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# Language Arts 4 B Unit 15: Controlling Fire

## Lesson 1: Controlling Fire: Genre

#### Learning Goals

1. Controlling Fire: Genre Quick Check
2. Controlling Fire: Comprehension Quick Check
3. Controlling Fire: Speak/Listen Quick Check
4. Controlling Fire: Fluency Quick Check
5. Controlling Fire: Synthesize Quick Check

#### Spark

1. Have your student read the title aloud. Look at the picture together and ask your student how it shows people using fire.
2. Ask your student to read the paragraphs under the picture. Discuss what it means to control fire, and how using fire might have helped prehistoric people, as well as people throughout history and today.
3. Have your student read and answer Question 1. Make sure your student understands that using fire does not mean only open flames outdoors but could also refer to examples like the flame on a gas stove. **IF** your student still needs ideas, **THEN** suggest that your student look at the picture for inspiration.
4. Introduce the video and have your student watch it. When they have finished, ask your student to describe the uses of fire they learned about. Emphasize that these are examples of people keeping fire under control and making it a useful tool.

Activate Prior Knowledge

1. Have your student read the first two paragraphs. Make sure they understand the activity.
2. Have your student write a dialogue about people using fire. They may base it on the examples in the video or something else.
3. Review the completed dialogue with your student. Check that it shows and describes a way people use and control fire.
4. Read the remaining text and bulleted items with your student. Tell your student that the list explains what they will do and learn about over the next few days. Discuss with your student what they are most interested in learning about, what they already know about any of the topics in the list, and which topics are unfamiliar.

### Objective: In this lesson, you will listen to identify if a text is a firsthand or secondhand account.

#### Key Words:

* **firsthand account** – a description of an event that comes from a primary source
* **primary source** – someone or something from the time and place of an event
* **secondary source** – something created by someone who did not directly experience an event
* **secondhand account** – a description of an event that comes from a secondary source

#### Explain

1. Read the first few paragraphs with your student. If necessary, review the definitions of the boldface terms. Have your student answer Question 1.
2. **IF** they have difficulty, **THEN** have them reread the paragraphs.
3. Read the next paragraphs about secondhand accounts.
4. Have your student listen to you read, or a recording of, the first page of the text *Shan Cammack*. Tell your student to think about clues about firsthand and secondhand accounts as they listen.

[Shan Cammack](https://cite-media.pearson.com/legacy_paths/300d5a41-225d-4d47-96e8-7a6f098f1a58/ShanCammack-1.pdf)

#### Check-In

1. Read the directions with your student.
2. Give your student time to listen to the second page of the text and answer the questions.
3. **IF** your student has difficulty answering the questions, **THEN** return to the Explain section with your student. Review the differences between firsthand and secondhand accounts.

#### Practice

1. Read the question with your student. Remind your student to look for details in the text that differentiate a firsthand account from a secondhand account. Those details should be used to support an answer to the question.
2. Review your student’s work. **IF** your student failed to find details particular to a firsthand account, **THEN** return to the text together and ask which details best support their response.

### Objective: In this lesson, you will identify words with Greek and Latin affixes and roots.

#### Key Words:

* **affix** – a word part that comes at the beginning or end of a word to change its meaning
* **prefix** – a word part that comes at the beginning of a word to change its meaning
* **root** – the base form of a word
* **suffix** – a word part that comes at the end of a word to change its meanin

#### Explain

1. Have your student read the introduction to learn the difference between roots and affixes (prefixes and suffixes).
2. Ask your student to read the charts of Greek and Latin prefixes, suffixes, and roots. Discuss which affixes or roots your student is familiar with and any other words they can name that contain the affixes or root.
3. Encourage your student to point out the affix or root in each of the examples. **IF** your student has trouble identifying the prefix, suffix, or root in the examples, **THEN** give them an example word from the chart to write in their notebook. Next, have them underline the affix or root.

#### Check-In

1. Have your student read the directions for the multiple-choice questions. Your student will choose the word from each sentence that has a Greek or Latin root or affix.
2. Review your student’s answers. **IF** your student does not identify the correct word in each sentence, **THEN** ask questions that prompt them: Does this word have a prefix or a suffix? What is the root of this word? Does this word appear on one of the charts at the beginning of the lesson?

#### Practice

1. Have your student read the directions. Their job is to identify the word in each sentence that is based on a Greek or Latin root or affix.
2. Read your student’s answers. **IF** your student cannot identify the word with a Greek or Latin root or affix, **THEN** provide them with the word part that they should be looking for. (Activity 1: *auto*; Activity 2: *bio* or *graph*; Activity 3: *aqua*)

### Objective: In this lesson, you will identify words with vowel teams.

#### Key Word

* **vowel team** – two vowels (or a vowel and the letter *y* or *w*) that combine to make one vowel sound

#### Explain

**A Note About the Lesson**

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

**Learning Coach Tip**

A vowel team is two vowels together that make one sound. In some words, a vowel is teamed with a *y* or *w*. The vowel teams can have different sounds, and they can also have different spellings.

