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# Language Arts 2 B Unit 13: Stay Prepared

## Lesson 1: Stay Prepared: Genre

### Stay Prepared: Introduction

#### Learning Goals

In this unit, your student will be learning about how to stay prepared for bad weather. There are 18 learning goals for this unit:

1. Identify whether a read-aloud text tells a story or gives information.
2. Define prefix.
3. Spell words with prefixes (*un*-, *re*-, and *dis*-).
4. Identify the parts of research report (including topic, main idea, supporting ideas with facts and details).
5. Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6. Write with spacing between letters.
7. Read words with prefixes (*un*-, *re*-, *dis*-)
8. Identify topic sentences in introduction paragraphs of research reports.
9. Ask such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
10. Determine the meaning of a new word formed when a known prefix (e.g., *un*-, *re*-) is added to a known word.
11. Blend words with prefixes (*un*-, *re*-, *dis*-).
12. Develop questions to guide research about a topic.
13. Explain the main topic of a multi-paragraph text.
14. Build words with prefixes. (*un*-, *re*-, *dis*-).
15. Write complete sentences with words spaced appropriately and sentences spaced appropriately.
16. Use technology to plan the introduction of a research report on a graphic organizer.
17. Explain the focus of specific paragraphs within a multi-paragraph text.
18. Use technology to draft an introduction paragraph of a research report.

Each learning goal will be addressed in a multipart lesson. Prior to each lesson section, review the Learning Coach guides for that section.

This unit contains the following assessments. Work with your student to ensure they are ready to take each assessment.

* Stay Prepared: Genre Quick Check
* Stay Prepared: Comprehension Quick Check
* Stay Prepared: Speak/Listen Quick Check
* Stay Prepared: Fluency Quick Check
* Stay Prepared: Synthesize Quick Check

#### Spark

1. Read the story about Juan and his father on the first slide with your student. **IF**they need help understanding why Juan and his father needed to find shelter, **THEN**explain that thunderstorms produce lightning, which can be dangerous.
2. Watch the flipbook with your student. **IF** they need help understanding the different storms and how to prepare for them, **THEN** you might ask questions such as the following: How is a thunderstorm similar to and different from a tornado? How is a tornado similar to and different from a hurricane? Help them understand why it is important to be prepared for each type of storm.
3. Read the questions with your student. **IF** they cannot provide answers, **THEN** view the flipbook again, identifying the key details that help to answer the questions.

#### Activate Prior Knowledge

1. Read the first paragraph with your student. **IF**they struggle with understanding a type of storm because they have never experienced it or it is uncommon for where they live, **THEN** ask them to describe storms they have seen on television or in the movies.
2. Read the activity with your student and confirm that they understand what to do. Provide the Draw and Write graphic organizer or have them draw and write in their notebook. **IF**they have trouble writing the sentences, **THEN**provide a sentence frame: I need  during a storm because . Encourage them to tell you about their ideas.
3. Read each bulleted item and have your student tell about topics they have learned about and which ones are new to them.

### Objective: In this section, you will listen to identify whether a text tells a story or gives information.

#### Key Words

* **facts** – things that are true
* **informational texts** – texts that tell about real people, places, or things
* **stories** – texts that tell about something that happens that may not be real

#### Decoding Routine

A decoding routine is a structured approach to teaching reading that helps students break down words into their individual sounds and then blend these sounds together to read the words accurately. This routine is essential for developing foundational reading skills. Select the link to complete this lesson’s decoding routine with your student. Detailed scripts and instructions for Learning Coaches are available in the notes section.

[Stay Prepared\_Genre Prefixes un.dis.re. and y endings](https://cite-media.pearson.com/legacy_paths/ca9b1436-ead6-4b50-aad9-65d00e604ed0/Stay%20Prepared_Genre%20Prefixes%20un.dis.re.%20and%20y%20endings.pptx)

#### Explain

1. Read or play the slide narration for the introduction with your student. Make sure your student understands the meanings of the key words in bold print.
2. Clarify that in this lesson, your student will read and listen to texts. Then, they will decide whether each text tells a story or gives information.
3. Guide your student to read the text “Buffy and the Thunderstorm” and then answer the question. You may prefer to read the story aloud as your student listens.
4. Discuss how your student knows that the text tells a story. **IF** your student needs support, **THEN** explain that even though Buffy and the person telling the story seem real, they are not. The author made up the person, animal, and events in the story.
5. Have your student read or listen to you read the text “Out in the Storm” and then respond to the question. **IF** your student needs support, **THEN** scaffold with these questions:
   * Did you read or hear facts about what to do if you are outside during a thunderstorm? Or, did you read or hear a story about characters who are outside during a thunderstorm? (I read/heard facts about what to do if I am outside during a thunderstorm.)
   * Did the ideas in the text come from real life? Or, did the author make them up? (The ideas came from real life.)
6. Before you read aloud or play the recorded version of *Stormy Weather*, clarify that your student should listen carefully to the text. Explain that your student will identify whether the text tells a story or gives information. **IF** your student needs support, **THEN** have them think about these questions as they listen:
   * Is this text about real people or events?
   * Is the text about made-up people or events?
7. Listen as your student answers the question. They should be able to identify the text as an informational text.

[Stormy Weather](https://cite-media.pearson.com/legacy_paths/0260d34a-422a-41ae-8622-ba3c0e13153b/Stormy%20Weather.pdf)

#### Check-In

1. Read the directions with your student. make sure they understand that they will talk about the text *Stormy Weather*.
2. Talk with your student about how they know *Stormy Weather* is an informational text, not a story. **IF** your student needs support, **THEN** review that an informational text gives facts and information. Scaffold by asking these questions:
   * Did you hear facts about thunderstorms? Or, did you hear a made-up story about thunderstorms? (I heard facts about thunderstorms.)
   * Did you learn that there are 16 million thunderstorms in the world every year? (yes) Is that a fact? (yes)
   * Did you learn that there are 2,000 thunderstorms happening at any time in the world? (yes) Is that a fact? (yes)
   * Did you learn that thunderstorms can be dangerous? (yes) Is that a fact? (yes)
3. Listen as your student shares a fact from the text. **IF** your student struggles to recall a fact they heard in the text, **THEN** review what a fact is (something that is true). Next, read aloud the first two paragraphs of the text for your student. Offer this sentence starter to help them identify one fact they heard: One fact I learned from listening to the text is .

#### Practice

1. Read the directions with your student. Clarify that your student will listen as you read the text “Build an Emergency Kit.” Then, your student will identify whether the text is an informational text or a story.
2. Read the text to your student. You may read it more than once, as needed.
3. Listen as your student completes each sentence frame. Before confirming or correcting their answer, ask this question: Are you sure? You may wish to share the sample answer with your student. Your student's response should be similar.

Build an Emergency Kit

You never know about the weather. Sometimes a storm will cause the power to go out. It’s a good idea to have an emergency kit ready. Keep the kit in a safe spot.

Experts say to put food that won’t go bad in your kit. Try peanut butter and dried fruit. Add bottles of water. Paper towels, toothpaste, and soap will be useful too. Don’t forget about your pet. Put food in the kit for your dog or cat.

### Objective: In this section, you will tell what a prefix is.

#### Key Words

* **prefix** – a word part that is added to the beginning of a word

#### Explain

1. Read the key word, definition, and first paragraph with your student. Make sure they understand that a prefix is a word part that is added to the beginning of a word. Explain that a prefix does not stand on its own, but that adding it to a word changes the meaning of the original word.
2. Check your student’s understanding by asking them where a prefix goes in a word (at the beginning). Then, read the second paragraph together. As needed, review that a root word is a word that has meaning and can stand alone. Point out that prefixes also have meanings, even though they cannot stand alone as words. Reiterate that when a prefix is added to a root word, it changes the word's meaning.
3. Read the examples in the chart together. Ask your student to point to the prefixes that appear in the new words. Point out that each prefix comes before a complete word. Ask your student to put each prefix and root word together to say the new word.
4. Direct your student to put together the prefix *re-* and the root word *write* and answer the series of questions about the new word. **IF** your student has difficulty, **THEN** review where prefixes are found in a word and look at the example words to see if one of them has the same prefix, or word part at the beginning.

#### Check-In

1. Read the directions with your student. Explain that they will choose the correct answer to complete each sentence about prefixes.
2. Complete the first activity together. Help your student see that each prefix contains two or more letters, so answer choice *a* is not correct. Also, since a prefix is not a complete word on its own, answer choice *b* is not correct, either.
3. Have your student complete the other activities on their own, as they are able. **IF** your student answers incorrectly or is not sure, **THEN** review the definition of a prefix as well as the lesson’s sample words with prefixes.

#### Practice

1. Read the directions together. Explain that your student will combine prefixes and root words to make new words, and will then identify the prefix in the new word. Have them write the new words in their notebook.
2. Help your student complete the first activity. Ask them to explain how they will combine the prefix and root word. Then, after they write *unfair* in their notebook, guide them to find and underline the prefix that begins the word.
3. Have your student complete the remaining activities on their own. Check that they have correctly underlined *un-*, *re-*, or *pre-* at the beginning of each new word, and offer support as needed.

### Objective: In this section, you will spell words with the prefixes **un-**, **dis-**, and **re-**.

#### Key Words

* **prefix** – a word part added to the beginning of a base word to change its meaning

#### Warm Up

Begin by having your student separate words with prefixes into syllables. Say the word *untrue* and have your student repeat it. Then, repeat the word with your student, breaking it into syllables: *un-true*. Continue by having your student separate words with prefixes using the following routine:

1. Say the word. Define any unknown words.
2. Have your student repeat the word.
3. Say the word again slowly with your student, breaking it into syllables.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **unpack**  (un-pack) | **reread**  (re-read) | **dislike**  (dis-like) | **uncover﻿**  (un-cov-er) |
| **rewind**  (re-wind) | **disappear**  (dis-ap-pear) | **unhappy**  (un-hap-py) | **refill**  (re-fill) |

#### Explain

Learning Coach Tip

A prefix is a word part that is added to the beginning of a word. Each prefix has a meaning. For example, the prefix *re-* means “again.” A prefix changes the meaning of a base word and adds a syllable. Common prefixes include the following:

* *un-*, which means “not” or “opposite of,” as in *untrue*
* *dis-*, which means “not” or “opposite of,” as in *disobey*
* *re-*, which means “again,” as in *retell*

Prefixes *un-*, *dis-*, and *re-*

Read the introduction to your student. Explain that a prefix is a word part that is added to the beginning of a word. Tell your student that *un-*, *dis-*, and *re-* are prefixes that can be added to the beginning of words. Explain that each prefix has a meaning, and review the meanings of the prefixes in the chart with your student. Then, tell your student that a prefix changes the meaning of a base word when it is added to it. Read the examples in the chart and discuss how the prefixes *un-*, *dis-*, and *re-* change the meanings of the words to which they are added.

