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Getting Started
Welcome to Calvert

WELCOME TO CALVERT!
We are glad you have selected our curriculum. Please take the time to read the information that follows.

Note: This lesson part, "Welcome to Calvert," is identical for all courses. Once it is finished, it will be marked complete for each course.

If you are the Learning Guide, please make sure you are logged in and have the Teaching Notes enabled. You can do this by clicking on the Teaching Notes toggle, as shown here:

CALVERT’S PLUS CURRICULUM
You will learn using Calvert's PLUS curriculum framework. Our framework is designed to motivate and engage you by using a research-based, digitally supported instructional approach.

WHY DO WE CALL THIS THE PLUS FRAMEWORK?
Our PLUS framework includes Project-Based Learning, Active Learning, Use for Mastery, and Show elements. Details on each element appear below.

Project - Projects are designed to give you fun, engaging, real-world opportunities to creatively show what you have learned. You can also collaborate with other students in the same course.
Learn - Our courses contain a variety of active learning opportunities, including interactive digital activities designed to encourage you to think independently and Quick Checks to assess your understanding.

Use - You will complete a Use for Mastery assessment at the end of each lesson to make sure you have achieved a deeper knowledge (and have "mastered" the concepts).

Show - We offer many creative and exciting opportunities for you to showcase what you have learned. You can submit audio, images, and videos from your computer or mobile device for a teacher to evaluate.

You can view the following video to learn more about the PLUS framework.

Your course is divided into units. Units are made up of lessons, and a lesson is split into lesson parts. Each lesson part is planned to be a day's work.

Please go online to view this video ▶

WHAT YOU WILL FIND IN YOUR COURSE

PROJECT OPENER

Some units in your course are built around a project. When there is a project in your unit, you will see an introduction and description in the beginning of the unit that will tell you:

- What the project will be about
- What you will be doing as part of the project
- How the project will be graded
- Any work that needs to be created or submitted as part of the project

Projects often encourage you to be creative by adding audio, video, or images to make your presentation more interesting and informative. For hints and tips on creating and uploading your projects, click here.

LESSON PARTS

Each unit is made up of lessons. Each lesson helps you learn a new idea in the unit. The lessons are divided into parts. Each part makes up one day's work.

SHOW

“Show” lessons are places in the unit that focus on your project. They give you a chance to show what you have
learned so far and help you make progress on your project. You can check to see where you are in the project and how your work will be scored.

UNIT QUIZ
At the end of every unit, a unit quiz checks your understanding of all the concepts from the unit. Some questions will be scored by the computer, and some will be marked by your teacher.

In lower grades, the Learning Guide will need to help Grade K and Grade 1 students by reading assessments aloud in cases where Text-to-Speech is not available and taking dictation to submit students’ answers online or helping them to upload responses completed using paper and pencil.

You can view the following video to learn more about what you will find in a course.

Please go online to view this video ▶

WHAT YOU WILL FIND IN A LESSON
At the beginning of each lesson, you will see a lesson title and part number at the top of the screen. You will also see resource buttons to the right of the screen. These resource buttons will identify what you will be working on for your project (if applicable) and will also include lesson objectives, books and materials, assignments, as well as the ability to use Text-to-Speech and print the lesson.
RESOURCE BUTTONS
Here’s what each resource button will include:

- **Project** – The Project button provides a short description of the project you are doing as part of the lesson.

- **Objectives** – Objectives are statements that describe what you will be learning. The objective will be your goal for the lesson across all lesson parts.

- **Assignments** – The Assignments list highlights the lesson’s work at a glance. This list includes reading assignments, labs, activities, and exercises.

- **Books & Materials** – All books and materials needed for the day’s lesson are listed here. You may find it helpful to review this list before each day’s lesson part.

- **Standards** show how each lesson is aligned with national or state standards.

- **Text-to-Speech** will read the page text aloud or allow you to look up the definition of a word that appears in the lesson.

- **Print** allows you to print the lesson, unit, or course you are currently viewing.

You can view the following video to learn more about what your course and lessons will look like.

Please go online to view this video ▶

COLORS AND CARD TYPES
COLORS
Each lesson card is color-coded.

- **Green** refers to Learn sections.

- **Purple** refers to Use sections.

- **Orange** refers to Project/Show sections.
CARD TYPES

All content in a lesson part is laid out as a series of cards. Each card indicates a distinct activity that you will do as part of your daily work. Here are the different types of cards:

- **Collaboration** is a way you can share information, data, or projects with other Calvert students in your school. Calvert uses an online collaborative tool to allow you to chat with other students in the classes in specifically designed lessons.

- **Final Project** cards will be a place to showcase what you have learned at the end of your project. You can be creative and submit audio, images, or video from your computer or from your mobile device.

- **Interactive Activities** are fun digital tools that will help you learn more about a topic. Interactive Activities are digital activities that may include virtual labs, simulations, videos, and more.

- **More to Explore** is additional content that can help you either learn more about a concept or help you understand a new concept. More to Explores can include videos, additional readings, or digital activities that help you apply knowledge of a concept a different way.

- **Project Progress** cards provide the opportunity to share pieces of project work for feedback in advance of pulling all the pieces together for the final Show.

- **Quick Checks** are short assessments that will help you clarify what topics you have mastered and what concepts you may need to review. After you complete a Quick Check, you will be given the correct answer and a resource to help you review the concept in a new way.

- **Rate Your Enthusiasm** will appear periodically after your lessons, so you can give us real-time feedback during your course.

- **Rate Your Excitement** will appear periodically after your lessons so you can give us real-time feedback while you complete each course.

Some projects are designed to be completed one piece at a time. Project Progress cards provide the opportunity to share pieces of project work for feedback in advance of pulling all the pieces together for the final Show.
We want to check in with you to see how you are progressing through your project. **Rate Your Progress** will appear on some of the days you are working on a project so you can let us know where you are in the project and how things are going.

We want to check in with you to see how ready you feel for the course. **Rate Your Readiness** will appear in lessons in the Getting Started unit.

We want to check in with you to see how you are understanding each lesson part. **Rate Your Understanding** will appear periodically after your lessons so you can give us real-time feedback while you complete each course.

At the end of every unit, we provide a **Unit Quiz** where you will be assessed on your understanding of all the key concepts learned in that unit. The concepts that are tested are based on the key standards identified by your state.

Each lesson has a **Use for Mastery** assessment. These open-ended response questions help assess how well you understood the lesson concepts. The 'Use For Mastery Guidelines & Rubric' below each question will provide helpful information on how and what to submit for your response. You may be asked to type into a text box or upload a document.

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**ONLINE PLATFORM ACCESS**

You can complete our course using a fully online approach with access to a computer or with a hybrid approach, with the help of printed materials. When online, you can use our content in one of two ways:

1. Our online platform called Calvert Teaching Navigator (CTN). You can access CTN online at [http://login.calvertlearning.com](http://login.calvertlearning.com). Your school’s Learning Management System (LMS).

2. If you are viewing the Calvert product through your school’s LMS, please contact your school for how to get access.

Please review our [Technology Requirements](#) to make sure your computer is set up to allow full access to our courses.
SUGGESTED DAILY SCHEDULE

The following is a suggested daily schedule as it displays in CTN. Although each subject can be studied in a designated order, know that you can adapt the schedule and pace to meet your individual educational needs.

A complete course is planned for an average school year of about nine months. There are 160–180 daily lesson parts in a course. The number of lesson parts and tests for individual subjects will vary based on the amount of material that must be covered in the course during the school year.

Each day, we recommend that you spend approximately 120-150 minutes in grades K-2 and 100-120 minutes in grades 3-8 on English Language Arts, 45 minutes on Math, 45 minutes on Science, 45 minutes on Social Studies, and 30 minutes reading independently.

You can view the following video to learn more about the Suggested Daily Schedule.

Please go online to view this video ▶

KNOW YOUR ROLE

ROLE OF THE LEARNING GUIDE

The Learning Guide is a responsible adult (usually a parent) who guides the student through his or her academic journey.
Your certified school teacher directs the instruction, determines the pacing, and makes decisions for intervention and enrichment. However, the Learning Guide has an essential role in helping you on the road to academic success.

The Learning Guide has access to all the course materials. Additionally, teacher-specific instructions (Teaching Notes) written specifically to the Learning Guide or instructor give information, directions, and suggestions for leading you through a lesson.

When Teaching Notes are enabled, teacher-specific instructions for a card will appear just below that card.

You can view the following video to learn more about the role of Teaching Notes and the Learning Guide.

Please go online to view this video

ROLE OF THE STUDENT

While the lessons in this curriculum are written to you, the student, that does not mean you are expected to work completely on your own. Keep in mind that your Learning Guide is here to support and help you. You and your Learning Guide will work as partners. Together you will decide which assignments you will work on independently and which you will do jointly. During the course, there will be times when you will be directed to read a selection aloud for your Learning Guide, share information you have learned, or take part in a discussion.

When working on your own, ask for your Learning Guide’s assistance if you have any questions or if directions do not seem clear. You should also check with your Learning Guide before linking to any of the websites listed in the lessons or activities.

ROLE OF THE CALVERT SUPPORT STAFF

At Calvert, we understand the importance of having support when you need it. We offer many resources to help you along the way. If you have a question about our curriculum, our Education Counselors are available to help you Monday through Friday, 9:00 a.m. to 5:00 p.m. Eastern time, by phone at 1-888-487-4652, or email at support@calvertservices.org.

RATE YOUR READINESS

Please go online to view and submit this assessment.
PRINT VS. DIGITAL EXPERIENCE

If you plan to do this course exclusively online, you will have access to all the course material digitally.

If you are going to complete some of this course offline, you might have already received a printed version of our lesson manual. If not, you can print at any time using our Print-On-Demand functionality. Using this functionality, you can print a single lesson, an entire unit, or the entire course.

Print-On-Demand does not print the textbooks that you will need as part of your course. Please contact your school directly to have the textbooks shipped directly to you.

As part of your project work or assessment, you may be required to submit a file, image, or video to your teacher. To do this, you will need access to a computer and a camera-equipped mobile phone.

WORKSHEETS

If you are working in the print version of our lessons, all the worksheets that are needed to complete the course are provided in the Appendix as part of the printed packet. Otherwise, PDFs of all worksheets will be linked to the individual lessons. You will need Adobe Reader® to use these worksheets. Most of these worksheets are fillable and you can use your computer keyboard to type directly in them and save them on your computer.
NOTEBOOKS AND JOURNALS
You may be directed to use a notebook or journal throughout this course. Journals should be used to reflect on your learning and can serve as a single place for notes and information as you move through the course. You can take notes in your physical notebook or even digitally by using an application such as Evernote®.

- In English Language Arts, this will be referred to as ELA Journal.
- In Social Studies, this will be referred to as Social Studies Journal.
- In Science and Math, Science Notebook or Math Notebook will be the preferred name.

ONLINE ACTIVITIES
Your course may include interactive digital activities, videos from publishers such as YouTube®, virtual simulations, virtual labs, and digital assessments that cannot be completed without going online.

SOUND SPELLING CARDS AND PICTURE CARDS
Individual cards are linked in the lessons, but you can also download the complete Sound Spelling Cards and Picture Cards packages.

READING LOG
You will be asked to keep a Reading Log for your ELA course. You should be working to read at least 2–3 books per week in addition to the books in your ELA course. Your Reading Log is a great way to see how much you have read and the kinds of books you enjoy reading. To create your Reading Log, make a table that contains the book's title, author, number of pages, and the dates you were reading the book. Remember to keep your Reading Log up to date all year long, since you will refer to it in some of your lessons. To find texts to read outside of your classwork, you can use independent reading resources, or visit your local library and ask your librarian.

TEXT SELECTIONS
You can find more information about some texts you will read in your course in the text selection rationales. As you select texts to read independently, find books that have similar challenges to what you are reading, as well as finding books of different genres and topics. Use your Reading Log to create a balanced reading life!

DISCUSSIONS
It is important that you discuss your thinking and learning with your Learning Guide and others. When you discuss your learning, you increase your thinking and learn even more! Discussing requires you to both speak and listen. For some suggestions about effective discussion, visit these speaking and listening resources.
BOOKS AND MATERIALS

STORIES IN THE ELA TEXTBOOK

Stories that are used in your ELA lesson are underlined. We refer to this as hyperlinking. Clicking directly on the link opens a new browser window. Click on “Open in new window” to open the hyperlinked book title directly in your browser. You can then navigate to different pages of your book using the navigation options.

TEXTBOOK AUDIO CAPABILITY

You can also enable Audio Read-Aloud capability for your ELA material by clicking on the “play” icon (the white triangle inside a gray circle) located in the upper left of the text. You will need an active internet connection and working speakers on your computer.
POEMS IN THE ELA TEXTBOOK

Poems that are used in your ELA lessons are not underlined (hyperlinked). Poems cannot be linked to directly. Instead, the book title is hyperlinked. Clicking directly on the link opens a new browser window. Click on “Open in new window” to open the hyperlinked book title directly in your browser. You can then navigate to different pages of your book using the navigation options.

1. Click on the hyperlink to open your e-book.

2. A new browser window will open with a prompt to “Open in new window.” Click on this prompt.

3. The link will open at the beginning of the unit. However, the name of the unit is not identified. Following the directions from the lesson, you will need to locate the poem.

4. Using the left navigation, click on the triangle next to one of the volumes to find your unit.

5. Click on the triangle next to the correct unit, then click on the triangle next to Poems.

6. Click on the assigned poem.
BRAINPOP®

Calvert Learning is pleased to offer BrainPOP®, an engaging web-based interactive program that supports the core curriculum. BrainPOP® activities include animated video tutorials, interactive activities, and assessments that provide a rich, multisensory experience designed to improve learning. These research-based activities were developed in accordance with national and state academic standards. These engaging activities are accessed through the online course. When a BrainPOP® activity is appropriate for a lesson, the link is located with the online lesson for that day. Click on the link, and you will be directed to the instructional activities.

ADDITIONAL MATERIALS

We have included many resources designed to provide additional help and support as you complete your course. These supplementary resources are provided to you in the appropriate lessons as downloadable PDFs that you can print as needed.

Your course may also use these materials that are commonly found throughout your home.

Please go online to view this video ►

RATE YOUR READINESS

Please go online to view and submit this assessment.
Unit 1 - The Best Day Ever!
Project: The Best Day Ever!

Objectives
- To create a short narrative that contains the basic parts of a story: characters, setting, and plot

Books & Materials
- Stellaluna by Janell Cannon
- Dragons and Giants from Frog and Toad Together by Arnold Lobel
- Time to Sleep by Denise Fleming
- What Do You Do with a Tail Like This? by Steve Jenkins and Robin Page
- Reading Log
- ELA Journal
- Computer
- Details Chart, Sequence Chart, T-Chart, Word Web, Three-Column Chart, Main Idea and Details Chart, Venn Diagram, Main Idea Chart, and Webb graphic organizers
- selected Leveled Readers
- selected Decodable Readers
- selected Picture Cards
- selected High Frequency Word Cards
- Phonics Kit: Sound-Spelling Cards

PROJECT DESCRIPTION

What does every story have? It has characters. They are who the story is about. It has a setting. That is where the story takes place. And it has a plot. That is what happens in the story.

Your mind is probably bursting with stories. Can you see yourself winning a big game? Enjoying a great party? Having endless summer vacation? We all have stories to tell.

What are the basics of a story? Watch this video of Goldilocks and the Three Bears (3:30) to find out. ("Goldilocks and the Three Bears" video will replace "The Lion and the Mouse" video in the printed manual.)

Please go online to view this video ►

TEACHING NOTES

Your student should identify Goldilocks and the bears as the characters, the bears' house as the setting for the story, and the main events of the story: Goldilocks eats the bears' porridge, sits in their chairs, and sleeps in their beds, each time preferring the baby bear's items; the bears find Goldilocks when they come home; Goldilocks runs away from the house. Accept any drawing your student makes that relates to the story. Ask him or her to explain why that part is his or her favorite.
Reinforce the vocabulary introduced: **character**, **setting**, and **plot**. These words will make it easier to discuss the stories in the unit. You may want to suggest that your student list these words and their definitions in his or her ELA Journal. Then for each word, have your student write or say an appropriate sentence.

Ask your student to talk about the kinds of stories he or she likes. Ask your student to summarize some favorites in that genre.

If your student does not single out a particular genre (e.g., fantasy, biography, or adventure), encourage him or her to identify and summarize several favorite stories. Then work together to decide what genres they represent.

This unit will help you get ready to tell your own story. First, you will read some stories. They will help you understand what makes a good story.

Then you will create a story. You will tell about the best day you ever had! Maybe it was one of these:

- your birthday
- the first day of school
- your favorite holiday
- a vacation day

Here is what your story needs to do:

- Show why the day was good
- Have at least two different characters
- Tell where events took place
- Have a beginning, middle, and ending with time words showing the order of events
- Shows what characters say, do, think, and feel

**PROJECT RUBRIC**

The [Project Rubric](#) will help you understand how your project will be scored. Your goal should be to earn all 20 possible points.

**TEACHING NOTES**

In this project, your student will study the elements of a story: characters, setting, and plot. Then your student will create and publish a story in which he or she is a character! By reading a series of stories, your student will begin to understand how authors use the basic elements as well as vivid sensory words, illustrations, and dialogue to create an interesting narrative.

Your student will read and analyze the author’s craft in these stories:
In writing an original story, your student will tell about the best day he or she ever had. To begin, your student will relate the story to you orally. This can help him or her think about the characters, setting, and order of events that made the day so great. Each of these elements should be expressed in 1 or 2 sentences, and the events should be in order. Once your student completes the story, he or she can publish it using online software, create a hard copy with an illustration, or prepare a few panels of a comic strip to accompany the story. If needed, your student may also dictate the story to you for you to write down. Your student will also review the story to make sure it meets the criteria for the project.

Both the Teacher Rubric and the Student Rubric are available as blackline masters that can be printed for reference throughout the project.

COLLABORATION

What is your very favorite story? Share it with your group. Later, you can come back to this page and read what stories other kids like best.

TEACHING NOTES

If necessary, have your student tell you what to type into the discussion board. Later, come back to the page and help your student read and reply to others’ contributions.

RATE YOUR EXCITEMENT

Please go online to view and submit this assessment.
Let’s Meet Stellaluna! - Part 1

Objectives
- To identify and describe characters, setting, and the sequence of events that make up the plot of a story
- To demonstrate understanding of the /m/, /s/, and /t/ sounds in spoken words
- To identify and use the /a/ sound

Books & Materials
- "Batty" by Shel Silverstein
- Stellaluna by Janell Cannon
- ELA Journal
- Computer
- Copy of Details Chart
- Picture Cards man, sock, tub, map, mop
- Paper
- Crayons and Markers

Assignments
- Listen to "Batty" by Shel Silverstein.
- Read Stellaluna by Janell Cannon.
- Describe characters using a three-column Details Chart.
- Print capital and lowercase letters.
- Identify and use high-frequency words that contain the /m/, /s/, and /t/ sounds.
- Play an online game about letter sounds.
- Play an online game about short /a/.
- Retell a story.

LEARN

Before you create your own story, you will read a poem about a bat. You will learn about the basic parts of all stories. This will help you when you write your own story.

First, read the poem “Batty”, found in the Text Collection, Unit 1, page 44, Poems. As you read it, think about what you know about bats. What are they? How do they live?

TEACHING NOTES

Guide your student in reading “Batty,” in the Text Collection, Unit 1, page 44, Poems. Select the appropriate option for your student:

- Read the poem aloud to your student while he or she follows in the text.
- Play an audio recording of the poem (if applicable) while your student follows in the text.
- Have your student read the poem aloud with someone else or with you, either chorally or by reading alternate sections.
- Have your student read the poem independently.

To tap into your student’s prior knowledge about bats, ask: When are bats awake? Why would the baby bat be afraid of the light?
If your student does not know about bats, explain that bats have wings and can fly like birds, but they are mammals, like humans. Clarify what a mammal is for your student if necessary: mammals have backbones, have hair, and feed their young with milk.

**LEARN ABOUT...**

**3-2-1 BATS**

Many people have misconceptions or believe wrong information about bats. Before you read *Stellaluna*, you are going to watch a video about bats and do a writing activity called 3-2-1 in your ELA journal.

First, think about three things that you already know about bats. Using complete sentences, write them in your ELA journal. Next watch the video below about bats. When you are finished watching the video, go back into your ELA journal. What are two things you learned about bats from the video that you did not know before? Write them on the same page in your ELA journal. Finally, what is one thing you still would like to know or learn about bats? Write it in your ELA journal.

Please go online to view this video ►

**TEACHING NOTES**

If your student needs support with the 3-2-1 writing activity, you can model it. For example, for the first part of the activity, you can model writing: “Bats are nocturnal. Bats can fly. Bats eat fruit.” Then ask your student, “What do you know about bats?” If he or she needs further support, you can also model writing two facts that you learned from the video as well as one thing you would like to know.

Now you will read *Stellaluna*. It is about a baby bat. As you read, think about this question: What happens to Stellaluna?

Read *Stellaluna*.

**TEACHING NOTES**

After your student reads the story, ask these specific questions to ensure comprehension:

- Characters: Who is the story about? (*Stellaluna, a baby bat*)
- Setting: Where does the story take place? (*in a forest*)
- Plot: What happens in the story? *(Stellaluna gets separated from her mother and other bats, lives for a time with birds, finds her way back to bats, and saves the baby birds that she was raised with.)*
- What makes the story interesting? *(Student answers will vary.)*

Identify the characters, setting, and events. Name these story elements. Explain that these elements are part of every story. Point out that the story your student will write will have these elements, too.

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**TEACHING NOTES**

- Beginning events include Mother Bat and Stellaluna’s nightly searches for food, being attacked by an owl, or Stellaluna falling into the bird’s nest.
- Middle events include Stellaluna learning to be like the birds, learning to fly away from the nest, meeting other bats, and finding her mother.
- Ending events include Stellaluna remaining friends with the birds even though they are different.

If necessary, review new terms with your student. Explain that Stellaluna and Mother Bat are characters, the setting is the forest where Stellaluna and the birds live, and the plot events include Stellaluna dropping into a new nest and learning to be like the birds. Accept any drawing your student makes that relates to the story. Ask him or her to explain why that part is a favorite.

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**PHONICS**

**IDENTIFY /M/, /S/, AND /T/ SOUNDS**

You just read a story with your Learning Guide. Now you are going to practice reading skills so that you can read stories on your own.
Look at the card your Learning Guide shows you. It is a picture of a man. Man begins with the /m/ sound. The letter m spells the /m/ sound in man. When you say man, you hear these three sounds: /m//a//n/. Say the word again: man.

Look at the next card your Learning Guide shows you. It is a picture of a sock. Sock begins with the /s/ sound. The letter s spells the /s/ sound. When you say sock, you hear these three sounds: /s//o//k/. Say the word again: sock.

Now look at the next card. It is a picture of a tub. Tub begins with the /t/ sound. The letter t spells the /t/ sound in tub. When you say tub, you hear these three sounds: /t//u//b/. Say tub.

**TEACHING NOTES**

As you show your student each card from the Picture Card collection (man, sock, and tub), say the word on the card and have your student say the word as you point to each sound.

Continue to practice distinguishing sounds by having your student identify the sound heard at the beginning, middle, and end of the word mat.

Then say the words tap and map and ask your student which word begins with the sound /t/. (tap) Repeat with the words mop and top. Then ask your student to identify the word that begins with /m/ in the pairs mad, sad and ten, men. Finally, ask which word begins with /s/ in the pairs sat, mat and tell, sell.

**IDENTIFY AND PRINT UPPERCASE LETTERS**

Look at a page of Stellaluna. Do you see how some letters are bigger than others?

Letters that begin a sentence are always big. They are uppercase. The rest of the letters in a sentence are usually small—or lowercase.

The first letter of a name is always an uppercase letter. The rest of a name is written in lowercase letters.