**Common Spelling Patterns of Vowel Teams**

**Vowel Sound as in *paid***

* *ai* as in *paid*
* *ay* as in *clay*
* *ea* as in *steak*
* *ey* as in *they*

**Vowel Sound as in *road***

* *oa* as in *road*
* *ow*as in*row*

**Vowel Sound as in *fruit***

* *ui* as in *fruit*
* *ue* as in *blue*
* *ew* as in *few*

[Four-Column Chart](https://cite-media.pearson.com/legacy_paths/19bc9828-133b-4199-a920-0151fd9bee95/ELA_4_0426_N_U16_D1_spelling_GO_Chart_4_Column.pdf)

Words with Vowel Teams

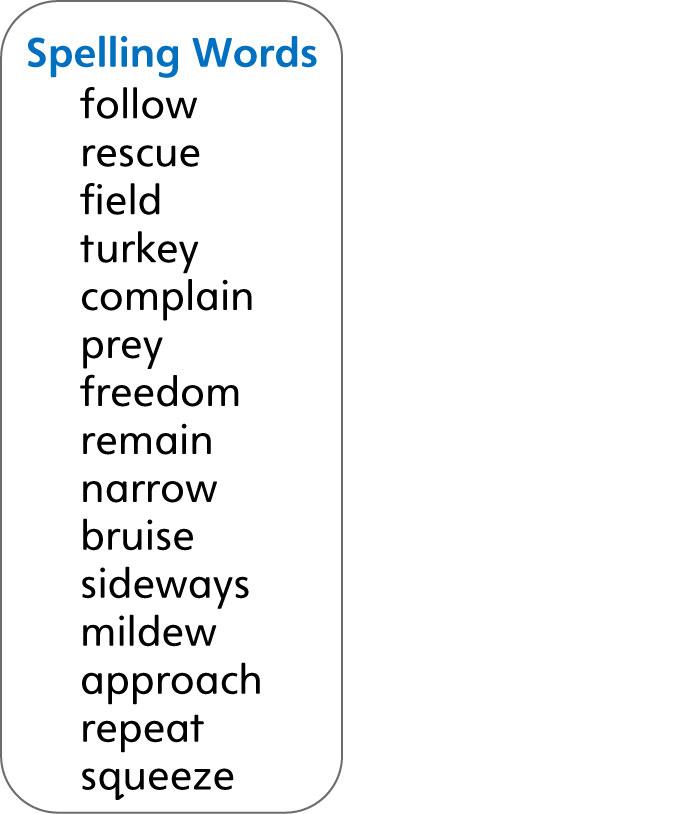
1. Have your student read the introduction and examine the chart that shows the vowel teams and their spellings.
2. Explain that each vowel team spells the long vowel sound. Point out that the letters *y* and *w* are a part of some teams. Also, explain that some vowel teams can spell more than one vowel sound. Have your student answer the questions to identify the vowel teams. **IF** your student has difficulty recognizing a vowel team in a word, **THEN** work with your student to review the chart and look for two vowels together in a word that make one vowel sound.

Two-Syllable Words with Vowel Teams

1. Continue with having your student read the introduction and examine the chart. Read the words with your student to emphasize the sound of each vowel team. Then, have your student answer the questions to identify the vowel teams.

Introduce Spelling Words

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



#### Check-In

Listen as your student reads the words in the box. Have your student use the four-column chart to sort words by the vowel sound made by the vowel team in each word. Ask your student to draw a line between the syllables and underline the vowel team. **IF** your student has difficulty sorting words by vowel sound and team, **THEN** say each word slowly and have your student repeat. After that, have your student point out the letters that together spell the vowel team.

#### Practice

Read each sentence and have your student identify the spelling word. Then have your student write each word in their notebook. Ask your student to underline the vowel team in each word.

* They will **complain** if they don’t get a snack. (complain)
* Please **repeat** what you said. (repeat)
* He has the **freedom** to voice his opinion. (freedom)
* The lion hunts its **prey**, but the zebra escapes. (prey)
* You go first, and I will **follow** behind you. (follow)
* She will **approach** the house through the alley. (approach)
* The firefighter will **rescue** the cat that is stuck in a tree. (rescue)
* The **field** is full of flowers. (field) We ate **turkey** for Thanksgiving dinner. (turkey)
* I will go, but my sister will **remain** at home. (remain)
* The road was too **narrow** for big trucks to fit through. (narrow)
* I banged my shin and got a **bruise**. (bruise)
* If you turn **sideways**, I will be able to see the side of your head. (sideways)
* If you **squeeze** oranges, you get orange juice. (squeeze)
* The damp bathroom smelled like **mildew**. (mildew)

### Objective: In this lesson, you will write the uppercase alphabet and your first and last name in cursive.

#### Explain

Cursive Uppercase Alphabet

1. Ask your student to read the introduction and review the cursive uppercase alphabet. Make sure your student understands that this lesson is a review of the entire cursive uppercase alphabet they have learned. Your student will practice writing their first and last name in cursive as well.
2. Have your student complete the first activity and review the answer. Point out how the three letters *J*, *Y*, and *Z* have loops below the bottom line, and the cursive uppercase *Q* just barely drops below it.
3. Then, ask your student to complete the second activity. **IF** they have difficulty with the second question, **THEN** remind them that most cursive letters are written with one continuous stroke, but some letters are written by lifting the pencil off the paper to make the second stroke (or in the case of cursive uppercase *F*, two pencil lifts to make the second and third stroke). Review the answer and have your student point to the second stroke in each of these cursive uppercase letters: *F*, *H*, *K*, *T*, and *X*.

Writing Your Name in Cursive

1. Have your student read the tips to writing their first and last name in cursive. Emphasize that the spaces between letters in a word should be the same, and a finger space should not only be placed between their first and last name but also any words they are writing.
2. Make sure your student knows if the first letters of their first and last name should connect to the next letter. **IF** your student does not know, **THEN** review the Cursive Uppercase Letter Talk document to confirm.

[Cursive Uppercase Letter Talk](https://cite-media.pearson.com/legacy_paths/8768d5a2-d5cb-424b-9858-8b99b422e841/Cursive%20Uppercase%20Letter%20Talk.pdf)

#### Check-In

**Learning Coach Tip**

To help your student keep the slant of their cursive writing, show them how to move the paper up and down the desk. The paper could even drop below the desk when they are writing at the top of the page. The non-writing hand should guide the paper near where they are writing. When they write in the middle of the page, they must slide the paper up, still using the non-writing hand to hold the paper. At the bottom of the page, your student needs to move the paper even higher on the writing surface.