Words with *un-*, *dis-*, and *re-*

Continue by reading the introductory text to your student. Explain that words with prefixes have two or more syllables and that a prefix is the first syllable of a word. Next, read the two-syllable words *unlock* and *retie*. Have your student point to each syllable of each word as they say it aloud. Then, read the three-syllable word *disagree* as they point to each syllable in it. Have your student answer the questions to identify that a prefix is the first syllable of each word and to spell each prefix.

Introduce Spelling Words

Introduce the spelling words. Say each word with your student. Then, say the words again, pausing between the syllables of each word, and have your student repeat after you. Ask your student to name each letter to spell the word.

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write the word, letter by letter, in their notebook. Ask your student to underline the letters that spell the prefix in it.

* We **unload** the suitcases from the car. (**un**load)
* The bright sun will **discolor** my red hat. (**dis**color)
* I will **reuse** this can as a vase for flowers. (**re**use)
* He tells a made-up story that is **untrue**. (**un**true)
* Dad will **reheat** the food in the oven. (**re**heat)
* Her **unkind** words hurt my feelings. (**un**kind)
* They **dislike** the taste of the hot peppers. (**dis**like)
* We **replay** our favorite board game. (**re**play)

### Objective: In this section, you will identify the parts of a research report.

#### Key Words

* **details** – information that tells more about a fact
* **facts** – true statements about a topic
* **introduction** – the beginning of a text
* **research** – to learn more about a topic
* **research report** – writing that tells the reader about a topic
* **topic** – what a text is about

#### A Note to the Learning Coach

During the next month, your student will be learning how to write a research report. Each day, your student will spend time learning about the characteristics of a research report. Your student will also work through the stages of the writing process: prewriting, drafting, revising, editing, and publishing.

Here’s an overview of what your student will be doing in each unit:

|  |  |
| --- | --- |
| **Stay Prepared** | * Understand what a research report is and what parts it contains. * Understand what a topic sentence is. * Understand how to develop questions to guide research and select a topic. * **Prewrite/Draft:**Research a topic; use technology to plan and write the introduction and topic sentence of a research report. |
| **Ever-Changing Earth** | * Understand how facts, details, and visuals are used in a research report. * Determine if information is relevant to the topic of a research report. * Identify concluding statements in a research report. * **Prewrite/Draft:** Plan and write the middle part of a research report, including facts and details to support the main idea. * **Draft:** Write the conclusion to a research report. |
| **Time Zones** | * **Teacher feedback:**Understand how to improve a research report. |
| **Wonderful Water** | * Create a works cited page for a research report. * **Edit:** Check for grammar, spelling, and punctuation mistakes. * **Publish:** Write a final copy of the research report and include a visual that supports the main idea of the report. * **Present:**Share the research report with support from you. |

#### Explain

1. Talk to your student about the writing they have done throughout the year. Discuss how different types of writing have different purposes. For example, one purpose of narrative or story writing is to entertain the reader. An opinion text however, is usually written to share how the writer feels or thinks about a topic. Ask your student if they remember why writers write informational texts; as needed, remind them that an informational text is written to share information about a topic with readers. Tell your student that they will be exploring this kind of writing over the next few weeks.
2. Read the first paragraph with your student. Review the definition of the key word *topic*. Then, talk about why a writer might be curious about a particular topic, such as weather (they might be interested in the topic or they might have to learn more about the topic for an assignment). Ask your student what they think a writer who is curious about a topic might do.
3. Read the next two paragraphs together. Use the on-screen definitions to introduce the key words *research* and *research report*. Then, talk about the purpose of a research report: a kind of writing that helps people learn and share information about a topic. Explain that when writers write a research report, they don’t just share what they already know about a topic. Instead, they learn more about the topic by searching for information in books, websites, or other informational sources. Encourage your student to share experiences of doing research to find information about an unfamiliar topic.
4. Watch the video with your student. Discuss what the student learns. Then, have your student read and answer the question.
5. Continue to the section titled “Parts of a Research Report” on the next screen. Have your student read the text and discuss with you the different parts of the research report. Review and discuss the definitions provided for the key words introduction, facts, and details. Explain that the main idea shared in the introduction is one the writer thinks is most important to know about the topic, while the facts and details in the middle of the report are information the writer has found to support the idea.
6. Have your student read and answer the questions. **IF** your student struggles, **THEN** reread the text together again. Challenge your student to explain what the purpose is of the ending part of the research paper.
7. Continue to the section titled “Read a Research Report” on the next screen. Have your student read about Fayth, the student model writer, and her research report. Then, have your student read the model text, “Thunderstorms.”
8. Explain that your student will be writing their own research report before introducing the corresponding rubric. Have your student review the rubric, making sure they understand its purpose. Reassure them that they may not understand all of the elements mentioned in the rubric now, but they will be learning about all these elements over the course of the next few weeks, before they finish their research report.

[Peer Model Video Transcript](https://cite-media.pearson.com/legacy_paths/0fcc9f52-cb7b-4fa4-b8ee-f5c853a2a5d2/ELA.2.0451.docx)

[Thunderstorms](https://cite-media.pearson.com/legacy_paths/be8f5f32-af96-4fb7-b0af-36cb4a19cd63/Thunderstorms.pdf)

Point out that the text contains two paragraphs. Ask your student to identify which paragraph is the introduction (the first) and which contains the middle and ending portions of the report (the second). Have your student read the questions and explain their answers to you. **IF** your student has difficulty identifying the purpose of each part of the text, **THEN** have them review the parts of a research report and their purpose on the previous screen.

Learning Coach Tip

If possible, print out the model text so your student can refer to it regularly throughout the instruction on a research report. If you can not access a printer, either you or your student can copy the text onto a sheet of paper.

[Research Report Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/93d7a238-41c9-4a70-860d-5432c62dab32/LA%202%20Research%20Report%20Rubric.dotx)

#### Check-In

1. Have your student read the directions. Explain that they are going to be matching the parts of a research report to their descriptions.
2. Have your student read their directions and choices. Make sure your student understands the directions and choices. Complete the first item together. **IF** your student has difficulty, **THEN** revisit the Explain text to review the different parts of a research report.
3. As your student is able, have them complete the activity independently. Review their responses and provide any needed feedback.

#### Practice

1. Read the directions and the model text with your student. Then, have your student answer each question in their notebook.
2. Review your student’s answers and provide feedback. If necessary, explain that the topic is what the research report is about. Suggest your student look at the title and the first sentence. Then, explain that the main idea is an important idea about the topic. Point your student to the second sentence in the first paragraph. Discuss what they learn from this sentence.

## Lesson 2: Stay Prepared: Comprehension

### Objective: In this section, you will use key details to answer questions to show that you understand an informational text.

#### Key Words

* **key details** – important pieces of information in a text

#### Explain

1. Read or play the slide narration for the introduction with your student. Make sure your student understands the meaning of the key words in bold print.
2. Review the relationship between questions, answers, and key details as needed. Explain that your student can ask a question about an informational text. They can find key details in the text to help them answer the question. The answer should have the same information as the key details in the text.
3. Have your student read the chart. If needed, review the words with which many questions start: *who*, *what*, *where*, *when*, *why*, and *how*. Point out that answering *how* and *why* questions requires deeper thinking. **IF** your student needs support, **THEN** ask them these questions about a relevant experience:
   * What is your favorite thing to study or read about?
   * Why is it your favorite?
   * How did you discover that you liked it?

Point out that your student’s answers to the questions that begin with *how* and *why* were longer and involved more thought than their answers to the question starting with *what*.

1. Watch the video with your student. Guide your student to listen carefully to answers the student in the video gives. Point out that the student answers each question using key details found by reading an informational text.
2. Guide your student to read about Dae. Have them read the informational text “Blizzards” and answer the questions. Even though your student may know the answer, make sure they read about how Dae uses key details to answer the question. Then, ask questions such as these:
   * Did you know the answer to Dae’s question? (yes)
   * How do you know the answer? (I noticed key details in the text.)
   * Which key detail helped you? (The key detail in the first sentence helped me. It says what a blizzard is.)

Set a Purpose for Reading

1. Help your student set a purpose for reading *Stormy Weather*. Have your student look closely at the pictures in the text. Point out that some of the pictures have captions, or words that describe them.
2. Ask your student to use the title, words, and pictures to predict or guess what the text will be about. IF your student has difficulty, THEN focus on the pictures on page 2. Scaffold by asking questions such as these:
   * What do you see in the pictures on page 2? (I see lightning hitting buildings. I see a boy looking frightened by lightning.)
   * What do the words in the title make you think about? (They make me think about bad weather, such as lightning and thunderstorms.)
   * What do you think the text will be about? (I think it will be about lightning and thunderstorms.)

[Stormy Weather](https://cite-media.pearson.com/legacy_paths/0260d34a-422a-41ae-8622-ba3c0e13153b/Stormy%20Weather.pdf)

Before You Read: Vocabulary

Have your student focus on the sentences. Tell your student to use details in the sentences to infer what each vocabulary word means. For example, for the word *disturbance*, scaffold with activities such as these:

* Read the sentence with your student and draw attention to the bold vocabulary word.
* Ask questions that are relevant to your student’s experiences: Suppose the power suddenly went out. Would that be how things usually are? (No, because we usually have power.) Would losing power be a good thing or a bad thing? (It would be a bad thing.) Why? (We would not have light. We might get cold or hot.) Would losing power be a big change that’s not good? (yes) Would losing power be a disturbance? (yes)
* Have your student use the vocabulary word in a sentence. **IF** your student has difficulty, **THEN** provide this sentence frame: One example of a disturbance is . (a storm; losing power; an emergency)

1. **disturbance:** a change from the way things usually are
2. **atmosphere:** the air around a place
3. **hail:** droplets of frozen rain
4. **satellites:** spacecraft that gather information
5. **radar:** a system that uses energy waves to keep track of storms

Read

Have your student read the informational text. Have them pause occasionally as they read to tell you what they understand about stormy weather so far. Encourage your student to share any new or interesting facts they read.

