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# Language Arts 4 B Unit 12: Creature Features

## Lesson 1: Creature Features: Genre

#### Learning Goals

In “Creature Features,” your student will discover the amazing physical features of dinosaurs. Your student may know of dinosaurs with spikes, horns, and long necks. But they will be surprised to find out about some of the wildest features scientists have discovered about dinosaurs! Your student will also build their reading comprehension and learn spelling, phonics, grammar, and handwriting skills. There are 14 learning goals:

1. Listen to a text to analyze how a visual representation can support comprehension.
2. Use idioms to convey ideas precisely.
3. Identify words with closed syllables.
4. Fluently write numbers **6**, **7**, and **8** in cursive.
5. Think aloud to explain how information presented visually contributes to an understanding of the informational text in which it appears.
6. Use adages to convey ideas precisely.
7. Fluently write numbers **9** and **10** in cursive.
8. Pronounce words with closed syllables.
9. Explain how information presented orally contributes to an understanding of the informational text in which it appears.
10. Use proverbs to convey ideas precisely.
11. Read a text that interests you independently or with your Learning Coach and establish the purpose for reading.
12. Explain how information presented quantitatively contributes to an understanding of the informational text in which it appears.
13. Come to a discussion prepared to paraphrase information presented in diverse media and formats in order to analyze the effectiveness of the oral, visual, or quantitative presentation of an idea or piece of information, while carrying out assigned roles for the discussion and demonstrating the ability to cooperate and problem solve as appropriate for productive group discussion.
14. Spell words with closed syllables.

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 “Creature Features” will be assessed with the following items:

* Genre: Quick Check
* Comprehension: Quick Check
* Speak/Listen: Quick Check
* Fluency: Quick Check and Discussion
* Read: online practice
* Unit Test: test

**Get Read for Learning**

In today’s lesson, your student will discuss the features of dinosaurs. You may want to have pictures of different types of dinosaurs available to display and discuss.

1. Have your student read aloud the title and first paragraph. Then, have them follow the directed drawing activity in their notebook. **IF** they struggle with any of the steps, **THEN** assist as needed. Encourage them to do their best and remind them that it doesn’t have to be perfect.
2. Invite your student to look at the photograph of the velociraptor. Tell them that the steps they followed were directions for drawing this dinosaur. Have them compare their drawing to the image. Then, watch the video together. Ask your student to pay close attention to comparisons that scientists make that help them understand dinosaurs.
3. You may pause the video if your student hears an unfamiliar term or is confused about information they hear.
4. Have your student answer Question 1 independently. **IF** they struggle, **THEN** have them watch the first few slides of the video again. Ask them what remains scientists have of dinosaurs (fossils) and why they think they need to compare remains to real-life animals.

Activate Prior Knowledge

1. Have your student read the first paragraph. Give them time to write their response in their notebook. **IF** they struggle to identify how features may have helped the animals, **THEN** review the video again. Allow time for your student to share their writing. Check that their paragraphs are clear, coherent, and answer the prompt.
2. 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 how visuals could add meaning to a text.

#### Key Word:

* **visual features** – things a reader sees like maps and charts that aid in understanding

#### Explain

Get Ready for Learning

Your student will listen to a text and analyze how visuals could help them understand the text. Before the lesson begins, find some nonfiction texts in other units or online and show the visual features to your student. Show them charts, graphs, tables, maps, or diagrams. Discuss with your student how visuals could help them understand a topic.

1. Read the opening paragraph, key word, and definition with your student. Explain that when they read a text, visual features like maps and charts can help them better understand the text but that they miss out on this visual learning when they only listen to the text.
2. Have your student answer the question out loud to explain something they like about listening to a text.

#### Check-In

1. Read aloud or play the recording of *A Visit to the Past.*
2. Have your student answer out loud the multiple-choice questions. **IF** your student has difficulty anticipating answers to questions 1 and 2, **THEN** let them know that titles, subtitles, and a text’s first paragraph can give clues about what the text will be about.

[A Visit to the Past](https://cite-media.pearson.com/legacy_paths/f6188862-cc50-4a07-b13d-e513d8703e2f/VisittoThePast-2.pdf)

#### Practice

1. Tell your student to think about how visual features could aid in their understanding of this text.
2. Then, have them answer the questions out loud. **IF** your student has trouble answering Question 1, **THEN** say the words *Quetzalcoatlus* *northropi* and also write it on a piece of paper for them to see. Have them compare the experiences.

