and complete the activities. Encourage your student to use the context of the sentences to choose the correct word.

Review your student’s answers. **IF** your student identified the wrong answer, **THEN** discuss the conversation and prompt your student by asking questions such as: What does the person mean by this? How can they say this more precisely?

Extend the activity by saying the sentences aloud. Have your student say the line with the chosen word while you read the other part.

#### Practice

Have your student read the directions and complete the activities. Encourage your student to use the context of the sentences to choose the correct word.

Review your student’s answers. **IF** your student identified the wrong answer, **THEN** discuss the conversation and prompt your student by asking questions such as: What does the person mean by this? How can they say this more precisely?

Extend the activity by saying the sentences aloud. Have your student say the line with the chosen word while you read the other part.

### Objective: In this section, you will write uppercase **Z** in cursive.

#### Explain

Ask your student to read the introduction and study the letter model for cursive uppercase *Z*.

Invite your student to discuss what they notice about the letter *Z*. Ask if they recognize anything about its size, shape, or similarities and differences compared to other letters they know. For example, ask your student to recall other uppercase cursive letters that have a loop below the bottom line. (*J* and *Y*)

How to Write Cursive Uppercase Z

Watch the video with your student. Ask your student to write uppercase *Z* in the air to practice the letter strokes. Point out how the lower loop goes down a distance that is equal to the distance between the middle line and the bottom line. Also discuss how the lower loop closes just below the bottom line.

Have your student study the letter model and read the steps for writing cursive uppercase *Z*.

Point out how uppercase *Z* will connect to other letters in words.

#### Check-In

Learning Coach Tip

A common problem in learning cursive is knowing how to extend the lines from individual letters so the letters can join smoothly into a word. When your student learns individual letters, they will see the joining strokes. Point these transitions out so your student can work on making a continuous flow rather than having little starts and stops.

Print the cursive uppercase *Z* handwriting worksheet and ask your student to read the directions. If you don’t have a printer, use a lined sheet of paper for your student, and write any models or letters that will need to be traced.

Point out the letters and words on the worksheet with the directional tracing arrows. Remind your student to study the cursive lowercase letters before tracing the name.

Remind your student that cursive uppercase *Z* will join to the next letter in a word. Encourage them to notice the joining strokes in the words before starting to trace.

Watch as your student completes the worksheet.**IF** you see your student having difficulty forming cursive uppercase *Z*, **THEN** ask them to repeat tracing the letter following the directional arrows. Write a sample letter *Z* for your student, while your student reads aloud the steps to follow.

[Cursive Uppercase Z](https://cite-media.pearson.com/legacy_paths/340c056a-2f41-471c-9ed2-507c9e9674d6/cur_cap_Z.pdf)

#### Practice

Print the Handwriting Practice page and ask your student to read the directions. If you don’t have a printer, use a lined sheet of paper for your student.

Review your student’s handwriting practice. **IF** your student has difficulty writing cursive uppercase *Z*, **THEN** review the video and have your student write the letter in the air before trying on paper again.

[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 plural words.

#### Key Word

**plural word** – a noun that names two or more persons, places, or things

#### Explain

Learning Coach Tip

Most plural words can be formed using the following spelling patterns:

Add the ending *-s* to most singular nouns.

Add the ending *-es* to a singular noun that ends with *s, ss, ch, sh,* *x*, *z*, or *zz*.

Add the ending *-s* to a singular noun that ends in a vowel followed by *y*.

Add the ending *-es* to a singular noun that ends with a consonant followed by *y,* and change the *y* to *i*.

Add the ending *-es* to a singular noun that ends with*f* or *fe,* and change the *f* or *fe* to *v*.

Add the ending *-s* or *-es* to a singular noun that ends with *o*.

Some plural words do not follow any of these patterns, and some plurals are the same as their singular forms.

Explain

Have your student read the introduction. Explain that the plural endings of *-s* and *-es* can affect the pronunciation of a word. Then, have your student read the different examples for the sound of *-s* and *-es* in words*.* Note that your student is saying the words correctly.