Lowercase letters are used most of the time. They are not used at the beginning of a sentence. They are not used at the beginning of a name.

When your Learning Guide tells you, write your name. Put an uppercase letter in the correct place.

**TEACHING NOTES**

Write the name of your student. Show your student that the first letter is uppercase. It is larger than the rest of the letters in the name. Also point out whether the uppercase letter resembles its lowercase counterpart.
Write the following sentence from *Stellaluna*: “One by one, Pip, Flitter, Flap, and Stellaluna jumped from the nest.” Point out that the first letter of the sentence is uppercase and so is the first letter of each of the character’s names.

Have your student look at the story and identify the other characters’ names that begin with uppercase letters. Ask your student to practice writing uppercase letters in his or her ELA Journal. Begin by having your student write his or her name.

Now look at the picture you drew. What is it about? Retell the story of that picture. Write a sentence about it in your ELA Journal or textbook. Remember to start it with an uppercase letter!

Show your Learning Guide.

**TEACHING NOTES**

Your student’s caption should describe the picture, using vocabulary from the text. Check to make sure that the letters are formed accurately and that the sentence and all character names start with uppercase letters.

For further practice, encourage your student to write the whole alphabet in uppercase letters. Check your student’s work.

In this part of the lesson, you read a story. You also talked about its plot, characters, and setting. Next, you’ll work more with the pictures in the book.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
LEARN

Let’s Meet Stellaluna! - Part 2

Objectives
- To identify and describe characters, setting, and the sequence of events that make up the plot of a story
- To demonstrate understanding of the /m/, /s/, and /t/ sounds in spoken words
- To identify and use the /a/ sound

Books & Materials
- Stellaluna by Janell Cannon
- ELA Journal
- Computer
- Copy of Details Chart
- Picture Cards six, sun, ten, top, apple, alligator, egg, astronaut, ant, and ox
- Index card
- Dictionary

Assignments
- Listen to “Batty” by Shel Silverstein.
- Read Stellaluna by Janell Cannon.
- Describe characters using a three-column Details Chart.
- Print capital and lowercase letters.
- Identify and use high-frequency words that contain the /m/, /s/, and /t/ sounds.
- Play an online game about letter sounds.
- Play an online game about short /a/.
- Retell a story.

GRAMMAR

You have been reading to understand the characters and setting in a story. Authors sometimes use unfamiliar words to describe something. You can break down sentences for clues to the meanings of unfamiliar words.

Listen to your Learning Guide read the first sentence from Stellaluna, page 5.

*In a warm and sultry forest far, far away, there once lived a mother fruit bat and her new baby.*

Now answer this question: What does this sentence mean?

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- In a warm
- and sultry forest
- far, far away,
- there once lived
- a mother fruit bat
- and her new baby.

Display the chunks for your student in the sentence order.
When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: The sentence tells about the setting and characters in the story.

**GRAMMAR**

This sentence gives details about the setting of the story.

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**TEACHING NOTES**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- There are two characters named in the sentence.
- I see two adjectives, but I don't understand what one means.
- The word far is repeated twice. This makes me think the forest is very far away.

Your student may make more or fewer observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- How many characters are named in this sentence?
- Do you see any words that are repeated? Point to them.
- Do you see any adjectives? Point to them.

**GRAMMAR**

Your Learning Guide has divided this sentence into chunks.

This sentence has words that describe the setting of Stellaluna. These describing words are adjectives. These adjectives describe a thing. Paying attention to adjectives helps you picture the setting.

What is the setting of the story?

Which chunks have words that describe the forest? Put those chunks together.
Which chunks have words that describe the forest? Put those chunks together.

Answer: a forest

Your student should identify these chunks:

- In a warm
- and sultry forest
- far, far away,

**GRAMMAR**

You identified adjectives that describe the forest. Let's take a closer look at those adjectives.

One chunk tells you that the forest is “far, far away.” You know what far means. Why do you think the author wrote it twice?

Another chunk says “and sultry forest.” When you read, you might not understand all the words an author uses. You can use other words in a sentence to figure out the meaning of an unfamiliar word. This is called using context clues. You can use clues in the sentence to figure out what sultry means.

Look at the chunk that says “and sultry forest.” It starts with an important word. That word is and. The word and connects this chunk to the one before it. What connection does it make?

The word and connects the two adjectives. The word and tells us that both adjectives in these chunks describe the same thing. The word warm describes the forest. The word sultry describes the forest.

Since you know that both adjectives describe the forest, you can use warm to figure out what sultry means.

What do you think sultry means?

Use a dictionary to check your answer.

**TEACHING NOTES**

Possible response: I think the author wrote it twice to show that the forest is very far away.

If your student struggles to understand that and connects the adjectives and shows that both describe the forest, show him or her how you can rewrite these chunks:
In a warm forest
In a sultry forest

The word and shows that both adjectives describe the same thing.

Possible response: I think sultry means warm.

Guide your student to use a dictionary to check the meaning of sultry. It means “hot and humid.”

GRAMMAR

Can you write a sentence that gives a clue about a word’s meaning?

Think about other words you can use to describe the setting in Stellaluna. You should think of adjectives. Think about an adjective you already know that can describe a forest. Write down that adjective.

With your Learning Guide’s help, find an adjective that has the same or almost the same meaning as the word you wrote down. Write down that adjective.

Now write a complete sentence where you use the adjectives together to describe the forest. Connect the two adjectives with the word and.

Then talk to your Learning Guide about how your sentence gives a clue to the meaning of the new adjective you used. Why is the word and important for that clue?

TEACHING NOTES

Your student might think of the word dark. Your student should then find a word that means the same or almost the same thing as dark. You can help your student use a dictionary or thesaurus to find such a word. Your student might select the word inky.

Your student might then write: Stellaluna lives in a dark and inky forest.

If your student struggles to write the sentence, offer this template:

The setting of Stellaluna is a(n) _________ and _________ forest.

Template key: The setting of Stellaluna is a(n) [adjective] and [adjective] forest.

Possible answer: The word and tells you that dark and inky both describe the forest. You can use the word dark to figure out what inky means.

Write the word and on an index card and add it to your word wall.
You might extend the above activity with your student by doing the following:

Read this sentence to your student:

In a warm and sultry forest far, far away, there once lived a mother fruit bat and her new baby.

Then say, “This sentence has adjectives that describe the story’s setting. The adjective warm gives a clue to the meaning of the adjective sultry. The word and connects the two adjectives together. The word and shows that both adjectives describe the forest.”

Say, “You can write sentences with adjectives about all kinds of things. You can use the word and to show that two adjectives describe the same thing.”

Say, “Can you write a complete sentence with two adjectives connected with the word and? You can write about any topic you like.”

Have your student think of a topic. This can be a person, a place, or a thing. Have your student write it down.

Have your student think of an adjective to describe what he or she picked. Have your student write down that adjective.

Help your student find another adjective that means the same or almost the same thing as his or her adjective. Have your student write down the new adjective.

Say, “Now, write a sentence using your adjectives to describe the person, place, or thing you picked. Connect your two adjectives with the word and.”

Ask your student how his or her sentence gives a clue to the meaning of the new adjective. Ask, “Why is the word and important for that clue?”

Your student might write: When it's cold I need my warm and cozy coat.

If your student struggles to write the sentence, offer this template:

This is a(n) _________ and _______ ________.

Template key: This is a(n) [adjective] and [adjective] [person, place, or thing].

Your student should be able to tell you that the word and connects the two adjectives. The word and shows that both adjectives are describing the same person, place, or thing that your student wrote about.
In the last part of this lesson, you read *Stellaluna*. You met the characters. You thought about the setting. You learned what happened. Now, you will think about the pictures in the book. Thinking about this will help you with your project. You will be adding pictures to it.

Start by reading the story again. Look at each picture. Think about how each one shows what is happening in the story.

**TEACHING NOTES**

In each part of this lesson, your student will reread the entire story of *Stellaluna*. Rereading is an effective way to build the skills of young readers. Ensure that your student rereads the entire story by selecting the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
- Have your student read the story aloud with someone else or with you, either chorally or by reading alternate sections.
- Have your student read the story independently.

Your selected option may change as your student becomes more familiar with the story.

Turn to the page that begins “The dark, leafy tangle” (p. 8 of the online text). Look at the picture on the next page. How does Stellaluna feel here? How can you tell? Explain your answers to your Learning Guide.

Now turn to p. 35. It shows Stellaluna and Mother Bat. How do Stellaluna and Mother Bat feel when they see each other again? How do you know? Tell your Learning Guide what you think about each picture.

Look at a picture you like. Explain how it helped you learn something. Say one thing that you learned about a character from the picture.

**TEACHING NOTES**

For the picture on p. 9, your student should recognize that Stellaluna is scared or worried. The bat’s wide-open eyes and the way the wings are wrapped around her body are clues that she is unhappy. For the picture on p. 35, your student should see that Mother Bat and Stellaluna are very happy, shown by their smiles and how they wrap their wings around each other.

If your student struggles to decipher how the details in an illustration can offer information about characters, turn to p. 37. Point out that Stellaluna is flying in the dark. Review that Mother Bat had told Stellaluna that she is a bat and that bats can see in the dark. *Stellaluna* is afraid, but she tries
to fly anyway and discovers that she can fly at night. This tells the reader that Stellaluna is brave and trusts her mother.

Tell your student that later, he or she will use these details to complete a Details Chart.

Turn to the page that begins “Stellaluna learned to be like the birds.” (It is p. 14 in the online edition of the book.) Now look at the picture on the next page. Then answer the question.

✅ QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

Artists can show emotion with just a few lines. If you got the Quick Check right, watch the video below, How to Draw Eye Expressions (03:49).

Please go online to view this video ▶

VOCABULARY

USING PICTURES TO LEARN NEW WORDS

Authors use pictures to help understand what is happening in the story. Pictures can also help you learn new words! Pictures give readers clues about what words mean.

Now, you will use the pictures in Stellaluna to help you learn the meaning of new words. Then, you will add these words to your word wall. Look at the word “swooped” on page 6. Use the picture to make a guess about what this word means. Think about the bird's wings in the picture. What do they tell you? Tell your guess to your Learning Guide.
TEACHING NOTES

Your student should be looking at the picture on page 7 and paying attention to the bird’s wings. He or she should notice the way the bird is flying. He or she may also pay attention to the bats, specifically Stellaluna’s mom, and notice her wings. Your student should guess that “swooped” means to move quickly downward through the air.

If your student is struggling to determine the meaning of “swooped,” help direct his or her attention to the correct part of the pictures by asking these questions:

- What do you see in this picture?
- What do you notice about the bird’s wings?
- The bird is above the bats. What do you think he is doing?

VOCABULARY

PRACTICE: USING PICTURES TO LEARN NEW WORDS

Now, practice using pictures to help learn new words with these words and pictures.

- crawly (pp. 12 & 13)
- hanging (pp. 14 & 15)
- rays (pp. 36 & 37)
- stuffed (pp. 38 & 39)

Then, add your new words and definitions to your word wall.

TEACHING NOTES

Help your student begin to create a word wall that he or she can use to remember the meaning of new words. Write each word and its definition on an index card. Hang index cards in a place where they can be seen easily and used regularly. Encourage your student to use words from the word wall when writing or speaking.

For each new word, your student should read the sentence containing the new word on the even-numbered page. Then, he or she should look at the picture on the odd-numbered page. Your student should use the picture to guess the meaning. Your student should guess meanings for each word similar to the following based on the pictures.

- crawly: to wiggle around
- hanging: suspended in the air
- ray: a line of light
- stuffed: to eat so much food that you feel full
If your student is struggling or guessing the wrong definition, try asking him or her one of these questions.

- What do you see in this picture?
- What do you know about that?
- Have you ever seen this happen in real life? What was it like?

You read *Stellaluna* again today. You used pictures to learn more about the characters. Watch the BrainPop Jr. movie: *Character* (04:49). After you watch it, think about how you would describe Stellaluna.

**INTERACTIVE ACTIVITY**

Now it's time to practice beginning sounds by playing [this game](#).

Listen to the first sound in each word you hear. Match the sound to a picture of the word.

**TEACHING NOTES**

Guide your student in going online and playing the game. He or she will match a picture to the initial sound of the item pictured.

You studied the pictures in *Stellaluna*. The pictures told you new details.

Now you will fill in a [Details Chart](#) about a picture in the story.

Look at the picture of Stellaluna being fed by Mama Bird (on p. 13 of the online text). Now look at the picture two pages later of Mama Bird seeing her three babies and Stellaluna. Fill in your [Details Chart](#) by answering the question about each picture. Put all the answers for one picture in one row. Put all the answers for the other picture in the next row.

Think about what you wrote. Write answers to these questions in your ELA Journal:

- How do Stellaluna and the three birds get along?
- Do you think they like one another?
Have you ever seen this happen in real life? What was it like?

You read *Stellaluna* again today. You used pictures to learn more about the characters. Watch the BrainPop Jr. movie: [Character](04:49). After you watch it, think about how you would describe *Stellaluna*.

Now it’s time to practice beginning sounds by playing this game. Listen to the first sound in each word you hear. Match the sound to a picture of the word.

Guide your student in going online and playing the game. He or she will match a picture to the initial sound of the item pictured.

You studied the pictures in *Stellaluna*. The pictures told you new details. Now you will fill in a *Details Chart* about a picture in the story.

Look at the picture of *Stellaluna* being fed by Mama Bird (on p. 13 of the online text). Now look at the picture two pages later of Mama Bird seeing her three babies and *Stellaluna*. Fill in your *Details Chart* by answering the question about each picture. Put all the answers for one picture in one row. Put all the answers for the other picture in the next row.

Think about what you wrote. Write answers to these questions in your ELA Journal:

- **How do Stellaluna and the three birds get along?**
- **Do you think they like one another?**

Model filling in the first row for the picture on p. 13. Then ask your student to complete the second row for the picture on p. 15.

The completed **Details Chart** should look like this:

<table>
<thead>
<tr>
<th>What does Stellaluna do?</th>
<th>What are other characters doing?</th>
<th>What does this tell you about the characters?</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is about to eat a bug.</td>
<td>Mama Bird is feeding Stellaluna.</td>
<td>Stellaluna is acting like a bird.</td>
</tr>
<tr>
<td>She is hanging by her feet.</td>
<td>The three baby birds try hanging from their feet.</td>
<td>The baby birds are trying to act like Stellaluna.</td>
</tr>
</tbody>
</table>

You have learned how pictures work with text. They help tell a story. You also learned about characters. Next time, you’ll think about how characters connect to each other.
Now you have read *Stellaluna* twice. In the last reading, you paid special attention to pictures and details. Details help you to understand a story better.

Today, you will think more about details. They can help you understand characters and how characters get along. You can use what you learn in your own narrative.

Read the story again. Think about

- What the baby birds do for Stellaluna.
- What happens when the baby birds fly out of the nest.
- What Stellaluna does when the baby birds try to fly at night.
Now read these questions:

- What happens when Stellaluna falls into the baby birds’ nest?
- What do the baby birds do when Stellaluna hangs upside down?
- How do you know that Stellaluna cares about the baby birds?
- Do you think Stellaluna and the baby birds are friends? Why or why not?

Tell the answers to your Learning Guide. Remember—you can use the book to find the answers.

#### TEACHING NOTES

**Answers, in order, to the questions:**

- The baby birds let Stellaluna stay.
- The baby birds hang upside down, too.
- Stellaluna saves the baby birds when they try to fly at night.
- Stellaluna and the baby birds are friends. They get along well together. They try to act the same way. When the baby birds are in danger, Stellaluna saves them.

#### PHONICS

**IDENTIFY AND USE THE SHORT A SOUND**

Look at the name *Stellaluna*. Do you notice the way the letter *a* sounds? Many words have this sound. Learning it will help you be a better reader.

Look at the picture cards your Learning Guide shows you. Repeat the words. Notice the sound at the beginning of each word. Can you hear which ones are different?

#### TEACHING NOTES

Show the Picture Card *apple*. Have your student say the word with you. Then repeat with Picture Cards for *alligator* and *egg*. Your student should recognize that egg begins with a different sound than *apple* and *alligator*.

If time allows, repeat the exercise with the Picture Cards *astronaut*, *ant*, and *ox*. Have your student identify the word that does not begin with /a/. (ox)
When you retell a story, you say the story in your own words. A retell includes these things:

- It names all the characters
- It tells the setting, or where and when the story takes place
- It tells all the events of the story, or plot, in order

You know the story of *Stellaluna* pretty well now. You’re ready to retell part of it. Think of one event that you really enjoyed.

When you retell a story, you say the story in your own words. A retell includes these things:

- It names all the characters
- It tells the setting, or where and when the story takes place
- It tells all the events of the story, or plot, in order

Now, think of a part in *Stellaluna*. Retell that part of the story. Make sure you retell each of the three things above.

Your student may select a part of *Stellaluna* to retell, or may wish to retell the whole story. Ensure your student meets all the requirements of a retell: naming all characters, naming the setting, and naming all the events in order. Your student might say, "Stellaluna is flying in the forest at night with her mother. An owl attacks them, and Stellaluna falls into a nest with three baby birds. The birds are hungry and their mother brings them food."

Review the difference between upper and lowercase letters, pointing out a few examples on the page. Then ask your student to find two more examples.
Write and say the word *sat*. Say: I hear /a/ in the word *sat*. I hear /a/ in the middle of the word.

Segment the word: /s/ /a/ /t/. Repeat with the word *man*, writing and segmenting the word.

Now play this *Short a Word Match* game. Practice saying the words while you look for pairs.

Guide your student in accessing the online game. Have him or her choose the /a/ sound when prompted to begin the game.

You know the story of *Stellaluna* pretty well now. You’re ready to retell part of it. Think of one event that you really enjoyed.

When you retell a story, you say the story in your own words. A retell includes these things:

- It names all the characters
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Review the difference between upper and lowercase letters, pointing out a few examples on the page. Then ask your student to find two more examples.

### ANOTHER WAY

**RETELLING**

If retelling an event from the story is challenging, remember: You always need to include certain elements in your retelling. Use this list as a checklist to make sure you included all necessary parts of your retelling:

- beginning
- middle
- end
- characters
- setting

### TEACHING NOTES

If your student is struggling to include all elements of his or her retelling, write this list on a piece of paper for your student to reference as he or she works through it. Your student can cross off each piece as it’s included.

- beginning
- middle
- end
- characters
- setting

If your student continues to struggle with a retelling, provide these sentence starters:

First...
Next...
Last...

The character is...
They are in/at...
Practice writing lowercase letters. Write the alphabet in lower case in your ELA Journal.

USE

USE FOR MASTERY

You learned how details in a story make it interesting. Now you will use details to tell a story you know. Think of a story you like a lot. That way, you'll know it very well.

Think about these questions about your story:

- It names all the characters
- It tells the setting, or where and when the story takes place
- It tells all the events of the story, or plot, in order

These steps will prepare you to retell your story. Ready? Now retell your story. Type your answers in the text box below or have your Learning Guide type your answers in the text box below.

1 / 10000 Word Limit

Supported file formats: PDF, JPG, GIF, PNG

0 / 2 File Limit
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Include a clear beginning, middle and end?
- Clearly describe the characters' relationships?
- Detail how characters differ from each other?
- State the setting?
- Include a coherent sequence of events?

Then retell the story to your Learning Guide. Use your own words. Remember to use details!

Did you enjoy retelling that story? Great! You've learned a lot about events and characters. In the next lesson, you'll use that to look at another story.

TEACHING NOTES

If you have a preferred reading assessment platform, such as www.raz-kids.com, assess your student's reading ability at this time. You may choose to take one or two more class sessions to assess your student. Allow ample time for your student to read, think, and demonstrate his or her growth as a reader.
Let's Meet Toad and Frog! - Part 1

### Objectives
- To put events in the right order
- To describe and compare characters
- To retell a story using key details

### Books & Materials
- "Dragons and Giants" from Frog and Toad Together by Arnold Lobel
- ELA Journal
- Computer
- High-Frequency Word Cards a, i, and see

### Assignments
- Read "Dragons and Giants" from Frog and Toad Together by Arnold Lobel.
- Read Leveled Reader Giraffe Grows Up by Meish Goldish.
- Read Decodable Reader R1A I Sat.
- Read Decodable Reader R1B On a Mat.
- Complete a Sequence Chart for events in "Dragons and Giants."
- Identify examples of Frog and Toad's friendship.
- Complete a T-Chart comparing "Dragons and Giants" and Stellaluna.
- Retell the story of Giraffe Grows Up.
- Identify and use high-frequency words that contain the consonants m, s, t, c, p, and n.
- Play the "Pack Up the Skills" game.

#### LEARN

#### LEARN ABOUT...

**FROGS VS. TOADS**

You are going to read about the adventures of two best friends, Frog and Toad. Many people think that frogs and toads are the same, but they are actually different species. Before you read, look at this [fact sheet](#) showing differences between frogs and toads. Tell your Learning Guide: What are three ways that frogs and toads are different?

Draw a picture of a frog on one side of the paper in your reading journal and draw a picture of a toad on the other side. Draw lines to features of each animal and write their differences. For example, you could draw a line to the frog's eyes and write “high, round eyes,” and you could draw a line to the toad's eyes and write “low, football-shaped eyes.”

#### TEACHING NOTES

You can support your student by modeling the differences you see between frogs and toads. For example, you could say, "I noticed that frogs have smooth skin and toads have bumpy skin.” Then ask your student, "What do you notice?"
You learned about stories in the last lesson. Stories have parts. These are characters, setting, and events. You also learned how to use the details in a story. You will include characters, setting, and events in your story.

Now you will read a story about Frog and Toad. They are the characters in a story. That story is called “Dragons and Giants.” Frog and Toad are friends. You will add to what you know about how stories work by reading this one. That will help you with telling your own story.

As you read, think about these questions:

- What happens in the story?
- What do you learn from the pictures?

Read "Dragons and Giants" from Frog and Toad Together in the Text Collection, Unit 1, page 5, from beginning to end.

**VOCABULARY**

- brave
- mountain
- snake
- together

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In this unit, your student is reading examples of narratives and learning about story elements—setting, characters, and events. He or she is also learning how to retell a story. By studying story elements in each text in the unit, your student will gain an understanding of plot and how details help the reader understand a story. By writing his or her own story, your student will demonstrate that he or she has mastered this content.

Introduce the story “Dragons and Giants,” in the Text Collection, Unit 1, page 5.

Remind your student that characters are the people or animals in a story. The setting is when and where the story happens. The events are what happens in the story. Explain that a story can be retold by naming these parts of a story.

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**Possible answers to question:**

Frogs: narrow body; high, round eyes; long legs; smooth skin

Toads: wide body; short legs; low, football-shaped eyes; bumpy skin
After the reading, your student should be able to identify the main events of the story in order. He or she should also be able to identify some of the details about the characters shown in the illustrations.

Guide your student in reading “Dragons and Giants.” Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
- Have your student read the story aloud with another student or with you, either chorally or by reading alternate sections.
- Have your student read the story independently.

If necessary, also read the LEARN cards with your student if he or she is not reading well independently.

While your student is reading, assess his or her fluency. As you read, ask your student to sound out words that are familiar to them. If your student is having trouble, help them break apart the words by syllables. Then, help them blend the syllables together. Help your student get in this practice of identifying the sounds in words, then putting them together.

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**VOCABULARY**

**USING CONTEXT CLUES IN A SENTENCE**

In the last lesson, you learned that authors use picture to help readers understand what is happening in the story. They give readers clues, in their pictures, about what words mean. Another way that authors give clues to readers is by using other words in the same sentence.

Find the word “mountain” on p. 8. The author gives readers a clue by saying that Frog and Toad climbed up the mountain. So, you can guess that a mountain is a tall piece of land you can climb up. There is also a clue in the picture, which shows a mountain.

Now, pick two of the words below. Then, use the pictures and words in the sentence to help you write a definition. Tell your definition to your Learning Guide.