Check for Understanding

1. Use the questions to quickly assess whether your student understands the text.
2. Listen as your student answers. **IF** your student struggles to answer the first question, **THEN** have them reread the last two paragraphs of the text. You may want to point out that the question “What’s the best way to stay safe during a thunderstorm?” is stated directly in the text. The words that follow it are the answer.
3. **IF** your student struggles to answer the second question, **THEN** have them reread the sidebar “It’s Striking!” Point out that the answer to the question appears in the first sentence.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will read about ground blizzards. Then, they will find key details to answer a question about ground blizzards. Work with your student to complete the activity.
2. Have your student read the first question. Clarify that your student will read the text excerpt and then locate key details to help them answer the question “How are ground blizzards different from other snowstorms?” Your student should select the two correct answers. **IF** your student struggles, **THEN** have them read the text excerpt aloud to you. Have them pause after each sentence so you may ask this question: Does this key detail tell you how ground blizzards are different from other snowstorms?
3. Have your student read the second question. Point out that they will use the key details in the text to answer the question “How are ground blizzards different from other snowstorms?” **IF** your student struggles, **THEN** have them read the hint and try again.

#### Practice

1. Read the directions with your student. Clarify that your student will return to *Stormy Weather*. They will use key details in the informational text to answer the questions.
2. Allow time for your student to reread the text.
3. Listen as your student answers each question. You may provide your student with these sentence frames to help them express their ideas:
   * Thunderstorms are dangerous because \_\_\_\_\_.
   * The key details in the text that helped me answer the question are \_\_\_\_\_.
   * The tools that help meteorologists are \_\_\_\_\_.
   * The tools help them \_\_\_\_\_.
   * The key details that helped me answer the question are \_\_\_\_\_.
4. You may wish to share the sample answer with your student. Discuss how the sample answer compares to your student’s. Your student's answers should be similar. Discuss if your student used different key details to answer the questions.

### Objective: In this section, you will solve a problem by asking and answering questions.

#### Key Words

* **solve** – to fix or find an answer for a problem

#### Explain

1. Read the introduction or play the slide narration with your student. Be sure to review the meaning of the key word in bold print. If your student listens to the slide narration, ask if they have any questions about what they heard.
2. Review the relationship between problems and solutions as needed. Explain that a problem is a challenge, and a solution is a way to solve or fix a problem. **IF** your student needs support, **THEN** identify a simple problem your student may have. For example, maybe your student never has an umbrella or raincoat on rainy days. Ask questions like these:
3. Have your student read about Ula’s problem and how she can find a way to solve it. Point out that she starts by asking questions.
4. Have your student review the list of question words. Have your student read the list of Ula’s questions. Challenge your student to think of other questions Ula could ask. Encourage them to use other question words from the list. (Possible questions include the following: Who can help me stay safe in bad weather? Why do I need to be ready for bad weather?)
5. Read how Ula finds information to answer her questions.
6. Read aloud each question and answer in the chart. Ask your student if they have any questions or comments to make about what they heard.
7. Have your student read how Ula tries to solve the problem of how to be ready for bad weather. Ask your student if they can think of other ways Ula could solve the problem, based on the answers in her chart.
   * Why is it a problem that you don’t have an umbrella or raincoat on rainy days? (I get wet. My clothes get wet.)
   * Why don’t you have an umbrella or raincoat with you? (I forget. I don’t want to carry them if it doesn’t rain.)
   * How can we fix or solve this problem? (Maybe I could get a light umbrella or a raincoat I can fold up. That way, I won’t mind carrying them in my backpack if it doesn’t rain.)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer questions about how to ask and answer questions to solve a problem. Encourage your student to answer the questions on their own.
2. Have your student read each question. Allow time for them to think of the answer. Listen as your student answers each question.
3. **IF** your student struggles with Question 1, **THEN** have them reread the instruction on the first Explain screen, focusing on what Ula does first to solve the problem. You may also provide these sentence starters to help your student express their ideas:
   * Kiri can ask \_\_\_\_\_.
   * Kiri can read \_\_\_\_\_ and talk to \_\_\_\_\_.
4. IF your student struggles with Question 2, THEN have them reread the instruction on the second Explain screen, focusing on what Ula does with the information she finds. Provide this sentence starter: Kiri can use the information to \_\_\_\_\_.

#### Practice

1. Read the directions with your student. Clarify that your student will ask and answer questions about how to be ready when a thunderstorm hits. They will read the text *Stormy Weather* and talk to you in order to gather information. Then, they will tell you ways to solve the problem.
2. Draw a two-column chart like the one on the screen in your student’s notebook. Then, have your student write their questions in the left-hand column. Encourage your student to write at least two questions. If needed, review the words they can use to start their questions: *who*, *what*, *where*, *when*, *why*, and *how*.
3. Allow time for your student to reread the text *Stormy Weather* to find information that will help them answer their questions.
4. As your student reads the text, you may wish to do some research on your own for safety tips during a thunderstorm. Check out a reliable weather website for information. Be prepared to share this information if your student asks for it.
5. Have your student write the answers to their questions in the right-hand column of the chart in their notebook. Remind them to use the information they found in the text and from your discussion to answer the questions.
6. You may wish to share the sample answer with your student. Read the questions and answers together. Discuss how they are similar to and different from your student's.
7. Listen as your student uses the answers in their chart to solve the problem of how to be ready when a thunderstorm hits. You may wish to share the sample answer with your student. Talk about how the sample answer and your student’s ideas are similar and different.

[Stormy Weather](https://cite-media.pearson.com/legacy_paths/0260d34a-422a-41ae-8622-ba3c0e13153b/Stormy%20Weather.pdf)

### Objective: In this section, you will write with correct spacing between letters.

#### Explain

Quick Review

Before reading the lesson with your student, remind them that letters are put together in a special order to form words. Tell your student that they will practice writing with proper spacing between letters.

Read the introduction and look at the image of the word *dinner*. Ask your student what word the letters spell.

Write With Correct Spacing Between Letters

1. Together with your student, read the first paragraph. Ask your student what they notice about the spaces between the letters in the word *dinner*.
2. Read the next paragraph and the tips that tell how to add space between letters with your student. Ask your student to imagine and trace each step in the air, or you may wish to demonstrate correct spacing by writing an example on paper. Make sure your student understands how to write with correct spacing between letters.
3. Read the questions with your student and encourage them to answer them aloud before revealing the answers. **IF**your student struggles to answer the third question, **THEN**write a word in which the spaces are too large or too small. Ask your student how easy or difficult it is to read the word.

#### Check-In

Learning Coach Tip

For your student to learn the proper spacing between letters, consider writing some words while your student watches. Draw their attention to the distance between the last finished letter and the next letter you are about to start. Encourage them to point to each space.

1. Print the [Letter Spacing](https://cite-media.pearson.com/legacy_paths/f773fc9e-c33a-4c18-9986-4c9f63b350ca/Letter%20Spacing%20Worksheet.pdf) worksheet. Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper and write any models that need to be traced.
2. Discuss the models that are on the worksheet. Review the steps to forming each letter, pointing out the spaces between letters,as your student traces the words.
3. Observe as your student completes the worksheet. **IF** you notice that your student is using too much space between letters, **THEN** draw a vertical line after each letter and encourage your student to begin the next letter right after that line.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty spacing their letters properly, **THEN**go back and read the Explain section again and write more words for your student to practice tracing.

### Objective: In this section, you will read words with the prefixes **un-**, **dis-**, and **re-**.

#### Warm Up

Begin by having your student identify the number of syllables they hear in words with prefixes. Have your student clap or tap the number of syllables in each word. Use the following routine:

1. Say the word.
2. Have your student repeat the word.
3. Say the word again slowly, pausing after each syllable of the word.
4. Have your student clap or tap the number of syllables in each word.

Use the following words:

|  |  |  |
| --- | --- | --- |
| **retell**  (re-tell, 2 syllables) | **uneven**  (un-e-ven, 3 syllables) | **unbuckle**  (un-buck-le, 3 syllables) |
| **unbutton**  (un-but-ton, 3 syllables) | **dislike**  (dis-like, 2 syllables) | **refill**  (re-fill, 2 syllables) |

#### 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 on using the provided chart, you may want to print it before beginning the lesson.

[Three-Column Chart](https://cite-media.pearson.com/legacy_paths/4c54dc12-21c6-4e64-b6f1-4e9da388e856/Three-Column%20Chart_Sort%20Prefix%20Words.pdf)

Words with Prefixes

1. Use the word and picture in the first box to review how to read words with prefixes. Remind your student that a prefix is a word part that is added to the beginning of a base word to change its meaning. The prefix is the first syllable of the word.
   * Look at the picture in the first box and read the word.
   * Name the letters that spell the prefix at the beginning of the word.
   * Say the prefix.
   * Read the word again and have your student repeat it after you.
2. Continue by using the remaining words and pictures to review how to read words with prefixes. IF your student has difficulty reading a word, **THEN** have your student clap or tap the syllables as you read the word, and emphasize the prefix in the first syllable. (un-well, dis-o-bey, re-pack)

Two- and Three-Syllable Words with Prefixes

1. Help your student apply what they have learned about prefixes to reading other two- and three-syllable words with the prefixes *un-*, *dis-*, and *re-*. Remind your student that words with prefixes have two or more syllables and that the prefix is the first syllable of the word. Read aloud the introduction and the word *react*. Tell your student that someone might react to good news by clapping or by jumping up and down. Then, have your student look at the first syllable in the word. Point out that the prefix *re-* is the first syllable of the word. Say the first syllable, emphasizing the long *e* vowel sound, and have your student repeat after you. Then, have your student look at the second syllable and identify the short-*a* vowel sound of the syllable. Have your student read the word.
2. Continue by having your student look at the syllables in the words *unload* and *dishonest* and read the words. Discuss how someone might unload a car and what it means to be dishonest. Have your student answer the questions to focus on the spelling and vowel sound of the prefix in each word.