1. Print or copy onto a sheet of paper the Cursive Uppercase Letters worksheet. Your student should read the directions to be certain they understand that they are practicing writing the entire cursive uppercase alphabet.
2. Observe as your student completes the worksheet. **IF** you notice that your student is having difficulty forming one or more cursive uppercase letters, **THEN** use the Cursive Uppercase Letter Talk page to review how to form each letter.

#### Practice

1. Print or recreate on paper the Handwriting Practice page and ask your student to read the directions. They will be writing their first name and last name in cursive on each row of the page. Make sure your student remembers if the first letter of their first and last name join to the next letter, and if needed, review the Cursive Uppercase Letter Talk document again to confirm.
2. Observe as your student writes their name in cursive. **IF** your student has difficulty writing their name in cursive, **THEN** use the Cursive Lowercase Letter Talk page to review how to form each letter. Model the letter formation while your student reads the steps to follow. Then, switch roles so you are reading the step-by-step directions while your student models the letter formation.

[Handwriting Practice](https://cite-media.pearson.com/legacy_paths/badc8c65-8cfd-4c65-92d7-e9fd6021e983/TripleTrack_lines_blank_7.pdf)

[Cursive Lowercase Letter Talk](https://cite-media.pearson.com/legacy_paths/df20d76b-67cf-4038-98d5-42c9f93ebe23/Cursive%20Lowercase%20Letter%20Talk.pdf)

## Lesson 2: Controlling Fire: Comprehension

### Objective: In this lesson, you will explain the differences between primary and secondary sources.

#### Key Words

1. Print or recreate on paper the Handwriting Practice page and ask your student to read the directions. They will be writing their first name and last name in cursive on each row of the page. Make sure your student remembers if the first letter of their first and last name join to the next letter, and if needed, review the Cursive Uppercase Letter Talk document again to confirm.
2. Observe as your student writes their name in cursive. **IF** your student has difficulty writing their name in cursive, **THEN** use the Cursive Lowercase Letter Talk page to review how to form each letter. Model the letter formation while your student reads the steps to follow. Then, switch roles so you are reading the step-by-step directions while your student models the letter formation.

[Handwriting Practice](https://cite-media.pearson.com/legacy_paths/badc8c65-8cfd-4c65-92d7-e9fd6021e983/TripleTrack_lines_blank_7.pdf)

[Cursive Lowercase Letter Talk](https://cite-media.pearson.com/legacy_paths/df20d76b-67cf-4038-98d5-42c9f93ebe23/Cursive%20Lowercase%20Letter%20Talk.pdf)

#### Explain

**Learning Coach Tip**

Think Aloud is a reading strategy. It can help your student read more actively. It can be especially helpful when trying to identify the differences between things such as primary and secondary sources, which are the focus of this lesson. Model the Think Aloud strategy often.

1. Read the introduction with your student. Review the meanings of the boldface terms with your student.
2. **IF** your student needs further help understanding what a source is, **THEN** explain that it is anything that gives information. Offer examples, such as a podcast, a documentary, a painting, a person, or an article.
3. Watch the video with your student. Point out how the students think aloud about where facts and details in a text come from.

Read the Text

1. Discuss the vocabulary words with your student. Your student can create a vocabulary list in their notebook to track the meanings of the words they encounter.
2. Discuss word parts with your student. Explain that readers can sometimes figure out an unknown word’s meaning by looking at the word’s parts (word root, prefixes, and suffixes). Guide your student to answer the question about the meaning of *catastrophic*.
3. Help your student preview the text and set a purpose for reading *Shan Cammack*.

[Shan Cammack](https://cite-media.pearson.com/legacy_paths/300d5a41-225d-4d47-96e8-7a6f098f1a58/ShanCammack-1.pdf)

1. Remind your student to think aloud about where the facts and details come from as they read.
2. After reading, make sure your student understands that the text is about a person who is both a wildlife biologist and a fire safety officer.

#### Check-In

1. Read the directions with your student.
2. **IF** your student has trouble finding the information, **THEN** return to *Shan Cammack* to locate the answers in the text together.

#### Practice

1. Read the directions with your student.
2. Have your student use *Shan Cammack* to answer the questions.
3. **IF** your student has difficulty identifying Shan Cammack as a primary source, **THEN** ask questions to guide understanding:
   1. Was she present at prescribed burns? (yes)
   2. Does that make her a primary source or secondary source? (primary)
4. **IF** your student has difficulty explaining why the author is not a primary source, **THEN** ask questions to guide understanding: Was the author there when Shan Cammack set fires? (no) How does she know what happens at prescribed burns? (She did research. She also spoke to Shan Cammack.)
   1. Was the author there when Shan Cammack set fires? (no)
   2. How does she know what happens at prescribed burns? (She did research. She also spoke to Shan Cammack.)

### Objective: In this lesson, you will explain primary and secondary sources.

#### Key Words

* **primary source** – someone or something from the time and place of an event
* **secondary source** – something created by someone who did not directly experience an event
* **source** – a text or person that gives information
* **think aloud** – to say out loud what you are thinking as you read

#### Explain

Explain

**Support Your Student**

Model the Think Aloud strategy by referring to a source with which you and your student are familiar. Ask questions about the source out loud. Make statements about the source out loud.

1. Read the introduction with your student. Point out that Think Aloud is one kind of reading strategy. Remind them that careful readers use reading strategies to help them understand the text.
2. Assess your student’s understanding of the reading strategy. First, have them read the first page of *Shan Cammack*. If needed, remind your student to think about where the facts and details come from as they read.