- snake (p. 9)
- wide (p. 9)
- shouted (p. 11)
- friend (p. 14)

Some of these words will be practiced again in other parts of the lesson. Practicing words many times is a good way to learn their meaning.
Help your student locate each word and read the sentence. Then, he or she should look at the pictures, use the following context clues, and produce a definition that is similar to the one below. Ask your student to practice with at least three words.

<table>
<thead>
<tr>
<th>Word/P. Number</th>
<th>Context Clues</th>
<th>Use the picture?</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>mountain (p. 8)</td>
<td>outside, climb</td>
<td>Yes</td>
<td>a tall hill or piece of land.</td>
</tr>
<tr>
<td>snake (p. 9)</td>
<td>dark cave, came out of the cave,</td>
<td>Yes</td>
<td>a green animal that slides along the ground</td>
</tr>
<tr>
<td>wide (p. 9)</td>
<td>opened, mouth</td>
<td>Yes</td>
<td>a large opening</td>
</tr>
<tr>
<td>shouted (p. 11)</td>
<td>“I am not afraid!”&quot;, direct student attention to the exclamation point.</td>
<td>No</td>
<td>to talk loudly</td>
</tr>
<tr>
<td>friend (p. 14)</td>
<td>happy, have</td>
<td>Yes</td>
<td>someone who you enjoy being around</td>
</tr>
</tbody>
</table>

When your student is done, ask him or her to add new words to the word wall. Encourage your student to use words from the word wall when writing or speaking.

You have read the story. Now talk about it with your Learning Guide. Talk about the order of events. Answer these questions:

- What do Frog and Toad do first to see if they are brave?
- What do Frog and Toad see first as they climb?
- Look at p.11. How do you think Frog and Toad feel? Why?

Write the answers to these questions in your ELA Journal.

Your student’s answers should be something like the following:

- They went up the mountain.
- They saw a snake coming out of a cave.
- They are afraid. Frog was trembling.
Now you will try retelling the story. You will see that the story has three parts. They are the beginning, middle, and end. You will tell what happens in each part. This will help think about events in your own story.

You will use a **Sequence Chart** to tell these events. You will use it to write about each part of the story. First, think about what happens on pp. 6–7. What are Frog and Toad doing? What do they decide to do?

What happened then? Go on with the story. Write down six events in all.

---

## TEACHING NOTES

To get your student started, model filling in the first box of the **Sequence Chart**. Ask him or her to look at the very first page and tell you what Frog and Toad are doing. (Reading a book about brave people.) Then ask how Frog and Toad respond to that. (They want to know if they are brave.) Fill in the first box in the chart.

Then ask your student to name the events that happen in the middle of the story. Guide your student to identify four events. Finally, ask him or her to say what happens at the end of the story. As your student lists events, check to make sure he or she understands what is considered the beginning, the middle, and the end of the story. If your student does not understand how the story should be divided into these parts, show him or her by indicating which pages fall into each category (beginning: pp. 6–7; middle: pp. 8–12; end: pp. 13–15).

The completed **Sequence Chart** should look like this:

<table>
<thead>
<tr>
<th>Event</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event 1</td>
<td><strong>Beginning</strong>: Frog and Toad read a book about brave people. They wonder if they are brave.</td>
</tr>
<tr>
<td>Event 2</td>
<td><strong>Middle</strong>: Frog and Toad climb a mountain.</td>
</tr>
<tr>
<td>Event 3</td>
<td><strong>Middle</strong>: Frog and Toad see a snake.</td>
</tr>
<tr>
<td>Event 4</td>
<td><strong>Middle</strong>: Frog and Toad are in an avalanche.</td>
</tr>
<tr>
<td>Event 5</td>
<td><strong>Middle</strong>: Frog and Toad see a hawk.</td>
</tr>
<tr>
<td>Event 6</td>
<td><strong>End</strong>: Frog and Toad run home and hide.</td>
</tr>
</tbody>
</table>

---

Look at p.11. How do you think Frog and Toad feel? Why?

What do Frog and Toad see first as they climb?

What do Frog and Toad do first to see if they are brave?

They are afraid. Frog was trembling.

They saw a snake coming out of a cave.

They went up the mountain.

When your student is done, ask him or her to add new words to the word wall. Encourage your student to use words from the word wall when writing or speaking.

Repeat the exercise with **High-Frequency Word Cards**.

They should be divided into these parts, show him or her by indicating which pages fall into each category (beginning: pp. 6–7; middle: pp. 8–12; end: pp. 13–15).
ANOTHER WAY

SEQUENCING Events

If filling in the sequence chart is challenging, use these sentence starters to guide your ideas. Go back in the text and reread the words and pictures in the beginning, in the middle, and at the end. Remember: Events are the important things that happen throughout the story.

At the beginning of the story...

The first event was...

The next event was...

After that...

Then...

The last event was...

At the end of the story...

TEACHING NOTES

If your student is able to name events in the story, but is struggling to fill out the sequencing chart, provide these sentence starters to guide his or her ideas. If your student continues to struggle, ask the following questions:

- What was happening at the beginning of the story? What was the first event in the story? What happened after that? Then what happened? What was the last event of the story? What happened at the end of the story?
- As your student is answering these questions, allow him or her to flip through the pictures in the text to describe the events.
- If your student is struggling to identify how events can be broken down into a beginning, middle, and end, practice this skill using everyday activities. For example, if your student plays a sport, ask him or her to describe the important events at a game from beginning to end. Your student may say:
  - “I walk out on a field.” Repeat the sentence adding the word first before the spoken sentence.
  - “I play against a team and score.” Repeat the sentence adding the word next or then.
  - “We win the game!” Repeat the sentence adding the word finally.

If your student is having difficulty using the language associated with beginning, middle, and end, provide him or her with three index cards and label one for each of the three parts. Discuss another topic that your student could sequence, for example, getting up in the morning. Ask your student to hold up the card that corresponds to the specific part. Ask your student to listen to all the events together, just like a story, then read the events/story again and ask him or her to hold up a card for the appropriate part.
For example, read a story about “Getting up in the Morning.” The alarm goes off (your student should hold up the “beginning” card). I get dressed (your student should hold up the “middle” card). I leave for school/work (your student should hold up the “end” card).

For added practice, play a game of silly stories and tell the same story but change the order of the events. For example, say, “I leave for school and then wake up in the morning.” Ask your student to identify the silly, out-of-sequence parts. Your student should recognize the last part came before the first part in this silly story.

**PHONICS**

**SEE AND USE HIGH FREQUENCY WORDS**

You are reading about Frog and Toad. Say the word and. The sound that the letter a makes is in many words. You will now practice that sound. Your Learning Guide will show you some words.

**TEACHING NOTES**

Display High-Frequency Card a. Have your student say and spell the word with you.

Repeat the exercise with High-Frequency Word Cards I and see. Ask your student to say each word, first with you and then without you. Have him or her spell each word, first with you and then without you.

Then point to the word I. Ask: What is this letter? (I) What is the sound for this letter? (/i/) Point to the word see. Say: See has the beginning sound /s/. Point to the s in see. Ask: What is this letter? (s) What is the sound for this letter? (/s/)

Write the sentence “I see a mat.” Point to each word as you say it. Then point and have your student say each word with you. Have your student write the first three words in the sentence. Then ask him or her to read the sentence to you.

**PHONICS**

**SPELL WORDS PHONETICALLY**

Good readers listen closely to the sounds in a word. Listening to sounds will help you learn to spell words correctly.

Listen to the sentence your Learning Guide reads. Then try to write it in your ELA Journal.
Write the sentence: “I see a mat.” Point to each word as you say it. Then point and have your student say each word with you. Have your student write the first three words in the sentence. Have him or her draw a picture of something he or she might see to complete the sentence. Then ask him or her to read the sentence to you.

SPELL WORDS PHONETICALLY

Good readers listen closely to the sounds in a word. Listening to sounds will help you learn to spell words correctly.

Listen to the sentence your Learning Guide reads. Then try to write it in your ELA Journal.

Explain that the sounds in a word can give us hints about how a word is spelled. Then read the sentence: “Toad stayed in bed.”

Guide your student in writing the sentence phonetically. Point out that the word Toad has a long o sound, but it uses a special spelling pattern. Continue with the word stayed. Then point out the words in and bed are spelled the way they sound.

If time allows, repeat the exercise with these sentences: A cat can jump. Sam ran fast. Repeat each word as your student tries to write it.

You learned more about events in stories. Next, you’ll learn more about characters.

QUICK CHECK

Please go online to view and submit this assessment.
Now answer this question: What does this sentence mean? Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Listen to your Learning Guide read this sentence from “Dragons and Giants” in Frog and Toad Together when things happen in a story. This sentence gives details about an event in the story.

You have been reading to retell what happens in a story. You can break down sentences to understand when things happen in a story.

Listen to your Learning Guide read this sentence from “Dragons and Giants” in Frog and Toad Together in the Text Collection, Unit 1, page 14.

He jumped into the bed and pulled the covers over his head.

Now answer this question: What does this sentence mean?

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- He jumped
- into the bed
- and pulled
- the covers
- over his head.
Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving into how the different parts of the sentence contribute to its meaning. Possible answer: The sentence tells what Toad did because he was scared.

GRAMMAR
This sentence gives details about an event in the story.

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

TEACHING NOTES
Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

- He jumped
- into the bed
- and pulled
- the covers
- over his head.

Your student may make observations such as:

- I see the word and. It connects two things Toad did.
- I see two actions: jumped and pulled.
- The word into tells where he jumped.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see a word that connects ideas in the sentence?
- Do you see any actions in the sentence?
- Do you see any prepositions in the sentence?
Your Learning Guide has divided this sentence into chunks. Read the chunks with your Learning Guide.

Find two chunks that show actions. Separate those chunks from the sentence.

Look at the words that show actions. Words that show actions are called verbs.

Look at the verb jumped. This verb is made of two parts. There is a base word. There is an ending that tells when the action happens.

The base word of jumped is jump. Can you act out this word?

Jump is a verb. It shows an action. When you want to show that an action happened in the past, you can add the ending “–ed” to it.

Jump + –ed = jumped. In the sentence, Toad is not jumping right now. The action already happened.

Look at the other sentence chunk. Read it with your Learning Guide. Point to the verb in this chunk.

What is the base word for this verb? Can you act it out?

The base word is pull. How is the meaning of the word pulled different from the meaning of the word pull?

Answer: Pulled shows an action that happened in the past. Pull is the base word. It can show an action that is happening now.

Can you write a sentence telling about actions that happened in the past?

Think about things that happened in “Dragons and Giants.” Write a sentence about something that Frog and Toad did in the story. Use a verb to show Frog and Toad did. Make sure to add the “–ed” ending to your verb to show the action is in the past.

Then read your sentence to your Learning Guide. Point to the base word in the verb you used. Tell your Learning Guide what happens when you add the ending “–ed” to a verb.

Tell your Learning Guide why you pay attention to endings like this when you read a story.
TEACHING NOTES

Your student might write: Toad and Frog walked up a mountain.

If your student struggles to write the sentence, offer this template:

Toad and Frog ___________ _____________.

Template key: Toad and Frog [verb + –ed] [where or why they did the action].

Your student should then point to the base word in the verb he or she used. For example, your student should point to walk. Your student should be able to tell you that adding “–ed” to a verb shows the action happened in the past. Write the ending “–ed” on an index card and add it to your word wall.

Possible response: I pay attention to endings like this because they show me when something is happening in a story. I can tell if something already happened. I can tell if it’s happening right now.

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

He jumped into the bed and pulled the covers over his head.

Then say, “This sentence has verbs with the ending ‘–ed.’ The ending ‘–ed’ shows that an action happened in the past. We can use another ending to show something is happening in the present. This ending is ‘–ing.’ For example, I can say, ‘[student name] is listening to me right now.’”

Write “is listening” on an index card or piece of paper. Point to the ending “–ing” in the word. Say, “I added the ending ‘–ing’ to listen to show that you are doing this right now. Can you change the sentence from the story to show that Toad is doing the actions right now?”

Your student should write or dictate: “He is jumping into the bed and is pulling the covers over his head.”

If your student struggles to change the sentence, ask these questions:

- What are the verbs in the sentence? (jumped and pulled)
- What is the ending both verbs have? (“–ed”)
- What does the ending “–ed” show? (The actions happened in the past.)
- (For each verb) What do you get when you take away “–ed”? (jump, pull)
- What ending do you add to a verb to show something is happening now? (“–ing”)
Then offer this template and ask your student to fill in the blanks:

He is ___________ into the bed and is __________ the covers over his head

Your student should fill in the blanks as follows: jumping; pulling.

Ask your student to explain the difference between the ending “–ed” and the ending “–ing.” Your student should be able to tell you that “–ed” shows something happened in the past and that “–ing” shows something happening right now.

In the last part of this lesson, you read “Dragons and Giants.” You learned how to retell a story. When you retell a story, you tell what the characters do. You give each event in the right order. You also tell where each event happened.

Today, you will think about how writers use words. They use words so readers know what happens in a story. Thinking about how to use words will help you tell your own story.

Think about the words the author uses. The words tell you what the characters do. What the characters do tells you what they are like. As you read, think about these things:

- What words show what Frog and Toad are doing?
- What words show that they are friends?

Reread “Dragons and Giants” in Frog and Toad Together in Text Collection, Unit 1, page 5, from beginning to end.

Look at the picture on pp. 14–15. Write the answers to these questions in your ELA Journal.

- What do Frog and Toad do when they get to Toad’s house?
- Read the end of the story again. What do Frog and Toad say to each other? Why is the end of the story funny?
- What does the ending tell you about why Frog and Toad are friends? (Hint: Look in the story. Look at the last thing Frog says. Also look at the last sentence.)

### TEACHING NOTES

In each part of this lesson, your student will reread the entire poem “Dragons and Giants.” Rereading is an excellent strategy to support young readers in learning fundamental skills. Ensure that your student rereads the entire story each time. Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
- Have your student read the story aloud with someone else or with you, either chorally or by reading alternate sections.
Now look at details used to describe characters. Writers use details to describe what characters look like, what they do, and how they feel.

These kinds of details help the reader understand the story better.

Read this sentence from the story:

*Frog and Toad were reading a book together.*
The writer does not say that Frog and Toad are friends. He writes what Frog and Toad do together. This shows that they are friends.

Now read this sentence from the story:

"We are not afraid!" screamed Frog and Toad at the same time.

Look at the phrase “at the same time.” It gives you a clue that Frog and Toad are experiencing an adventure together, like friends do.

### TEACHING NOTES

Guide your student to understand that characters’ feelings are indicated by their actions and dialogue. The words “together” and “same time” show friendship because they show Frog and Toad sharing their experience and feelings. Discuss how your student recognizes that he or she is friends with someone or that two other children are friends. You might ask what activities your student does with friends or whether your student and a friend respond to situations similarly.

### ANOTHER WAY

**DESCRIBING CHARACTERS**

If describing your characters is challenging, remember: You can look at characters actions and the text to understand more about them. Work with your Learning Guide to understand new things about Frog and Toad. Then try by yourself!

### TEACHING NOTES

If your student is struggling to infer details about the characters, model for him or her how to read the text and draw understanding. Then have your student try.

Possible model: Go to p. 11 and read the text: “Frog and Toad jumped away. Frog was trembling. ‘I am not afraid!’ he shouted.” Frog is saying that he's not afraid, but the author wrote that Frog was trembling. That means he was shaking because of the scary situation. I can tell from the text and what Frog is doing that he really is scared.

Guide your student to p. 14 and reread the text. Ask: “What are the characters doing? What can we understand about them?”

Possible answer: Frog and Toad say that they think they are brave, but they jump into the closet and under the covers and stay there. This shows that they are both still scared, and not brave.
Think about things Frog and Toad could do together. List them in your ELA Journal. Choose one of the things from your list. Write a sentence about Frog and Toad doing that activity together.

Now read your sentence to your Learning Guide.


Can you find other examples in the story that show Frog and Toad’s friendship? Remember: the author might not use the word friend. He might describe how Frog and Toad feel. He might show how they feel. Write your answers in your ELA Journal or say them to your Learning Guide.

### TEACHING NOTES

Guide your student in making a list of things that Frog and Toad might do together. Write the list for your student if necessary.

As your student looks for examples from the story on pp. 14–15, remind him or her to look for words that offer clues about how the characters feel and about their friendship. (These sentences are clues: “Frog, I am glad to have a brave friend like you,” said Toad. . . . “And I am happy to know a brave person like you, Toad,” said Frog. They stayed there for a long time, just feeling very brave together.)

### BENCHMARK VOCABULARY

Good readers take the time to figure out words in stories that they do not know. Learning what the words mean helps readers know what happens in the story. They can also use the new word in their own writing.

One way readers try and do this is to look for clues around the word they do not know. Here’s what to do:

- Repeat the word after your Learning Guide.
- Think about how the word is used.
- Try to use the word in a sentence.
- Try to think of another word with the same meaning.

Let’s try it using the word brave. Find it in the story on p. 6.

Repeat the word after your Learning Guide.

Read the sentence where the word appears. Can you find any clues to its meaning? Frog and Toad are reading a book about people that are brave. The people in this book fight dragons and giants. What about “dragons” and “giants” makes fighting them brave? Why is it helpful when Frog says that “they are never afraid”?
Now use brave in a sentence.

Think of another word or words with the same meaning.

Now try some other words from “Dragons and Giants”:

- together (p. 6)
- mountain (p. 8)
- snake (p. 9)

Choose one of these words. Draw a picture of it in your ELA Journal or textbook. Then write a sentence using the word.

![TEACHING NOTES]

When your student points out an unfamiliar word, read it out loud for him or her and ask him or her to repeat it. Help your student through the rest of the process.

You learned about using words to tell about characters. Next, you’ll learn even more about characters. You’ll learn by comparing them from two stories.
Now you have read “Dragons and Giants” two times. First, you looked at the order of events in the story. Then you looked at what words say about them. These details help you understand characters better. They help you see how they feel about each other.

Now, you will compare the characters in two stories. The more you know about characters, the better you’ll be able to write them in your own story. You will look at Stellaluna and “Dragons and Giants” in Frog and Toad Together in the Text Collection, Unit 1, page 5.

As you read the story, think about these questions:
- Is this adventure like Stellaluna’s?
- Are the characters like the ones in Stellaluna?

Now reread “Dragons and Giants.” After reading, talk to your Learning Guide about both stories. Answer these questions:
- How are Frog and Toad good friends?
- How are Stellaluna and the birds good friends?

Write your answers in your ELA Journal.
Now you will compare characters from the two stories you have read.

You will fill out a **T-Chart** to help you compare the characters. Put the headings “Frog and Toad” and “Stellaluna” into the chart.

First, think about how the characters are alike and not alike. Are Frog and Toad animals or people? What about Stellaluna?

Do Frog and Toad have adventures? What about Stellaluna? Put your answer in the chart.

Now think about the events. Read the last paragraph of *Stellaluna* on p. 42. Stellaluna needs to save her bird friends. She grabs them and puts them on a tree branch. Do Frog and Toad help each other?

How do events affect Frog and Toad? What about Stellaluna and the three birds?

**TEACHING NOTES**

Before your student answers the two questions, review what happens in *Stellaluna* with him or her. You can ask your student to recount the main events of that story or take turns retelling it, with you telling its beginning and then prompting your student to say what happens when Stellaluna is separated from her mother.

Explain that comparing characters means telling how they are alike. Explain that when we read more than one story, we can think about each character’s experiences and find ways to compare and contrast them.

Guide your student in filling in the title, headings, and columns of the **T-Chart**. The completed **T-Chart** should be similar to this:

<table>
<thead>
<tr>
<th>Frog and Toad</th>
<th>Stellaluna</th>
</tr>
</thead>
<tbody>
<tr>
<td>• animals</td>
<td>• animal</td>
</tr>
<tr>
<td>• have an exciting adventure</td>
<td>• has an exciting adventure</td>
</tr>
<tr>
<td>• help each other</td>
<td>• helps her bird friends</td>
</tr>
<tr>
<td>• continue to be friends</td>
<td>• become friends</td>
</tr>
</tbody>
</table>
ANOTHER WAY

COMPARING CHARACTERS

If filling out your T-Chart is challenging, start by organizing your ideas in a familiar way, like on a Venn diagram. You have already practiced using a Venn diagram to compare and contrast two things. After filling in your Venn diagram, transfer your thinking to your T-Chart.

TEACHING NOTES

If your student is struggling to fill out the T-Chart, provide a Venn diagram. He or she has already had practice comparing and contrasting on this graphic organizer. Then have your student transfer his or her ideas onto the T-Chart. Explain that good readers organize their ideas in different ways.

PHONICS

IDENTIFY /M/, /S/, AND /T/ SOUNDS

Frog and Toad go up a mountain. Many words begin with the /m/ sound. The /s/ and /t/ sounds are common, too. Look at each card your Learning Guide shows you. What sound do you hear at the beginning of the word? What letter spells that sound?

Now you will practice blending the sounds in some words.

TEACHING NOTES

Display Sound-Spelling Cards 15, 21, and 23 to review the /m/, /s/, and /t/ sounds. Ask your student what sound he or she hears at the beginning of the word on each card.

Write the following words: Sam, am, sat, at, Tam, mat. Have your student practice saying the sounds of each word.

Write the following sentence frame and show it to your student. Read the frame, pointing to each word as you say it. Have your student say a word to complete the sentence.

Tam sat on a _____. (mat)

Distribute Decodable Practice Reader R1B At a Mat to your student. Ask him or her to read the title and look at the illustrations. Discuss who the main character is and what she is doing. Tell your student that he or she will read words with m, s, and t in the story.

Have your student decode the words in the first four lists on p. 9. Note any words that cause problems and review the relevant sound-spellings.
Now you will play the Pack Up the Skills game. It will help you decode words. You will match a word to its picture.

Guide your student in going online and playing the “Pack Up the Skills” game. He or she will match the sounds that he or she hears in each word to a picture.

Please go online to view and submit this assessment.
Now you know how to retell the events in a story. Next, you will retell what happens in a text called *Giraffe Grows Up*. This book tells you about the life of a baby giraffe. Retelling this story will give you more practice. That will help you with your project.

First, read *Giraffe Grows Up*. Then retell main events in the text.

**USE FOR MASTERY**

Answer these questions.

- Who is in this text?
- Where does it take place?
- What happens first?
- What things happen next?
- What happens by the end?
Did you answer each of the five questions?

Retell the story to your Learning Guide. Look at your answers to help you. Retelling this story will help you tell about your own best day.

USE FOR MASTERY GUIDELINES & RUBRIC

Did you answer each of the five questions?

Retell the story to your Learning Guide. Look at your answers to help you. Retelling this story will help you tell about your own best day.

SHOW

You are going to tell a story in your project. You will write about your best day ever. Your story will be like *Stellaluna* and "Dragons and Giants," in the *Text Collection*, Unit 1, page 5. It will have characters, a setting, and a series of events.
Think about one of the best days of your life. Now list at least four events that happened on that day to include in your story.

The events that you list can be small parts of a one main event. For example, suppose you are writing about a time you won an art contest. Your events might look like this:

1. picking a subject
2. making your drawing
3. handing in your drawing
4. finding out that you won

You could also list four events that were not connected. Make sure all your events happened on the same day. Make sure all your events helped make the day the best one ever.

**COLLABORATION**

Share your list with your group. Later, you can come back to this page. You can read the list of events that others have made. That's a good way to get ideas for your story!

**TEACHING NOTES**

Guide your student in writing the list of events for his or her story and then sharing his or her list and picture with other students through Flutterfeed.

Have you done your list? Look over the events. Make sure they are in the right order.

Now choose one of the events. Draw a picture of it. Then write a sentence that tells what happens.