Read Spelling Words

Have your student continue to practice spelling the spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the letters that spell the prefix in each word. Then, have them sort the words by writing those with the prefix *un-* in the first column, *dis-* in the second column, and *re-* in the third column.

|  |  |  |
| --- | --- | --- |
| **Prefix *un*-** | **Prefix *dis*-** | **Prefix *re*-** |
| unkind  unload  untrue | dislike  discolor | reheat  replay  reuse |

#### Check-In

Listen as your student reads the words in the box. Next, have your student use the Three-Column chart to sort the words according to their prefix. **IF** your student has difficulty sorting the words, **THEN** read each word, emphasizing the prefix in the first syllable.

#### Practice

Use the sentences to confirm that your student can read words with prefixes. Have your student write the words with prefixes in their notebook. **IF** your student has difficulty reading a word, **THEN** review the letters that spell the prefix in the first syllable and say the word together with your student.

Practice

### Objective: In this section, you will identify the topic sentence in the introduction of a research report.

#### Key Words

* **introduction** – the beginning of a text
* **topic** – what a text is about
* **topic sentence** – a sentence that tells the topic of a text

#### Explain

1. With your student, review the definitions provided for the key words *topic, introduction,* and *topic sentence.* Then, read the first two paragraphs together. Discuss why it is important for a reader to be able to identify the topic of a research report (so that they know what the text is about) and why a writer identifies the topic and main idea as part of their introduction (readers must know the topic and main idea before reading facts and details about it in the middle of the text).
2. Review the next paragraph and bulleted information about what a topic sentence does. Explain to your student that the topic sentence gives the reader an important idea about the topic. Discuss how an effective topic sentence helps the writer prepare readers for what they are going to learn about. Help your student understand that when a writer’s topic sentence tells an important idea about thunderstorms, readers know that they will be reading facts about thunderstorms and not about animals or another topic.
3. Read the first paragraph of the student model by Fayth. Point out that this part is Fayth’s introduction and review its purpose. Then, have your student respond to the questions by identifying the topic sentence and determining the topic and what readers will be learn about. **IF** your student has difficulty doing so, **THEN** print or write out the sentences and have your student mark up the text. Ask your student to mark the topic (thunderstorms) and the main idea (thunderstorms can be dangerous).

#### Check-In

1. Read the directions with your student. Explain that they are going to think about the topic sentence and the information it will give the readers.
2. Read the topic sentence with your student. Then, then have your student read and answer the first question. **IF** your student is not sure of the answer, **THEN** reread the sentence together. Ask questions such as, What can look different? What are all formed the same way?
3. Have your student read and answer the remaining questions. Ask questions as needed to help your student answer the questions.

#### Practice

Connect to Literature

As part of the Practice activity, your student will read the informational text “Serious Storms.” They may have already read this text during their core reading block; if not, you may want to take a few minutes to read it with them and make sure they understand the important ideas.

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.

[Serious Storms (A)](https://cite-media.pearson.com/legacy_paths/7452a7c5-0379-434c-8df4-35772a95ee27/Serious%20Storms%28A%29.pdf)

[Serious Storms](https://cite-media.pearson.com/legacy_paths/1631f8e8-e2ca-49ca-8b54-d831222e7c79/Serious%20Storms%28O%29.pdf)

[Serious Storms (B)](https://cite-media.pearson.com/legacy_paths/22cdc323-e0e6-4280-823f-9dcd73960bbe/Serious%20Storms%28B%29.pdf)

1. Read the text “Serious Storms” with your student. Then, have your student focus on the first paragraph as they answer the questions. Ask them to identify what this paragraph is called (the introduction). Note that in the Approaching version of “Serious Storms,” the topic sentence is presented as two sentences. Choose the correct response based on the version of the text your student has read.
2. Review your student’s answers and ask them to explain their thinking. Provide feedback as needed.

## Lesson 3: Stay Prepared: Speak/Listen

### Objective: In this section, you will ask questions to show you understand the key details in an informational text.

#### Key Words

* **key details** – the important pieces of information in a text

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meaning of the key term in bold print.
2. Explain that asking questions about the key details in an informational text can help your student understand the information.
3. Read the list of question words with your student. **IF** your student needs support with formulating questions, **THEN** review that your student can form a question with a question word followed by what they want to know. Model how to use the question words to ask questions. Ask your student questions that are relevant to their experiences, such as the following:
   * Who do you like to spend time with?
   * What is your favorite time of year?
   * Where do you like to spend time outside?
   * When is your birthday?
   * Why are we reading this lesson today?
   * How do you feel about stormy weather?
4. Have your student read the chart. If needed, clarify that a process is a series of steps telling how to do something or how something happens. Explain that a reason is why something happens.
5. Watch the video with your student. Focus your student’s attention on the questions the student in the video asks about the ancient Egyptians. Each time the student asks a question, you may wish to pause the video, repeat the question, and point out the question word that begins the question.
6. Have your student answer the questions about the video. **IF** your student needs support, **THEN** replay the video. Pause the video when your student hears a question. Rewind and replay the segment with the question so your student can hear it again.

If time allows, invite your student to use the question words to ask you some questions.

#### Check-In

1. Read the directions with your student. Clarify that your student will read a paragraph on page 1 of the informational text *Stormy Weather*. Then, they will ask questions about it.
2. Point your student toward the first paragraph under the subheading “Forming a Storm.” Allow time for your student to read that paragraph.
3. Listen as your student asks you questions using the question words*what, how*, and *why*. **IF** your student struggles, **THEN** read the paragraph from the text aloud to them. Pause after reading each sentence to ask your student if they have a question about it. Encourage them to use any question word they wish in each question. Choose from your student’s questions to complete the activities.

[Stormy Weather](https://cite-media.pearson.com/legacy_paths/0260d34a-422a-41ae-8622-ba3c0e13153b/Stormy%20Weather.pdf)

#### Practice

Read the directions with your student. Clarify that your student will read the informational text *Serious Storms*. Then, they will use the question words to ask questions about key details in the text.

Using Leveled Readers to Support Student Reading

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

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

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.

[Serious Storms (A)](https://cite-media.pearson.com/legacy_paths/7452a7c5-0379-434c-8df4-35772a95ee27/Serious%20Storms%28A%29.pdf)

[Serious Storms](https://cite-media.pearson.com/legacy_paths/1631f8e8-e2ca-49ca-8b54-d831222e7c79/Serious%20Storms%28O%29.pdf)

[Serious Storms (B)](https://cite-media.pearson.com/legacy_paths/22cdc323-e0e6-4280-823f-9dcd73960bbe/Serious%20Storms%28B%29.pdf)

1. Allow time for your student to read the text.
2. Listen as your student formulates questions. Encourage your student to use as many different question words as they can. You may provide your student with these question starters:
   * What ?
   * How ?
   * Why ?
   * Where ?
   * Who ?
3. You may wish to share the sample answer with your student. Your student may have similar or different questions.

### Objective: In this section, you will use technology tools to find your local weather report for today.

#### Key Words

* **local** – where you are
* **location** – a certain place

#### A Note about This Lesson

In this lesson, your student will use technology tools to find out about the weather where they live. Before beginning the lesson, consider downloading and installing a weather app on your smartphone or tablet computer. Alternatively, you can bookmark a reliable weather website on your internet browser. Your student will also have the option of consulting local TV and radio weather reports, which you may wish to record ahead of time. Choose two weather-finding options that work best for you and your student.

#### Explain

1. Read the introduction or play the slide narration for your student. Be sure to review the meanings of the key words in bold print. If your student listens to the slide narration, ask if they have any questions about what they heard.
2. Explain that weather can change very quickly, so it’s important to have weather reports that are correct and up to date. Point out that modern technology helps make sure that weather reports are as current and accurate as they can be.
3. Have your student read the list of tools that Kelvin can use to find out about the weather. Ask your student if the people in their household use any of these tools. They may also want to suggest other ways of finding out about the weather, such as reading the weather column in the daily newspaper or looking at a thermometer.
4. Point out that Kelvin uses more than one tool. Explain that weather reports can have slightly different information, so it’s important to check more than one.
5. Have your student read the chart. Point out each technology tool and how to use it. **IF** your student needs support, **THEN** demonstrate how to enter a location by typing in an address, city name, or zip code into an app or website’s search bar. Point out that it is important to pay attention to where the weather information is coming from. Explain that a local TV or radio station will probably only report on weather nearby, while a cable weather channel or internet radio station may report on weather in places that are far away.
6. Have your student read the tips for listening to a weather report. Remind them that the most important pieces of information are the high and low temperatures and the possibility of dangerous weather events.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer questions about technology tools they can use to find local weather. Work with your student to answer the questions.
2. Read Question 1 together. Clarify that your student will decide which items in the list are technology tools that can help your student find out about the weather. Point out that there are six correct answers. **IF** your student struggles, **THEN** read aloud each item in the list, asking your student questions like these:
   * Is this a technology tool?
   * Will this tool tell you about today's local weather?
3. Read Question 2 together. Clarify that your student will choose the tools that require information about their location to give a weather report. Point out that there are two correct answers. **IF** your student needs support, **THEN** have them reread the chart on the second Explain screen. Remind them to look for the tools that need to be customized with a city name, address, or zip code.

#### Practice

1. Read the directions with your student. Clarify that your student will use two technology tools to find out about the weather where they are. They will record the information in a chart. Then, they will answer some questions.
2. Draw a two-column chart in your student’s notebook that is like the one on the screen.
3. Help your student access two technology tools to find out the most current weather for your area.
4. Allow time for your student to read, listen to, or watch the weather reports and take notes in their chart. You may wish to record the information as your student dictates it to you. Your student may read, listen to, or watch a report more than once as needed.
5. Listen as your student answers the questions. Remind them to speak clearly and directly to you. Encourage them to refer to their completed chart as they speak.
6. You may wish to share the sample answer with your student. Because weather is highly variable from place to place, your student’s answers will likely be very different, but they should include the day’s high and low temperatures and any dangerous weather.

### Objective: In this section, you will use prefixes to help you figure out what a word means.

#### Key Words

* **prefix** – a word part that is added to the beginning of a word

#### Explain

Quick Review

Review with your student what they know about prefixes (they are word parts added to the beginning of a word). Ask your student to name any prefixes they already know, such as *un-* or *re-*.