Then, have your student answer the questions to compare the vowel sounds in *child* and *children* and the syllables of singular nouns and plural words. **IF** your student has difficulty pronouncing a word correctly, **THEN** work with them to identify the plural endings and blend the sounds to say the word.

Read Spelling Words

Have your student continue to practice spelling this week’s spelling words. Read the spelling words together. Direct your student to write each word in their notebook. Have your student underline the letters in the plural words that are different from those in the singular nouns. Then, have your student sort the plural words by those that are formed with *-s* or *-es*, those that are formed with different spellings of vowels or consonants, and those that do not change from singular to plural.

|  |  |  |
| --- | --- | --- |
| **Plural Words with *-s* or *-es*** | **Plural Words with Different Spellings** | **Words that Do Not Change Singular to Plural** |
| videostomatoesbushesdressesbrancheskeysfoxes | childrenfeetmicecactisuppliesleaves | deersheep |

#### Check-In

Have your student read the directions. Explain that your student will write each plural word in their notebook and underline the letters that are different from those in the singular noun. Then, have your student say the plural word. **IF** your student has difficulty identifying the plural form of a singular noun, **THEN** have your student look at the letters at the end of the word. Help your student review the plural word endings chart in the Identify Plural Words lesson. Guide them in identifying the spelling pattern that applies to the noun to form the plural word.

#### Practice

Use the Activity to confirm that your student can say plural words correctly. Have your student say the first word in each row, and then have them identify two words in the row that have the same ending sound. **IF** your student has difficulty identifying the words, **THEN** work together to say each word in the row, emphasizing the ending sound.

## Lesson 3: Unearthing the Past: Speak/Listen

### Objective: In this lesson, you will explain a procedure in a scientific text.

#### Key Words:

**procedures** – instructions divided into steps

**scientific text** – informational writing that tells about a topic related to science

#### Explain

Read the first few paragraphs of the lesson with your student. Invite them to name some topics that might be discussed in a scientific text. (Examples include hurricanes, types of rocks, animal camouflage, and photosynthesis.)

**IF** your student finds it difficult to understand the meaning of *procedures*, **THEN** explain that whenever they have followed instructions for putting something together, they have followed a procedure.

Watch the video with your student. Then, discuss how the two students talk about the procedure.

 Have your student read *Make Your Own 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.

Discuss the questions. Answers may vary for Question 2; accept any reasonable responses.

[Make Your Own Fossil (A)](https://cite-media.pearson.com/legacy_paths/14fb66fb-62f1-4ca6-94ee-3da5b0ba741e/FunStuff-MakeYourOwnFossil_A.pdf)

[Make Your Own Fossil](https://cite-media.pearson.com/legacy_paths/7e93ba17-03cf-44bc-bbf9-38dfa49da505/Make%20your%20own%20fossil_.pdf)

[Make Your Own Fossil (B)](https://cite-media.pearson.com/legacy_paths/c7738b57-725e-42d9-a682-d49522bf1406/FunStuff-MakeYourOwnFossil_B.pdf)

#### Check-In

Read the directions with your student. Help them assemble any necessary materials to complete the flowchart activity.

Have your student return to the text to complete their flowchart.

Emphasize that your student should use their own words to list each step from the procedure. Clarify that each step should have its own box in the flowchart and that not all of the boxes need to be filled.

**IF** your student seems unsure about how to restate the steps in their own words, **THEN** explain that they should include the most important details from each step. Have them consider what information they would need to know if they were following the procedure. Consider modeling the restatement of a step for your student.

Discuss the completed flowchart. (Note: The number of steps will vary, depending upon the way your student divides the information. Just make sure that the key information has been included.)

[Flowchart](https://cite-media.pearson.com/legacy_paths/c7a13113-fd66-46c3-92ec-b8fe4485afcf/ELA_4_0362_PM_U11_D3_Three_Page_Flowchart_edited.pdf)

[Make Your Own Fossil](https://cite-media.pearson.com/legacy_paths/7e93ba17-03cf-44bc-bbf9-38dfa49da505/Make%20your%20own%20fossil_.pdf)

#### Practice

 Read the directions with your student.

Have your student return to the text and then answer the questions in their notebook.