**TEACHING NOTES**

Your student can come up with more than four events. He or she can always go back and take out some events later. Some might not fit in with the final story. On the other hand, your student might end up writing about only one of the events in his or her list. For example, the story might be all about making the drawing that led him or her to win the contest.
Your student could use Google Slides or PowerPoint to help organize his or her ideas and events, which can then be saved for use later when writing the narrative. If your student chooses to reorder his or her events, the slides can simply be moved into the appropriate order. The sentence that your student writes at this point does not need to be complete or ready to put in the project narrative.

Project Rubric

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Developing</th>
<th>Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes only two events or events are not in the correct order</td>
<td>Includes three events in the correct order</td>
<td>Includes four events in the correct order</td>
</tr>
<tr>
<td>Has a drawing of an event, but it is difficult to determine details</td>
<td>Has a drawing of one event that is somewhat clear</td>
<td>Has a drawing clearly depicting one of the events</td>
</tr>
<tr>
<td>Description of event repeats language from list</td>
<td>Sentence clearly describes the event</td>
<td>Sentence about the event matches the drawing</td>
</tr>
</tbody>
</table>

Congratulations! You’re a step closer to writing your story. You now know more about characters and events. You’ve practiced retelling a story. And you’ve started thinking about what events will go in your story. Next, you’ll learn even more about another part of a story—where it takes place.
You have learned the parts of a story. Characters are the people or animals. The setting is where the story happens. The events are what happens. You also learned about details. They make a story clearer.

You will use this information when you write your story.

Now, you will read part of Stellaluna again. Think about the words the author uses. Words help writers share details. Writers use words to create the parts of a story.

As you read, think about this question:

- What happens at the beginning of the story?
- What are some interesting words the author uses to tell what happens?

Read pp. 5–10 of Stellaluna.

VOCABULARY
- clutched
- trembling

TEACHING NOTES

While your student is reading, assess his or her fluency. Explain that reading at an appropriate rate means reading at just the right speed—not too fast and not too slow—to keep the listener interested. Have your student follow along as you model reading p. 6 of Stellaluna, first very slowly then at an appropriate rate. Review why a reader would read this exciting event of the story a little bit faster. Then, have your student read along with you at an appropriate rate.
Talk about these questions with your Learning Guide:

- Where are Stellaluna and her mother when the story begins?
- What causes Stellaluna to fall? What words does the author use to describe this?

### Teaching Notes

**Answers**
- Stellaluna and her mother were in a warm and sultry forest far, far away searching for food when the story began.
- Stellaluna fell when the owl struck her mother. Stellaluna was knocked into the air.
- Some words to describe the owl attack are the following
  - powerful bird swooped down upon the bats
  - dodging and shrieking, Mother Bat tried to escape
  - the owl struck again and again

Answer these questions with your Learning Guide.

- What does Mother Bat do when the owl attacks?
- Why does the author repeat some words on page 6?
- What words describe the owl?
- How do these words make you feel about the owl?
- How does Stellaluna feel when she lands in the branches? How do you know?

Write the answers to these questions in your ELA Journal.

### Teaching Notes

**Answers**
- dodges and shrieks
- The words again and again make it clear the owl strikes the bats many times. The words down, down she went show that Stellaluna falls a long distance. Faster and faster, into the woods below shows that Stellaluna picks up speed as she falls.
- silent wings, powerful, swooped
- The owl seems big and scary.
- She is afraid and lonely. The author uses the word clutched to describe how she holds onto the branch. Stellaluna also trembles with fear.
Point out that the words used to describe the action on these pages create vivid and descriptive details. They help the reader picture what is happening. Ask your student to talk about how the story would be different if the author used ordinary words instead of the descriptive words.

Then, have your student use a dictionary or context clues to identify ordinary words that mean almost the same thing as the colorful words. If time allows, have your student create a drawing to clarify his or her thoughts and ideas about each word.

You just read part of *Stellaluna*. Now, you will write about a character in the story.

Characters in a story do the action. Authors use details to describe characters. Think about the words used to describe the owl in *Stellaluna*. The owl swooped down. He struck again and again. The words make him seem big and scary.

Now, you will write about a character in *Stellaluna*. Make a list of the characters. Think about what you know about each character. Then, choose one to write about. Look through the story. Find a scene that you can add details to about your character. Then, write one or two sentences about your character to add to the scene.

### TEACHING NOTES

Your student can write or dictate the sentences. If your student struggles with this task, ask guiding questions such as: What does the character look like? What does the character like to do? Is the character nice or mean? What can the character do to show he or she is nice or mean?

If your student completes this task quickly, ask him or her to add details about a second character and then describe how the scene has changed as a result of the added information.

### TEACHING NOTES

**ANOTHER WAY**

**ADDING CHARACTER DETAILS**

If your student is struggling to add a detail to a character description, ask your student to identify his or her favorite character from the story by selecting an illustration of the character in the text. Ask your student what is happening on that page then read the page to your student. Is there anything your character could do after this? Is there anything your character can say after this? Are there sounds you could add, or colors? Write your student’s sentences, noting where to add the additional details.
If your student is struggling to add a detail to a character description, ask your student to identify his or her favorite character from the story by selecting an illustration of the character in the text. Ask your student what is happening on that page then read the page to your student. Is there anything your character could do after this? Is there anything your character can say after this? Are there sounds you could add, or colors? Write your student's sentences, noting where to add the additional details.

If your student is struggling to understand what a character is, remind him or her that a character is who the story is about. Then review the characters in the story, emphasizing how characters can be people, animals, and things.

**VOCABULARY**

**FRAYER MODEL**

In the past two lessons, you have practiced using pictures and context clues to figure out what new words mean. Now, you are going to help these words stick in your brain by using a Frayer Model.

Here is an example of a Frayer Model for the word shout.

<table>
<thead>
<tr>
<th>Definition: to talk loudly, often when you are angry or excited</th>
<th>Picture:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples: cheering at a sports game, yelling at your mom or dad</td>
<td>Non-Examples: whispering, using an inside voice</td>
</tr>
</tbody>
</table>

Now, complete a Frayer Model with the words below. Your Learning Guide will help you draw them in your ELA Journal. You can tell your Learning Guide what to write in each box! Then, draw the picture for each word. Show your Learning Guide when you are finished.

- clutched (p. 5)
- trembling (p. 8)
**TEACHING NOTES**

Watch this video to learn how to help your student complete a Frayer Model with vocabulary words. Your student may draw the Frayer Model as in the example above or as in the video. Assist your student with writing as needed. Ensure your student’s pictures correctly capture the meaning of the word.

Please go online to view this video ▶

Encourage your student to practice using his or her context clues skills to figure out the meaning of clutched and trembling. However, if this is too hard, you may ask your student guiding questions or instruct him or her to use a dictionary.

Your student should produce something that looks similar to the examples below.

**Clutched**

<table>
<thead>
<tr>
<th>Definition: to hold something tightly</th>
<th>Picture:</th>
</tr>
</thead>
</table>

| Examples: holding a parent’s hand when cross the street, holding on while riding a scary roller coaster | Non-Examples: giving away a toy, loosely holding hands with someone |

**Trembling**

<table>
<thead>
<tr>
<th>Definition: shaking</th>
<th>Picture:</th>
</tr>
</thead>
</table>

| Examples: teeth chattering when you are cold, being scared | Non-Examples: playing outside with your friends, the feeling when you watch a funny movie |
Encourage your student to practice using his or her context clues skills to figure out the meaning of **clutched** and **trembling**. However, if this is too hard, you may ask your student guiding questions or instruct him or her to use a dictionary.

Your student should produce something that looks similar to the examples below.

**Clutched**

**Definition:** to hold something tightly

**Examples:** holding a parent's hand when crossing the street, holding on while riding a scary roller coaster

**Non-Examples:** giving away a toy, loosely holding hands with someone

**Trembling**

**Definition:** shaking

**Examples:** teeth chattering when you are cold, being scared

**Non-Examples:** playing outside with your friends, the feeling when you watch a funny movie

When your student is done, ask him or her to add new words to the word wall. Encourage your student to use words from the word wall when writing or speaking.

---

**PRODUCE SIMPLE SENTENCES**

A sentence is a group of words. A sentence tells a complete thought. Sentences begin with a capital letter. They end with punctuation.

Look at this sentence: **Stellaluna slept all night**.

Look at the examples your Learning Guide shows you. Tell which are complete sentences.

Write two complete and two incomplete sentences. If your student struggles to select the complete sentences, review the elements of a complete sentence.

---

**TEACHING NOTES**

Write two complete and two incomplete sentences. If your student struggles to select the complete sentences, review the elements of a complete sentence.

---

You found words that describe story parts and wrote about a character. In the next part of the lesson, you will describe a story’s setting and write about setting.
When your student is done, ask him or her to add new words to the word wall. Encourage your student to use words from the word wall when writing or speaking.

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A sentence is a group of words. A sentence tells a complete thought. Sentences begin with a capital letter. They end with punctuation.

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Write two complete and two incomplete sentences. If your student struggles to select the complete sentences, review the elements of a complete sentence.

You found words that describe story parts and wrote about a character. In the next part of the lesson, you will describe a story's setting and write about setting.

Please go online to view and submit this assessment.

RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
You have already found words that describe story parts and have written about a character. Now, you will describe a story’s setting and write about setting.

It is important for readers to understand the setting of a story. The setting is when and where a story takes place. Details about the setting are found in the words and pictures in a story. As you read more of *Stellaluna*, think about these questions:

- Where does the story take place?
- What kinds of words are used to describe the settings?

Read pp. 4–11 of *Stellaluna*.

After reading, talk to your Learning Guide about the answer to this question:

- What is the bird nest like in the picture on p. 11?

You student should identify such details as made of sticks, wrapped around a branch, and big enough to fit three birds.
Sensory words are words that tell about how something looks, tastes, smells, sounds, or feels. Authors use these words to tell about the setting. You will fill out a chart to show what sensory words the author of *Stellaluna* uses to tell about the setting.

Look at p. 5. The words say that Stellaluna and Mother Bat are in a “warm and sultry forest.” You can write those words in the “Story Details” column. Those words tell about how the setting looks and feels. You can write “see, feel” in the “Senses” column.

Now, complete the **Sensory Details Chart**.

### TEACHING NOTES

Guide your student in completing the **Sensory Details Chart**. See a completed chart below.

<table>
<thead>
<tr>
<th><strong>Sensory Details Chart</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story Details</strong></td>
</tr>
<tr>
<td>warm and sultry forest</td>
</tr>
<tr>
<td>heavy scent of ripe fruit</td>
</tr>
<tr>
<td>dark leafy tangle of</td>
</tr>
<tr>
<td>branches</td>
</tr>
<tr>
<td>soft downy nest</td>
</tr>
</tbody>
</table>

### ANOTHER WAY...

If filling out your sensory details chart is challenging, take a minute to think more about each of your senses. Start by watching this video about the five senses. Then think about what you could see, feel, smell, taste, or hear if you were in the story with Stellaluna.

Please go online to view this video ▶

### TEACHING NOTES

If your student is struggling to fill out the sensory details chart, watch the video about the five senses and ask the following questions:

Read the first sentence on p. 5 and ask, “How do you know if something is warm and sultry? What sense helps you understand that?” (the sense of feeling or touch)
Read the first sentence on p. 6 and ask, “How do you know if there is a scent of ripe fruit? What sense helps you understand that?” (the sense of smell)

Read the next sentence on p. 6 and ask, “How do you know if there is shrieking? What sense helps you understand that?” (the sense of hearing)

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you got the answer correct, watch the video: *Adjectives* (05:01) to learn about descriptive words, or adjectives. It explains how they help us understand a text better.

Please go online to view this video ►

**BENCHMARK VOCABULARY**

Sometimes, you find words you have not seen before. Here’s what to do:

- Repeat the word after your Learning Guide.
- Think about how the word is used.
- Try to use the word in a sentence.
- Try to think of another word with the same meaning.

Let’s try it using the word *clutched*. Find the word *clutched* on p. 5 of *Stellaluna*.

Repeat the word after your Learning Guide.

Read the sentence where the word appears. Can you find any clues to its meaning? The text says Mother Bat would carry Stellaluna clutched to her breast as she flew. Mother Bat carried Stellaluna close to her.

Now, use *clutched* in a sentence. Think of another word or words with the same meaning.
Now, try some other words from *Stellaluna*:

- trembling (p. 8)
- daybreak (p. 8)
- headfirst (p. 10)

Choose one of these words. Draw a picture of it in your ELA Journal or textbook. Then, write a sentence using the word.

### TEACHING NOTES

Guide your student in determining the meaning of the words on the list. Provide your student with a dictionary, or supervise as your student uses an online dictionary to find the meaning of words he or she does not know.

You learned about setting in *Stellaluna*. Now, you will learn about end punctuation and write about setting.

### USE END PUNCTUATION

A sentence tells a complete idea. It tells who or what the sentence is about and what that person, animal, or thing does. A sentence begins with a capital letter and ends with end punctuation. Different types of sentences use different kinds of ending punctuation. One type of sentence is a telling sentence. A telling sentence tells something or makes a statement. A telling sentence ends with a period. A period is a clue to readers to stop before reading the next sentence.

You will practice using end punctuation with your Learning Guide.

### TEACHING NOTES

Give your student an example of a telling sentence. Then, ask your student to tell you an example of a telling sentence and write the sentence without end punctuation. Ask your student to place a period at the end of the sentence. Write three sentences without end punctuation. Have your student place the period at the end of each sentence.

Writers use details to tell about the setting of a story. On p. 5, the writer uses the words *warm and sultry forest* to describe the setting. This tells readers that the forest is a warm and comfortable place for bats. The setting affects how characters feel.
There are several settings in *Stellaluna*. You will draw a picture and write a sentence that tells about one of the settings. First, choose a setting. Next, look for clues in the text that tell about the setting. Write a list of words that tell about the setting. Now, draw a picture that shows the setting you chose. Write a sentence that tells about the setting.

**TEACHING NOTES**

If your student cannot write a sentence, have your student dictate the sentence to you. Write the sentence down and have your student place the end punctuation in the correct place. If your student struggles with this task, model telling a sentence about one of the settings described in the story. If your student completes this task quickly, have him or her write or tell you another sentence.

You have learned about setting in a story and wrote about the sensory details of a setting. Next time, you will use pictures to understand a story and write about events.
Understanding the Setting of Stellaluna - Part 3

**Objectives**
- To identify and describe the setting of a story
- To identify words used to describe characters, settings, and events
- To write the setting for the project narrative

**Books & Materials**
- Stellaluna by Janell Cannon
- Reading Log
- ELA Journal
- Computer
- High-Frequency Word cards we, see, the, and like

**Assignments**
- Understand that authors choose words in a story carefully.
- Identify and describe the setting of a story.
- Write about characters, settings, and events in a story.
- Use a Word Web to describe a setting.
- Write the setting for the project narrative.
- Identify and use high-frequency words that contain the consonants m, s, t, c, p and n.
- Identify words with short /a/.

---

**LEARN**

You have learned about setting in a story and wrote about setting. Now, you will use pictures to understand a story and write about events.

The pictures in a story show details about the characters, settings, and events. You will look at the pictures in *Stellaluna*. As you read, think about these questions:

- What do the pictures tell you about the events in the story?

Now, read pp. 30–33 of *Stellaluna* with your Learning Guide.

---

**TEACHING NOTES**

Read pp. 30–33 of *Stellaluna* to your student. Remind your student to look for details about the words in the story in the pictures as you read.

---

Answer these questions with your Learning Guide:

- How does Mother Bat recognize Stellaluna?
- How does the picture on p. 31 help readers understand the conversation Stellaluna has with the other bat?
Stories have plots. The plot of a story is the events that happen in the beginning, middle, and end. There are small pictures of the tops of the pages of *Stellaluna* with words. These pictures show what happens to Mother Bat while readers read about what happens to Stellaluna.

Look at pp. 8–9. The pictures show that after Stellaluna falls into the tangle of branches, Mother Bat flies into the cave to escape the owl.

Look at the pages that show when Stellaluna is living with the birds and when she meets Mother Bat again. Look at the pictures on the top of these pages. Tell what happens to Mother Bat during these parts of the story.

If your student struggles to retell the story of Mother Bat using the pictures, model retelling one of the events from the pictures. If your student completes this task easily, ask him or her to explain how the pictures are connected to the words.

If your student needs more support, have him or her watch the video below, *Good Readers Describe Settings* (07:19), to help identify and understand tools that can be used, especially illustrations, to understand the setting.

Please go online to view this video ▶

**PHONICS**

**SEE AND USE HIGH-FREQUENCY WORDS**

Some words can be spelled by sounding them out. Some we learn to spell and read by remembering their letters.
Read these words with your Learning Guide:

- we
- see
- the
- like

Display High-Frequency cards *we*, *see*, *the*, and *like*. Have your student say each word with you and then without you. Then, have your student spell the word with you and then without you.

Write the sentence “We like the pets.” Read it aloud and then ask your student to underline and read the words *We*, *like*, and *the*. Have your student tell you sentences using the beginning “We like the ______.”

You learned about how pictures tell events in stories. Now, you will write about an event in *Stellaluna*.

A story has characters, setting, and events. The events in a story tell what happens. You will write about one of the events in *Stellaluna*.

When you retell an event, you describe the important details about the event. You tell the characters, the setting, and what happens.

Talk to your Learning Guide about the events in the beginning, middle, and end of *Stellaluna*. Choose two events to write about. Retell the events to your Learning Guide. Then, write one sentence to tell about each of the events.

Allow your student to dictate sentences for you to write down if he or she cannot write a sentence. Your student should write or dictate three sentences, one each for an event at the beginning, middle, and end of the story.

**ANOTHER WAY**

**EVENTS: BEGINNING, MIDDLE, END**

If your student is struggling to sequence the important details about the events, use this *Story Sequence* worksheet.
You know what a setting is. You know how to choose words to describe a setting. Now you will describe a setting from “Dragons and Giants.”

Look at the pictures in “Dragons and Giants.” This will help you remember what happened.

Choose a setting to describe. Describe it in your own words. Then, look back at the story. Find words the author used to make the setting clear.

Upload your answer below.
Understanding the Setting of Stellaluna - Part 4

Now, you are going to write about your best day ever. You are going to tell a story. It will have characters, settings, and events.

First, you will brainstorm ideas about setting. You can use a Word Web to help you. Answer these questions in each bubble to fill out your word web:

- What does it feel like?
- What does it look like?
- What time of day is it?
- Who is there?

When you are finished brainstorming, write two sentences about your setting. Use words that will help your readers use their senses. This will help readers picture the setting clearly.

Think about the settings that you will include in the story. Like Stellaluna and "Dragons and Giants,” the story can have more than one setting. The story might begin at home and continue at the library. If your story has more than one setting, write one sentence about each setting.

These sentences can be used in your story!

COLLABORATION

Share your settings with your group. Later, you can come back to this page. You can read the list of settings that others have made.
Guide your student in writing settings for his or her story and help him or her as needed in going online to share his or her setting with others.

Please go online to view and submit this assessment.
Understanding the Central Message of Stellaluna - Part 1

**Objectives**
- To identify the central message of a story
- To plan, write, revise, and edit a narrative

**Books & Materials**
- Stellaluna
- Dragond and Giants
- Reading Log
- ELA Journal
- Computer

**Assignments**
- Identify the Central message of "Dragons and Giants."
- Read Decodable Reader R3A.
- Identify and use high-frequency words that contain the consonants f, ff, b, and g.
- Identify words with short /i/.
- Planning, writing, and revising story.

**LEARN**

You learned about word choices in Lesson 3. Words describe the parts of a story. They make the details clearer. They help us to picture the story. You can use these kinds of words when you write a story for your project.

Now, you will learn to find the central message. This is what the writer wants you to learn. Details in the story will help you find the message.

Let's read part of *Stellaluna*.

As you read, think about these questions:

- What is the main point of this story?
- How do you know?

Read pp. 36–45 of *Stellaluna*.

**VOCABULARY**
- mused
- wondered
- together
- mystery
- wingspan
- tropical
Have your student read the pages. If necessary, read the pages and have your student follow along. You can also have your student read along with you.

While your student is reading, assess his or her accuracy. Explain to your student that reading with accuracy means pronouncing each word correctly and not skipping or adding words. When readers read, they try to read all the words correctly so that listeners can understand the story. Read aloud the last paragraph on p. 42 of Stellaluna. Read a few words incorrectly such as grapping for grabbing and hug for hung. Discuss how those words incorrectly affected your student’s comprehension of the story. Read the paragraph again with accuracy. Then, provide each child with a leveled text at his or her reading level to read accurately.

Answer these questions with your Learning Guide:

- When can Stellaluna fly?
- When can the baby birds fly?
- What happens when the birds fly at night?
- What does Stellaluna do?
- What does this tell you about her?

Write the answers to these questions in your ELA Journal.

Guide your student in answering these questions:

When can Stellaluna fly? (She can fly at night.)
When can the baby birds fly? (During the day.)
What happens when the birds fly at night? (They cannot see.)
What does Stellaluna do? (She rescues the birds.)
What does this tell you about her? (She cares about the birds. She is a good friend.)

Stories often have a message or lesson. The message or lesson is what readers can learn from the story. The message or lesson is what the author wants to share with readers. Readers have to use key details to find the message or lesson.

Think about the lessons the birds and Stellaluna learn in the part of the story you read today. Talk to your Learning Guide about how Stellaluna and the birds are alike and different. What clues can you find about the main message or lesson? What do you think the author wants you to know?
ANOTHER WAY
FINDING THE CENTRAL MESSAGE

If finding the central message of Stellaluna is challenging, go back to these pages and reread the text. Think: What is the author telling me here?

p. 14

pp. 20-23

pp. 30-32

After rereading these pages, think about what the central message of the text is.

TEACHING NOTES

Guide your student in a discussion about the central message in Stellaluna. Ask your students guiding questions about how the birds and Stellaluna are alike and different. Discuss with your student how this reveals the central message of the story.

If your student is struggling to find the central message of the text, reread the following pages and ask the following questions:

Reread p. 14 then ask: “What happened on this page? What is the author trying to tell us?”

Possible answer: Stellaluna eats bugs and lives like birds even though she doesn't like it, and the birds try to sleep like Stellaluna, but the mother bird says they could break their necks. The author is telling us that bats and birds are different. They do things differently.

Reread pp. 20-23 then ask: “What happened on this page? What is the author trying to tell us?”

Possible answer: Stellaluna and the birds all fly, but Stellaluna cannot land on the tree the same way that the birds can. The author is showing us another way that birds and bats do things differently.

Reread pp. 30-32 then ask: “What happened on this page? What is the author trying to tell us?”

Possible answer: Stellaluna meets other bats and learns that the way she does things is normal for bats. The author is showing us that even though Stellaluna is doing things differently than the birds, it is right for her.
Finally, ask your student: "Based on the parts of the text we just read, what is the central message?"

Possible answer: The central message of Stellaluna is that different kinds of animals do things in certain ways that work for them.

---

**BENCHMARK VOCABULARY**

When you read, you sometimes find words you haven't seen before. Here's what to do:

- Repeat the word after your Learning Guide
- Think about how the word is used.
- Try to use the word in a sentence.
- Try to think of another word with the same meaning.

Let's try it using the word *mused*. Find it in the story on p. 44.

Repeat the word after your Learning Guide.

Read the sentence where the word appears. Can you find any clues to its meaning? The birds are thinking about how they are different. They are sharing ideas.

Now, use *mused* in a sentence.

Think of another word or words with the same meaning.

Now, try some other words from *Stellaluna*:

- wondered (p. 44)
- mystery (p. 44)
- wingspan (p. 47)
- tropical (p. 47)

Choose one of these words. Draw a picture of it in your ELA Journal or textbook. Then, write a sentence using the word.

---

**TEACHING NOTES**

When your student points out an unfamiliar word, read it out loud for him or her and ask him or her to repeat it. Help your student through the rest of the process. Deepening his or her understanding of these words will help him or her as he or she writes narratives.
You found the message in a story. Now, you will think about writing a story.