### Objective: In this lesson, you will use idioms to express your ideas precisely.

#### Key Word:

* **idiom** – an expression with a meaning that is not understood from the meaning of the separate words in the phrase

#### Explain

1. Have your student read the introduction and the example below the photo. Talk about the exact meaning of the words *cut corners* and the meaning of the idiom.
2. Then, have your student read the next two paragraphs and emphasize that an idiom is a shorter way to express an idea.
3. Have your student read the three sentences of the first example aloud. Discuss how the first sentence uses a long description (take time, paint carefully). The idiom expresses the same idea in fewer words.
4. Continue with the next example. Have your student explain the meaning of*the last straw* in their own words.
5. Take time to read and discuss the meaning of each idiom in the chart. Ask your student which idioms they have heard before.

#### Check-In

1. Have your student read the directions for the activities.
2. Ask your student to answer the questions. **IF** your student has difficulty, **THEN** have them read each answer choice aloud, and then read the hint for a clue. Discuss which idiom makes sense.
3. Review your student’s answers. **IF** your student had difficulty determining the correct answers, **THEN** have them review the chart at the beginning of the lesson.

#### Practice

1. Have your student read the directions. Have them explain the meaning of each idiom in the box. If needed, refer back to the chart at the beginning of the lesson.
2. Review your student’s answers to the questions. **IF** your student needs support, **THEN** have your student explain what idea the person wants to express. Then, find the idiom that conveys that meaning.
3. Have your student read the completed sentences aloud. Talk about when they might use the idiom when speaking or writing.

### Objective: In this lesson, you will identify words with **closed syllables**.

#### Key Words

* **closed syllable** – a syllable that has one vowel followed by one or more consonants; the vowel usually has a short 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 syllable types that appear in words. One type of syllable is called a *closed syllable*. A closed syllable has one vowel followed by one or more consonants, and the vowel usually has a short sound. Some words with closed syllables are *egg*, *clash*, *stump*, *ex-am*, *cab-in*, *and hap-pen*.

[Three-Column Chart](https://cite-media.pearson.com/legacy_paths/5b013135-b1ac-4291-89d3-ba268c1c13c5/ELA_4_0386_N_U13_D1_spelling_GO_Chart_3_Column.pdf)

One-Syllable Words

1. Have your student read the introduction. Explain that some words have a closed syllable, which is a syllable that has a vowel followed by one or more consonants. Usually, the vowel sound is short.
2. Continue by having your student read the words *ash*, *stretch*, and *block*. Have your student answer the questions to examine the spellings and short vowel sounds in the closed syllables of the words. **IF**your student has difficulty identifying similarities among the words, **THEN** work with your student to identify the vowel and consonants after the vowel in each word. Read the word aloud with your student, emphasizing the short vowel sound in the syllable.

Two- and Three-Syllable Words

1. Help your student apply what they have learned about closed syllables to reading longer words. Review that a closed syllable has one vowel followed by one or more consonants, and that it usually has a short vowel sound.
2. Have your student read the words *invent*, *robot*, and *magnetic*. Use the questions to identify the spelling and vowel sound in each syllable of the words and to identify the closed syllable or syllables in the words. **IF**your student has difficulty identifying a closed syllable in a word, **THEN**identify the vowel and short vowel sound in the syllable. Help your student understand that a closed syllable must have only one vowel, that it usually has a short vowel sound, and that the vowel must by followed by one or more consonants. Guide your student in understanding that some multisyllabic words have all closed syllables or just one closed syllable.

Introduce Spelling Words

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



#### Check-In

Listen as your student reads the words in the box. Then, have your student use the three-column chart to sort the words based on the number of closed syllables in the word. **IF** your student has difficulty sorting words with more than one syllable, **THEN** work with them to divide each word into syllables and to identify the spelling and vowel sound of each syllable in the word. Have your student underline the vowel and consonant or consonants that follow the vowel in each closed syllable to identify the number of closed syllables in the word.

#### Practice

Read each sentence and have your student identify the spelling word. Then, have them write each word in their notebook. Ask your student to underline the vowel and the consonant or consonants that follow the vowel in each closed syllable:

1. He wears a **jacket**in cool weather. (jacket)
2. The **rabbit** has long ears and brown fur. (rabbit)
3. When water freezes **solid**, it turns into ice. (solid)
4. We watched a movie **last**night. (last)
5. We had a **fantastic** time watching the fireworks. (fantastic)
6. I made a **comment** to the chef about the wonderful food. (comment)
7. The **magnetic** letters stay on the refrigerator. (magnetic)
8. They launch the **rocket**into space. (rocket)
9. We put the rake and shovel in the **shed**. (shed)
10. The sky begins to get dark at **sunset**. (sunset)
11. I like to play **basketball** with my friends. (basketball)
12. They **insist** on paying for lunch at the restaurant. (insist)
13. I use **chopsticks** to eat my meal. (chopsticks)
14. I put the **napkin** on my lap before I eat dinner. (napkin)
15. We had to **subtract**two days from our vacation due to bad weather. (subtract)