**IF** your student cannot locate the answers to Questions 1–3, **THEN** help them locate the appropriate steps in the procedure.

**IF** your student struggles to answer Question 4, **THEN** ask guiding questions, such as:

Is plaster soft or hard? (hard)

What might it do if it got into pipes? (It might clog them.)

**IF** your student has difficulty answering Question 5, **THEN** direct them to the last sentence in the text.

**IF** your student cannot explain the difference between a fossil mold and a cast fossil to answer Question 6, **THEN** have them reread Step 3 and Step 6 in the text. Ask what the main difference is between these steps. (In Step 3, you make an imprint. In Step 6, you make the actual fossil by pouring plaster into the mold.) Emphasize that these are the differences between a fossil mold and a cast fossil.

Answers to Question 7 may vary. Accept any response that your student can reasonably defend.

[Make Your Own Fossil](https://cite-media.pearson.com/legacy_paths/7e93ba17-03cf-44bc-bbf9-38dfa49da505/Make%20your%20own%20fossil_.pdf)

### Objective: In this lesson, you will learn how to provide clear instruction in procedures.

#### Key Words:

**communicate** – to share information or some other message

**instruct** – to tell what to do or how to do something

**procedures** – instructions divided into steps

**sequence** – order in which information is given

#### Explain

**communicate** – to share information or some other message

**instruct** – to tell what to do or how to do something

**procedures** – instructions divided into steps

**sequence** – order in which information is given

#### Check-In

Read the directions with your student. Then, have them read aloud the passage and answer the questions, referring to the chart of sequence words from the instructional text as needed.

Have your student discuss their answers to the questions with you.

**IF** your student struggles to answer Question 3, **THEN** have them reread the text without the sequence words. Point out how the removal of those words makes the text more difficult to understand.

#### Practice

Read the directions with your student. Emphasize that more than one sequence word is applicable in some of the blank spaces.

Have your student read the passage and then complete the activities in which they fill in the sentences that need a sequence word.

**IF** your student has difficulty choosing an appropriate sequence word for a sentence, **THEN** have them go through the list of words one at a time until they find one that completes the sentence in a sensible way.

When all of the blanks have been filled in, have your student read aloud the completed passage.

### Objective: In this lesson, you will make appropriate word choices to convey precise ideas in informational text.

#### Key Words:

**appropriate** – right or proper for a particular purpose

**convey** – to tell or get across

**precisely** – exactly and correctly

#### Explain

Quick Review

Your student has been learning about the importance of word choice in various situations. They learned that precise words are important in crafting strong sentences, and they learned about the importance of precise word choices when speaking. Ask your student to describe what a reader or listener gains by using precise words and making wise word choices. (They gain a better understanding of a topic.) Explain that today’s lesson will be about word choices in informational texts.

Ask your student to read the introduction. Point out the photo and how it relates to the sample paragraph.

Explain that when writing informational texts, it is important to be precise when choosing words. Explain that choosing precise words includes choosing the most exact adjectives and most accurate verbs to convey meaning.

Have your student read the sample paragraph and think about the word choices the author made. Discuss how *digging* is more precise than *making* because it tells the specific action that the elephant uses to create the hole.

#### Check-In

Ask your student to read aloud the directions and then the paragraph about the winter solstice.

Then, have your student answer the multiple-choice questions. Your student’s task is to replace each boldface word or words with a more appropriate and precise word or words.

Review your student’s answers. **IF** your student does not choose the correct answer, **THEN** discuss the sentences in the paragraph by asking questions such as: What is the author trying to say here? Which word or phrase makes the most sense in this context?

#### Practice

Have your student read the directions and the passage about Mars before completing the activities. They must choose an appropriate and more precise word or phrase to replace each boldface word in the paragraph.

Read your student’s answers. **IF** your student is unable to identify an appropriate and precise word or phrase to correctly complete each sentence, **THEN** provide your student with choices for each activity. (1: weigh less, be smaller, be less heavy; 2: visit, live, study; 3: average, hot, middle) Then, have your student use the choices to analyze the meaning of each sentence and discuss which word or phrase best completes the sentence.