Planning is part of writing. It helps keep your writing clear. Now, you will plan and draft a story, just like you will do in your project.

Now, we will look at a different story, "Dragons and Giants" from Frog and Toad Together. Look at the illustrations for clues about the story. For example, Frog and Toad are holding hands as they run back to Toad's house at the end of the story. This shows that they are friends. Think of two other activities that could be in the story to show Frog and Toad's friendship. Draw a picture of these scenes. This will be the plan for your story about Frog and Toad.

Now, talk about the pictures with your Learning Guide. Then, write sentences to tell about the pictures.

TEACHING NOTES

Allow your student to dictate sentences if he or she is unable to write them.

VOCABULARY

PRACTICE: MEMORY GAME

You have worked really hard to learn new words. You learned new skills for figuring out what words mean. Now, it is time to practice the new words you have learned with a fun game. Let's play Vocabulary Memory!

Directions:

1. Pick five words from your word wall and write the word on an index card. Then, ask your Learning Guide to write the definition of each word on a different index card.

2. Spread out the cards face down on a table.

3. Turn over two cards and read each one.

4. If they are a match, you can keep the cards. If they are not a match, turn them back over.

5. Take turns with your Learning Guide until all matches have been found.
You found the message in a story. Now, you will think about writing a story. Planning is part of writing. It helps keep your writing clear. Now, you will plan and draft a story, just like you will do in your project.

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You have worked really hard to learn new words. You learned new skills for figuring out what words mean. Now, it is time to practice the new words you have learned with a fun game. Let's play Vocabulary Memory!

**Directions:**
1. Pick five words from your word wall and write the word on an index card. Then, ask your Learning Guide to write the definition of each word on a different index card.
2. Spread out the cards face down on a table.
3. Turn over two cards and read each one.
4. If they are a match, you can keep the cards. If they are not a match, turn them back over.
5. Take turns with your Learning Guide until all matches have been found.

If your student struggles with writing, you can write the words and definitions for him or her. You may also want to have them prepared before the lesson. As review, you might have your student tell you the definition of a word, then use his or her own words as the definition.

While playing the game, ask your student to read each word card/definition as it is turned over. If he or she is having trouble, read it to him or her and ask him or her to repeat the word/definition.

**TEACHING NOTES**

While playing the game, ask your student to read each word card/definition as it is turned over. If he or she is having trouble, read it to him or her and ask him or her to repeat the word/definition.

**GRAMMAR**

**CAPITALIZE SENTENCES AND NAMES OF PEOPLE**

A sentence is a group of words. It tells a complete thought. You read sentences in stories. You also write them. The first word in a sentence has a capital letter. Other words always have a capital letter, too. The names of people and animals always have a capital letter.

Look at this sentence: *Frog and Toad were reading a book*. Both Frog and Toad start with a capital letter because they are names.

Write a sentence about one of your friends. Use the friend's name. Be sure to use a capital letter in the correct places.

**TEACHING NOTES**

Write two sentences that use names. Do not use capital letters or end punctuation. Have your student rewrite the sentences using proper capitalization and end punctuation.

You have learned how to find the central message in a story. You also planned a story with pictures, then wrote sentences to tell a story. Your story will have a message. Next, you will find the central message in "Dragons and Giants."

**QUICK CHECK**

Please go online to view and submit this assessment.
Understanding the Central Message of Stellaluna - Part 2

You have learned how to find the central message. This is what the writer wants you to learn. You find it by looking at details. The story you write in your project will have a central message.

Now, you will find the central message in "Dragons and Giants." Look at the pictures in “Dragons and Giants” in Frog and Toad Together in the Text Collection, Unit 1, page 5, as your Learning Guide reads it. Think about these questions as your Learning Guide reads:

- What is happening in each picture?
- How does this relate to the central message?

Answer these questions after you read:

- How do Frog and Toad do things?
- How do they feel about each other?
- What does this tell you about the central message?

Objectives
- To identify the central message of a story
- To plan, write, revise, and edit a narrative

Books & Materials
- Dragons and Giants
- ELA Journal
- Computer
- High-Frequency Word Cards: you, see, and the
- Decodable Practice Reader R3A
- Picture Cards for insect, pin
- Index cards

Assignments
- Identify the Central message of "Dragons and Giants."
- Read Decodable Reader R3A.
- Identify and use high-frequency words that contain the consonants f, ff, b, and g.
- Identify words with short /i/.
- Planning, writing, and revising story.

TEACHING NOTES
Read the story to your student and have him or her look at the pictures during the reading. Tell your student to focus on the details that might help him or her understand the central message.
PHONICS

PHONICS - LETTER I

You have learned so many letters and words! The words you have been sounding out have the letter a in them. What sound does the letter a make? The letter a is a vowel. All words have vowels in them. In this lesson, you are going to learn a new vowel. Look at the card your Learning Guide is holding up. What do you see? The letter i is in many different words. The letter i at the beginning of the word insect makes the /i/ sound. Can you practice saying the sound? Look at the other cards your Learning Guide is showing you. Say the name of each picture slowly. Which words have the /i/ sound in them? Now you are going to practice writing the uppercase and lowercase letter i.

TEACHING NOTES

Show your student the i card from the Alphabet Card Collection. Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times. Have your student make up a hand motion to use when saying the sound.

Now show your student the Short /i/ and Short /a/ Word Sort. You will need to have your student or help your student cut out the cards. Have your student take out his or her ELA Journal. Have your student draw a line down the center of the page. Have your student write the letter a at the top of one side and the letter i at the top of the other side.

Pick up the card with the pig on it and say the word. Say: “I hear /i/ in the word pig. I hear /i/ in the middle of the word.” Segment the word by saying the sounds /p/ /i/ /g/, and then say the sound pig putting the three sounds together. Use your arm to sound out the word and put the sounds together. Have your student repeat each sound and then say the word at the end. Ask your student which side the word pig should go on: the a side or the i side? Have your student glue the card on the i side. Repeat this for the words cat, bat, wig, rabbit, and can. (i side – pig, wig, rabbit; a side – cat, bat, can)

Now have your student turn to the next page in his or her ELA Journal. Model writing the uppercase and lowercase i. You can use this video to demonstrate the steps for writing each uppercase letter to your student and this video to demonstrate the steps for writing each lowercase letter. Have your student practice tracing each of the letters you wrote with his or her finger two to four times until he or she consistently starts in the correct place and traces correctly.

- Frog and Toad do things together.
- Frog and Toad like each other.
- This tells that the central message is about friendship.

Frog and Toad do things together.

This tells that the central message is about friendship.
To make it fun, you can have your student pretend to turn his or her finger into a colorful magical marker. Next, have your student take out his or her ELA Journal and practice writing the uppercase and lowercase letter five times each.

PHONICS

Sometimes, we learn words by remembering the letters that spell them.

Look at the cards your Learning Guide shows you. Say the words with your Learning Guide. Spell the words out loud. Then, write the words in your ELA Journal. Tell your Learning Guide a sentence for each word.

TEACHING NOTES

Display High-Frequency Cards you, see, the, and ask.

Short i: /i/

Look at each card your Learning Guide shows you. Sound out the words with your Learning Guide. Pay attention to the vowel sound in each word. The short i vowel sound is made by the letter i. The sound at the beginning of insect is the same as the sound in the middle of pig.

TEACHING NOTES

Show the Picture Cards insect and pig. Write several words with a short i sound. Help your student segment and blend each word.

Consonants f ff /f/; b/b/; g/g/

Now, you will read a story. You will read words with f, b, and g.

Look at Decodable Practice Reader R3A (online only) to your student. Read the title. Look at the pictures. What do you think the story is about?

Read the words in the lists on p. 33 to your Learning Guide. Sound out any words you do not know. Now, read the story to your Learning Guide.
You planned and wrote sentences to tell a story. Now, you will think about how to make it better. You will revise your story. You can change details or add details. Think about a question a reader might have about your story. You can add details that would answer that question. Then, you will edit your writing. This means you will look for errors in capitalization, punctuation, and spelling.

Now, revise and edit your writing. Show your edited writing to your Learning Guide.

If your student dictated his or her writing, help him or her revise and edit. Have your student copy the sentences that you wrote to revise and edit.

In this part of the lesson, you have learned how to find the central message in a story. You also wrote a story about "Dragons and Giants" in Frog and Toad Together in the Text Collection, Unit 1, page 5. Next, you will learn how to use text features. You will also learn how to find the main topic.
In this part of the lesson, you have learned how to find the central message in a story. You also wrote a story about "Dragons and Giants" in *Frog and Toad Together* in the Text Collection, Unit 1, page 5. Next, you will learn how to use text features. You will also learn how to find the main topic.

**USE FOR MASTERY**

You have read about many settings in *Stellaluna* and “Dragons and Giants.” The setting is where a story happens. It is an important part of any story. You have also learned about sensory words. Writers use these words to help readers.

Now, you will pick a setting from the story. Describe the setting. Tell the words the author uses to describe the setting.

Upload your answer below.

Supported file formats: PDF, JPG, GIF, PNG
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Describe a setting different from the one you described in "Understanding the Setting of Stellaluna?"
- Correctly identify a setting in either "Stellaluna" or "Dragons and Giants?"
- Correctly describe the setting?
LEARN ABOUT...

WHO NEEDS SLEEP?

You have a lot of experience with sleep because you sleep every night! However, before you read Time to Sleep, it is important to learn a little more about what sleep is and why we need it. Read the article "Who Needs Sleep Anyway?" As you read, look for the answers to the following questions:

1. What is sleep?
2. Do all animals sleep the same amount of time?
3. Why is sleep important?

Write your answers in complete sentences in your ELA notebook. Then share your answers with your Learning Guide.

TEACHING NOTES

You can support your student by reading along with him or her and pausing at the end of each section to ask, "What was this section mostly about?" If your student has difficulty finding answers to the questions, have him or her look at the headings and ask questions such as: "This section is all about ‘Defining Sleep.’ Define means to tell what something is. Do you think you could find the answer to ‘What is sleep?’ in this section?" If your student needs further support, model finding the answer in the section.
Answers to questions:

1. What is sleep? (Sleep is “being still and having little to no reaction to attempts to awaken.”)
2. Do all animals sleep the same amount of time? (No. Some animals, like bullfrogs, do not sleep, and other animals, like dolphins, are still active when they sleep.)
3. Why is sleep important? (If people do not get enough sleep, they are only half awake. People can also fall asleep while driving, which is dangerous. Sleep is also good for our memory, because it helps us remember more.)

You have learned about the central message. This is what the author wants you to know. Every good story and text has a message. Details help you find the message. You also planned and wrote a story.

Now, you will find the main topic of a text. Details in a text can help you find the topic.

Good writing has a clear topic and message. You will use what you learn today when you write about your best day in your project.

Text features can help a reader find the main topic. Text features are things like headings and pictures that give details about the text. Now, you will read *Time to Sleep*. As you read, think about these questions:

- What information do the pictures and headings tell you?
- How do the pictures and headings help you understand the text?

Now, read *Time to Sleep* with your Learning Guide.

VOCABULARY

- time
- animals
- sorts
- sleep

TEACHING NOTES

If your student is reading independently, assess his or her accuracy. Explain to your student that reading with accuracy means pronouncing each word correctly and not skipping or adding words. Have your student follow along as you model reading aloud p. 14 from *Time to Sleep*, mispronouncing several words that he or she will recognize. Ask your student to name the words that you read incorrectly and tell how you should pronounce them. Read the text again this time with accuracy. Then, have your student read the page chorally with accuracy.
Answer these questions:

- What are pp. 6–7 about?
- Which part of the pages help you know the topic?
- How do horses sleep?
- How do ducks sleep?

Write the answers to these questions in your ELA Journal.

**TEACHING NOTES**

**ANSWERS**

- how horses sleep standing up
- the big words “Standing Up” at the top of p. 6 and a photograph of a sleep horse with the label “ZZZZZZZZZ” next to it
- Both horses and ducks sleep standing up.

Talk to your Learning Guide about how the text features help you understand the main topic. What text features do you see? What do they tell you about the details in the text? Look at the heading on p. 12. What can you tell about what you will read next based on the heading?

**TEACHING NOTES**

Your student should understand that the text features give details about the main topic by providing more information about the words in the text. The pictures illustrate the details in the text, and the headings show what the next part of the text will be about. The heading on p. 12 tells about the main topic of the text on the page—where koalas sleep. The picture on this page, a photo of a koala sleeping, illustrates the idea expressed by words in the text.

**ANOTHER WAY**

**USING TEXT FEATURES**

If using text features to explain the main idea of the text is challenging, organize your ideas on the Main Idea and Key Details chart. As you read through the text features, add the details that you learn to the chart. Then look at the chart and decide what the main topic is based on the details.
If your student is struggling to find the main idea of the text based on the text features, have your student add his or her ideas to the Main Idea and Key Details chart as he or she works through the text features. Then use the chart to have your student find the main idea.

### PHONICS

**LETTERS F, B, G**

In the last lesson, you learned that the letter i is the first letter in the word insect and makes the /i/ sound. In this lesson, you will learn some new sounds, practice writing those letters, and then practice using those letters in words.

First, we are going to review the letter i. Look at the card from the last lesson your Learning Guide shows you. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Look at the card your Learning Guide shows you. It is a picture of a **fountain**. Fountain begins with the /f/ sound. The letter f is the first letter in fountain and makes the /f/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Look at the next card your Learning Guide shows you. It is a picture of a **baby**. Baby begins with the /b/ sound. The letter b is the first letter in baby and makes the /b/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Now look at the next card. It is a picture of a **goose**. Goose begins with the /g/ sound. The letter g at the beginning of goose makes the /g/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Now you are going to practice using these letters to sound out words. Use your arm to repeat the sounds you hear your Learning Guide saying to make a word. Then, use your arm again to sound out the words fin, big, and gig.

Show your student the **i** card from the **Alphabet Card Collection**. Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times. Have your student make up a hand motion to use when saying the sound. Next, show your student the **f, b, and g** cards from the Alphabet Card Collection. Repeat what you did with the i Sound Card with these Sound Cards as well. Now review all the letters your student has learned so far with the same process. (a, m, s, t, c, p, n)
You have just read *Time to Sleep*. The main topic is how **animals** sleep. Facts in the text help the writer tell about the topic. Your writing about your best day will have facts.

*Time to Sleep* is an informative text. It contains facts. Facts are statements that are true. Writers use facts to tell about the main topic of an informative text.

Read through *Time to Sleep* again with your Learning Guide. Find two facts in the text. Write two sentences telling about these facts that you learned.

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**TEACHING NOTES**

Allow your student to dictate the sentences if he or she cannot write them. If your student is struggling with writing facts without copying it from the text, prompt him or her with: “How else might you say that?”

You have learned how text features can help you know the topic. They help you understand the topic. This makes you a better reader. Next time, you will use text features to find information. You will also add text features to your own writing.
USING PICTURES TO LEARN NEW WORDS

In Lesson 1, you learned that pictures can also help you learn new words by giving clues about what words mean. Now, you are going to practice that strategy, again, with these words from Time to Sleep.

- branches
- lock
- tuck

Write down each word in your ELA Journal. Then, write the definition in your own words. Share your definitions with your Learning Guide.

Your student should be looking at the pictures on each page and paying attention to the details. Your student should talk about what he or she knows about these pictures and come to a definition similar to the ones below:

- branches (p. 4): the part of a tree where the leaves hang
- lock (p. 6): to make part of your body unable to move
- tuck (p. 10): to hold something close to your body

If your students is struggling to determine the meaning of these words, help direct his or her attention to the correct part of the pictures. You can also try asking these questions:

- What do you see in this picture?
- What do you notice about that?
- What do you already know about that?

Please go online to view and submit this assessment.
You have learned about text features. You used them to find the topic. This makes a text easier to understand. You can use text features in your writing. What is one way you might do this? Think about how you might do this when you work on your project.

Now, you will use the text and pictures to find key information.

You will read *Time to Sleep* again. As you read, think about these questions:

- How do the text features help you find information quickly?
- What kind of information do you find?

Read *Time to Sleep*.

After reading, answer these questions:

- What do you learn from the table of contents?
- What do you read about starting on page 4?
- Look at page 3. Where is the boy? How do you know?
- What is the boy doing?
- What does this mean?
ANSWERS
- the chapter titles and on what page they begin
- animals that sleep upside down
- The boy is in his bedroom, sitting on his bed. This information is in the picture.
- He's yawning.
- He's tired.

Your student should realize that the answers to the first two questions can be read in the words. The answers to the third and fourth question are found in an illustration. The answer to the last question can be inferred from the image combined based on prior knowledge; your student knows that yawning indicates that a person is tired.

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

Watch the video Nonfiction Text Features (02:55) to learn more about text features. It explains how they help us understand a text better.

PHONICS

HIGH FREQUENCY WORDS DO, WITH, YOU, IS

You have already learned so many letters. Knowing many different letters and sounds can help you read and write words. Look at the Letter Sound cards your Learning Guide is showing you. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget the motion you made up for the letters! These are all the letters you have already learned this year.

Now look at the cards your Learning Guide is showing you. These are four more words that you will see when you read books. Say each word five times each. Now look at the cards your Learning Guide is showing you. These are words you have already learned. Practice reading these cards as well.

Now take out your ELA Journal and open it to the next blank page. Listen to the words your Learning Guide says to you. You will write down what is being said. Remember to use your arm to help you sound out the words.
Take out the cards for the letters you have already learned in the Alphabet Card Collection (a, m, s, t, c, p, n, l, f, b, g). Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times using the hand motion your student came up with.

Now write the word with on a blank index card. Go to page 8 in the book Stellaluna. Tell your student to find the word with on the page. Have your student point to the word the on the page and read it. Model reading the sentence “Wrapping her wings about her, she clutched the thin branch, trembling with cold and fear.” Point under each word as you read it.

Now write the words: do, you, is on blank index cards. Have your student read the words five times each. Next, take out the index cards with the words (a, and, I, we, the, like) your student has learned already. Have your student read each of these cards three times each.

Now have your student take out his or her ELA Journal and turn to the next blank page. He or she may refer to the Alphabet Chart to help form the letters. Leave this chart out as you lead your student in writing down the following words. Prompt your student to leave finger spaces between each word. You may show this video if needed to demonstrate how good writers write. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word big. (big)
- Write the word fat. (fat)
- Write the word bit. (bit)
- Write the word gig. (gig)
- Write the word bag. (bag)
- Write the word fit. (fat)
- Now circle the word you think you did your best on.

You reread Time to Sleep. You used pictures to find details. Now, you will think about how to describe a picture using details.

Headings in a text tell about what the text will be about. Headings on a picture tell details about the picture. Look at the pictures in Time to Sleep. Look at the headings. What do they tell you about the pictures?

Choose two pictures in Time to Sleep. Think about what the pictures show. Write new headings for the pictures.

Allow your student to dictate the headings if he or she cannot write the headings. For example, if your student chose the picture of bats sleeping on p. 4, he or she might replace the heading on the page with “Sleeping During the Day.”
MATCHING NOUNS AND VERBS

You see nouns and verbs everywhere. They are what make up sentences. You read them. You use them in your writing. Nouns name a person or thing. Some nouns are called proper nouns. A verb tells the action in a sentence.

A verb needs to match the noun that tells about it. A singular noun matches a verb with an -s at the end. A plural noun matches a verb without an -s at the end.

Look at this sentence: Bats sleep upside down. The word bats is a plural noun. It names more than one bat. The word sleep tells the action. It is the verb. The verb sleep matches the plural noun bats because sleep does not have an -s at the end.

A proper noun names a specific person, animal, place or thing. Dog is a noun. It names an animal. Fido is a proper noun because it tells the name of a specific dog. Proper nouns begin with a capital letter.

Write a sentence about a character in a book you have read recently. Use a proper noun.

You found details about a text in pictures and learned that the headings tell about the words and pictures on a page. You also wrote new headings for pictures in *Time to Sleep*. In the next part of this lesson, you will ask and answer questions about the text to find key details. You will use key details when you write a story for your project.

⚠️ TEACHING NOTES

**ANOTHER WAY**

**PROPER NOUNS**

If your student is struggling to demonstrate a proper noun, ask him or her to play a game called *Shout the Proper Noun*. Read a sentence and ask your student to shout out the proper noun at the end of the sentence. For example:

My mother’s name is (shout out proper noun).

My pet’s name is (shout out proper noun).

The name of my school is (shout out proper noun).

I live in the city/town (shout out proper noun).

If your student is having difficulty remembering to capitalize the proper noun in a sentence, play the same game and ask your student to stand up quickly while shouting out the proper noun to demonstrate how the first letter is capitalized.
LEARN

GRAMMAR

You have been reading to find details about a topic. Sometimes an author puts many details in one sentence. You can break down the sentence to understand the details.

Listen to your Learning Guide read this sentence from Time to Sleep.

They hang from branches by their feet.

This sentence is about bats. Now answer this question: What does this sentence mean?

TEACHING NOTES

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- They hang
- from branches
- by their feet.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can...
pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: The sentence tells how bats sleep.

**GRAMMAR**

This sentence gives multiple details about how bats sleep.

Your Learning Guide has divided this sentence into chunks. Read the first chunk.

This chunk tells how bats sleep: “They hang.” This is a complete idea. The author could have just written this. But that would not give you a full understanding of how bats sleep. You might have questions about how bats sleep. The author gives more details so you can understand exactly how bats sleep.

You might ask, “Where do bats hang?”

Which chunk answers this question? Pick up that chunk.

Look at the word that starts the chunk you picked up. The word is from. The word from is a preposition. This preposition shows a position.

In the sentence, from shows the position of the bats. The chunk you picked tells where they hang.

**TEACHING NOTES**

Your student should pick up the second chunk: “from branches”

If your student struggles to understand how from is used to show position, display p. 4 of Time to Sleep. Point to where the bats are hanging from the branches.

**GRAMMAR**

Read the third sentence chunk.

This chunk also has a preposition in it.

The word by is a preposition. This preposition shows how something is done.

Can you write a question that this chunk answers?
GRAMMAR

Asking and answering questions helps you understand details when you read. Prepositions in a sentence can give you clues about answers to your question.

In today’s sentence, the preposition from shows you where details answer a “where” question. The preposition by shows you where details answer a “how” question.

There are other prepositions that show a position. On, in, near, and under are other prepositions that show position.

Think about the other animals you read about in Time to Sleep. Pick an animal from the book. Write a sentence about how that animal sleeps. Use a preposition that shows position.

Then tell your Learning Guide a question you can answer with your sentence. Point to the part of your sentence that answers the question. How does the preposition help you answer your question?

TEACHING NOTES

Your student might write something like, “How do bats hang?”

If your student struggles to write the sentence, offer this template:

Ducks stand ___ the ________ to sleep.

Template key: Ducks stand [preposition] the [place] to sleep.

Your student might ask, “Where do dolphins sleep?” He or she would then point to “under water.” He or she should explain that the preposition shows position. It gives a clue about what details answer a “where” question. Write the prepositions from and by on index cards and add them to your word wall. Write the preposition your student used on an index card and add it to your word wall.
You might extend the above activity with your student by doing the following:

Read this sentence to your student:

They hang from branches by their feet.

Then say, “This sentence gives details about how bats sleep. It tells where and how they hang. The preposition by shows how something is done. Another preposition that shows how something is done is with.”

Ask your student to pick one of the animals in Time to Sleep. Have your student write a sentence that shows where and how the animal sleeps. Your student should use a preposition that shows position and a preposition that shows how something is done. Your student should use today’s sentence as a model.

Your student might write something like, “Koalas grip on tree trunks with their paws.”

If your student struggles to begin, review the chunks for today's sentence. Point out that the first chunk gives the basic action. The second chunk uses a preposition (from) to show the position of the bats. The third chunk uses a preposition (by) to show how the bats hang. Walk your student through writing his or her new sentence chunk by chunk.