### Objective: In this lesson, you will write numbers **6**, **7**, and **8** in cursive.

#### Explain

1. Ask your student to read the introduction and study the number models for cursive **6**, **7**, and **8**.
2. Discuss what your student notices about the number formations. See what they have observed about the size, shape, similarities, or differences to each other. Ask questions such as: *Which number has a straight line*? (*7*) *Which numbers have curved lines*? (*6* and *8*)

How to Write Cursive Number 6

1. Watch the video with your student. Have your student write cursive number **6** in the air to prepare for writing. Point out how the loop forms between the bottom line and the middle line. Point out how the loop touches both lines.
2. Ask your student to study the number model and read the steps for writing cursive number **6**.

How to Write Cursive Number 7

1. Watch the video together and ask your student to write cursive number **7** in the air. Point out how the top of the **7** is a straight line along the top line.
2. Have your student study the number model and read the steps for writing cursive number **7**.

How to Write Cursive Number 8

1. Watch the video together and have your student write cursive number **8** in the air. Point out how the curved lines end up forming two closed loops—one below the middle line and one above the middle line. Point out how the lines cross at the middle line.
2. Invite your student to study the number model and read the steps for writing cursive number **8**.

#### Check-In

1. Print the cursive numbers **6**, **7**, and **8** handwriting worksheet. If you do not have access to a printer use a sheet of paper. Have your student read the directions before starting to trace.
2. Watch as your student completes the worksheet to see if they are observing the directional arrows. **IF** you see your student having difficulty forming cursive numbers **6**, **7**, or **8**, **THEN** ask them to review the videos. Help them identify the problem areas of their numbers by pointing out the correct strokes in the videos.

[Cursive Numbers 6, 7, 8](https://cite-media.pearson.com/legacy_paths/787a4b3c-b4de-4aea-81a9-7cd7b6edfb67/cur_6_7_8_N.pdf)

#### Practice

1. Print the cursive numbers **6**, **7**, and **8** handwriting worksheet. If you do not have access to a printer use a sheet of paper. Have your student read the directions before starting to trace.
2. Watch as your student completes the worksheet to see if they are observing the directional arrows. **IF** you see your student having difficulty forming cursive numbers **6**, **7**, or **8**, **THEN** ask them to review the videos. Help them identify the problem areas of their numbers by pointing out the correct strokes in the videos.

[Cursive Numbers 6, 7, 8](https://cite-media.pearson.com/legacy_paths/787a4b3c-b4de-4aea-81a9-7cd7b6edfb67/cur_6_7_8_N.pdf)

## Lesson 2: Creature Features: Comprehension

### Objective: In this lesson, you will think aloud to explain how information presented visually helps readers understand an informational text.

#### Key Word

* **visual features** – things a reader sees like maps and charts that aid in understanding

#### Explain

1. Read the opening paragraph, key word, and definition with your student. Explain that visual features are the images and things a reader sees that gives them additional information about something in the text.
2. Watch the video with your student. Have them explain what they learn about how visual aids help readers make meaning of a text.

Read the Text

1. Talk about the vocabulary words and definitions with your student. Have them add unknown words to their notebook and track the meanings of any unknown words as they read. Explain to your student that some words are about a particular subject. *A Visit to the Past* has a lot of words about science.
2. Read the Context Clues sidebar with your student. Then, listen as they answer the questions. **IF** your student does not know the meaning of the words in the questions, **THEN** have them look up their meanings in a dictionary.
3. Access the link as your student previews the nonfiction text *A Visit to the Past*. Listen as they set a purpose for reading.
4. Have your student answer the questions to practice thinking aloud.

[A Visit to the Past](https://cite-media.pearson.com/legacy_paths/f6188862-cc50-4a07-b13d-e513d8703e2f/VisittoThePast-2.pdf)

#### Check-In

1. Have your student read *A Visit to the Past*.
2. Then, have them complete the sequencing activity to put the events in the order they happened.**IF** your student has difficulty recalling the order of events, **THEN** have them reread the text.
3. After they finish the activity, have your student answer the questions about the events in the text.