Remind your student that the sample answers are not the only correct answers. As long as your student chooses a more precise word or phrase that makes sense in the sentence, then the answer is correct.

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

#### Explain

## Activities

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.

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 Clues from Long Ago: Fluency

### Objective: In this lesson, you will summarize the events in a technical text.

#### Key Words:

**events** – things that happen in a text

**process** – a series of actions

**summarize** – to briefly state a text’s main events and details

**technical text** – informational writing that tells how something happens or works

#### Explain

Read the first paragraph with your student; use it to review the basic functions of a technical text.

Use the second paragraph to explore the idea of summarizing. Emphasize that a summary should be much shorter than the original text and should be expressed in your student’s own words.

Watch the video with your student. Discuss what they think about the student’s summary.

#### Check-In

Read the directions with your student. Then, have them select the Let’s Practice button and watch the flipbook.

**IF** your student doesn’t seem to be following along or has difficulty understanding any vocabulary words in the flipbook, **THEN** pause it. Review the information with them and assist them with figuring out the words’ meanings.

Next, have your student answer the questions in their notebook. **IF** your student cannot recall the answers to Questions 1–5, **THEN** have them watch the flipbook again. Pause as needed to give them time to write down their answers.

**IF** your student cannot answer Question 6, **THEN** ask them if it would be difficult to see details in an artifact if it were dirty.

#### Practice

Read the directions with your student. Remind them to return to the flipbook as needed and to reread their answers to the Check-In questions.

Have your student summarize the events described in the flipbook. Emphasize that they should include both what happens and why it happens. Remind them to restate the information in their own words. Have your student write the summary in their notebook.

### Objective: In this lesson, you will read a technical text with accuracy.

#### Key Words:

**accuracy** – correctness

**events** – things that happen in a text

**technical text** – informational writing that tells how something happens or works

#### Explain

Support Your Student for Success

You may wish to have a print or online dictionary handy, if possible, as your student completes this lesson. The focus of the lesson is on reading with accuracy, and your student may need to use a dictionary to check on the pronunciations of words.

Explain

Read the first two paragraphs with your student. You may wish to share, or to have your student share, an occasion when an oral presentation was difficult to understand because the presenter mispronounced words or otherwise spoke inaccurately.

Review the definition of *technical text.* Work with your student to name some topics that could be discussed in a technical text. (Examples include how solar panels work, rules for a video game, or any “how-to” topic.)

Review the bulleted suggestions for confirming the pronunciations of words. **IF** your student isn’t familiar with how pronunciations appear in a dictionary, **THEN** use a dictionary to point one out, if possible. Try to show your student an online dictionary, especially the function through which your student can hear a word spoken and pronounced correctly.

#### Check-In

Read the directions with your student and then instruct them to read the passage quietly.

Have your student answer the questions in their notebook.

**IF** your student cannot identify any words for Question 1, **THEN** point out some of the difficult words in the excerpt, such as *archaeologists*,*trowels*, and*artifacts*, and check that your student knows how to pronounce them.

**IF** your student cannot answer Question 3, **THEN** have them return to the instructional text to review the information.

#### Practice

Read the directions with your student.

Have them identify any words whose pronunciations they are unfamiliar with in the passage. Assist your student with the pronunciations, or have them look up the pronunciations in a dictionary.

Have your student read the passage aloud. Make sure that they are correctly pronouncing the words in the passage. **IF** they are still struggling with any words, **THEN** review the pronunciations again. Have your student reread aloud.

Discuss the question with your student. Encourage your student to make accurate pronunciation a goal for future reading.

### Objective: In this lesson, you will summarize procedures in a scientific text.

#### Review

Quick Review

Remind your student that a technical text is informational writing that tells how something happens or works. Point out that procedures are instructions that are divided into steps. Review the meaning of *summarize* (to briefly state a text’s main events and details).

Read the introduction.

Look at the diagram together. If you wish, have your student give a brief oral summary of the steps shown in the diagram.

#### Show What You Know

Ask your student to read the technical text aloud. Pay attention to your student’s ability to read multisyllabic words aloud (*stegosaurus, apatosaurus, triangular, cylinders, realistic, fanciful*).