For example:

- **Chunk 1:**
  
  Today’s sentence: They hang

  Student sentence: Koalas grip

- **Chunk 2:**
  
  Today’s sentence: from branches

  Student sentence: on tree trunks

- **Chunk 3:**
  
  Today’s sentence: by their feet.
  
  Student sentence: with their paws.

Ask your student which part of his or her sentence answers a “where” question (on tree trunks) and which part answers a “how” question (with their paws).
You have looked at text features. Now, you will find the main topic in the words of a text. You will find details that support the topic.

Now, you will reread part of *Time to Sleep*. As you read, think about these questions:

- What kinds of details are in this book?
- What do they all have in common?

Read pages 2 and 3 in *Time to Sleep*.

Now, you will find the main topic. You will also find details to support it.

The main topic is what the text is all about. Sometimes, it is stated in the text. Other times, readers can use details to figure out the main topic.

On page 2, the author is asking questions about sleep. Read this sentence from the text: “Animals sleep in all sorts of ways!” This what the author wants the reader to know. That is what the book is all about. Write this statement in the Main Idea box.

Answer these questions to identify the details that support the main topic:

- What does the text say “some animals” do?
- Where do people sleep?

Use the answers to these questions to complete the Main Idea graphic organizer.

**TEACHING NOTES**

The completed Main Idea graphic organizer should look like this:
SEE AND USE HIGH-FREQUENCY WORDS

Look at the High-Frequency Cards your Learning Guide shows you. Read the words on the cards to your Learning Guide. Spell the words out loud. Write each word. Tell your Learning Guide a sentence using each word.

TEACHING NOTES

Display High-Frequency Cards was, look, and I. Have your student read the cards in random order until he or she recognizes the words by sight.

BENCHMARK VOCABULARY

When you read, you sometimes find words you haven’t seen before. Here’s what to do:

- Repeat the word after your Learning Guide.
- Think about how the word is used.
- Try to use the word in a sentence.
- Try to think of another word with the same meaning.

Let’s try it using the word time. Find it in the story on p. 2.

Repeat the word after your Learning Guide.

Read the sentence where the word appears. Can you find any clues to its meaning? Look at the sentence “It is time to sleep.”

Now, use time in a sentence.

Think of another word or words with the same meaning.

Now, try some other words from Time to Sleep:

- sleep (p. 2)
- animals (p. 2)
- sorts (p. 2)

Choose one of these words. Draw a picture of it in your ELA Journal or textbook. Then write a sentence using the word.
You can ask questions about a text. The answers can help you understand the details in the text better. You will ask a question about *Time to Sleep*. Then, you will write a sentence to answer the question.

You have learned more about the main topic of a text by asking and answering questions to understand details in a text. You will include details in the story you write for your project. In the next part of this lesson, you will learn more strategies for finding information in a text.

Please go online to view and submit this assessment.
In this lesson, you learned to find details in every part of a text. Now, you will use what you have learned to find facts in a new text.

Read *A Very Big Animal*. Then answer the questions.

**USE FOR MASTERY**

Look at the illustration from page 2 of *A Very Big Animal*.

Which sentence BEST matches the picture?

- The elephant likes to eat grass.
- The elephant is not hungry.
- The elephant is very sleepy.

Which sentence states a detail from the text?

- Elephants can sometimes be found near the ocean shore.
- Elephants have very large eyes that are round and blue.
- Elephants use their big ears to fan their bodies on hot days.
Look at the illustration from page 2 of *A Very Big Animal*. Which sentence BEST matches the picture?

- The elephant likes to eat grass.
- The elephant is not hungry.
- The elephant is very sleepy.

Which sentence states a detail from the text?

- Elephants can sometimes be found near the ocean shore.
- Elephants have very large eyes that are round and blue.
- Elephants use their big ears to fan their bodies on hot days.
### Use Questions as a Reader and Writer - Part 1

#### Objectives
- To ask and answer questions about key details
- To find information from pictures and words
- To understand the connection between information in texts
- To write questions and answers

#### Books & Materials
- Time to Sleep by Denise Fleming
- Reading Log
- ELA Journal
- Computer
- High-Frequency Word Cards

#### Assignments
- Read Time to Sleep by Denise Fleming.
- Read Decodable Reader R4A.
- Write a question and answer.
- Identify and use high-frequency words that contain the consonants r, w, j, and k.
- Identify words with short /o/.
- Choose 2-3 events to include in his or her narrative.

### LEARN

In the last lesson, you learned more about a text using text features. You also learned to find the main topic. Every text or story has a main topic. Details support the main topic.

Now, you will ask and answer questions. This will help you find key details. When you write about your best day in your project, you will think about the details of the day.

Now you will read pp. 4–5 of *Time to Sleep*.

As you read, think about these questions:

- How do bats sleep?
- Why do they do this?

Read *Time to Sleep*.

#### VOCABULARY
- upside down
- scared
- lock
- danger
- tuck
- day
- high
- anywhere
If your student is reading independently, model appropriate phrasing. Model phrasing by reading the first line of the text on page 4 and grouping the words incorrectly. For example, group “sleep upside” instead of “upside down”: “Bats / sleep upside / down.” Ask children if it sounds better or worse than when “upside down” is grouped together: “Bats sleep / upside down.” Group the following line of text with pauses between phrases. For example, “They hang / upside down / by their feet.” Explain that only two or three words should be grouped at a time.

You have read the text. Now, you will think about what you learned.

Answer these questions in your ELA Journal:

- Why do bats sleep upside down?
- Look at the pictures. What are the bats and the boy doing?
- How do the pictures help you understand the text?
- What questions do you have about these pages?

Guide your student in answering these questions orally. Remind him or her that good readers ask and answer questions about a text.

Why do bats sleep upside down? (So they can fly away if they’re scared.)
Look at the pictures. What are the bats and the boy doing? (They are hanging upside down.)
How do the pictures help you understand the text? (The chapter is called “Upside Down” and the pictures show how bats and the boy would sleep upside down.)

You have learned so many letters and words! You have learned the vowels a and i so far. All words have vowels in them. In this lesson, you are going to learn a new vowel and play a game. Look at the card your Learning Guide is holding up. What do you see? The letter o is in many different words. The letter o at the beginning of the word otter makes the /o/ sound. Can you practice saying the sound?

Look at the words your Learning Guide writes. Can you use your arm to sound out the words? What vowel sound do you hear in the words? Now, you are going to practice writing the uppercase and lowercase letter o.
TEACHING NOTES

Show your student the o card from the Alphabet Card Collection. Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times. Have your student make up a hand motion to use when saying the sound. Now, take out the cards for the letters you have already learned in the Alphabet Card Collection (a, m, s, t, c, p, n, i, f, b, g). Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times using the hand motion your student came up with.

Now, write the word cot and read it. Say: “I hear /o/ in the word cot. I hear /o/ in the middle of the word.” Segment the word by saying the sounds /c/ /o/ /t/, then say the word cot putting the three sounds together. Use your arm to sound out the word and put the sounds together. Have your student repeat each sound and then say the word at the end. Ask your student what vowel sound he or she heard in the word cot. Write the word got and segment each sound first by pointing the letter as you say the sound and then sweeping your hand under the word as you say got. Now, model using your arm to sound out the word. Now, have your student practice by pointing under each letter and by using his or her arm for the words hat, hot, bog, and pit. Ask your student which way is easier for him or her to sound out words. Tell your student that good readers think about the way that works the best and then use that way.

Now, have your student turn to the next page in his or her ELA Journal. Model writing the uppercase and lowercase o. You can use this video to demonstrate the steps for writing each uppercase letter to your student and this video to demonstrate the steps for writing each lowercase letter. Have your student practice tracing each of the letters you wrote with his or her finger two to four times until he or she consistently starts in the correct place and traces correctly. To make it fun, you can have your student use a silly straw, a finger puppet, or a fuzzy ball to point to the words. Next, have your student take out his or her ELA Journal and practice writing the uppercase and lowercase letter five times each.

Last, open up the game Short O Hopper and have your student play it to practice the /o/ sound.

SEE AND USE HIGH-FREQUENCY WORDS

Look at the High-Frequency Cards your Learning Guide shows you. Read the words on the cards to your Learning Guide. Spell the words out loud. Write each word. Tell your Learning Guide a sentence using each word.

TEACHING NOTES

Display High-Frequency Cards you and we. Have your student read the cards in random order until he or she recognizes the words by sight.
You have just reread part of *Time to Sleep*. Now, you are going to think about how to use facts.

Facts are pieces of true information. Good writers offer facts about their topic. In *Time to Sleep*, the writer gives facts about how animals sleep.

Now, you will find facts. Good writers answer questions that readers have. They do this by offering facts. Each fact answers a question.


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**TEACHING NOTES**

Read the pages aloud to your student. Write down the sentences your student dictates. Your student should tell a fact about how horses and dolphins sleep, such as that horses sleep standing up and that dolphins sleep with one eye open.

---

**VOCABULARY**

**USING CONTEXT CLUES IN A SENTENCE**

In Lesson 2, you learned how to figure out the meaning of new words. You learned that authors give clues to readers by using other words in the same sentence. Now, you are going to practice using context clues to figure out these vocabulary words from *Time to Sleep*.

- scared
- lock

Find the words above on pp. 4-6. Then, use the pictures and words in the sentence to help you write a definition. Tell your definition to your Learning Guide. When you are done, add your words to your word wall.

Some of these words have already been practiced in other parts of the lesson. Practicing words many times is a good way to learn their meaning.

---

**TEACHING NOTES**

Help your student locate each word and read the sentence. Then, he or she should look at the pictures, use the following context clues, and produce a definition that is similar to the one below.
<table>
<thead>
<tr>
<th>Word/P. Number</th>
<th>Context Clues</th>
<th>Use the picture?</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>scared (p. 4)</td>
<td>fly away</td>
<td>Yes</td>
<td>to be afraid or feel in danger</td>
</tr>
<tr>
<td>lock (p. 6)</td>
<td>legs, “so they don’t fall over”</td>
<td>Yes</td>
<td>to make unable to move</td>
</tr>
</tbody>
</table>

When your student is done, ask him or her to add new words to the word wall. Encourage your student to use words from the word wall when writing or speaking.

---

**USE VERBS**

Verbs tell action. You read verbs in stories and texts. You use verbs in your writing. Look at page 4 in *Time to Sleep*. The verbs are sleep, hang, fly. These words all talk about action. Bats sleep, hang, and fly.

Now, you will practice using verbs.

Tell your Learning Guide some sentences that tell what different animals do using verbs.

---

**TEACHING NOTES**

Your student might tell you sentences such as, “Bats hang from branches when they sleep,” and, “Ducks sleep on one leg.”

---

You asked and answered questions to find key details that help you understand a text better. Paying attention to key details makes you a better reader. Next, you will learn to find details in the text and in pictures.

---

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.


Use Questions as a Reader and Writer - Part 2

**Objectives**
- To ask and answer questions about key details
- To find information from pictures and words
- To understand the connection between information in texts
- To write questions and answers

**Books & Materials**
- Time to Sleep by Denise Fleming
- Decodable Practice Reader R4A - hop, Pop, Dig, and Dab
- Reading Log
- ELA Journal
- Computer
- Venn Diagram
- Main Idea Graphic Organizer

**Assignments**
- Read Time to Sleep by Denise Fleming.
- Read Decodable Reader R4A.
- Write a question and answer.
- Identify and use high-frequency words that contain the consonants r, w, j, and k.
- Identify words with short /o/.
- Choose 2-3 events to include in his or her narrative.

---

**LEARN**

In the last part of this lesson, you found facts in a text. You did this by asking and answering questions. Finding these facts helped you understand the main topic of the text. In this part of the lesson, you will find facts in pictures.

The pictures in a text can be used to find details. Good readers use pictures and details to describe key ideas. Now, you will read part of *Time to Sleep* again. Think about this question as you read:

- How is this information the same and how is it different?

Read pp. 6–7 of *Time to Sleep*.

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**TEACHING NOTES**

Read pp. 6–7 of *Time to Sleep* with your student. Discuss the thinking question with your student after you are done reading.

---

Now, you will find facts in text. You will also find facts in pictures. Then, you will compare and contrast both sets of facts using a Venn diagram. Comparing means finding ideas that are the same. Contrasting means finding ideas that are different. A Venn diagram helps you organize ideas in a way that shows which ideas are the same and which are different.

Your Learning Guide will read pp. 8–9 of the text for you.

Then, fill in a Venn diagram with what you find.
Students should complete the independent work on pp. 7–8 of the text. Point out that in both text and pictures, the reader learns that dolphins sleep with one eye open. Model filling in the chart with this detail.

Now, you will listen to a poem. Then, you will think about how text and pictures work together. Ask yourself these questions: How would you describe elephants? How are they different from other animals? What details in the picture support these facts?

Read the poem "The Elephant" in the Text Collection, Unit 1 Poems. Answers: The elephant is a beast. He is not aggressive. He never throws his weight around. He is smiling. He does not look like a threat.

Please go online to view and submit this assessment.
More to explore

Watch the videos *From Seed to Pumpkin* (02:55) and *How Does It Grow* (3:43). See if you can find details in the pictures in addition to those that you hear.

**Phonics**

**Letters D, L, H**

In the last lesson, you learned that the letter o is the first letter in the word otter and makes the /o/ sound. In this lesson, you will learn some new sounds, practice writing the letters, and read a new story.

First, we are going to review the letter o. Look at the card from the last lesson your Learning Guide shows you. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times. Don't forget the hand motion you made up!

Look at the card your Learning Guide shows you. It is a picture of a dolphin. Dolphin begins with the /d/ sound. The letter d is the first letter in dolphin and makes the /d/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Look at the next card your Learning Guide shows you. It is a picture of a lemon. Lemon begins with the /l/ sound. The letter l is the first letter in lemon and makes the /l/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Now, look at the next card. It is a picture of a helicopter. Helicopter begins with the /h/ sound. The letter h at the beginning of helicopter makes the /h/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Now, you are going to practice using these letters to sound out words with the story *Hop, Pop, Dig, and Dab*. Use your arm to repeat the sounds you hear your Learning Guide saying to make a word. Then, use your arm again to sound out the words dog, lock, hop.

Last, you are going to practice writing the letters and reading a new story. Remember what good readers and writers do!

**Teaching Notes**

Show your student the o card from the Alphabet Card Collection. Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times. Remember to have your student use the hand motions he or she made up. Next,
When you read, you sometimes find words you haven't seen before. Here's what to do:

- Repeat the word after your Learning Guide.
- Think about how the word is used.
- Try to use the word in a sentence.
- Try to think of another word with the same meaning.

**TEACHING NOTES**

Guide your student in segmenting and blending any words he or she does not know. If time allows, have your student read the story several times, or until he or she can do so without sounding out words.

**BENCHMARK VOCABULARY**

When you read, you sometimes find words you haven't seen before. Here's what to do:

1. Practice writing each uppercase and lowercase letter five times each.
2. Now, show your student the decodable reader *Hop, Pop, Dig, and Dab*. Remind your student that good readers point to each word as they read and good readers sound out words they do not know. Have your student read the book. If your student needs support, you may model pointing under each word and sounding out words as you read the first page. After your student finishes reading the book, tell your student that good readers reread books to get better at reading. Have your student read the book one to two more times.
3. Now, use your arm (see video) to say the sounds /h/ /o/ /g/ and have your student repeat the sounds with his or her arm and then sweep down his or her arm to blend the sounds together and say hog. If your student is unable to blend the sounds together to say the word, model the process by sweeping down your arm and blending the sounds together and then have your student repeat. Repeat this procedure using the words lip and dot. Next, have your student sound out the words dog, lock, and hop using his or her arm. If your student is struggling, model sounding out the first word with your arm and have your student repeat.
4. Model writing the upper- and lowercase d, l, and h. You can use this video to demonstrate the steps for writing each uppercase letter to your student and this video to demonstrate the steps for writing each lowercase letter. Have your student practice tracing each of the letters you wrote with his or her finger two to four times until he or she consistently starts in the correct place and traces correctly. To make it fun, you can have your student use a silly straw, a finger puppet, or a fuzzy ball to point to the words. Next, have your student take out his or her ELA Journal and practice writing each uppercase and lowercase letter five times each.
5. Now, show your student the decodable reader *Hop, Pop, Dig, and Dab*. Remind your student that good readers point to each word as they read and good readers sound out words they do not know. Have your student read the book. If your student needs support, you may model pointing under each word and sounding out words as you read the first page. After your student finishes reading the book, tell your student that good readers reread books to get better at reading. Have your student read the book one to two more times.
Let’s try using the word sorts. Find it in the story on p. 2. Repeat the word after your Learning Guide. Read the sentence where the word appears. Can you find any clues to its meaning? The text is describing all the ways animals sleep. They sleep in all sorts of ways.

Now, use sorts in a sentence.

Now, try some other words from *Time to Sleep*:

- upside down (p. 4)
- scared (p. 4)
- lock (p. 6)
- day (p. 12)
- high (p. 12)
- anywhere (p. 14)

Choose one of these words. Draw a picture of it in your ELA Journal or textbook. Then, write a sentence using the word.

You just learned how to find facts in pictures. Now, you will think about how details are used in writing.

Now, you will write out the main topic of the text and some details. You will use the **Main Idea chart**. Fill out the **Main Idea chart** using the details in the chapter titled Standing Up on pp. 6–7 of *Time to Sleep*.

**TEACHING NOTES**

Explain that the main focus of the chapter is how bats sleep. Explain that a graphic organizer like this can provide a map for writing. Guide your student in completing the chart for pp. 6–7.
USE PLURAL NOUNS

Plural nouns name more than one thing. You read plural nouns in *Time to Sleep*. Bats, horses, and dolphins are plural nouns. Find three examples of plural nouns that are formed by adding -s to the singular noun, such as dolphins, ducks, and koalas. Write the plural nouns in your ELA Journal.

You have learned how to gather details from the text and from pictures. You also learned how to stay organized when writing about your main topic. Later, you will learn how this information is connected and how to answer questions using text features.
Use Questions as a Reader and Writer - Part 3

Objectives
- To ask and answer questions about key details
- To find information from pictures and words
- To understand the connection between information in texts
- To write questions and answers

Books & Materials
- Time to Sleep by Denise Fleming
- A Very Big Animal
- Index cards
- ELA Journal
- Computer
- Main Idea Graphic Organizer

Assignments
- Read Time to Sleep by Denise Fleming.
- Read Decodable Reader R4A.
- Write a question and answer.
- Identify and use high-frequency words that contain the consonants r, w, j, and k.
- Identify words with short /o/.
- Choose 2-3 events to include in his or her narrative.

LEARN

You have found details in the text. You also found details in the pictures. In this part of the lesson, you will think about how details in a nonfiction text are connected. You will also use text features to find details.

You can tell how pieces of information in the text are connected. You can tell how they are alike and different. As you read, think about these questions:

- What is the same about each animal?
- What is different?

Read pp. 8–11 in *Time to Sleep*.

TEACHING NOTES

Read pp. 8–11 of *Time to Sleep* with your Learning Guide. After you read, discuss the thinking question with your student.

You have read the text. Now, you will find details. You will make notes about how these animals are the same and different. Use the *Compare and Contrast Graphic Organizer* to organize your thoughts.
You have found details in the text. You also found details in the pictures. In this part of the lesson, you will think about how details in a nonfiction text are connected. You will also use text features to find details.

You can tell how pieces of information in the text are connected. You can tell how they are alike and different. As you read, think about these questions:

- What is the same about each animal?
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Read pp. 8–11 in *Time to Sleep*.

You have read the text. Now, you will find details. You will make notes about how these animals are the same and different. Use the *Compare and Contrast Graphic Organizer* to organize your thoughts.

**Objectives**

- To ask and answer questions about key details
- To find information from pictures and words
- To understand the connection between information in texts
- To write questions and answers

**Books & Materials**

- *Time to Sleep* by Denise Fleming
- *A Very Big Animal*
- Index cards
- ELA Journal
- Computer
- *Main Idea Graphic Organizer*

**Assignments**

- Read *Time to Sleep* by Denise Fleming.
- Read Decodable Reader R4A.
- Write a question and answer.
- Identify and use high-frequency words that contain the consonants r, w, j, and k.
- Identify words with short /o/.
- Choose 2-3 events to include in his or her narrative.

**TEACHING NOTES**

If students are struggling with seeing a connection, ask specific questions. Read pp. 8 and 10. Point out the final sentences. Ask: How are the behaviors of ducks and dolphins similar? How do they look out for danger?

You learned about text features in the last part of this lesson. These features offer more details. Now, you will use text features to answer questions about *Time to Sleep*.

Remind your student that text features include headings, photographs, pictures, labels, and the Picture Index. Explain that he or she can use information in these features to answer questions about the text.

You have read *Time to Sleep* a few times. The main topic is how different animals sleep. The writer shares facts about her main topic. She does this by asking and answering questions. Now, you will think about how to share details with questions and answers.
Now, you will write a question and answer of your own! Think about animals that are not in *Time to Sleep*. Talk to your Learning Guide about questions you have about how these animals sleep. Then, write two questions about how these animals sleep. Your Learning Guide will help you look up the answers to your questions. Write the answers to your questions in your ELA Journal.

**TEACHING NOTES**

Assist your student in looking up the answers to his or her questions in a book or online. Allow your student to dictate the questions and answers if he or she is unable to write them. If your student struggles with this task, model asking a question, e.g., "How do sheep sleep?"

**PHONICS**

**HIGH FREQUENCY WORDS WAS, LOOK, SEE**

You have already learned so many letters. Knowing many different letters and sounds can help you read and write words. Look at the Letter Sound cards your Learning Guide is showing you. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget the motion you made up for the letters! These are all the letters you have already learned this year.

Now look at the cards your Learning Guide is showing you. These are three more words that you will see when you read books. Say each word five times each. Now, you are going to play a game with all the high-frequency words you have learned so far. The game is called "Keep It."

Now, take out your ELA Journal and open it to the next blank page. Listen to the words and sentences your Learning Guide says to you. You will write down what is being said. Remember to use your arm to help you sound out the words. Also, remember what good writers do!
Point out the question and answer format on pp. 9 and 11. Ask: Why do you think the writer asks questions? (The writer wants readers to imagine what it would be like to sleep like these animals.)

Display page 8 of *Time to Sleep*. Explain that the writer uses facts and details to describe how dolphins sleep. Ask: What questions might the writer have asked as she prepared to write this section? (How do dolphins sleep? How does sleeping this way help them?)

Now, you will write a question and answer of your own! Think about animals that are not in *Time to Sleep*. Talk to your Learning Guide about questions you have about how these animals sleep. Then, write two questions about how these animals sleep. Your Learning Guide will help you look up the answers to your questions. Write the answers to your questions in your ELA Journal.

You have already learned so many letters. Knowing many different letters and sounds can help you read and write words. Look at the Letter Sound cards your Learning Guide is showing you. Say the name of the picture, the name of the letter, and the sound the letter makes. Don’t forget the motion you made up for the letters! These are all the letters you have already learned this year.

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Now, take out your ELA Journal and open it to the next blank page. Listen to the words and sentences your Learning Guide says to you. You will write down what is being said. Remember to use your arm to help you sound out the words. Also, remember what good writers do!

Take out the cards for the letters your student has already learned in the Alphabet Card Collection (a, m, s, t, c, p, n, i, f, b, g, o, h, l, d). Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times using the hand motions your student came up with.

Now, write the words was, look, see on blank index cards. Have your student read the words five times each. Next, take out the index cards with the words (a, and, I, we, the, like, do, with, you, is) your student has learned already. You are going to play the game “Keep It” with your student. Place the cards face down in a stack. Have your student draw a card and read it. If your student says the correct word, he or she gets to keep it. If your student says the wrong word, you get to keep it. When all the cards have been read, the person with the larger pile wins.