[A Visit to the Past](https://cite-media.pearson.com/legacy_paths/f6188862-cc50-4a07-b13d-e513d8703e2f/VisittoThePast-2.pdf)

#### Practice

1. Have your student refer back to the text and think about visual features.
2. Then, have your student answer the questions out loud. **IF** your student has trouble answering Questions 1 and 2, **THEN** rephrase the prompt. Tell your student that their answers for these two questions will be based on their opinion of what they would like to see.

[A Visit to the Past](https://cite-media.pearson.com/legacy_paths/f6188862-cc50-4a07-b13d-e513d8703e2f/VisittoThePast-2.pdf)

### Objective: In this lesson, you will create your own visual feature to help you get tasks done.

#### Key Word

* **visual features** – things a reader sees like maps or charts that aid in understanding

#### Explain

1. Read the opening paragraphs, key word, and definition with your student. Explain that, just as words in a text help readers understand more about a topic, the visual features within the text show readers more about a topic. Explain that visual features are the things readers see, like pictures, charts, graphs, and maps.
2. Have your student think aloud to answer the question about the importance of visual features. Explain that thinking aloud is a strategy that readers can use to broaden knowledge and make deeper connections. Then, use your student’s response to have a conversation with them. Explain that during a casual discussion, it’s fine to use informal language such as contractions, easy words, and fragments to build on others’ words.

#### Check-In

1. Have your student look at the completed five-column chart referenced in the opening paragraph.
2. Then, have your student answer the questions out loud. **IF** your student has difficulty answering Question 4, **THEN** tell them that an idiom is a phrase with an actual meaning that does not mean what the words suggest. Provide these examples and talk about when people might say them: "Hold your horses" and "It’s a piece of cake."

#### Practice

1. Have your student create their own five-column chart where they use quick phrases and illustrations to plot their weekly tasks. **IF** your student has trouble getting started, **THEN** have them refer back to the sample five-column chart for ideas.
2. When your student finishes the activity, look at their completed chart. Then, listen as your student answers the questions aloud. Encourage your student to speak formally as they respond. Challenge them to not use any contractions in their responses.

### Objective: In this section, you will use adages to express your ideas precisely.

#### Key Word

* **adage** – a sentence that explains a simple truth that most people believe

#### Explain

1. Ask your student to read the introduction. Next, have your student read the example sentence below the photo. Briefly discuss what an adage is.
2. Have your student read the section about writing with adages. Help your student make the connection between an island and the meaning of the adage.
3. Then, read the adages and the meanings in the chart. Take time to discuss each adage and situations when each might be used. Reinforce that adages express wisdom in a few words.

#### Check-In

1. Tell your student to read the directions and answer the questions.
2. Review your student’s answers. **IF**your student chose the wrong adage, **THEN**have them refer to the chart in the beginning of the lesson. Make a connection between the meaning of the correct adage and idea that the person wants to express.

#### Practice

1. Listen as your student reads the directions aloud. Have them read each adage in the box and give a quick explanation of what it means.
2. Have your student complete the paragraph. **IF**your student needs support, **THEN**discuss what the person wants to express. For example, Amanda’s mother wants her to think carefully before she tries to open a business. The adage “look before you leap” conveys this idea.
3. Ask your student to read the completed paragraph aloud.

### Objective: In this lesson, you will write numbers **9** and **10** in cursive.

#### Explain

1. Have your student read the introduction and study cursive numbers **9** and **10**. Tell your student that if they remember how to write cursive numbers **1** and **0**, then they already know how to write cursive **10**.
2. Discuss your student’s ideas about the similarities and differences in the size, shape, and form. Have your student point out the slanted line and curved lines in the numbers.

How to Write Cursive Number 9

1. Watch the video with your student. Have your student write cursive number **9** in the air to practice the strokes. Discuss how the loop forms in between the top line and the middle line.
2. Have your student review the number model and read the steps to follow to write cursive number **9**.

How to Write Cursive Number 10

1. Watch the video together, and ask your student to write cursive number **10** in the air.
2. Have your student study the number model and read the steps for writing cursive number **10**.

#### Check-In

Learning Coach Tip

If your student’s paper slides around, it will be difficult for your student to use proper line alignment. Be sure to encourage your student to use one hand to steady the paper while the other hand writes.

1. Print the cursive numbers **9** and **10** handwriting worksheet and ask your student to read the directions. If you do not have access to a printer, read the directions on the screen and use a blank sheet of paper for the exercises.
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 **9** or **10**, **THEN** ask them to review the videos and compare their numbers to the numbers in the videos. Help your student identify the problem areas so that your student can focus on those strokes during additional practice time.