[Shan Cammack](https://cite-media.pearson.com/legacy_paths/300d5a41-225d-4d47-96e8-7a6f098f1a58/ShanCammack-1.pdf)

1. Have your student use thinking aloud to answer the question. **IF** your student is confused about how to do so, **THEN** model the strategy for them

#### Check-In

1. Read the directions with your student.
2. Discuss the correct answer choices with your student and clarify any misunderstandings.

#### Practice

1. Read the directions with your student.
2. Your student should be able to talk about how thinking aloud helps them to organize their thoughts and ideas while reading.
3. Then, have them think aloud as they create new ideas and/or questions about the topic.

### Objective: In this lesson, you will use Greek and Latin affixes as clues to the meanings of words.

#### Key Words

* **affixes** – word parts that come at the beginning or end of a word to change its meaning
* **prefix** – a word part that comes at the beginning of a word to change its meaning
* **suffix** – a word part that comes at the end of a word to change its meaning

#### Explain

**Quick Review**

Your student has already learned about Greek and Latin roots and affixes. Ask them to name two types of affixes (*prefix* and *suffix*) and have them give an example of each. Explain that in this lesson they will learn to use Greek and Latin affixes to find the meanings of unfamiliar words.

Explain

1. Have your student read the introduction about affixes and review the definitions.
2. Ask your student to review the chart of Greek and Latin prefixes and suffixes. Have them identify the prefix or suffix in each of the example words in the chart.
3. Have your student read the examples of how to use affixes to understand the meaning of the words *bicycle* and *national*.
4. Ask your student to use the definitions of the affixes in the chart to define what the rest of the examples in the chart mean. For example, *review* means “to view again.”

#### Check-In

1. Have your student read the directions before completing the interactive multiple-choice activities. Your student will use their knowledge of affixes to choose the correct meaning of each word.
2. Review your student’s answers. **IF** your student does not identify the correct definition for each word, **THEN** ask questions that prompt them: Is this prefix or suffix on one of the charts in the introduction? What does this prefix or suffix mean? How does knowing the meaning of the affix help you find the meaning of the word?

#### Practice

1. Ask your student to read the directions before doing the activities. Their job is to identify the meaning of each word based on the meaning of its affix.
2. Read your student’s answers. **IF** your student cannot identify the Greek or Latin affix or the meaning of each word, **THEN** have them return to the beginning of the lesson to use the chart of prefixes and suffixes to help them identify the proper affix and review its meaning. Finally, have them use that knowledge to write a definition for the word.

### Objective: In this section, you will use appropriate spacing and indents writing in cursive.

#### Explain

1. Ask your student to read the introduction and the cursive paragraph on the screen.
2. Review the paragraph that explains how to indent the first line. Point out where the text is indented, and where the rest of the paragraph is left-aligned. Ask your student to notice that the letters are equally spaced, not too close together or too far apart, and the words are evenly spaced as well.
3. Review the section about things to remember, emphasizing that a finger space should be placed between words and sentences.

#### Check-In

**Learning Coach Tip**

If your student tends to indent too far or not far enough, you might try this tip. Since this spacing is a visual skill, highlight or make a bright colored vertical line to show where your student should begin and end writing. Placing a green line at the start of the paragraph and a red line at the end may help while your student is practicing.

1. Print or copy onto a sheet of paper the Write a Paragraph in Cursive worksheet. Your student should read the directions to be certain they understand the task
2. Have your student practice writing the sentences below the models, applying appropriate indentation, spacing, and correct letter formation.
3. Observe as your student completes the worksheet. **IF** your student is unsure of any letter formation in cursive, **THEN** have your student refer to the Letter Talk pages so they can review the steps to forming the letter or letters accurately.

[Write a Paragraph in Cursive](https://cite-media.pearson.com/legacy_paths/3f295aec-b835-41cc-b1c0-353980d02b09/cur_sentences_Indent_the_first_line.pdf)

[Cursive Lowercase Letter Talk](https://cite-media.pearson.com/legacy_paths/df20d76b-67cf-4038-98d5-42c9f93ebe23/Cursive%20Lowercase%20Letter%20Talk.pdf)

[Cursive Uppercase Letter Talk](https://cite-media.pearson.com/legacy_paths/8768d5a2-d5cb-424b-9858-8b99b422e841/Cursive%20Uppercase%20Letter%20Talk.pdf)

#### Practice

1. Print or recreate on a sheet of paper the Handwriting Practice page and ask your student to read the directions.
2. Observe as your student completes the page. **IF** your student has difficulty thinking of their own ideas, **THEN** talk about what your student enjoys before your student writes on their own in cursive.
3. Review your student’s paragraph. Make sure that they indented properly, and that their writing is legible and fluent. **IF** their writing is not indented or difficult to read, **THEN** review the Write a Paragraph in Cursive worksheet with your student and invite them to rewrite their original paragraph.

[Handwriting Practice](https://cite-media.pearson.com/legacy_paths/badc8c65-8cfd-4c65-92d7-e9fd6021e983/TripleTrack_lines_blank_7.pdf)

### Objective: In this lesson, you will pronounce words with vowel teams.

#### Key Word

* **vowel team** – two vowels (or a vowel and the letter*y* or *w*) that combine to make one vowel sound

#### Explain

Helping your student see patterns in words will help them pronounce and spell words with vowel teams.

Common Spelling Patterns of Vowel Teams

***Long a***

* *ai* as in *rain*
* *ay* as in *day*
* *ea* as in *great*
* *ey* as in *they*

***Long e***

* *ee* as in *tree*
* *ea* as in *speak*
* *ey* as in *key*
* *ie*as in*field*

***Long o***

* *oa* as in *toad*
* *ow* as in *throw*

***Long u***

* *ui* as in *suit*
* *ue* as in *due*
* *ew* as in *threw*

Explain

1. Use the word *windowsill* to help your student say longer words. Have your student read the introduction and answer the questions about the word. Note whether your student is saying the word correctly.
2. Continue by having your student say the words *avenue*, *keyboard*, *surveyor*, *swallow*, and *entertain*. **IF** your student is not saying the words correctly, **THEN** work with your student to identify the letters that spell the vowel team sound and then say the words.