Then, 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 your student's approach to completing the Try This.

**Less Successful –** Review the Core Reading lessons for Days 2 and 3. Then, have your student complete Activity 1 orally.

**Moderately Successful –** Assign Activity 1 as a written exercise.

**Very Successful –** Assign Activity 2 as a written exercise. Have your student read the finished summary aloud.

**Activity 1**

Read the prompt with your student. Make sure your student understands that the diagram does not read from left to right but rather in a zigzag pattern, down and up and down and up again.

Give your student time to write a step-by-step technical text to match the diagram. **IF** your student has trouble getting started, **THEN** ask how many steps the text should have. (five)

**Activity 2**

 If your student is ready for Activity 2, help them connect to the text*Old, Old, Old Forests.*

Encourage your student to watch for references to time that can help them determine step-by-step events.

Have your student follow the directions in the prompt to summarize the events in the text. Then, have your student read the summary aloud so that you can assess their ability to read multisyllabic words accurately.

Judge the response primarily on how well your student summarizes events in the scientific text.

[Old, Old, Old Forests](https://cite-media.pearson.com/legacy_paths/b3408ec3-4705-4629-9194-c655afb35899/OldOldForests.pdf)

### Objective: In this lesson, you will spell words with *r*-controlled vowels.

#### Key Word

**plural word** – a noun that names two or more people, places, or things

#### Explain

In this lesson, your student will focus on spelling plural words. Review the spelling tips with them. Explain that the tips will help your student correctly spell plural words*.*

Use the questions to apply the tips to the spelling words. **IF** your student has difficulty identifying the spelling change in a plural word, **THEN** help them identify the singular noun from which the plural word is formed. Examine the spelling of the singular noun, noting the ending letters if the plural word ends with *-s* or *-es*. Guide your student in recognizing the spelling pattern used to change the singular noun into the plural word.



#### Check-In

Read the directions with your student. Explain that they will complete each sentence with the plural form of a word in the box. Then, your student will write the completed sentences in their notebook. Observe as they complete Activity 1. **IF** your student has difficulty spelling a plural word, **THEN** have your student look at the spelling and the ending letters of the singular noun and discuss the spelling pattern that is used to change the singular noun into a plural word.

#### Practice

Review the directions with your student before they complete the activities independently. Have your student write the plural word for each singular noun and underline the letters in the plural word that are different from those in the singular noun. Then, have them write another plural word with the same spelling pattern.**IF** your student has difficulty identifying another plural word with the same spelling pattern, **THEN** have them identify the letters at the end of the singular noun and examine the underlined letters in the plural word. Encourage your student to identify a spelling word with the same ending letters.

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

|  |  |
| --- | --- |
| **• keys** | They use the **keys** to unlock the doors. |
| **• leaves** | The**leaves** fall from the tree in autumn. |
| **• tomatoes** | We pick the ripe **tomatoes** from the plant. |
| **• branches** | She builds a treehouse in the **branches** of the tree. |
| **• children** | He reads a book to the **children**. |
| **• cacti** | The **cacti** have thick stems and pointy spines. |
| **• videos** | The **videos**show ways to make a birdhouse. |
| **• dresses** | The sisters wear **dresses** to the concert. |
| **• foxes** | We see two**foxes**run through our yard. |
| **• sheep** | The sheep are resting in the field. |
| **• bushes** | The **bushes** have white flowers in the spring. |
| **• deer** | The **deer** eat plants and berries in the forest. |
| **• mice** | The**mice** gather seeds for the winter. |
| **• supplies** | We use the craft **supplies** to make a basket. |
| **• feet** | Her **feet** get cold as she plays in the snow. |

## Lesson 5: Unearthing the Past: Synthesize

### Objective: In this lesson, you will explain a concept in a scientific text.

#### Key Words

**concepts** – ideas or theories

**procedures** – instructions divided into steps

**scientific text** – informational writing that tells about a topic related to science

#### Explain

Read the first two paragraphs with your student. Discuss the meaning of Key Words, as needed.

You may wish to explain that a theory is an explanation about why something happens—an explanation that many people believe but that has not been proven beyond doubt.