[Cursive Numbers 9 and 10](https://cite-media.pearson.com/legacy_paths/c417ef4e-dfad-4041-9edc-525334f4c3af/cur_9_10.pdf)

#### Practice

1. Print the Handwriting Practice page and have your student read the directions. If you do not have access to a printer, use a sheet of paper.
2. Review your student’s handwriting. **IF** your student struggles with correct formation of cursive **9** or **10**, **THEN** have them revisit the tracing examples before continuing to write on their own.

[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 words with **closed syllables**.

#### Key Word

* **closed syllable** – a syllable that has one vowel followed by one or more consonants; the vowel usually has a short sound

Helping your student see patterns in words will help them pronounce and spell words with closed syllables. The spelling pattern of one vowel followed by one or more consonants can determine whether the vowel in a syllable has a short vowel sound. A syllable with this spelling pattern and a short vowel sound is a closed syllable.

Explain

1. Use the introduction to review closed syllables in words. Remind your student that a closed syllable has one vowel followed by one or more consonants and usually a short vowel sound. Explain that identifying closed syllables can help your student correctly pronounce words with more than one syllable.
2. Continue by having your student analyze the words *campsite*, *pretend*, and *valentine*. Have your student answer the questions to identify the closed syllables in the words and the vowel sound in each closed syllable.
3. Have your student use what they know about closed syllables to say the words *snapshot*, *droplet*, *distraction*, and *dismissal*. Note whether your student is saying the words correctly. **IF**your student is not saying the words correctly, **THEN** have your student identify the vowel and the consonant or consonants that follow the vowel in each closed syllable. Say the word together with your student, emphasizing the short vowel sound in the syllable.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Direct your student to write each word in their notebook. Have your student underline the vowel and the consonant or consonants that follow the vowel in each closed syllable. Then, have your student sort the words by the number of syllables.

|  |  |  |
| --- | --- | --- |
| 1 Syllable | 2 Syllables | 3 Syllables |
| lastshed | sunsetsolidcommentsubtractrocketinsistjacketrabbitchopsticksnapkin | fantasticbasketballmagnetic |



#### Check-In

Have your student read the directions. Observe as your student divides the words into syllables. Then, have your student underline the vowel and consonant or consonants that follow the vowel in each closed syllable. Have them identify the short vowel sound in each closed syllable and then blend the sounds to say the words. **IF**your student has difficulty dividing a multisyllabic word, **THEN**work together to identify the vowel in each syllable and underline the consonant or consonants that follow the vowel. Guide your student in understanding that closed syllables usually have a short vowel sound.

1. os-trich
2. mat-tress
3. chip-munk
4. cac-tus
5. lem-on-ade

#### Practice

Use the activity to confirm that your student can say words with closed syllables. Have your student say the first word in each row and then identify two words in the row that have a closed syllable with the same vowel sound as the boldface vowel in the first word. **IF** your student has difficulty identifying the words with the same vowel sound, **THEN** reread the first word, emphasizing the short vowel sound in the closed syllable. Then, read the words in the row together, emphasizing the vowel sound of the boldface vowel in each word. Guide your student in comparing the vowel sounds to determine whether the boldface vowel in the word has the same short vowel sound as the boldface vowel in the first word.

## Lesson 3: Creature Features: Speak/Listen

### Objective: In this lesson,  you will explain how information presented orally helps readers understand an informational text.

#### Key Word

* **orally** – spoken out loud

#### Explain

1. Listen as your student reads aloud the opening paragraph, key word, and definition. Explain that there are several ways that information can be presented to let readers understand and interpret a topic, and that oral presentation is one of those ways. Talk about the examples from the opening paragraph with your student.
2. Then, have your student answer the questions. **IF** your student cannot think of an answer to Question 2, **THEN** provide your own answer to help generate your student’s thinking. Say: “I think paleontologists could present information orally about dinosaurs.”
3. Have your student watch the video and tell how information that’s presented orally helps them learn.

#### Check-In

Access the text link and listen as your student reads aloud the captions in the yellow circles of *Dinosaurs: Wild, Wonderful, and Way Weird!* **IF** your student mumbles or speaks softly, **THEN** provide feedback and have them read aloud again to incorporate feedback.

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.