1. Read the first paragraph with your student and review the key word *prefix* using the definition provided. Reiterate that prefixes are not words on their own. Therefore, they cannot be used alone in a sentence. Remind your student that when a prefix is added to a word, it makes a new word. The meaning of the new word is different from that of the original word.
2. Go over each prefix and meaning in the chart. With your student, brainstorm examples of words that have each prefix. Explain that *re-*, *un-*, and *pre-* are not prefixes in words such as *real*, *understand*, and *press*, because a prefix must go in front of a complete word that can stand on its own, and *al*, *derstand*, and *ss* are not words.
3. Explain that prefixes can be used as clues to the meaning of a word. Tell your student that when they know the meanings of the prefix and the root word in a new word, they can use the meaning of each part to determine the meaning of the unfamiliar word.
4. Have your student read the first example sentence Then, work with them to identify and define the prefix *re-* and the root word *read*. Review the explanation of the meaning of *reread* in the text, and ask your student how it relates to the meanings of *re-* and *read*.
5. Ask your student to read the next example sentence. Have them respond to the questions to use the prefix and root word to define *unkind*. Explain that as they answer the questions, your student is following a process that can help them learn new words and meanings. **IF** your student has trouble identifying the prefix or its meaning, **THEN** refer back to the chart together to reread the prefixes and say what each one means.

#### Check-In

1. Read the directions with your student. Explain that they will match each prefix with its meaning.
2. Complete the first activity together. **IF** your student answers correctly, **THEN** have them complete the rest of the activity on their own. **IF** your student struggles or answers incorrectly, **THEN** help them make connections by modeling sentence frames and actions such as these: I write my name once. Then, I rewrite it. I lock a door. Then, I unlock it.
3. After your student completes the activity, have them compare it to the chart in the Explain section to see how they did.

#### Practice

1. Read the directions together. Explain that your student will use the meanings of the prefix and root word within a word to determine the meaning of the word.
2. Complete the first activity together. Have your student read the sentence and point to the bold word. Next, have them determine the prefix. Then, have them say what the prefix means (and also what the root word that follows it means). Finally, have them choose the correct meaning of the whole word from the answer choices provided.
3. Have your student complete the remaining activities and tell you the correct answer for each. Provide support as needed to help your student answer successfully.

### Objective: In this section, you will blend sounds in words with prefixes **un-**, **dis-**, and **re-**.

#### Warm Up

Have your student blend syllables to say words with prefixes:

* Say each syllable in a word slowly.
* Have your student repeat the sounds in each syllable.
* Have your student blend the syllables and say the word.

Use the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| **un-wrap**  (unwrap) | **re-pay**  (repay) | **dis-pleased**  (displeased) | **un-hap-py**  (unhappy) |
| **re-vis-it**  (revisit) | **un-a-fraid**  (unafraid) | **re-view**  (review) | **dis-ap-pear**  (disappear) |

#### Explain

Review that a prefix is a word part that is added to the beginning of a word. Remind your student that words with prefixes have two or more syllables and that the prefix is the first syllable of the word. Have your student say the word *retell* and use letter tiles to form the word. Tell your student that *retell* means “tell again.” Space the letters to form the syllables of the word. Have your student identify the syllable with the prefix *re-*. Then, blend the sounds of each syllable and then move the syllables together as you blend the sounds of the two syllables together.





Use the following routine:

* Say the word.
* Say the sounds of the first syllable and blend the sounds together.
* Say the sounds of the last syllable and blend the sounds together.
* Blend the two syllables together.

Continue with the remaining words *unlucky* and *distrust*. Have your student identify the prefix in each word. Explain that someone who is unlucky does not have any luck and that to distrust someone is not to trust him or her.

Blend Sounds in Spelling Words

Review the spelling words using the blending routine. As an option, have your student say or write a sentence for each word. **IF** your student has difficulty blending the sounds in a word, **THEN** identify the prefix and say the sounds of the first syllable. Then, model blending the sounds of the syllables together and have your student repeat.

#### Check-In

Have your student use letter tiles to spell each word. Review the blending routine:

1. Say the word.
2. Say the sounds of the first syllable and blend the sounds together.
3. Say the sounds of the second syllable and blend the sounds together.
4. If the word has three syllables, say the sounds of the last syllable and blend the sounds together.
5. Blend the sounds of the syllables together.
6. Say the word.

Listen as your student reads each word. **IF** your student has difficulty blending the syllables in a word, **THEN** model saying the word with your student. Then, have your student say the word independently.

#### Practice

Use the paragraph to confirm that your student can blend sounds to read words with prefixes. **IF** your student has difficulty reading the words with prefixes, **THEN** have your student use letter tiles to build the boldface words. Work with your student to have them blend the sounds of the syllables to read the words.

### Objective: In this section, you will write questions that will help you learn more about the topic of your research report.

#### Key Words

* **facts** – true statements about a topic
* **sources** – texts with information about a topic
* **topic** – what a text is about

#### A Note to the Learning Coach

In this lesson, your student will select a topic for their research report, come up with a list of questions to help them focus their research, and gather information from different sources. Make sure they have access to the unit texts and provide support for any text with which your student is not familiar. Once your student has selected a topic, you may want to help them look for texts outside the unit texts to help with their research.

#### Explain

1. Explain that today, your student is going to begin to plan their own research report by choosing their topic and developing questions that will guide their research. Remind them that while some information shared by a research report may be knowledge a writer already has, many of the facts and details used to support their ideas come from texts they have read to learn more about the topic.
2. Have your student read the first two paragraphs. Discuss the definition provided for the keyword *topic*. Then, talk about what it means to narrow a topic and why this process is an important part of writing a research report. Ask your student to share areas of earth science they know about, such as: oceans and water, space, rocks and minerals, the Earth and how it moves, and so on. Guide your student to see that it would be impossible to write one research report that addresses all these areas. Instead, careful writers focus on a smaller topic.
3. Remind your student that they have already read Fayth’s research report. Watch the video with your student to learn what Fayth did to narrow her topic from earth science to thunderstorms. Explain that your student will use the same process to narrow down their topic.
4. When they have finished the video, have your student respond to the question by summarizing the process Fayth used to narrow her topic. **IF** your student has difficulty doing so, **THEN** watch the video again with your student. Stop the video at various points to discuss what they are hearing and seeing. Review your student’s answers and provide feedback, as needed.
5. Continue to the section titled “Ask Questions About a Topic” on the next screen. Have your student read the first two paragraphs. Discuss how questions are a helpful way to focus a writer’s thinking and help them decide what they would like to learn about a topic. Read each of Fayth’s questions with your student and discuss how finding answers to each question would help Fayth learn more about thunderstorms and why they can be dangerous. Then, assess your student’s understanding of the process of research by asking them to respond to the question.
6. Continue to the section titled “Read to Find Answers” on the next screen. Read the first paragraph with your student and discuss the definition for the key word sources. Review some criteria for a source that a writer might use in their research; for example, it should contain true information and should include facts and details that are about the topic.
7. Review the definition of facts, and then discuss why both of these criteria are important when researching a topic.  Have your student read about Chung and how he got started on his research report. Discuss Chung’s topic and the questions he wrote to help his research. You may want to point out that there are many questions Chung could have asked about clouds; his questions reflect what he wanted to know.
8. Access Chung’s completed concept web and review it with your student.
9. Then, point out the bottom box and the sources it lists. Discuss why it is important for a writer to keep track of the sources they use. Help your student understand that careful writers make sure their readers understand that the facts in their research report were found in other texts. Point out the shortened version of a source listed under each fact or set of facts and discuss why Chung included it.
10. Spend a few minutes discussing the facts Chung included in his web. Point out that Chung only wrote facts that answered his questions and discuss why that is so. Explain that careful writers make sure the facts they gather will help readers understand ideas about their topic.
11. Have your student use Chung’s concept web to answer the questions and explain their thinking to you. Provide feedback, as needed.

Learning Coach Tip

Taking notes is an important skill for students to develop, but it is also difficult and can be overwhelming. Young writers may not know where to begin to select the information they need. As your student works on this skill, remind them they want to record facts and details about those facts. They also want to focus on information that helps to answer their questions. In this lesson, students will use a concept web to record their information. Explain that they can also use notecards or list the information in their notebook.

[Chung’s Concept Web](https://cite-media.pearson.com/legacy_paths/903f5510-487e-409b-9ba1-bd180c4a677e/Chung%E2%80%99s%20Concept%20Web%20Answers.pdf)

1. Point to the topic in the middle box and the questions in the left, top and right hand boxes. Discuss how Chung wrote facts and details from his sources under the question that the facts and details helped to answer.

#### Check-In

1. Read the directions with your student. Tell them that they are going to begin planning their research report by choosing their topic and thinking about exactly what they want to learn. You may want to take a few minutes to review the video your student viewed earlier and discuss what Fayth did to select a “just-right” topic.
2. Remind your student that their research report will focus on one area of earth science. In their notebook, have them list areas of earth science that they find interesting. Use the list on the screen to spark their thinking. **IF** your student has difficulty thinking of other topics related to earth science, **THEN** have them look for topic ideas in the texts they are reading as part of this series of units.

[Stormy Weather](https://cite-media.pearson.com/legacy_paths/0260d34a-422a-41ae-8622-ba3c0e13153b/Stormy%20Weather.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.