#### Check-In

Have your student read the directions. Observe as your student divides the words into syllables. Have your student identify the vowel team sound in a syllable and then say the word. **IF** your student has difficulty identifying the letters that spell the vowel team, **THEN** work together to say each syllable to find the vowel and underline the letters that spell the vowel sound. Remind your student that a vowel team can be spelled with two vowels together or with a vowel and the letter *y* or *w*.

1. suit-case
2. ow-ner-ship
3. a-chieve
4. com-mit-tee
5. paint-brush
6. mean-ing-ful

#### Practice

Use the activity to confirm that your student can say multisyllablic words with a vowel team in a syllable. Have your student say the words in the box and then read the rhymes. Explain that your student will choose the word from the box that completes each rhyme. **IF** your student has difficulty completing the rhymes, **THEN** work together to say the word at the end of the first line of the rhyme, emphasizing the ending sound of the word. Then, say the words in the box to determine which word rhymes with the word at the end of the first line. Have your student write the word in their notebook.

## Lesson 3: Controlling Fire: Speak/Listen

### Objective: In this lesson, you will identify primary and secondary sources when researching a topic.

#### Key Words:

* **primary source** – someone or something from the time and place of an event
* **research** – the act of getting information about a topic
* **secondary source** – something created by someone who did not directly experience an event
* **source** – a text or person that gives information

#### Explain

1. Read the introductory paragraph with your student.
2. Then, watch the video together. Ask them to listen for different types of sources.
3. Help your student understand the differences between primary and secondary sources. **IF** they are confused, **THEN** review the definitions of the terms.
4. Now, watch a video of examples of both kinds of sources. You might have your student take notes as they watch.
5. Have your student reread the text *Shan Cammack* to answer the question.
6. **IF** they can’t identify the text as an interview and primary source, **THEN** guide them with questions, such as:
   1. Has Shan Cammack seen or experienced prescribed burns directly? (yes)
   2. If someone has seen or been involved in an experience, then are they a primary or secondary source? (primary)

[Shan Cammack](https://cite-media.pearson.com/legacy_paths/81004b36-6ecf-4d5e-8db0-4e8a73957cb3/ShanCammack.pdf)

#### Check-In

1. Read the directions with your student.
2. Have your student complete the activity.
3. **IF** your student has difficulty sorting the items, **THEN** work with them to identify the correct category of each item.
4. If there is time, talk about when a newspaper item may be a primary source. For example, a newspaper article written during the Civil War could be a primary source. So could a current newspaper article written by a reporter at the scene of an event.

#### Practice

1. Read the directions with your student.
2. Preview the photos with your student. Ask them to tell about what they see.
3. Have your student answer the questions in their notebook. Review their responses and clarify any misunderstandings.

### Objective: In this lesson, you will explain how to respectfully interview a primary source for research.

#### Key Words:

* **formal** – suitable for serious speaking and writing
* **informal** – suitable for everyday speaking and writing
* **primary source** – someone or something from the time and place of an event
* **research** – the act of getting information about a topic
* **secondary source** – something created by someone who did not directly experience an event

#### Explain

Get Ready for Learning

Your student will be learning about conducting research respectfully. In the Practice section, they will conduct an interview. You might wish to choose a topic and interviewee ahead of time. You might also choose to have your student interview you about a hobby, skill, or experience.

1. Read the first few paragraphs with your student. Discuss what it means to do something “respectfully.” Ask them to discuss how they show respect (e.g. listening, following agreed upon rules).
2. Review the list of tips for conducting an interview.
3. **IF** your student seems confused by the distinction between formal and informal language, **THEN** model the difference. Speak a sentence formally to your student; then, repeat the sentence using informal language. Have your student point out the differences.

#### Check-In

1. Read the directions with your student. Allow time for your student to reread the text *Shan Cammack.*
2. Have your student answer the questions. **IF** your student has difficulty, **THEN** help them locate the information either in the Explain section or in the text itself.

[Shan Cammack](https://cite-media.pearson.com/legacy_paths/81004b36-6ecf-4d5e-8db0-4e8a73957cb3/ShanCammack.pdf)

#### Practice

1. Read the directions with your student.
2. Help your student choose a topic and find a person to interview about that topic. Have ready a list of possible topics and interviewees. It might be helpful to find the interviewee before the topic.
3. Work with your student to research the topic and develop a list of questions.
4. Accompany your student on the interview. Encourage your student to take notes during the interview, or get permission from the interviewee to record it.
5. Have your student use the checklist to assess their interview.
6. Review your student’s assessment. **IF** your student needs help developing an improvement plan, **THEN** provide some small steps for them to take. Keep your critique constructive and positive.

### Objective: In this lesson, you will use Greek and Latin roots as clues to the meanings of words.

#### Key Word:

* **root** – the base form of a word

#### Explain

Quick Review

In previous lessons, your student learned about Greek and Latin roots and affixes. Ask them to name a word with a Greek or Latin root. Explain that in this lesson they will learn to use Greek and Latin roots to find the meanings of unfamiliar words.

Explain

1. Have your student read the introduction about roots and then review the chart of Greek and Latin roots. Ask them to identify the root in each example word. Explain that most words also have an affix added to the root, such as *construction*, *dictation*, and *biology*.
2. Ask your student to use the definitions of the roots in the chart to try to define some of the other examples in the chart. **IF** your student has trouble defining the example words, **THEN** encourage them to check the definition by looking up the word in a print or digital dictionary.