[Dinosaurs: Wild, Wonderful, and Way Weird! (A)](https://cite-media.pearson.com/legacy_paths/2723a80f-c282-4fe5-bc37-d177c96a793c/Dinosaurs-NewWildWonderfulAndWayWeird_A.pdf)

[Dinosaurs: Wild, Wonderful, and Way Weird!](https://cite-media.pearson.com/legacy_paths/3abdeb53-d2ce-4273-aa4e-4e4ba60582a0/WildWonderfulDinosaurs-2.pdf)

[Dinosaurs: Wild, Wonderful, and Way Weird! (B)](https://cite-media.pearson.com/legacy_paths/1f9946c4-9df5-4bdc-83e4-d98f8209ef8b/Dinosaurs-NewWildWonderfulAndWayWeird_B.pdf)

Then, have your student answer the questions out loud to paraphrase details they heard as they read aloud.

#### Practice

1. Have your student listen as you read aloud the main text of *Dinosaurs: Wild, Wonderful, and Way Weird!* Do not have them follow along in the text. Just ask them to listen.
2. Tell them to think about how listening to a text adds to their understanding about it.
3. Then, have your student answer the questions out loud. **IF** your student has trouble answering Question 2, **THEN** allow them to listen to part of the text again and to pay attention to details about dinosaurs. Ask them the question again.
4. Have a discussion with your student based on their responses. Remind them to follow rules to be n effective speaker and listener.

### Objective: In this lesson, you will practice your listening, writing, and speaking communication skills.

#### Key Word

* **orally** – spoken out loud

#### Explain

1. Read the opening paragraphs, key word, and definition with your student. Explain that there are different ways to gain understanding about a text, and one of those ways is by listening to oral information, or information that is spoken.
2. Have your student listen as you read aloud the speech. Read it as if you are the speaker at the museum.
3. Listen as your student answers the questions about formal and informal language. Explain that oral information can use either formal or informal language, depending on the audience. Explain that formal language sounds more proper and that informal language is reserved for casual conversations.

#### Check-In

1. Read aloud the speech again.
2. Then, have your student answer the questions in their notebook. Ask them to use subject-specific words and to write complete sentences. **IF** your student has trouble answering Question 2, **THEN** have a conversation with your student about the size of this dinosaur’s feet. See if that guides your student to make an inference.

#### Practice

Have your student refer back to the informational text *Dinosaur* and read about the Tuojiangosaurus.

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.

[Dinosaurs: Wild, Wonderful, and Way Weird! (A)](https://cite-media.pearson.com/legacy_paths/2723a80f-c282-4fe5-bc37-d177c96a793c/Dinosaurs-NewWildWonderfulAndWayWeird_A.pdf)

[Dinosaurs: Wild, Wonderful, and Way Weird!](https://cite-media.pearson.com/legacy_paths/3abdeb53-d2ce-4273-aa4e-4e4ba60582a0/WildWonderfulDinosaurs-2.pdf)

[Dinosaurs: Wild, Wonderful, and Way Weird! (B)](https://cite-media.pearson.com/legacy_paths/1f9946c4-9df5-4bdc-83e4-d98f8209ef8b/Dinosaurs-NewWildWonderfulAndWayWeird_B.pdf)

1. Then, read aloud the speech once more.
2. Have your student write a paragraph in their notebook to compare and contrast the visual and oral information from the text and the speech about the Tuojiangosaurus. Remind your student to write complete sentences. Ask them to make sure they include something they learned from the information presented orally.
3. When your student finishes writing their paragraph, have them read it aloud. Tell them to imagine they are presenting it orally at the museum. Ask them to use formal language and to make eye contact as they speak. **IF** your student does not use formal language or make eye contact, **THEN** remind them that professional speakers do both of these things. Provide feedback and let them read their paragraph/speech again.

### Objective: In this lesson, you will use proverbs to express your ideas precisely. you will use proverbs to express your ideas precisely.

#### Key Word

* **proverb** – a sentence that shares wisdom or advice in a simple way

#### Explain

1. Ask your student to read the introduction. Then, read the caption and discuss the meaning of the proverb.
2. Have your student read the next example. Help your student make the connection between the image of taking a big bite and taking on more than you can handle.
3. Then, read the proverbs and the meanings in the chart. Take time to discuss each proverb and situations when each might be used. Point out that most proverbs give advice that is common sense.

#### Check-In

1. Tell your student to read the directions and answer the questions.
2. Review your student’s answers. **IF**your student chose the wrong proverb, **THEN**have them refer to the chart in the beginning of the lesson. Make a connection between the meaning of the correct proverb and the idea the person wants to express.

#### Practice

1. Listen as your student reads the directions aloud. Ask your student to explain each proverb in the box, and if needed, guide your student to understand the meaning.
2. Have your student complete the paragraph. **IF**your student needs support, **THEN**discuss what the narrator wants to express. For example, Peter’s friends want him to be patient and take the time to train properly. The proverb “good things come to those who wait” conveys that Peter will do better if he waits and trains for the race.
3. Ask your student to read the paragraph aloud after it is complete.