[Serious Storms (A)](https://cite-media.pearson.com/legacy_paths/7452a7c5-0379-434c-8df4-35772a95ee27/Serious%20Storms%28A%29.pdf)

[Serious Storms](https://cite-media.pearson.com/legacy_paths/1631f8e8-e2ca-49ca-8b54-d831222e7c79/Serious%20Storms%28O%29.pdf)

[Serious Storms (B)](https://cite-media.pearson.com/legacy_paths/22cdc323-e0e6-4280-823f-9dcd73960bbe/Serious%20Storms%28B%29.pdf)

[The Living Rock Cycle](https://cite-media.pearson.com/legacy_paths/9ac1df55-47a8-40dd-84c1-37c68ead5ac5/The%20Living%20Rock%20Cycle.pdf)

[Earth’s changing surface (A)](https://cite-media.pearson.com/legacy_paths/770f100d-a0a9-4ce5-ab07-c40dcb212380/Earth%E2%80%99s%20changing%20surface%28A%29.pdf)

[Earth’s Changing Surface](https://cite-media.pearson.com/legacy_paths/5f1d0091-a8b2-4e30-8d5a-a7ecdf37c888/Earth%E2%80%99s%20changing%20surface.pdf)

[Earth’s changing surface (B)](https://cite-media.pearson.com/legacy_paths/a5a4efde-2a82-41e4-bffa-5971ea81cc1c/Earth%E2%80%99s%20changing%20surface%28B%29.pdf)

[Night and Day](https://cite-media.pearson.com/legacy_paths/39569b91-56b0-431b-9d97-a39c0dc75020/Night%20and%20Day.pdf)

[Calling Grandma (A)](https://cite-media.pearson.com/legacy_paths/3d6686db-9087-4fcf-995c-abdf77b17f09/Calling%20Grandma%28A%29.pdf)

[Calling Grandma](https://cite-media.pearson.com/legacy_paths/46af0bf5-cd77-44c1-ac75-c45b5a9533c8/Calling%20Grandma%28O%29.pdf)

[Calling Grandma (B)](https://cite-media.pearson.com/legacy_paths/6787dbcf-2c87-444f-bbd5-f0bab6896b76/Calling%20Grandma%28B%29.pdf)

[Where Did the Water Go?](https://cite-media.pearson.com/legacy_paths/56786cc4-89d1-4ac0-9bb1-ffa0204a7265/Where%20did%20the%20water%20go.pdf)

[Back to the Sea (A)](https://cite-media.pearson.com/legacy_paths/ae34104a-e266-483b-a70e-6c16fd65cf77/Back%20to%20the%20Sea%28A%29.pdf)

[Back to the Sea](https://cite-media.pearson.com/legacy_paths/8f41bb0b-e5b3-4e2d-8fb7-d735b6f9a653/Back%20to%20the%20Sea%28O%29.pdf)

[Back to the Sea (B)](https://cite-media.pearson.com/legacy_paths/ad3d234a-b8bd-4704-86b4-61fe419f8c03/Back%20to%20the%20Sea%28B%29.pdf)

1. Once your student has listed a few topics related to earth science, have them choose one that interests them. Then, have them work to narrow it down. Keep in mind that narrowing down a topic can be very challenging for young writers. **IF** your student struggles with this part of the process, **THEN** ask questions about the topic they are thinking of. If your student has selected the topic of volcanos as their topic for example, you may want to ask some general questions: Are all volcanoes the same? How are volcanoes formed? What happens to a volcano? Use the questioning to guide your student to recognize if their topic is too broad or too narrow.
2. Once your student has decided on a “just right” topic, have them read Activity 2. Help them come up with three questions to focus their research on. Review your student’s questions and help them eliminate any that are not related to the topic. Add additional questions if needed.
3. Tell your student that in the next activity, they will add the questions to a concept map and use them to research their topic.

#### Practice

1. Review the tasks your student completed in the Check-In portion of the lesson. Explain to your student that they are going to begin the research part of their research report.
2. Provide your student with a blank concept web. Direct them to fill it out with their topic and the questions they have already written.
3. Help your student access unit texts related to their topic. Guide their work as they review a text, identify facts that answer their questions, and add the facts to their concept web. Note that while the unit texts will be good sources of information for many topics, you may need to steer your student toward additional sources. If so, review them first to make sure they are appropriate and are related to your student’s topic.
4. Have your student record the facts and details they located in the appropriate boxes on their concept web. Remind your student to record information on the source, too. Explain that not every text they select will be helpful, and they may need more than one text.
5. Review your student’s notes. Help make sure your student has enough information to write a research report. Your student will need both facts and details about each question. Reassure your student that they may need to modify or even change their questions and topic as they do their research.
6. As needed, provide additional time for your student to complete their research. Depending on the topic, you may want to help your student find additional sources.

[Concept Web](https://cite-media.pearson.com/legacy_paths/fd8d9b70-5f0f-4f80-969c-071b79795182/Chung%E2%80%99s%20Concept%20Web.pdf)

## Lesson 4: Stay Prepared: Fluency

### Objective: In this section, you will identify the main topic of an informational text with more than one paragraph.

#### Key Words

* **key details** – important pieces of information in a text
* **key words** – important words in an informational text
* **paragraph** – a group of sentences about the same topic
* **topic** – who or what an informational text is about

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meanings of the words in bold print.
2. Read and discuss the steps for finding the main topic of a text with more than one paragraph. Point out that each paragraph may have different key details about the topic, but all the paragraphs will be about the main topic.
3. If needed, clarify that a topic is what an informational text is mostly about. The main topic is often expressed as a word or short phrase. The topic of a text is not the same thing as the main idea, which is the most important idea expressed in a text, usually stated as a sentence.
4. Watch the video with your student. Guide your student to focus on how the student in the video figures out the main topic of an informational text. Point out that the student thinks about what all the paragraphs in the text have in common before identifying the topic, which is life in ancient Egypt.
5. Have your student read the informational text “Be Ready for Fire.” They will use the steps to find the main topic. Remind them to look at the title and the picture, and to notice the key words that are repeated in the paragraphs of the text.
6. Have your student find the main topic of the text by completing each sentence. **IF** your student needs support, **THEN** ask scaffolding questions like these:
   * Key words are important words that are used over and over. What key words did you notice in Paragraph 2? (fire, fire alarm, know, stay)
   * What did you learn about in Paragraph 2? (what to do when you hear a fire alarm)
   * What key words did you notice in Paragraph 3? (fire, planning, safe)
   * What did you learn about in Paragraph 3? (how planning ahead can help people stay safe)
   * What are all three paragraphs in the text about? (planning how to stay safe during a fire)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer multiple-choice questions about finding the main topic of an informational text.
2. Read the first question with your student. Point out that three of the four answer choices are correct. **IF** your student struggles, **THEN** have them reread the steps for identifying the main topic of an informational text in the Explain section. You may also turn each answer choice into a question, like this:
   * Is reading the title one of the steps you learned? (yes)
   * Is noticing the key words used in the paragraphs one of the steps you learned? (yes)
   * Is looking at the pictures in the text one of the steps you learned? (yes)
   * Is reading only the last paragraph of a text one of the steps you learned? (no)
3. Read the second question with your student. They will find the main topic of an informational text. Allow time for your student to read the informational text, “Be Ready for Hurricanes.” Point out that your student should choose the one correct answer.
4. **IF** your student struggles, **THEN** ask guiding questions about the answer choices, like these:
   * Does each paragraph have information about big storms? (no)
   * Does each paragraph have information about where to find safe drinking water? (no)
   * Does each paragraph have information about how to be ready for a hurricane? (yes)
   * Does each paragraph have information about why hurricanes are dangerous? (no)
   * What is the main topic of the text? (how to be ready for a hurricane)

#### Practice

Read the directions with your student. Clarify that your student will read the informational text *Serious Storms*. Then, they will use the steps they learned in the lesson to identify the text’s main topic. Finally, they will complete the sentence starters to tell you the main topic of the multi-paragraph text.

Using Leveled Readers to Support Student Reading

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

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

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.

[Serious Storms (A)](https://cite-media.pearson.com/legacy_paths/7452a7c5-0379-434c-8df4-35772a95ee27/Serious%20Storms%28A%29.pdf)

[Serious Storms](https://cite-media.pearson.com/legacy_paths/1631f8e8-e2ca-49ca-8b54-d831222e7c79/Serious%20Storms%28O%29.pdf)

[Serious Storms (B)](https://cite-media.pearson.com/legacy_paths/22cdc323-e0e6-4280-823f-9dcd73960bbe/Serious%20Storms%28B%29.pdf)

1. Allow time for your student to read the text and to follow the steps for identifying the main topic.
2. Listen as your student completes the sentence starters to identify the topic of the text. You may wish to ask follow-up questions like these:
   * The text tells what hurricanes are like. Why isn’t that the topic of the text? (Hurricanes are talked about in some but not all of the paragraphs in the text.)
   * The text tells what tornadoes are like. Why isn’t that the topic of the text? (Tornadoes are talked about in some but not all of the paragraphs in the text.)
   * How did the pictures in the text help you figure out the main topic? (The pictures show a tornado and a hurricane. They are both cyclones.)
3. You may wish to share the sample answer with your student. Your student’s answer should be similar.

### Objective: In this section, you will decide if information about the weather is true or not by reading up-to-date sources written by experts.

#### Key Words

* **decide** – to choose
* **expert** – a person with special knowledge about a topic
* **explore** – to find out more about something
* **sources** – people or texts that give information

#### A Note about This Lesson

For the Practice activity in this lesson, your student will be asked to look at two sources for current and reliable information about a common misconception about the weather—that it is safe to stand near a window or talk on the phone during a thunderstorm.

Your student may choose the text *Stormy Weather* as one of their sources, but they will need at least one more. Before starting the lesson, locate at least one appropriate source of information about safety from thunderstorms and lightning. You may search online using the terms *weather*, *weather myths*, or *lightning*. Look for sources created by government agencies, such as the National Oceanic and Atmospheric Administration (NOAA) or by reliable news and weather services. Bookmark them so you and your student can easily access them during the activity.

#### Explain

1. Read the introduction or play the slide narration with your student. Be sure to review the meaning of the Key Words in bold print. If your student listens to the slide narration, ask if they have any questions about what they heard.
2. Have your student read what Mona’s friend told her. Ask your student if they have ever heard that it is safe to stand under a tree during a thunderstorm. (It is not.) Explain that Mona thinks this idea is not true, and she will look at other sources of information to find out the truth.
3. Have your student read about the sources Mona can use. Point out that Mona uses two sources of information. She watches a video and reads a website. Emphasize that Mona discovers that it is *not* safe to stand under a tree during a thunderstorm.
4. Have your student read how to find information that they can trust and is true. You may wish to read this section out loud. Then, ask if your student has any questions. **IF** your student needs support, **THEN** ask these *yes* or *no* questions. Have your student explain any *no* answers:
   * Yes or no? You should make sure the sources you use are up to date. (yes)Yes or no?
   * You don’t need to check if sources are written by an expert. (No. You should check. Sources by experts are correct.) Yes or no?
   * You only need to read one source of information. (No, you should read more than one source.) Yes or no?
   1. You should notice if the sources give the same or different information. (yes)
5. Have your student read the instructions about reading sources out loud for better understanding. You may wish to model how to read an informational text aloud. Choose a short section of the instruction to read. Read the words clearly, correctly, at a good speed, and with feeling.

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer questions about how to find trusted sources of information. Work with your student to answer the questions.
2. Read each question together. Clarify that your student will decide if the idea stated in the question is true. They must then tell you why it is or is not true.
3. **IF** your student struggles, **THEN** have them revisit the instruction in the Explain section. Guide them to focus on the sources Mona used to find out if what her friend told her was true. You may also provide this sentence starter to help your student formulate their answers:
   * It (is / is not) true that \_\_\_\_\_ because \_\_\_\_\_.