Watch the video with your student. Invite comments.

#### Check-In

Read the first two paragraphs with your student. Discuss the meaning of Key Words, as needed.

You may wish to explain that a theory is an explanation about why something happens—an explanation that many people believe but that has not been proven beyond doubt.

Watch the video with your student. Invite comments.

#### Practice

Read the directions with your student. Point out that they will be rereading the passage they read for the Check-In activity.

Have them answer the questions, either orally or in writing, referring to the passage for support.

**IF** your student struggles to answer the questions, **THEN** help guide them to the parts of the passage where they can locate the answers:

Question 1: See the first paragraph.

Question 2: See the second paragraph.

Question 3: See the third paragraph.

### Objective: In this lesson, you will show that you know how to use visual aids to help explain concepts in a scientific text.

#### Key Words

**concepts** – ideas or theories

**diagrams** – drawings that show how something looks or works

**scientific text** – informational writing that tells about a topic related to science

#### Explain

Get Ready for Learning

This lesson lists several examples of visual aids that can make the explanation of a scientific topic more effective. Before meeting with your student for this lesson, you may wish to locate examples of a photo, a drawing, a timeline, and various types of maps. (The lesson already shows an example of a diagram.)

Explain

Read the first paragraph of the lesson with your student. Briefly discuss times when either of you tried to put something together and how having a visual as a guide—for example, a photo of the finished object or illustrated steps in the instructions—was helpful.

Discuss the bulleted examples of visual aids.

Use the image in the lesson to show how a diagram works. Note the use of labels and arrows. Explain that this diagram helps to explain the process of photosynthesis (the process by which plants use sunlight to synthesize food from carbon dioxide and water).

**IF** your student is unsure what a timeline is, **THEN** explain that it is a line that shows events along with their dates or time periods. A timeline enables a reader to see when events happen in relation to each other.

Explain that there are various kinds of maps that show various features of an area (not just geography).

Conclude by emphasizing that visual aids are not only effective, but also time-saving ways of sharing information. To be able to see the information all at once takes less time than it would take to hear or read it explained in words.

#### Check In

Read the directions with your student.

Have your student answer the questions in their notebook.

**IF** your student struggles to answer Question 2, **THEN** remind them that a timeline shows events and their dates or time periods. Ask: Do all fossils come from the same time period? (No, they come from different time periods.) Guide your student to understand that a timeline could help illustrate approximate times when the fossilized animals existed.

**IF** your student has difficulty answering Question 3, **THEN** remind them that animals get buried under layers of material before they become fossils. Have your student look back at the diagram in the instructional text as a reminder of what a diagram can look like. Ask this question: How could a diagram help show what happens to animals before they become fossils? (It could show how the animals become buried under multiple layers of earth.)

#### Practice

Read the directions with your student. Point out that your student may have seen this passage in another lesson.

Have your student read the passage and then answer the questions in their notebook.

**IF** your student struggles to answer Question 2, point out that most maps provide information that helps to answer the question *Where?* Have them scan the passage for details that relate to *Where?* questions.

**IF** your student cannot respond to Question 3 by suggesting a diagram to use, **THEN** ask guiding questions:

Could a diagram help you understand how an asteroid might form a crater in the earth? (yes)

Could a diagram help you understand what happens to plants and animals when soot blocks sunlight? (yes)

### 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 that your student struggles with, suggest they go back into the lesson and create a concept web. In the inner square, have your student write a topic. In each outer square, your student should write important information about the topic. Your student can review the concept webs when it is time to take the unit test.

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

1. **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.
2. 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 what they learned before
	2. setting a goal for each learning session
	3. quizzing yourself
	4. drawing pictures of new vocabulary words
	5. asking questions and looking for answers in texts
	6. differentiating between technical, procedural, scientific, and historical texts
	7. using precise words to tell about ideas
	8. practicing writing in cursive

#### Reflect

1. 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 was confused about the difference between a technical and scientific text. My Learning Coach showed me examples of each one. This helped me understand their differences. A scientific text tells about a science subject. A technical text has steps, so it tells how to do something.