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

#### Explain

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: Creature Features: Fluency

### Objective: In this lesson, you will explain how information presented quantitatively helps readers understand an informational text.

#### Key Word

* **quantitatively** – relating to a number or a measurable amount of something

#### Explain

1. Read the opening paragraph with your student. Explain that quantitative information is numerical information that can be measured or counted.
2. Explain that evaluating quantitative information can help readers understand text on a deeper level because it allows them to think more critically about a topic.
3. Have your student answer the question. Discuss possible responses with them.
4. Tell your student to watch the peer model video and say what they learn. **IF** your student says something they learn that is not related to quantitative information, **THEN** guide them to think about numbers and quantity as they share what they learn.

#### Check-In

1. Have your student read *Dinosaurs: Wild, Wonderful, and Way Weird!*
2. Then, listen as they answer the questions.

[Dinosaurs: Wild, Wonderful, and Way Weird!](https://cite-media.pearson.com/legacy_paths/3abdeb53-d2ce-4273-aa4e-4e4ba60582a0/WildWonderfulDinosaurs-2.pdf)

#### Practice

1. Have your student watch and listen to the video. Tell them to listen for quantitative information.
2. Then, have your student answer the questions out loud. **IF** your student has difficulty recalling information to answer question 3, **THEN** have them watch and listen to the video again after having seen the question.

### Objective: In this lesson, you will use technology to research and write. you will use technology to research and write.

#### Key Word:

* **quantitatively** – relating to a number or a measurable amount of something

#### Explain

Support Your Student for Success

Your student will research a topic on the internet and cite the sources they use. Make sure your student understands that not all websites are reliable and trustworthy. Tell your student to avoid citing sources that have opinions or that can be edited by readers. Some reliable sources include encyclopedias and nonfiction articles as well as government sites (.gov) and universities (.edu).

1. Read the opening paragraph with your student. Talk with them about the bold key word and its definition. Explain that while quantitative information involves numbers, not just any number is considered quantitative. Explain that quantitative information must be measurable. Provide this example: Simply listing a year something happened is not quantitative, because it is not measurable. But saying how long ago something happened is measurable. It answers the question, *How long?*
2. Have your student answer the question. Discuss their responses with them.

#### Check-In

1. Access the link as your student reads the informational text *Dinosaurs: Wild, Wonderful, and Way Weird!*
2. Listen as your student answers the questions out loud.

[Dinosaurs: Wild, Wonderful, and Way Weird!](https://cite-media.pearson.com/legacy_paths/3abdeb53-d2ce-4273-aa4e-4e4ba60582a0/WildWonderfulDinosaurs-2.pdf)

#### Practice

1. Have your student think about what they learned in *Dinosaurs: Wild, Wonderful, and Way Weird!* and answer the question out loud about what quantitative time-related information they wish the text had talked about.
2. Then, have your student research on the internet what they want to know more about.
3. Have your student add their time-based findings to a timeline. Afterwards, they can compare it to the sample to see if there are any similarities between the two timelines.
4. Tell your student to use their notes to write a paragraph about some of their observations they learned from researching.
5. Remind your student to include quantitative findings, subject-based words, and a list of sources they used to research.
6. Listen as your student reads aloud their finished paragraph. **IF** your student’s reading sounds choppy or robotic due to many dinosaur names being hard to pronounce, **THEN** provide corrective feedback and have them read their paragraph again.

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

#### Key Word:

* **closed syllable** – a syllable that has one vowel followed by one or more consonants; the vowel usually has a short sound

#### Explain

1. In this lesson, your student will focus on spelling words with closed syllables. Review the spelling tips with your student. Explain that the tips will help them correctly spell words with closed syllables.
2. Use the questions to apply the tips to the spelling words. **IF**your student has difficulty identifying the vowel sounds of closed syllables in a multisyllabic word, **THEN**help your student identify the vowels in the word and divide the word into syllables. Have your student underline the vowel and the consonant or consonants that follow the vowel in each syllable of the word. Remind your student that the vowel in a closed syllable usually has a short vowel sound and then read the syllables in the word together with your student, emphasizing the short vowel sound.