#### Practice

1. Read the directions with your student. Clarify that your student will read what some people believe about the weather. Then, they will consult two sources to find out whether or not the statement is true. Finally, your student will tell you what they learned by completing the sentence starters.
2. Encourage your student to read the statement in the sidebar out loud. Remind them to read the words clearly, correctly, at a good speed, and with feeling.
3. Guide your student to read the second page of the informational text *Stormy Weather* and one other source that you provide. If your student wishes to read more, and time allows, encourage them to consult another source.
4. Allow time for your student to read the sources to find information about whether or not it is safe to stand near a window and talk on the phone during a thunderstorm.
5. Listen as your student shares what they learned. Encourage them to complete the sentence starters.
6. You may wish to share the sample answer with your student. The information your student learned should be similar, although their sources may be different.

[Stormy Weather](https://cite-media.pearson.com/legacy_paths/0260d34a-422a-41ae-8622-ba3c0e13153b/Stormy%20Weather.pdf)

### Objective: In this section, you will build words with prefixes **un-**, **dis-**, and **re-**.

#### Warm Up

Begin by having your student blend the sounds of syllables in words with prefixes. Have your student blend the sounds of each syllable. Use the following routine:

* Stretch each word by saying each syllable in the word. (*un-a-ble*)
* Ask your student to blend the sounds to say the word. (*unable*)

Use the following words:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| un-plug  (unplug) | re-write  (rewrite) | dis-con-nect  (disconnect) | re-place  (replace) | un-safe  (unsafe) |

#### Explain

Gather the following letter tiles: *a, d, e* (2)*, f, i, k, m, n, r, s* (2)*, t* (2)*, u.* Use the letter tiles to model with your student how to build words with prefixes.

#### Check-In

1. Gather the following letter tiles: *a, c* (2)*, d, e, f, i, n* (2)*, o, r, s, t, u*.
2. Read each set of directions to your student. Observe your student build the words with prefixes. Have your student identify the prefix in each word. **IF** your student is not quickly blending the sounds when reading the word aloud, **THEN** model reading the word correctly. Position letter tiles for reinforcement.



#### Practice

1. Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Define any unfamiliar word. For example, explain that when a room is in disorder, it is a mess. Then, have your student use the letter tiles to build spelling words.
2. **Weekly Spelling Test:** Use the following sentences to test the spelling words:

|  |  |  |
| --- | --- | --- |
| **• reuse** | I will **reuse**the bottle and fill it with water. | **Reuse** |
| **• dislike** | We **dislike** waiting in the rain. | **Dislike** |
| **• untrue** | The story of the talking cat is **untrue.** | **Untrue** |
| **• discolor** | The spilled juice will **discolor**the rug. | **Discolor** |
| **• unkind** | They were **unkind**and teased the dog. | **Unkind** |
| **• replay** | We **replay** the movie and watch it again. | **Replay** |
| **• unload** | My brother helps **unload** the groceries from the car. | **Unload** |
| **• reheat** | They **reheat** the soup for lunch. | **Reheat** |

### Objective: In this section, you will write with correct spacing between words and sentences.

#### Explain

Quick Review

Before reading the lesson with your student, remind them that they already learned how to write words with correct spacing between each letter. Explain to your student that today they will learn how to write sentences with correct spacing between each word in a sentence as well as between sentences.

Read the introduction and look at the image of the sentences. Ask your student to read the sentences aloud.

Write With Correct Spacing Between Words and Sentences

1. Together with your student, read the sentences. Ask your student what they notice about the spaces between the words in each sentence. Ask what they notice about the space between the two sentences.
2. Look at the example sentences again. Make sure your student understands that the space between words and the space between sentences are about the same. Then, make sure your student understands that the space between words and sentences is bigger than the space between letters in a word.
3. Read the questions with your student and encourage them to answer aloud before revealing the answers. **IF**your student struggles to answer the second question, **THEN**write a sentence in which the spaces between words are too small. Ask your student how easy or difficult it is to read the sentence.

#### Check-In

Learning Coach Tip

For your student to learn the proper spacing between words and sentences, encourage them to leave a space the width of their index finger between each word and each sentence. Alternatively, they can measure the space using the width of their pencil.

1. Print the [Word Spacing worksheet](https://cite-media.pearson.com/legacy_paths/31113ee2-9725-4d6c-a7ed-df3a45caa5ec/Word%20and%20Sentence%20Spacing%20Worksheet.pdf). Then, read the directions with your student. If you do not have a printer, use a sheet of lined paper and write any models that need to be traced.
2. Discuss the models that are on the worksheet. Review the amount of space that should go between letters, words, and sentences with your student.
3. Observe as your student completes the worksheet. **IF** you notice that your student is using too much space between words or letters, **THEN** encourage your student not to move their pencil as far to the right before beginning each new letter.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/9c8cb858-ca1a-487a-9a8a-082102c56fb6/TripleTrack_lines_blank_5.pdf) worksheet and read the directions for what to write on each row with your student. If you do not have a printer, use a sheet of lined paper for your student.
2. **IF** your student has difficulty spacing their words and sentences properly, **THEN**go back and read the Explain section again and write more sentences for your student to practice tracing.

### Objective: In this section, you will use a chart to plan the introduction of your research report.

#### Key Words

* **introduction** – the beginning of a text

#### Explain

1. Remind your student of the work they have done so far. They have selected a topic for a research report, written questions to help focus their research, and read sources to find facts and details to answer their questions. Take a moment to reflect on what your student has done thus far. Discuss how they have been able to overcome any challenges they have faced during the planning period. Reassure them that writing a research report is a complex task and that they are proving to be careful and experienced writers by taking on the challenge.
2. Review the definition provided for the keyword *introduction*. Discuss what an introduction does and why it is important.
3. Explain that your student is going to plan the introduction of their research report. Review the importance of planning in all aspects of writing a research report.
4. Remind your student that they have already seen a concept web completed by a student named Chung. Reiterate that Chung used the concept web to take notes on the research he did, just like your student has already done. Take a moment to review Chung’s concept web with your student.
5. With your student, read the bulleted text describing the steps Chung took to plan his introduction. Then, access Chung’s completed introduction plan and review it with your student. Make sure your student understands that the information Chung found through his research helped him develop the three ideas noted in his plan.
6. Have your student answer the question by identifying the idea Chung chose to write about. Discuss the possible reasons why Chung chose this idea rather than one of the others in his plan.

[Chung’s Concept Web](https://cite-media.pearson.com/legacy_paths/fd8d9b70-5f0f-4f80-969c-071b79795182/Chung%E2%80%99s%20Concept%20Web.pdf)

[Chung’s Introduction Plan](https://cite-media.pearson.com/legacy_paths/0c970747-e6c9-4970-b161-b82b2dd53e22/Chung%E2%80%99s%20Introduction%20Plan.pdf)

#### Check-In

1. Make sure your student has their completed concept web available. If your student has not finished their research, provide time for them to complete it before they begin the Check-In.
2. Access a blank introduction planner for your student to complete. Let them know that they can type their responses right in the file, or they can choose to print out the planner and fill it out by hand. If you don’t have a printer, they can copy the planner out on a sheet of paper. Have them write their topic on the top line.
3. Guide your student in a review of their own concept web. Discuss the facts they consider the most interesting or most important. Direct them to make sure the information they have gathered is related to their topic.
4. Help your student synthesize the information they have found into sentences that state specific ideas about the topic. **IF** your student requires more guidance, **THEN** return to Chung’s introduction planner and read it against his concept web. Guide your student to see how Chung’s idea sentences helped him summarize the facts he found.
5. Provide support as your student writes three sentences that tell what they learned about their topic. Direct them to write each sentence on a numbered line in the middle of their planner.

[Introduction Planner](https://cite-media.pearson.com/legacy_paths/e1a550ac-a83d-44f9-b767-4babf0b5f8ac/Introduction%20Planner.pdf)

#### Practice

1. Read the directions with your student. Make sure they have their concept web and completed introduction planner.
2. Have your student review the idea sentences on their plan with you. Ask them to use the information they found from their research to explain each idea. Then, talk about their ideas and how well each one might form the basis for a research report using the bulleted discussion questions.
3. Direct your student to choose the idea they will focus on in their report and complete the rest of the introduction planner. Remind them to make sure the idea will help their readers learn more about their topic.

## Lesson 5: Stay Prepared: Synthesize

### Objective: In this section, you will explain the focus of each paragraph in an informational text.

#### Key Words

* **focus** – the most important idea in a paragraph
* **key details** – important pieces of information in a text
* **paragraph** – a group of sentences about the same topic
* **topic** – who or what an informational text is about

#### Explain

1. Read or play the slide narration for the introduction with your student. Review the meanings of the words in bold print.
2. Read and discuss the steps for finding the focus of a specific paragraph in an informational text. Point out that each paragraph will have different details. It will give information about a different part of the topic.
3. Watch the video with your student. Guide your student to focus on how the student in the video finds the focus of each paragraph in an informational text. Have your student answer the question.
4. **IF** your student struggles, **THEN** have them watch the video again. Pause the video after the student reads aloud the first sentence of each paragraph. Point to the sentences on the screen. Review how the first sentence of a paragraph helps the student in the video figure out its focus.
5. Have your student read the informational text “Be Ready for a Tornado.” Explain that they will use the steps to explain the focus of two of the paragraphs. Remind your student to read the first sentence and notice the key details in a paragraph before they explain its focus.
6. Have your student explain the focus of the second and third paragraphs by completing the sentences. **IF** your student needs support, **THEN** ask scaffolding questions like these:
   * What is the first sentence of paragraph 2 about? (the safest place to be during a tornado)
   * What did you learn about in Paragraph 2? (where to go to be safe during a tornado)
   * What did the first sentence in Paragraph 3 tell you? (It’s important to be in a safe position.)
   * What did you learn about in Paragraph 3? (what to do during a tornado)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will answer questions about how to find the focus of each paragraph in a text. Encourage your student to answer the questions independently.
2. Have your student read and answer Question 1. If needed, clarify that your student will tell the steps Ivo should use to find the focus of each paragraph in an informational text. **IF** your student struggles, **THEN** have them reread the steps in the Explain section for explaining the focus of individual paragraphs in an informational text. You may also ask guiding questions like these:
   * What can Ivo read to find the focus of a paragraph? (He can read the first sentence of each paragraph.)
   * What can Ivo notice? (He can notice key details in the sentences in each paragraph.)
   * What can Ivo think about? (He can think about what each paragraph is mostly about.)
3. Have your student read and answer Question 2. If needed, clarify that your student will tell what is important about the first sentence in a paragraph. **IF** your student needs support, **THEN** refer back to the video from Explain. Remind your student that the first sentence in a paragraph gives important information, like the focus of the paragraph and what they will learn about from the paragraph.