#### Check-In

1. Have your student read the directions before completing the activities. Your student will use their knowledge of word roots to choose the correct meaning of each word.
2. Review your student’s answers. **IF** your student does not identify the correct definition for each word, **THEN** ask questions that prompt them: What is the root of this word? What is the meaning of this root from the chart at the beginning of the lesson? How does knowing the meaning of the root help you find the meaning of the word?

#### Practice

1. Ask your student to read the directions. Their job is to identify the root word and its meaning so they can complete the definition for each word.
2. Read your student’s answers. **IF** your student cannot identify the Greek or Latin root of each word, **THEN** tell them to return to the introduction to look up the root in the chart to find its meaning. Next, have them use the meaning of the root to complete the definition of the word.
3. Invite your student to confirm their definitions by looking up the words in a print or digital dictionary.

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

#### Explain

You can use the simultaneous oral reading method, the repeated reading technique, and partner reading to increase reading speed, enhance comprehension, and enable students to become independent and self-confident readers. Use one of these strategies daily.

Simultaneous Oral Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Explain that the two of you will read a section of the text together.
4. Read a section of the text aloud, using good expression, while your student follows along with a finger or pencil eraser.
5. Read the text aloud together, trying to keep your voices the same. Track the text with your finger, leading your student along.
6. Repeat Step 5 two or three times, until your student is ready to read the text independently.
7. Have your student read aloud to you.

Repeated Readings

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Ask your student to read aloud for one minute.
4. Count and record how many words your student read correctly within one minute.
5. Over the next two days, have your student read the same passage. Each time they read the passage, count and record the number of words read within one minute.
6. When your student has increased the number of words read within one minute by ten percent or more, choose a new passage.

Partner Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Explain to your student they will be the “Reader” and you will be the “Coach”.
3. Sit side-by-side and hold the text with your student.
4. Have your student read an agreed-upon section of the text.
5. As the Coach, follow along and watch for mistakes. When the Reader makes a mistake, either provide the word or ask the Reader to “check that word” and try again.
6. When the text is finished, return to the beginning and, page by page or section by section, ask the Reader what happened or what each part was about.
7. Exchange roles with your student, allowing your student to become the Coach.
   1. Role-play making mistakes and remind the Coach what to say when a mistake is made.
   2. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
   3. When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

## Lesson 4 Controlling Fire: Fluency

### Objective: In this lesson, you will compare and contrast concepts in primary and secondary sources.

#### Key Words:

* **accuracy** – the ability to work without mistakes
* **concept** – a big, general idea about how to do or think about something
* **pace** – the speed at which you do something
* **primary source** – something or someone from the time and place of an event
* **secondary source** – something created by someone who did not directly experience an event

#### Explain

A Note to the Learning Coach

This lesson and the next teach your student about concepts and ideas in texts. Many people use the words *concept* and *idea* interchangeably. However, in the context of learning about informational texts, they are not synonymous. A concept is an abstract way to do or think about something. A concept is often timeless and universally accepted. An idea is a thought or opinion about something. It is individual and formed at a particular time. These differences can seem subtle to your student.

1. Read the introductory paragraph with your student. Review the term *primary source*, if needed.
2. Help your student understand what a concept is. Offer a general example, such as “Time is precious.” Explain that this concept suggests what to do with time—treat it like it’s precious; don’t waste it. The concept is not specific to a person or place; it is universal and abstract.
3. Then, watch the video together. Ask your student to listen for the distinctions the student in the video makes between how primary and secondary sources understand concepts.
4. Discuss the concept of *Shan Cammack*. Reread the text, as necessary.
5. Have your student answer the question. **IF** your student needs help providing a detail that supports the concept, **THEN** return to the text with them to locate one.
6. Introduce the leveled reader, *Prescription for a Burn,* to your student. Go over the term *secondary source,* if needed.
7. Review how to read with accuracy. **IF** your student seems unsure of how to perform the skill, **THEN** model reading with accuracy.
8. Have your student read aloud the first page of *Prescription for a Burn*. Encourage your student with positive feedback.

[Shan Cammack](https://cite-media.pearson.com/legacy_paths/81004b36-6ecf-4d5e-8db0-4e8a73957cb3/ShanCammack.pdf)

Using Leveled Readers to Support Student Reading

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

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

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

The Five-Finger Test

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

[Prescription for a Burn (A)](https://cite-media.pearson.com/legacy_paths/4e66bfd8-390d-426f-83d6-55b4928698ff/PrescriptionForABurn_A.pdf)

[Prescription for a Burn](https://cite-media.pearson.com/legacy_paths/8a430cb4-2740-4438-9480-9ebaa4abdf1f/Prescription%20for%20a%20burn-1.pdf)

[Prescription for a Burn (B)](https://cite-media.pearson.com/legacy_paths/f7ed305c-7a86-47b0-ba04-a0d82a1de235/PrescriptionForABurn_B.pdf)

#### Check-In

1. Read the directions with your student.
2. Have your student read aloud the remainder of *Prescription for a Burn*. Encourage them to read with accuracy.
3. Have your student refer to the text to answer the questions. Review their responses and clarify any misunderstandings.

[Prescription for a Burn (A)](https://cite-media.pearson.com/legacy_paths/4e66bfd8-390d-426f-83d6-55b4928698ff/PrescriptionForABurn_A.pdf)

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[Prescription for a Burn (B)](https://cite-media.pearson.com/legacy_paths/f7ed305c-7a86-47b0-ba04-a0d82a1de235/PrescriptionForABurn_B.pdf)

#### Practice

1. Read the question with your student. Remind your student to look for details in the texts that relate to the concept. Those details should be used to support their answer to the question.
2. Allow time for your student to reread the texts, as needed.
3. Review your student’s work. **IF** your student failed to find supporting details, **THEN** return to the texts together and ask which details best support the concept.