#### Check-In

1. Read the directions with your student. Discuss that each word is missing one or more letters in a closed syllable with a short vowel sound. Observe as your student completes the first activity. **IF**your student has difficulty identifying the missing letter in a word, **THEN**read the word with each of the vowel options to determine which vowel completes the closed syllable of the word.
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 one or more closed syllables. **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 vowel or vowels in the bold word. Guide your student in understanding that a bold word with two vowels will have two closed syllables. Remind your student that the vowel will be followed by one or more consonants in each closed syllable. Then, examine the consonants in the bold word. Discuss which consonants can go before or after each vowel to form a word with one or more closed syllables.
2. **Weekly Spelling Test:** Use the following sentences to test the week’s spelling words:

|  |  |
| --- | --- |
| * **napkin**
 | He sets the table with a **napkin** for each person. |
| * **jacket**
 | I wear a **jacket**on the windy day. |
| * **subtract**
 | If you **subtract** 20 from 35, you get 15. |
| * **magnetic**
 | My compass is **magnetic**,so it points north. |
| * **shed**
 | We store our tools and bikes in the **shed**. |
| * **solid**
 | Something that is **solid** keeps its own shape. |
| * **sunset**
 | They see the light of fireflies at **sunset**. |
| * **comment**
 | I make a **comment**about the actor in the show. |
| * **chopsticks**
 | They use **chopsticks**to eat the noodles. |
| * **basketball**
 | Our team won the **basketball**game. |
| * **fantastic**
 | They think the new movie is **fantastic**. |
| * **insist**
 | My parents **insist** that I clean my room. |
| * **last**
 | I went to bed late **last**night. |
| * **rocket**
 | We build a model **rocket**and launch it into the sky. |
| * **rabbit**
 | The **rabbit** hops across the open field. |

### Objective: In this lesson, you will paraphrase information from diverse media.

#### Explain

1. Read the introduction and explain that instead of responding face to face, your student will respond to other students online in this discussion.
2. Explain that some participants in a discussion may take on specialized roles, including Manager, Recorder, Presenter, and Reflector. Review the roles and responsibilities on the chart.
3. Read the bulleted suggestions together. If you wish, review the Rubric with your student to prepare for the formal discussion.

Show What You Know

1. Give your student time to read the short discussion.
2. 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 the questions without difficulty.
* **Moderately Successful** – My student answered the first two questions easily but may have had trouble with question 3.
* **Less Successful** – My student had trouble answering 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 activity:

* **Less Successful** – Read the prompt with your student and have them explain what they are supposed to talk about in discussion. Then, guide your student in using the discussion board.
* **Moderately Successful** – If you wish, and in cooperation with other instructors with students on the discussion board, assign your student the role of Recorder. Have your student restate the prompt in their own words before they begin using the discussion board.
* **Very Successful** – If you wish, and in collaboration with other instructors with students on the discussion board, assign your student the role of Manager, Reflector, or Presenter. Demonstrate how to use the discussion board and allow your student to chat independently.
1. Make sure that your student has access to the news clip as they participate in the discussion. Remind your student to use paraphrased information from the clip as they discuss their own ideas.
2. Review the Sample Discussion and read the prompt with your student. Make sure that your student is able to use the keyboard.
3. **IF** your student is assigned a role, **THEN** review their duties before they start the discussion. Managers should jump in if certain students take over the conversation or get off track. Recorders should list key ideas in a notebook or on a sheet of paper and be ready to remind students of what has already been said. Presenters may take a moment to summarize ideas after the discussion ends. Reflectors should be prepared to reflect on the entire discussion on the discussion board when everyone else has spoken.

## Lesson 5: Creature Features: Fluency Discussion

There is no specific LC Guide for this Lesson

## Lesson 6: Creature Features: Read

### 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 a topic. Your student can review the concept webs when it is time to take the online practice.
3. **IF** your student struggles with certain topics, **THEN** together with your student, review the lessons that cover the topics. Be sure to revisit all the activities, including Check-In and Practice items.
4. Encourage your student to think about the strategies that were most helpful in learning the new skills. If your student needs prompting, ask about examples from the following list:
	1. connecting new material to what they learned before
	2. adding an idiom, proverb, or adage to make writing interesting
	3. drawing a picture of a new vocabulary word
	4. setting a goal for each learning session
	5. talking through the answer to a question
	6. think about how images help them understand text
	7. practicing writing cursive numbers
	8. watching a video

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

#### Reflect

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

Example Reflection

It was hard for me to find words that had closed syllables. I know a syllable is one vowel sound. But I was confused by what was meant by the syllable being “closed.” My Learning Coach reminded me that words with closed syllables follow this pattern: c/v/c. They told me to divide words I found into syllables, then circle the vowel. If the vowel was between consonants, it was a closed syllable. This really helped me figure out which words were closed syllables.

## Lesson 7: A Blast from the Past: Unit Test

There is no specific LC Guide for this Lesson