#### Practice

1. Read the directions with your student. Clarify that your student will read the informational text *Serious Storms*. Then, they will use the steps they learned to explain the focus of each of the five paragraphs in the text. They will write their ideas in the chart. Finally, they will complete the sentence starters to tell you the focus of each paragraph.
2. If needed, help your student access the interactive concept web. You may wish to print a copy of the web for your student to complete, or you may wish to draw a concept web in your student's notebook for your student to complete.

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.

[Serious Storms (A)](https://cite-media.pearson.com/legacy_paths/7452a7c5-0379-434c-8df4-35772a95ee27/Serious%20Storms%28A%29.pdf)

[Serious Storms](https://cite-media.pearson.com/legacy_paths/1631f8e8-e2ca-49ca-8b54-d831222e7c79/Serious%20Storms%28O%29.pdf)

[Serious Storms (B)](https://cite-media.pearson.com/legacy_paths/22cdc323-e0e6-4280-823f-9dcd73960bbe/Serious%20Storms%28B%29.pdf)

1. Allow time for your student to read the text and to follow the steps. Remind them to write their ideas in each area of the concept web as they read. Or you may write their ideas as they dictate.
2. Listen as your student completes the sentence starter to explain the focus of each paragraph. Remind them to refer to their completed chart.
3. You may wish to share the sample answer with your student. Talk with your student how their answers are similar or different.

### Objective: In this section, you will explain how a person can learn to deal with change.

#### Key Words

* **routine** – a set of steps or something you do the same way every time

#### Explain

1. Read the introduction or play the slide narration with your student. Be sure to review the meaning of the Key Word in bold print. If your student listens to the slide narration, ask if they have any questions about what they hear.
2. Have your student share if they ever have had an experience like Yusuf’s, where they felt disappointed or upset by a change in circumstances that was out of their control. Or you may share an example from your own experience.
3. Have your student read what Yusuf’s Learning Coach tells him, including the list of things Yusuf can do to deal with change. Talk with your student about whether or not they find the Learning Coach’s advice helpful.
4. Clarify that some change is temporary, or does not last long. For example, the hailstorm that stopped Yusuf’s game probably did not last long. His soccer match was probably rescheduled, and he could play then. But some change is permanent. Have your student read about Yara’s experience of having a good friend move away.
5. Clarify that a routine is a regular activity that someone does. **IF** your student needs support, **THEN** talk about a regular routine of your own. Perhaps you get up and perform the same steps every morning, such as getting dressed, making coffee, and feeding your pet. Then, ask your student to share a routine from their own lives. You may offer the sentence starters to help them explain:
   * One thing I do the same way most days is \_\_\_\_\_.
   * First, I \_\_\_\_\_.   Then, I \_\_\_\_\_.
6. Have your student read about how learning to live with change can help them grow. You may wish to read this section out loud. Then, ask if your student has any questions. IF your student needs support, THEN ask these yes or no questions. Have your student explain any no answers:
   * Yes or no? You should let yourself feel when you have experienced a big change. (yes)
   * Yes or no? You should talk to someone you trust about how you feel about a change. (yes)
   * Yes or no? You should try to get through the experience as quickly as possible. (No, you should be patient.)
   * Yes or no? You should never think about your past experiences with change. (No, you should think about what you did in the past.)

#### Check-In

1. Read the directions with your student. Make sure they understand that they will read statements about how to deal with change and decide if the statements are true or false. Then, they will explain why the statement is true or false.
2. Read each statement together. Listen as your student identifies the statement as *true* or *false*. **IF** your student struggles, **THEN** have them revisit the instruction in the Explain section. Guide them to focus on how Yusuf and Yara handled changes in their lives. Review the tips for how to deal with change. Review how change is a part of life that everyone faces.

#### Practice

1. Read the directions with your student. Clarify that your student will read about a change that happened to Alba. They will draw on what they learned in the lesson. They will tell you how Alba can deal with the change.
2. Listen as your student tells you how Alba can deal with the change she is experiencing. Encourage them to speak in complete sentences. You may provide these sentence starters to help them express their ideas:
   * Alba can feel \_\_\_\_\_.
   * She can talk to \_\_\_\_\_.
   * She can be \_\_\_\_\_.
   * She can think about \_\_\_\_\_.
3. You may wish to share the sample answer with your student. Your student’s response should be similar. Talk with your student about how their response is similar and different.

### Objective: In this section, you will write the introduction paragraph of your research report.

#### Key Words

* **introduction** – the beginning of a text
* **topic sentence** – a sentence that tells what a text is about

#### Show What You Know

Get Ready for Learning

In this lesson, your student will write the introduction to their research report. Your student will need the introduction planner they completed in a previous lesson. They may also want to review their concept web. You will want to make sure that they have access to both files. Your student can use a word processing program to type their introduction, if they want.

1. Have your student read the first paragraph. Review the key word *introduction* and discuss its purpose (to identify the topic and tell an important idea about it). Access the student model and have your student identify the introduction.

[Thunderstorms](https://cite-media.pearson.com/legacy_paths/be8f5f32-af96-4fb7-b0af-36cb4a19cd63/Thunderstorms.pdf)

Point out that the first paragraph of a research report normally contains the introduction. (As needed, review that a paragraph is a group of sentences focused on a common idea.) The paragraph or paragraphs that follow tell more about the idea stated in the introduction.

1. Introduce the key term *topic sentence* using the definition provided. Explain that a topic sentence is the part of the introduction that states the topic and main idea of the report. Add that often, writers include an additional sentence or two containing a fact or detail about the topic. Explain that the sentence is related to the topic, but may not be the main idea. Have your student answer the question and discuss how an additional fact might get readers interested in reading the report.
2. Have your student reread the student model, “Thunderstorms,” and identify which paragraph is the introduction. Then, discuss Fayth’s topic sentence and how it helps readers understand her topic and what her report will tell about it. **IF** your student is not clear about the topic sentence, **THEN** reread the introduction and discuss both sentences. Point out that the first sentence defines what thunderstorms are. The second sentence address what this research report is about. Explain that both sentences are very important for letting the reader know about the report.
3. Continue to the section titled “Chung’s Introduction” on the next screen. Remind your student that they have seen the work Chung has done on his research report in previous lessons. Explain that they are going to see how he wrote his introduction. Have your student review Chung’s introduction plan, focusing on the bottom part.

[Chung's Introduction Plan](https://cite-media.pearson.com/legacy_paths/0c970747-e6c9-4970-b161-b82b2dd53e22/Chung%E2%80%99s%20Introduction%20Plan.pdf)

1. Have your student read Chung’s topic sentence and discuss how well it conveys the topic and main idea. Then, talk about why Chung wanted to add to his sentence. Explain that while the topic sentence does its job, Chung felt that more was needed to grab his readers’ interest.
2. Have your student read the additions Chung made to his introduction and discuss how they improve his writing. **IF** your student has difficulty, **THEN** reread the introduction and discuss how each sentence helps the reader connect to the topic.
3. Connect to the section titled “Write a Topic Sentence” on the next screen. Explain that Carla is a second grader and that she is writing a research report. Your student will use information in Carla’s introduction plan to help her write a topic sentence. Have your student read the text in the chart and discuss what it indicates about Carla’s report.
4. Then, have your student read the questions and record their answers in their notebook. **IF** your student is struggling with how to write Carla’s topic sentence, **THEN** have them reread the examples in this lesson. If necessary, explain that over many years, the flow of the water in a river can dig a canyon, or deep chasm, out of the land. You may want to provide a sentence frame, such as this: A \_\_\_\_\_\_\_\_\_ can dig \_\_\_\_\_\_\_\_\_.

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

* **Less Successful** – My student struggled to understand how a writer develops an introduction that conveys the topic and main idea in an interesting way, and was unable to write a useful topic sentence.
* **Moderately Successful** – My student understood how the components of a successful introduction should be developed, but had difficulty crafting a complete topic sentence.
* **Very Successful** – My student understood how to develop a successful introduction and was able to write a topic sentence that clearly conveys a topic and main idea.

#### 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 lessons in the unit and discuss the purpose of the introduction and topic sentence of a research report. Remind your student that they should explain what the reader will be learning or reading about. Remind your student that they may add to their topic sentence with information that adds interest. As needed, provide a sentence frame for your student as they begin to craft their topic sentence.
* **Moderately Successful** – Discuss with your student what the introduction should say and do. Have your student write a draft topic sentence first and then add interest to the sentence or write additional sentences.
* **Very Successful** – Have your student complete the activities independently.

1. Make sure your student has their completed introduction plan available. Then, access the research report rubric and discuss the information in the first row.

[Research Report Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/93d7a238-41c9-4a70-860d-5432c62dab32/LA%202%20Research%20Report%20Rubric.dotx)

1. Review your student’s plan with them, focusing on the bottom half of the plan. Ask your student to verbally describe what they might want to say in their introduction.
2. Have your student begin to work on their introduction. Have your student draft a topic sentence. Then, encourage your student to write something about the topic that might be interesting to the reader. It can be an adjective or adverb to an existing sentence or an entirely new sentence. Provide time for your student to “play around” with their introduction until they are ready to share it. Remind them that it does not have to be perfect yet.
3. Discuss your student’s introduction with them. Discuss what they think is successful about it and what may need additional work.
4. You may want to have your student use a word processing program to type up their introduction. If not, have them neatly write it in their notebook.

### Review

Read the information on the page aloud to your student. Point to the bulleted list and explain that it will remind them of what they have learned.

Help them summarize the skills learned in this unit. It may be helpful to revisit each learning goal.

Encourage them to say something aloud about each main idea on the list. If they have forgotten about any of the topics, help them remember what they have learned.

### Reflect

Guide your student to write a reflection using the sentence starters provided on the slide. If they have trouble identifying an area of difficulty or an area where more practice is needed, refer back to earlier practice activities and scored assignments.