Now, have your student take out his or her ELA Journal and turn to the next blank page. He or she may refer to the Alphabet Chart to help form the letters if needed. You may also leave the high-frequency word cards out for your student to refer to if needed. Prompt your student to leave finger spaces between each word. You may show this video if needed to demonstrate how good writers write. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. When writing sentences, have your student start the sentence with an uppercase letter. Say the following:

- Write the word dot. (dot)
- Write the word hop. (hop)
- Write the word log. (log)
- Write the word did. (did)
- Write the word bad. (bad)
- Write the word ham. (ham)
- Write the sentence: I was on the log with you.
- Write the sentence: We look at the mat and see a big dog.

MATCHING NOUNS AND VERBS

Nouns and verbs are what make up sentences. You use nouns and verbs all the time when you speak. You also use them in writing.

Explain that nouns and verbs should always match. Singular nouns, or nouns that name one person, place, or thing, should match with verbs that have an -s at the end. Plural nouns, or nouns that name more than one person, place, or thing, match verbs with no -s at the end.

Look at these sentences:

- Singular: The koala feels safe.
- Plural: The koalas feel safe.
The singular noun koala matches the singular verb feels. The plural noun koalas matches the plural verb feel.

You have learned to find key details. You can do this in an informational text by asking and answering questions. You will use key details when you write a story for your project. You also found information in pictures and by using text features. You used these skills to write facts, questions, and answers. Next, you will use the structure of a text to learn more about it.

USE

Writers tell about topics with details. In this lesson, you learned to find the main topic by asking and answering questions. You also found details in pictures and text features. Writers support their main topic with details. Now, reread A Very Big Animal and think about topics and details as you answer the questions.

USE FOR MASTERY

What is one topic in the text?

- all the places elephants are found
- how elephants use their body parts
- animals that are as big as elephants

What are two details that give the same kind of information?

- Elephants have big teeth, and their young are big babies.
- Elephants live in Africa, and they have very big ears.
- Elephants use their trunks to make noise and their ears to keep cool.
You have learned to find key details. You can do this in an informational text by asking and answering questions. You will use key details when you write a story for your project. You also found information in pictures and by using text features. You used these skills to write facts, questions, and answers.

Next, you will use the structure of a text to learn more about it.

USE FOR MASTERY

What is one topic in the text?
all the places elephants are found
how elephants use their body parts
animals that are as big as elephants

What are two details that give the same kind of information?
Elephants have big teeth, and their young are big babies.
Elephants live in Africa, and they have very big ears.

Elephants use their trunks to make noise and their ears to keep cool.

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Use Questions as a Reader and Writer - Part 4

**Objectives**
- To ask and answer questions about key details
- To find information from pictures and words
- To understand the connection between information in texts
- To write questions and answers

**Books & Materials**
- Computer
- Venn Diagram
- MindMap

**Assignments**
- Read Time to Sleep by Denise Fleming.
- Read Decodable Reader R4A.
- Write a question and answer.
- Identify and use high-frequency words that contain the consonants r, w, j, and k.
- Identify words with short /o/.
- Choose 2-3 events to include in his or her narrative.

What happened on your best day ever?

You are writing a story about your best day ever. Earlier, you wrote events that will make up the plot in your story. You worked on your project and wrote sentences to tell about the setting. Now, you will choose the events that you are going to write about. You will only write about two or three events. The events you choose should be the most important ones. Then, you will think about the smaller details that will tell about these events.

Let’s look at the example from Lesson 1. If you were writing about a time you won an art contest, you might have listed these events:

1. picking a subject
2. making your drawing
3. handing in your drawing
4. finding out that you won

For your story, you only need to choose two or three events. They should be the most important. You might choose these events:

1. making a drawing
2. finding out that you won

Once you choose the events, you will add details. You can do this by asking questions. Using the example, you might ask, "What did I draw?" and "How did I feel when I won?"

Add the answers to your questions to the new list of events. These will become the details that make your story interesting. For each event that you choose, write two sentences. The first sentence can tell the event. The second sentence can tell details about the event.
INTERACTIVE ACTIVITY

You can use an online mindmap to show the details you want to include in the story around specific events. Write your big ideas in the center of the mindmap. Then, connect your supporting details to the big ideas. Mindmaps can help you keep track of your thinking. Mindmaps also help you see how your ideas connect to one another!

TEACHING NOTES

Your student might need help narrowing the events on the list he or she made in Lesson 2. Ask your student to describe the most important parts of the day verbally and use his or her response to make suggestions about which events to keep.

Ask your student guiding questions to help him or her develop details for the events chosen for the narrative. You might ask the following questions:

- How did you feel when this happened?
- What did you do next?
- What was the best part?

ANOTHER WAY

EVENTS AND DETAILS

If your student is struggling to choose important events, ask your student to retell his or her story out loud. Ask: “If that event did not happen, would it change the rest of the story?”

If your student is having difficulty adding details about the event, use the questions on this Events and Detail worksheet and help your student write a sentence.

You have learned how to take events and break them down into smaller details. You also asked and answered questions to find key details and the main topic. These skills will help you as you write your story. Focused details will make your story more interesting.

Next, you will look at how a structure is organized. Good writers choose how to organize their writing. The structure of a text or story can make it easier to understand.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Use Illustrations and Main Ideas to Compare Animals in Texts - Part 1

**Objectives**
- To use structure to understand a text
- To compare and contrast texts
- To write a question and answer

**Books & Materials**
- What Would You Do with a Tail Like This? by Steve Jenkins and Robin Page
- Reading Log
- ELA Journal
- Computer
- Alphabet Cards

**Assignments**
- Read What Would You Do With A Tail Like This? by Steve Jenkins and Robin Page.
- Complete a Venn Diagram to compare Time to Sleep and What Do You Do With a Tail Like This?
- Read Decodable Reader R5B.
- Play an online game about initial and medial short /e/.

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**LEARN**

**LEARN ABOUT...**

**WHY DO SOME ANIMALS HAVE TAILS?**

You know a lot about different animals and their features. Think: Do humans and animals have the same features? Tell your Learning Guide: What are some features that animals have that humans don’t?

One of the features you probably mentioned is a tail. Many animals have tails, but not all animals. Have you ever wondered why some animals have tails and other animals, like humans, do not? Watch this video to find out!

After watching the video, tell your Learning Guide why some animals have tails.

Please go online to view this video ▶

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**TEACHING NOTES**

If your student has difficulty thinking of features that animals have that humans don’t, you can prompt him or her by giving an example such as: “I know that a fox has whiskers and humans do not.” Ask him or her: “What other features does a fox have that a human does not?” Your student should answer “a tail” or “paws.”

Example features that animals have that humans do not:
- paws, tail, whiskers, claws, talons, beaks, feathers, wings, scales
Reasons some animals have tails:

to show what they are feeling, to keep bugs away, and to balance.

In the last lesson, you learned how writers share details. Now, you will look at the structure of a text. The structure helps writers clearly share details. It can make a text easy to understand. Your story about your best day will have a structure.

You will ask and answer questions about the structure of a text. You will read What Do You Do With a Tail Like This? in the Text Collection, Unit 1 (page 16).

As you read, think about how the text is set up.

- What do you notice about the text?
- How do the pictures help you?

Read pp. 16–43 of What Do You Do With a Tail Like This? in the Text Collection, Unit 1 (page 16)

**VOCABULARY**

- underground
- breathe
- hang
- high
- feet
- eyes

**TEACHING NOTES**

Explain to your student that reading at an appropriate rate means not reading too fast or too slow. Have children follow along as you model reading aloud p. 4 from Time to Sleep and p. 19 from What Do You Do With a Tail Like This? in the Text Collection, Unit 1, at an appropriate rate. Then, have your student read the passage or a portion of the passage with you at an appropriate rate.

You have read the text. Now, you will think about what you learned.

Answer these questions in your ELA Journal:

- How is this text organized?
- Are parts repeated?
- Why do you think the writer did this?
- What do you learn in the pictures that you do not learn in the text?
TEACHING NOTES

- How is this text organized? (Each section tells about a different body part and explain how different animals use that body part.)
- Are parts repeated? (Each section starts with a question and then gives answers to a question. Each section starts with pictures of certain body parts and then shows the whole animal that goes with that part.)
- Why do you think the writer did this? (Possible answers: It’s fun; it makes it interesting to try to guess what the pictures show; it makes the reader think more about the body parts.)
- What do you learn in the pictures that you do not learn in the text? (I learn what the animals’ noses look like. I see that the nose of a platypus is long and flat. That probably makes it good for digging in the mud.)

PHONICS

LETTER E

You have learned so many letters and words! You have learned the vowels a, i, and o so far. All words have vowels in them. In this lesson, you are going to learn a new vowel and read a new story. Look at the card your Learning Guide is holding up. What do you see? The letter e is in many different words. The letter e at the beginning of the word escalator makes the /e/ sound. Can you practice saying the sound?

Look at the words your Learning Guide writes. Can you use your arm to sound out the words, or can you point under the letters to sound out the word? What vowel sound do you hear in the words? Now you are going to practice writing the uppercase and lowercase letter e. After you write your letters, you are going to read a new story. Remember what good readers and writers do!

TEACHING NOTES

Show your student the e card from the Alphabet Card Collection. Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times. Have your student make up a hand motion to use when saying the sound. Now, take out the cards for the letters you have already learned in the Alphabet Card Collection (a, m, s, t, c, p, n, i, f, b, g, o, h, l, d). Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times using the hand motion your student came up with.

Now, write the word met and read it. Say: “I hear /e/ in the word met. I hear /e/ in the middle of the word.” Segment the word by saying the sounds /m/ /e/ /t/, then say the word met putting the three sounds together. Use your arm to sound out the word and put the sounds together. Have your student repeat each sound and then say the word at the end. Ask your student what vowel sound
he or she heard in the word met. Write the word beg and segment each sound first by pointing to the letter as you say the sound and then sweeping your hand under the word as you say bet. Next, model using your arm to sound out the word. Now, have your student practice by pointing under each letter and by using his or her arm for the words pet, den, hen, and peg. Ask your student which way is easier for him or her to sound out words. Tell your student that good readers think about the way that works the best and then use that way.

Now, have your student turn to the next page in his or her ELA Journal. Model writing the upper- and lowercase e. You can use this video to demonstrate the steps for writing each uppercase letter to your student and this video to demonstrate the steps for writing each lowercase letter. Have your student practice tracing each of the letters you wrote with his or her finger two to four times until he or she consistently starts in the correct place and traces correctly. To make it fun, you can have your student use a silly straw, a finger puppet, or a fuzzy ball to point to the words. Next, have your student take out his or her ELA Journal and practice writing the uppercase and lowercase letter five times each.

Now open up the book My Nest. First, point to the title of the book and point under each word as you read the title. Ask your student if he or she hears the short /e/ sound in the word nest and have him or her point to it. Tell your student that this book is all about different animal nests. Ask your student what animals he or she knows that make nests. Before reading the book, take a picture walk and have your student tell you what he or she sees in each picture. Remind your student that good readers point under the words as they read and they sound out the unknown words. Explain to your student that today he or she will use the pictures to help figure out unknown words as well. Model reading pages 4–5 by pointing to each word. Model sounding out the words nest and mud as you read them. On page 5, model stopping before reading the word hay. Look at the picture and say the /h/ sound. Then, tell your student that you see hay in the picture. Read the word hay. Have your student read the rest of the book. Prompt your student to look at the picture or sound out a word when he or she gets stuck. Try not to tell your student the word before he or she tries each strategy. After your student finishes the story, remind him or her that good readers reread to get better at reading. Have your student read the story one to two more times.

INTERACTIVE ACTIVITY

Your Learning Guide will help you go online and play a game using the short e sound. You will make words with this sound. Now, make new words with a short e sound in the Starfall game.
BENCHMARK VOCABULARY

When you read, you sometimes find words you haven't seen before. Here's what to do:

- Repeat the word after your Learning Guide.
- Think about how the word is used.
- Try to use the word in a sentence.
- Try to think of another word with the same meaning.

Let's try it using the word underground. Find it in the story on p. 23. Repeat the word after your Learning Guide. Read the sentence where the word appears. Can you find any clues to its meaning? The text says that the mole uses its nose to find its way underground. Why might the mole have to find its way with its nose? (if it is dark) Also point out the two smaller words: under and ground.

Now, use underground in a sentence.

Think of another underground word or words with the same meaning.

Now, try some other words from What Do You Do With a Tail Like This?:

- breathe (p. 23)
- eyes (p. 33)
- feet (p. 37)

Choose one of these words. Draw a picture of it in your ELA Journal or textbook. Then, write a sentence using the word.

You've been reading about the structure of a text. Now, you will learn how to use question marks.

USE QUESTION MARKS

There are many questions in the text you read. What do they all have at the end? This is a question mark. Every question ends with one.

A question is an asking sentence. Just like a telling sentence, a question tells a complete idea. Look through the text to find other examples of questions.

Special words are often used to begin questions: who, what, where, when, why, and how. Tell your Learning Guide a question using each one of these words.
A question is an asking sentence. Just like a telling sentence, a question tells a complete idea. Look through the text to find other examples of questions.

Special words are often used to begin questions: who, what, where, when, why, and how. Tell your Learning Guide a question using each one of these words.

Write two questions without end punctuation. Read the questions to your student and have your student place the end punctuation in the correct place.

Now, you will write a question and answer it. Remember to use a question mark.

Think about the information on pp. 22–23. What kind of information is given about each of the animals?

Choose a piece of information to write about. Which animal do you find interesting? Write a question about the animal.

Allow your student to dictate the question instead of writing it if he or she is unable to write the question.

You have looked at how texts are organized. Next, you will compare details in two texts.

Please go online to view and submit this assessment.
# Use Illustrations and Main Ideas to Compare Animals in Texts - Part 2

## Objectives
- To use structure to understand a text
- To compare and contrast texts
- To write a question and answer

## Books & Materials
- What Would You Do with a Tail Like This? by Steve Jenkins and Robin Page
- Time to Sleep
- Decodable Practice Reader R5B
- ELA Journal
- Computer
- High-Frequency Word Cards with, is, the, do, a, we
- Venn Diagram
- Index cards
- Dictionary

## Assignments
- Read What Would You Do With A Tail Like This? by Steve Jenkins and Robin Page.
- Complete a Venn Diagram to compare Time to Sleep and What Do You Do With a Tail Like This?
- Read Decodable Reader R5B.
- Play an online game about initial and medial short /e/.

## LEARN

## GRAMMAR
You have been reading to find details about a main topic. You can break down sentences to understand the details.

Listen to your Learning Guide read this sentence from What Do You Do With a Tail Like This?

Animals use their noses, ears, tails, eyes, mouths, and feet in very different ways.

Now answer this question: What does this sentence mean?

## TEACHING NOTES
To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Animals use
- their noses,
- ears,
- tails,
- eyes,
- mouths,
- and feet
- in very different ways.
Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: The sentence tells how animals use parts of their body.

**GRAMMAR**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**TEACHING NOTES**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- I see the word on. It is a preposition.
- The subject of the sentence is animals.
- There is a list in the sentence.
- There are lots of commas in the sentence.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see any prepositions?
- What is the subject of the sentence? What is the sentence about?
- Tell me about the punctuation you see in the sentence.

**GRAMMAR**

Your Learning Guide has divided this sentence into chunks. Look at the chunks. What punctuation do you see at the end of many of the chunks?

Most of the chunks in the sentence have a comma at the end. Can you count the commas? Point to the commas and count them out loud.
Commas are used to separate three or more words in a series. This keeps the series organized. Using commas helps the reader understand separate things in a series.

What do you notice about the chunks that have commas in them? What kind of word is in each chunk?

What word do you see before the last word in the series?

The word and is a conjunction. Conjunctions join words together. The conjunction and finishes the series. It shows that you’ve reached the last thing in the series.

GRAMMAR

Can you write a sentence with a series?

Write a sentence about the animals you learned about in What Do You Do With a Tail Like This?

Your sentence should have a series in it. The series can be a list of animals. Remember to use commas in your series. Remember to use the conjunction and before the last word in your series.

After you write your sentence, point to the commas in your series. Why are they important?

Point to the word and in your sentence. What kind of word is and? What does it do?

TEACHING NOTES

Answer: Each chunk names a part of the body.

Your student might write something like, “I learned about hyenas, alligators, bats, and jackrabbits in the book.”

If your student struggles to write the sentence, offer this template.

I learned about __________ __________ __________ and __________ in the book.

Template key: I learned about [animal plus comma] [animal plus comma] [animal plus comma] and [animal] in the book.

Your student should point to each comma in the sentence. There should be one after each of the words in the series preceding the conjunction. Your student might explain that commas are important because they keep the series organized.

Have your student point to the word and. Review that this is a conjunction. The word and joins words together. Write the word and on an index card and add it to your word wall.
Have your student point to the word and. Review that this is a conjunction. Write the word and on an index card and add it to your word wall.

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

Animals use their noses, ears, tails, eyes, mouths, and feet in very different ways.

Then say, “This sentence has a series of words. The words in the series are separated by commas. The last word in the series has the conjunction and before it. Look at the words in the series. What do they have in common?”

Your student should recognize that they are all parts of the body.

Say, “We can sort words into categories to understand them. When we put words in a category, we are saying they are all the same kind of thing. These words all tell a part of the body. They are in the category ‘parts of the body.’”

Write these words on index cards:

- sweater
- jeans
- socks
- eggs
- bacon
- toast

Mix up the index cards on the table. Ask your student to read the words and sort the cards into two categories.

Your student should make two piles. The cards “sweater,” “jeans,” and “socks” should be in one pile. The cards “eggs,” “bacon,” and “toast” should be in another pile.

Have your student look at the first pile. Ask, “What category are these words in?”

Your student should recognize that these are items of clothing.

Repeat the question for the second pile. Your student should recognize that these are foods or breakfast foods.

Ask your student to pick one of the categories. Have your student write a sentence with the words in that category. Say, “Your sentence should have a series in it. The series will be the words in this category. Remember to use commas in your series. Remember to use the conjunction and before the last word in your series.”

Your student might write something like, “He was wearing a sweater, jeans, and socks.”
You will read What Do You Do With a Tail Like This? in the Text Collection, Unit 1 (page 16) and Time to Sleep again.

As you read, think about these questions:

- Both texts include facts. What are these facts about?
- How are the texts the same?

Read Time to Sleep and What Do You Do With a Tail Like This? in the Text Collection, Unit 1 (page 16) with your Learning Guide.

Answer these questions in your ELA Journal:

- Look at p. 6 of Time to Sleep. What do horses do to stay safe? How do you know?
- Look at p. 30 of What Do You Do With a Tail Like This? in the Text Collection, Unit 1. What do you learn about skunks?
- How do you think this keeps them safe?
- Why do you think animals need special abilities to stay safe?
In the last lesson, you learned that the letter e is the first letter in the word escalator and makes the /e/ sound. Last, you are going to practice writing the letters and writing some new words. Remember what good writers do!

Now look at the next card. It is a picture of a jaguar. Jaguar begins with the /j/ sound. The letter j at the beginning of jaguar makes the /j/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Now, complete the Compare and Contrast diagram.

What do both texts tell you about how animals use their eyes? How do dolphins use their eyes? How do eagles use their eyes?

Next, you will compare the texts. You will find details in both.

What do both texts tell you about how animals use their eyes? How do dolphins use their eyes? How do eagles use their eyes?

Now, complete the Compare and Contrast diagram.

If your student struggles to complete this task, ask guiding questions, such as, “What body parts are mentioned in both texts?” and “What details are in What Do You Do With a Tail Like That? that are not in Time to Sleep?” The completed Venn Diagram should look like this:

![Compare and Contrast Diagram]

Possible response: When animals sleep, they are not aware of what is around them. Some animals, like scorpions, are small and need a way to protect themselves. Other animals will run away from the stinky spray and not attack the skunk. They lift their tails to warn about a stinky spray. They sleep standing up. The text says they can run away if they are scared.

Guide your student in answering these questions.
PHONICS
LETTERS R, W, J, K

In the last lesson, you learned that the letter e is the first letter in the word escalator and makes the /e/ sound. In this lesson, you will learn some new sounds, practice writing the letters, and practice writing some words.

First, we are going to review the letter e. Look at the card from the last lesson your Learning Guide shows you. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times. Don't forget the hand motion you made up!

Look at the card your Learning Guide shows you. It is a picture of a river. River begins with the /r/ sound. The letter r is the first letter in river and makes the /r/ sound. Say the name of the picture, the name of the letter and the sound the letter makes. Do this three times.

Look at the next card your Learning Guide shows you. It is a picture of a watermelon. Watermelon begins with the /w/ sound. The letter w is the first letter in watermelon and makes the /w/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Now look at the next card. It is a picture of a jaguar. Jaguar begins with the /j/ sound. The letter j at the beginning of jaguar makes the /j/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Now look at the next card. It is a picture of a koala. Koala begins with the /k/ sound. The letter k at the beginning of koala makes the /k/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Now, you are going to practice using these letters to sound out words. Read the story, Get Fit! Use your arm to repeat the sounds you hear in the words rep, wet, jet, Ken.

Last, you are going to practice writing the letters and writing some new words. Remember what good writers do!

TEACHING NOTES

Show your student the e card from the Alphabet Card Collection. Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times. Remember to have your student use the hand motions he or she made up. Next, show your student the r, w, j, and k cards from the Alphabet Card Collection. Repeat what you did with the e Sound Card with these Sound Cards as well. Now, review all the letters your student has learned so far with the same process. (a, m, s, t, c, p, n, l, f, b, g, o, h, l, d)
Now, write out the word rep. Use your arm (see video) to say the sounds /r/ /e/ /p/ and have your student repeat the sounds with his or her arm and then sweep down his or her arm to blend the sounds together and say rep. If your student is unable to blend the sounds together to say the word, model the process by sweeping down your arm and blending the sounds together and then have your student repeat. Next, have your student point to each letter and say the sound, then sweep under the word to say the sounds together. Have your student use the method that works best for him or her (arm or pointing under the letters) to sound out the words wet, jet, and Ken, while reading the decodable practice, Get Fit!

Model writing the upper- and lowercase r, w, j, and k. You can use this video to demonstrate the steps for writing each uppercase letter to your student and this video to demonstrate the steps for writing each lowercase letter. Have your student practice tracing each of the letters you wrote with his or her finger two to four times until he or she consistently starts in the correct place and traces correctly. To make it fun, you can have your student use a silly straw, a finger puppet, or a fuzzy ball to point to the words. Next, have your student take out his or her ELA Journal and practice writing each uppercase and lowercase letter five times each.

Now, have your student turn to the next blank page in his or her ELA Journal. If needed. He or she may refer to the Alphabet Chart to help form the letters. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word rat. (rat)
- Write the word web. (web)
- Write the word Kim. (Kim)
- Write the word jog. (jog)
- Write the word rip. (rip)
- Write the word jet. (jet)

### PHONICS

#### HIGH-FREQUENCY WORDS

Look at the High-Frequency Cards your Learning Guide shows you. Read the words on the cards to your Learning Guide. Spell the words out loud. Write each word. Tell your Learning Guide a sentence using each word.

### TEACHING NOTES

Display High-Frequency Cards is, the, do, a, we, and with. Have your student read the cards in random order until he or she recognizes the words by sight.
VOCABULARY: FRAYER MODEL

In Lesson 3, you learned that using a Frayer Model can help you remember the definition of new words. Now, you are going to practice using a Frayer Model, again, with some words you have already learned.

Here is an example of a Frayer Model for the word shout.

<table>
<thead>
<tr>
<th>Definition: to talk loudly, often when you are angry or excited</th>
<th>Picture:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples: cheering at a sports game, yelling at your mom or dad</td>
<td>Non-Examples: whispering, using an inside voice</td>
</tr>
</tbody>
</table>

Now, complete a Frayer Model with the words below by drawing it in your ELA Journal. You can tell your Learning Guide what to write in each box! Then, draw the picture for each word. Show your Frayer Model to your Learning Guide when you are done.