[Shan Cammack](https://cite-media.pearson.com/legacy_paths/81004b36-6ecf-4d5e-8db0-4e8a73957cb3/ShanCammack.pdf)

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### Objective: In this lesson, you will compare and contrast how primary sources and secondary sources consider concepts.

#### Key Words:

* **concept** – a big, general idea about how to think about something
* **conceptual; conceptually** – based on or about a concept
* **primary source** – something or someone from the time and place of an event
* **secondary source** – something created by someone who did not directly experience an event

#### Explain

1. Read the introduction with your student. Go over the terms *concept*, *conceptual*, and *conceptually*. Explain that all three words are related. **IF** your student needs more guidance, **THEN** use the words in sentences.
2. Review the reasons why a primary source might not be able to see a bigger picture. Point out that the girl in the photo is literally blocked from seeing more than what’s in front of her.
3. Have your student read the paragraph about secondary sources in comparison.
4. Point to the second photo. Explain that a person often has to take a step back to truly understand a larger concept.

#### Check-In

1. Read the directions with your student.
2. Have your student answer the questions.
3. **IF** your student has difficulty responding, **THEN** have them return to the Explain section. Work with them to locate the answers.

#### Practice

1. Read the directions and question with your student.
2. Allow time for them to reread the texts.

[Shan Cammack](https://cite-media.pearson.com/legacy_paths/81004b36-6ecf-4d5e-8db0-4e8a73957cb3/ShanCammack.pdf)

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[Prescription for a Burn (B)](https://cite-media.pearson.com/legacy_paths/f7ed305c-7a86-47b0-ba04-a0d82a1de235/PrescriptionForABurn_B.pdf)

1. Have your student answer the question in their notebook. **IF** they need help making the connection, **THEN** guide them with questions, such as:
   1. What does Shan Cammack do every day? Does she need special clothing and training to do her job?
   2. Do you think Shan Cammack’s job is dangerous? Why or why not?
   3. What does an author do every day? Do they need special clothing and training to do the job?
   4. Do you think what an author does is dangerous? Why or why not?
   5. Who might have more time to think about concepts—an author or a fire manager?

### Objective: In this lesson, you will compare and contrast primary and secondary sources.

#### Review

Quick Review

Ask your student to explain the difference between primary and secondary sources. (A primary source is from the time and place of the event; a secondary source is created by someone who did not directly experience the event.) Remind your student that research is the activity of getting information about a topic.

1. Read the introduction.
2. Point out the illustration and have your student read the caption. Point out that a scientist’s own observations are a primary source of information about whatever it is that the scientist is studying.

#### Show What You Know

Show What You Know

1. Read the direction line with your student.
2. Have your student respond to the questions independently.

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

* **Very Successful** – My student was able to answer all questions completely and correctly without help.
* **Moderately Successful** – My student was able to answer most questions without help but may have had trouble with Question 5.
* **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 3 and 4. Then, assist your student with Activity 1, helping your student locate sources and having them name facts from the sources orally.
* **Moderately Successful** – Assign Activity 1 as a written exercise.
* **Very Successful** – Assign Activity 2 as a written exercise.

**Activity 1**

1. Read the prompt with your student.
2. Make sure that your student has internet access. Encourage your student to locate the primary and secondary sources independently. **IF** your student has trouble finding a primary source, **THEN** review examples of primary sources, such as interviews, speeches, and journals. Suggest that your student use one of those words along with “John Muir” in the search engine to locate a source.

**Activity 2**

1. If your student is ready for Activity 2, make sure that they can access the two texts. Read the prompt together. Then, give your student time to read the texts and locate information that supports the point presented in the prompt.
2. Judge the response primarily on how well your student locates concepts and details that support the point that young people can make a difference when it comes to saving animals.

### Objective: In this lesson, you will spell words with vowel teams.

#### Key Word

* **vowel team** – two vowels (or a vowel and the letter *y* or *w*) that combine to make one vowel sound

#### Explain

1. In this lesson your student will focus on spelling words with vowel teams. Review the spelling tips with your student. Explain that the tips will help your student correctly spell words with vowel teams.
2. Use the questions to have your student identify and analyze the spelling words. **IF** your student has difficulty identifying the similarities and differences among words, **THEN** help your student identify the vowel team in words and their vowel sounds.

#### Check-In

1. Read the directions with your student. Discuss that each word is missing letters of a vowel team. Observe your student complete the first word.**IF** your student has difficulty identifying the missing letters in a word, **THEN** review the vowel teams available to complete the word. Help your student identify the vowel team that can be used to complete a word. Continue to work with your student if support is needed.
2. If time permits, you may ask your student to use each completed word in a sentence.

#### Practice

1. Review the directions with your student before your student completes the activity independently. Explain that there are many words your student could spell for each word. **IF** your student has difficulty thinking of a word with the same vowel team, **THEN** guide your student to say the vowel sound and think of a word that rhymes. Make sure your student suggests a word spelled with the same vowel team.
2. **Spelling Test:** Use the following sentences to test the spelling words.

|  |  |
| --- | --- |
| * **sideways** | Move your chair **sideways** so you can see better. |
| * **prey** | A spider catches its**prey** in a web. |
| * **turkey** | Do you want a **turkey**sandwich? |
| * **freedom** | Our dog has the **freedom** to run all over the yard. |
| * **squeeze** | I was able to**squeeze** a bit more toothpaste out of the tube. |
| * **mildew** | This cleaning product will get rid of mold and **mildew**. |
| * **complain** | The day was rainy, but the hikers did not **complain**. |
| * **rescue** | The superhero came to **rescue** the people. |
| * **remain** | You can**remain**here if you do not want to come with us. |
| * **bruise** | I got a**bruise** when I bumped my forehead. |
| * **repeat** | Do not **repeat**everything you hear others say. |
| * **follow** | A student should **follow** the teacher’s directions. |
| * **approach** | I had to **approach** the bird carefully, so it would not fly away. |
| * **narrow** | That staircase is steep and **narrow**. |
| * **field** | They played ball on the baseball**field**. |

## Lesson 5: Controlling Fire: Synthesize

### Objective: In this lesson, you will compare and contrast ideas in primary and secondary sources.

#### Key Words

* **idea** – a thought or opinion about something
* **primary source** – something or someone from the time and place of an event
* **secondary source** – something created by someone who did not directly experience an event

#### Explain

1. Read the introductory paragraph with your student. Review the definitions of the boldface terms.
2. Watch the video together. Ask them to listen for the distinctions the student makes between how primary and secondary sources approach ideas.
3. Review the information in the chart with your student. **IF** you can anticipate your student having difficulty remembering the differences, **THEN** ask them to copy the chart on poster paper. Display the poster where your student can easily see it.

#### Check-In

1. Read the directions with your student.
2. Have your student reread the texts, or you may read them aloud.

[Shan Cammack](https://cite-media.pearson.com/legacy_paths/81004b36-6ecf-4d5e-8db0-4e8a73957cb3/ShanCammack.pdf)

[Prescription for a Burn](https://cite-media.pearson.com/legacy_paths/8a430cb4-2740-4438-9480-9ebaa4abdf1f/Prescription%20for%20a%20burn-1.pdf)

#### Practice

1. Read the directions with your student. Help them copy the Venn diagram into their notebook, taking time to assess whether or not they understand how to properly fill out the diagram.
2. Have your student return to the texts *Shan Cammack* and *Prescription for a Burn* to complete the diagram.
3. **IF** your student has difficulty identifying details, **THEN** allow them to return to the text to locate them. Work with your student, if necessary.

[Shan Cammack](https://cite-media.pearson.com/legacy_paths/81004b36-6ecf-4d5e-8db0-4e8a73957cb3/ShanCammack.pdf)

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### Objective: In this lesson, you will evaluate how ideas in a primary source might differ from ideas in a secondary source.

#### Key Words

* **access** – a way of being able to get something
* **idea** – a thought or opinion about something
* **primary source** – something or someone from the time and place of an event
* **secondary source** – something created by someone who did not directly experience an event

#### Explain

1. Read the introductory paragraph with your student. Ensure that your student understands the scenario. Ask them to identify the two ideas Gabrielle is comparing (read a book or watch a show).
2. Help your student understand that there is no value judgment when it comes to ideas. Explain that ideas are more likely to be dynamic than definitive.
3. Review how a primary source approaches an idea as compared to a secondary source. **IF** your student seems confused, **THEN** make sure they understand the meaning of the terms *primary source* and *secondary source*. They need to be able to connect how time and distance from an event can change one’s ideas about it.
4. Have your student respond to the question. Be sure they understand the term *reevaluate* before they answer.

#### Check In

1. Read the directions with your student.
2. Have your student respond to the questions.
3. Review your student’s responses. **IF** they have difficulty answering a question, **THEN** have them return to the Explain section to locate the answer. Work with them as necessary.

#### Practice

1. Read the directions with your student. Review the question and excerpt with your student. Point out that the idea that the “people” have is that prescribing fires is unsafe.
2. Have your student return to the texts *Shan Cammack* and *Prescription for a Burn* to answer the question.
3. Your student should be able to understand that Shan Cammack would not think prescribing fires is too risky, as she makes her living setting planned fires. **IF** they need help refuting the idea that prescribing fires is unsafe, **THEN** work with them to locate supporting details in Shan Cammack.

[Shan Cammack](https://cite-media.pearson.com/legacy_paths/81004b36-6ecf-4d5e-8db0-4e8a73957cb3/ShanCammack.pdf)

[Prescription for a Burn](https://cite-media.pearson.com/legacy_paths/8a430cb4-2740-4438-9480-9ebaa4abdf1f/Prescription%20for%20a%20burn-1.pdf)

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

#### Review

You can use the simultaneous oral reading method, the repeated reading technique, and partner reading to increase reading speed, enhance comprehension, and enable students to become independent and self-confident readers. Use one of these strategies daily.

Simultaneous Oral Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Explain that the two of you will read a section of the text together.
4. Read a section of the text aloud, using good expression, while your student follows along with a finger or pencil eraser.
5. Read the text aloud together, trying to keep your voices the same. Track the text with your finger, leading your student along.
6. Repeat Step 5 two or three times, until your student is ready to read the text independently.
7. Have your student read aloud to you.

Repeated Readings

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Ask your student to read aloud for one minute.
4. Count and record how many words your student read correctly within one minute.
5. Over the next two days, have your student read the same passage. Each time they read the passage, count and record the number of words read within one minute.
6. When your student has increased the number of words read within one minute by ten percent or more, choose a new passage.

Partner Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Explain to your student they will be the “Reader” and you will be the “Coach”.
3. Sit side-by-side and hold the text with your student.
4. Have your student read an agreed-upon section of the text.
5. As the Coach, follow along and watch for mistakes. When the Reader makes a mistake, either provide the word or ask the Reader to “check that word” and try again.
6. When the text is finished, return to the beginning and, page by page or section by section, ask the Reader what happened or what each part was about.
7. Exchange roles with your student, allowing your student to become the Coach.
   1. Role-play making mistakes and remind the Coach what to say when a mistake is made.
   2. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
   3. When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

#### Review

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

#### Reflect

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

Example Reflection

At first I was confused about Greek and Latin word parts. Then, I learned what some of those word parts are and what they mean. That helped me figure out what words that include them mean, too. It still takes me a while to figure out how the word part and the English word are connected, but I know that I can keep practicing with new words.