- scared
- underground

TEACHING NOTES

Watch this video to learn how to help your student complete a Frayer Model with vocabulary words. Your student may draw the Frayer Model as in the example above or as in the video. Assist your student with writing as needed. Ensure your student’s pictures correctly capture the meaning of the word.

Encourage your student to practice using his or her context clues skills to figure out the meaning of “clutched” and “trembling.” However, if this is too hard, you may ask your student guiding questions or instruct him or her to use a dictionary.

Your student should produce something that looks similar to the examples below.
You have read two texts. You found what was the same about them. You also found what was different.

Now, you will think about how the writers shared information. Writers of both texts used facts. Facts and details support main topics.
Look at p. 2 of *Time to Sleep*. Why do you think the writer asks these questions?

Remember that the writers of *What Do You Do With a Tail Like This?* in the *Text Collection*, Unit 1 (page 16), use facts to answer questions about how animals use their body parts. What is the main topic of the text?

Now, you will write a fact! You can look for facts in *Time to Sleep* and *What Do You Do With a Tail Like This?*

Answer this question: How do animals use their body parts? Write a fact from each text to answer the question. Remember, when writing facts to answer a question, sentences begin with a capital letter and end with a period.

### TEACHING NOTES

Allow your student to dictate a sentence if he or she is unable to write it. Here are some examples of the types of sentences your student might write:

- A duck uses one leg to stand on while sleeping. (*Time to Sleep*)
- Platypuses use their nose to dig. (*What Do You Do With a Tail Like This?*)

You have learned about the structure of a text. Texts are easier to understand if they are organized. You also compared texts. Doing this helps readers understand them better.

Next, you will learn more about informative texts. Informative texts are organized by topic. You can use what you learned when writing your story about your best day ever. Your story will be organized by topic, too.

### USE FOR MASTERY

In this lesson, you looked at how texts are organized. Now, you will think about what you learned.

How did each author help you learn about animals?
Next, you will learn more about informative texts. Informative texts are organized by topic. You can use what you learned when writing your story about your best day ever. Your story will be organized by topic, too.

In this lesson, you looked at how texts are organized. Now, you will think about what you learned.

How did each author help you learn about animals?

Type your answer in the box below.

B I U I

0 / 10000 Word Limit

Supported file formats: PDF, JPG, GIF, PNG

0 / 2 File Limit
In the last lesson, you looked at how a text was organized. *What Do You Do With a Tail Like This?* has a question and answer structure. The reader knows that each question will be answered with facts.

Now, you will think about other features of a text. Authors use the parts of an informational text to share details. You might use some of these in your story.

Now, you will read part of *What Do You Do With a Tail Like This?* As you read, think about what you learn as you look at the pictures.

- What do you notice about the pictures?

Read pp. 24–31 of *What Do You Do With a Tail Like This?* with your Learning Guide.
You have read the text. Now, you will find key details.

Answer these questions in your ELA Journal:

- Read what a jackrabbit uses its ears for. When would a jackrabbit need its ears?
- What do the text and pictures tell us about how a hippo and a whale are alike? Show me how you know this.
- What does the text tell us about how these animals are different?

Now, you will find the main topic. Look at pp. 24–27.

What are the details about? The details will tell you the main topic. Now, complete a Main Topic graphic organizer. Find details in these pages that are important. Write these details in the boxes at the bottom of the graphic organizer. What main topic links all of these details? Write the main topic in the box at the top.
TEACHING NOTES

Provide your student with a **Main Topic graphic organizer**. Guide him or her in completing the Main Idea graphic organizer by filling in the details that he or she finds on these pages.

The completed **Main Topic graphic organizer** should look like this:

```
Main Topic
What Animals Do With Their Ears

Key Details
Bats “see” with their ears.
Jackrabbits use their ears to keep cool.
Humpback whales hear sounds from hundreds of miles away.
```

PHONICS

PHONICS PRACTICE – HIGH-FREQUENCY WORDS HAVE, THEY, FOR

You have already learned so many letters. Knowing many different letters and sounds can help you read and write words. Look at the Letter Sound cards your Learning Guide is showing you. Say the name of the picture, the name of the letter, and the sound the letter makes. Don’t forget the motion you made up for the letters! These are all the letters you have already learned this year.

TEACHING NOTES

Take out the cards for the letters your student has already learned in the Alphabet Card Collection (a, m, s, t, c, p, n, i, f, b, g, o, h, l, d, e, r, w, j, k). Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times using the hand motions your student came up with.

PHONICS

Now look at the cards your Learning Guide is showing you. These are three more words that you will see when you read books. Say each word five times each. Now you are going to play a game with all the high-frequency words you have learned so far. The game is called “Keep It.”
Now take out your ELA Journal and open it to the next blank page. Listen to the sentences your Learning Guide says to you. You will write down what is being said. Remember to use your arm to help you sound out the words. Also remember what good writers do!

### TEACHING NOTES

Now write the words: have, they, and for on blank index cards. Have your student read the words five times each. Next, take out the index cards with the high-frequency words (was, look, see, a, and, I, we, the, like, do, with, you, is) your student has learned already. You are going to play the game “Keep It” with your student. Place the cards face down in a stack. Have your student draw a card and read it. If your student says the correct word, he or she gets to keep it. If your student says the wrong word, you get to keep it. When all the cards have been read, the person with the larger pile wins.

Now, have your student take out his or her ELA Journal and turn to the next blank page. If needed, he or she may refer to the Alphabet Chart to help form the letters. You may also leave the high-frequency word cards out for your student to refer to if needed. Prompt your student to leave finger spaces between each word. You may show this video if needed to demonstrate how good writers write. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. When writing sentences, have your student start the sentence with an uppercase letter. Say the following:

- Write this sentence: I have a big jet for you.
- Write this sentence: The dog was on the wet mat.
- Write this sentence: Do you like the red pen?

### TEACHING NOTES

Guide your student in blending and segmenting any unfamiliar words. If time allows, have your student read the story several times, or until he or she can read the story without sounding out any words.

### BENCHMARK VOCABULARY

When you read, you sometimes find words you haven’t seen before. Here’s what to do:

- Repeat the word after your Learning Guide.
- Think about how the word is used.
- Try to use the word in a sentence.
- Try to think of another word with the same meaning.
Let’s try it using the word **pesky**. Find it in the story on p. 30. Repeat the word after your Learning Guide. Read the sentence where the word appears. Can you find any clues to its meaning? Pesky describes flies. Flies can be annoying. Now, use pesky in a sentence. Think of another word or words with the same meaning.

Now, try some other words from *What Do You Do With a Tail Like This?*

- warn (p. 30)
- spot (p. 34)
- squirt (p. 35)
- sticky (p. 39)
- scoop (p. 42)
- swallow (p. 42)

Choose one of these words. Draw a picture of it in your ELA Journal. Then, write a sentence using the word.

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### TEACHING NOTES

When your student points out an unfamiliar word, read it out loud for him or her and ask him or her to repeat it. Help your student through the rest of the process.

---

You have just reread *What Do You Do With a Tail Like This?* It is an informative text. You noted facts shared by the author.

Look at pp. 28–31 in *What Do You Do With a Tail Like This?* Do you see the question on the page? "What do you do with a tail like this?"

Now, you are going to plan a question and an answer. You will share a fact with your answer. A question is a sentence that asks something. It begins with an uppercase letter and ends with a question mark. The first word of a question is often a question word, such as who, what, where, when, why, or how. For example: What day is it? Today is Wednesday.

You will write a question and answer about a cricket. Read p. 27 of the text. Think about a question you could ask about the cricket. How do crickets hear? Where are the cricket’s ears? List details about the cricket to help you. Then, find the answer to your question in the text.

Now, think of an animal from *What Do You Do With a Tail Like This?* you would like to know something about. Write the name of the animal in your ELA Journal. Next time, you will write a question about the animal and find the answer in the text.
Choose one of these words. Draw a picture of it in your ELA Journal. Then, write a sentence using the word.

When your student points out an unfamiliar word, read it out loud for him or her and ask him or her to repeat it. Help your student through the rest of the process.

You have just reread *What Do You Do With a Tail Like This?*. It is an informative text. You noted facts shared by the author.

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Now, you are going to plan a question and an answer. You will share a fact with your answer. A question is a sentence that asks something. It begins with an uppercase letter and ends with a question mark. The first word of a question is often a question word, such as who, what, where, when, why, or how. For example: What day is it? Today is Wednesday.

You will write a question and answer about a cricket. Read p. 27 of the text. Think about a question you could ask about the cricket. How do crickets hear? Where are the cricket’s ears? List details about the cricket to help you. Then, find the answer to your question in the text.

Now, think of an animal from *What Do You Do With a Tail Like This?* you would like to know something about. Write the name of the animal in your ELA Journal. Next time, you will write a question about the animal and find the answer in the text. Allow your student to dictate the details if he or she cannot write them.

You have used the text and pictures to find details. These details pointed to the main topic. Next time, you will ask and answer questions about key details in a text. You will use key details to make the story you write in your project more interesting.

Please go online to view and submit this assessment.

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
In the last part of this lesson, you found details in an informational text. Now, you will ask and answer questions about key details in a text. It will help you understand the text.

Reread part of *What Do You Do With a Tail Like This?* As you read, think about this question:

- Which animals do you recognize?

Read pp. 24–35 of *What Do You Do With a Tail Like This?*. Answer these questions in your ELA Journal:

- How does an eagle use its eyes? Why would an eagle need its eyes to do that?
- How are the chameleon’s eyes and the four-eyed fish’s eyes alike?

### TEACHING NOTES

- An eagle uses its eyes to spot tiny animals. An eagle “flies high in the air,” so it would have to look a long way to see something on the ground. An eagle would need to have great eyesight to do that.
- Both animals can use their eyes to look in more than one direction at the same time.
Readers ask questions about a text as they read. Asking questions can help you find the important details in a text. Think about questions you can ask about how animals use their ears. Write at least two questions based on what you read today. Then, find the answers in the text. Write the questions and answers in your ELA Journal.

**TEACHING NOTES**

If your student struggles to complete this task, model asking a question using one of the sample questions and answers below. Here are some examples of the questions your student might ask and their answers:

- How are a cricket’s ears different from other animals’ ears? (Its ears are on its knees.)
- When does a hippopotamus close its ears? (When it’s under water)

**PHONICS**

**LETTER U**

You have learned so many letters and words! You have learned the vowels a, i, o, and e so far. All words have vowels in them. In this lesson, you are going to learn the last vowel and read a new story. Look at the card your Learning Guide is holding up. What do you see? The letter u is in many different words. The letter u at the beginning of the word umbrella makes the /u/ sound. Can you practice saying the sound?

Look at the words your Learning Guide writes. Can you use your arm to sound out the words, or can you point under the letters to sound out the word? What vowel sound do you hear in the words? Now you are going to practice writing the uppercase and lowercase letter e. After you write your letters, you are going to read a new story. Remember what good readers and writers do!

**TEACHING NOTES**

Show your student the e card from the Alphabet Card Collection. Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times. Have your student make up a hand motion to use when saying the sound. Now take out the cards for the letters you have already learned in the Alphabet Card Collection (a, m, s, t, c, p, n, i, f, b, g, o, h, l, d, e, r, w, j, k). Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times using the hand motion your student came up with.
Now write the word met and read it. Say: “I hear /u/ in the word hut. I hear /u/ in the middle of the word.” Segment the word by saying the sounds /h/ /u/ /t/, and then say the word hut, putting the three sounds together. Use your arm to sound out the word and put the sounds together. Have your student repeat each sound and then say the word at the end. Ask your student what vowel sound he or she heard in the word met.

Write the word bug and segment each sound first by pointing the letter as you say the sound and then sweeping your hand under the word as you say bug. Next, model using your arm to sound out the word. Now, have your student practice by pointing under each letter and by using his or her arm for the words put, dug, hug, and jug. Ask your student which way is easier for him or her to sound out words. Tell your student that good readers think about the way that works the best and then use that way.

Now, have your student turn to the next page in his or her ELA Journal. Model writing the upper- and lowercase u. You can use this video to demonstrate the steps for writing each uppercase letter to your student and this video to demonstrate the steps for writing each lowercase letter. Have your student practice tracing each of the letters you wrote with his or her finger two to four times until he or she consistently starts in the correct place and traces correctly. To make it fun, you can have your student use a silly straw, a finger puppet, or a fuzzy ball to point to the words. Next, have your student take out his or her ELA Journal and practice writing the uppercase and lowercase letter five times each.

### PHONICS

Now you are going to practice your new vowel, u! Read the book [Skip and Run](#) with your Learning Guide. Notice the words with the vowel u!

### TEACHING NOTES

Now open up the book [Skip and Run](#). First, point to the title of the book and point under each word as you read the title. Ask your student if he or she hears the short /u/ sound in the word run and have him or her point to it. Tell your student that this book is all about taking a walk with your family on a fall day. Before reading the book, take a picture walk and have your student tell you what he or she sees in each picture. Remind your student that good readers point under the words as they read, good readers sound out the unknown words, and good readers use the pictures to help figure out unknown words. Model reading pages 2–3 by pointing to each word. Model sounding out a few of the words as you read it. Point out the -ing sound at the end of the words running and skipping. Have your student read the rest of the book. Prompt your student to look at the picture or sound out a word when stuck on a word. Try not to tell your student the word before he or she tries each strategy. After your student finishes the story, remind your student that good readers reread to get better at reading. Have your student read the story one to two more times.
QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

Watch the video Active Reading—Asking Questions (01:46). Try this strategy next time you have questions when you are reading a text.

You have just asked and answered questions. You understand how this helps readers find details. Now, you will ask and answer a question.

When you wrote in the last part of this lesson, you thought of an animal from What Do You Do With a Tail Like This? that you would like to know more about. Now, you will write a question about the animal and find the answer. You will answer your question using facts, not opinions. You can find the answer to your question in the text.

Write a question about the animal you chose. Then, find the answer in the text. Write the answer to your question.

TEACHING NOTES

Provide support as your student asks and answers a question about an animal from What Do You Do With a Tail Like This? Allow your student to dictate the question and answer if he or she cannot write them.

VOCABULARY

VOCABULARY PRACTICE: MEMORY GAME

You have worked really hard to learn new words and new skills for figuring out what words mean. Now, you will play Vocab Memory again with the new words you have learned.
Directions:

1. Pick 10 words from your word wall and write the word on an index card. Then, ask your Learning Guide to write the definition of each word on a different index card.

2. Spread out the cards face down on a table.

3. Turn over two cards and read each one.

4. If they are a match, you can keep the cards. If they are not a match, turn them back over.

5. Take turns with your Learning Guide until all matches have been found.

**TEACHING NOTES**

Your student may pick any 10 words that he or she has learned throughout Unit 1. However, it would be helpful to pick words that he or she is struggling with.

If your student struggles with writing, you can write the words and definitions for him or her. You may also want to have them prepared before the lesson. You might also ask your student to tell you the definition of a word, and then use his or her words as the definition.

While playing the game, ask your student to read each word card/definition as it is turned over. If he or she is having trouble, read it to him or her and ask him or her to repeat the word/definition.

You have found details in an informational text by asking and answering questions. This structure helps a reader understand a text better. The answers to questions offer facts and details about the topic. You will choose a structure that best fits your story when you work on your project. Next, you will use pictures to understand the details of a text.
In the last part of this lesson, you asked and answered questions. This helped you to find details. In this lesson, you will use pictures to find details.

Now, you will reread part of *What Do You Do With a Tail Like This?* As you read, look at the pictures.

- How do animals use their feet?
- What do animals do when they eat?

Read pp. 36–43 in *What Do You Do With a Tail Like This?*.

Now, you will find look at the pictures. You will use them to find details.

Talk about these questions with your Learning Guide:

- Look at the pictures on pp. 36–37. Describe some of the differences you see.
- One foot looks like a hand. Whose foot is that?
- What can this animal do with its feet? Why can this animal do this?
- Look at the text about the egg-eating snake on p. 42. What is special about the eggs it likes to eat?

Look at the picture of the archerfish on p. 43. What does the archerfish do to catch an insect?
Great Readers Ask and Answer Questions - Part 3

In the last part of this lesson, you asked and answered questions. This helped you to find details. In this lesson, you will use pictures to find details.

Now, you will reread part of *What Do You Do With a Tail Like This?* As you read, look at the pictures.

How do animals use their feet?
What do animals do when they eat?

Read pp. 36–43 in *What Do You Do With a Tail Like This?*. Now, you will find look at the pictures. You will use them to find details.

Talk about these questions with your Learning Guide:

- Look at the pictures on pp. 36–37. Describe some of the differences you see.
- One foot looks like a hand. Whose foot is that?
- What can this animal do with its feet? Why can this animal do this?
- Look at the text about the egg-eating snake on p. 42. What is special about the eggs it likes to eat?
- Look at the picture of the archerfish on p. 43. What does the archerfish do to catch an insect?

**Objectives**

- To identify the elements of an informational text
- To use illustrations to understand details
- To plan, write, revise, and edit a question and answer

**Books & Materials**

- *What Do You Do With a Tail Like This*
- ELA Journal
- Reading Log
- Computer
- Alphabet Cards
- Word Web

**Assignments**

- Read *What Would You Do With A Tail Like This?* by Steve Jenkins and Robin Page.
- Read Leveled Reader Animals of Africa.
- Identify and use high-frequency words that contain the consonants r, w, j, k, v, y, z, and zz.
- Read Decodable Reader R5A.
- Read Decodable Reader R6A.
- Complete a Main Topic graphic organizer for *What Do You Do With a Tail Like This?*
- Complete a Web graphic organizer for *What Do You Do With a Tail Like This?*

**TEACHING NOTES**

- One foot is hoofed; one is webbed. One foot is very long and slender; others are fatter. One foot looks like a hand.
- The chimpanzee's foot looks like a hand.
- It can feed itself because it can use its feet like hands to hold things.
- The eggs are bigger than its head. Your student should realize that the snake can open its mouth very wide.
- It shoots water at the insect.

Now you will make notes about how the text and pictures work together. Use a Word Web. What do you notice about the snake on p. 42?

**TEACHING NOTES**

Provide your student with a Web A graphic organizer. Write "snake" in the center circle.

Have your student look at p. 42. Point out that the snake is eating an egg that looks bigger than the snake's head. Guide your student in writing this on the web. Point out that the snake's mouth is open wide, so its jaws must be big. Help your student to add this detail to the web. Note that students do not need to complete every part of the web.

The completed Web A graphic organizer should look like this:

![Illustrations and Text Web](image)
PHONICS

LETTERS V, Y, Z, Q

In the last lesson, you learned that the letter u is the first letter in the word umbrella and makes the /u/ sound. In this lesson, you will learn some new sounds, practice writing the letters, and practice writing words.

Look at the card your Learning Guide shows you. It is a picture of a volcano. Volcano begins with the /v/ sound. The letter v is the first letter in volcano and makes the /v/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Look at the next card your Learning Guide shows you. It is a picture of a yo-yo. Yo-yo begins with the /y/ sound. The letter y is the first letter in yo-yo and makes the /y/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Now look at the next card. It is a picture of a zigzag. Zigzag begins with the /z/ sound. The letter z at the beginning of zigzag makes the /z/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times.

Now look at the next card. It is a picture of a queen. Queen begins with the /q/ sound. The letter q at the beginning of queen makes the /q/ sound. Say the name of the picture, the name of the letter, and the sound the letter makes. Do this three times. The letter q is always followed by the u sound in every word. The q and u stick together like glue!

Now you are going to practice using these letters to sound out words. Use your arm to repeat the sounds you hear in the words vet, yam, quit, zip.

Last, you are going to practice writing the letters and writing some new words. Remember what good writers do!

TEACHING NOTES

Show your student the u card from the Alphabet Card Collection. Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times. Remember to have your student use the hand motions he or she made up. Next, show your student the v, z, and q cards from the Alphabet Card Collection. Repeat what you did with the e Sound Card with these Sound Cards as well. Now review all the letters your student has learned so far with the same process. (a, m, s, t, c, p, n, l, f, b, g, o, h, l, d, e, r, w, j, k)

Now write out the word vet. Use your arm (see video) to say the sounds /v/ /e/ /t/, and have your student repeat the sounds with his or her arm and then sweep down his or her arm to blend the sounds together and say vet. If your student is unable to blend the sounds together to say the word, model the process by sweeping down your arm and blending the sounds together and then have your student repeat. Next, have your student point to each letter and say the sound, then
sweep under the word to say the sounds together. Have your student use the method that works best for him or her (arm or pointing under the letters) to sound out the words yam, quit, and zip.

Model writing the upper- and lowercase v, y, z, and qu. You can use this video to demonstrate the steps for writing each uppercase letter to your student and this video to demonstrate the steps for writing each lowercase letter. Have your student practice tracing each of the letters you wrote with his or her finger two to four times until he or she consistently starts in the correct place and traces correctly. To make it fun, you can have your student use a silly straw, a finger puppet, or a fuzzy ball to point to the words. Next, have your student take out his or her ELA Journal and practice writing each uppercase and lowercase letter five times each.

Now, have your student turn to the next blank page in his or her ELA Journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word vat. (vat)
- Write the word yet. (yet)
- Write the word zig. (zig)
- Write the word quip. (quip)
- Write the word Val. (Val)
- Write the word yum. (yum)

You just read part of What Do You Do With a Tail Like This? Now, you will revise and edit the question and answer you wrote last time. But first, let’s talk about how to use is and are.

VERBS IS AND ARE

The words is and are are forms of the verb to be. The verb to be follows its own rules. We use the verb is after a singular noun, and we use the verb are after a plural noun. Remember that singular nouns tell about one person, animal, place, or thing. Plural nouns tell about more than one person, animal, place, or thing.
Look at these sentences: A gecko is a small lizard. Geckos are small lizards. The word gecko is a singular noun, so the verb is is used. The word geckos is a plural noun, so the verb are is used.

**TEACHING NOTES**

Write several simple sentences, leaving a blank where is and are need to be inserted. Read the sentences aloud. Ask your student to identify the noun and if it is singular or plural. Then, have your student write in the correct verb. For example: My parents (are) painting the house. Her sister (is) cooking. The baby (is) crying. The dogs (are) barking.

Revising means rereading writing to look for places where you can add details. Details can also be changed to make the writing better. Sometimes, a detail should be deleted completely because it just doesn't make sense.

Editing means to fix any errors in the writing. You will look for mistakes with capital letters, punctuation marks, and spelling. Make sure you used is and are correctly. When publishing, the writing is typed on a computer or rewritten neatly with no errors.

Now, revise and edit your writing. Then, type or write your question and answer.

**TEACHING NOTES**

Provide support as your student revises and edits his or her writing. If your student has been dictating the writing, have your student copy the question and answer in his or her own handwriting.

You have learned more about the main topic of a text by finding details in the text and pictures. You also found facts by asking and answering questions. Next, you will complete your unit project about your best day ever! You will use what you learned in these lessons about details and organization to write your story.
USE

In this lesson, you learned to find details. You found them in the text and in pictures. You also asked and answered questions.

Now, read *Animals of Africa* and practice asking and answering questions.

✓ USE FOR MASTERY

Which question can be answered in the text?

- What do lions have?
- How many people live in Africa?
- How fast can an ostrich run?

Which African animals have stripes?

- hippos
- zebras
- giraffes
Show: The Best Day Ever! - Part 1

Objectives
- To write, revise, and edit a narrative

LEARN

PHONICS
HIGH FREQUENCY WORDS AND DOUBLING F, L, S, Z

You have learned so many high-frequency words this year! To practice reading these words, play the game “Keep It” with your Learning Guide.

You have now learned all of the short vowel sounds. The vowels are a, e, i, o, u. What are the short sounds they make? Sing the song your Learning Guide shows you to practice the sounds. In this lesson, you are going to learn how to spell words with the f, l, s, and z at the end. You will also practice writing these words in sentences.

Look at the video your Learning Guide shows you. In most words with a short vowel sound that end in the f, l, s, or z sound, you are going to double the letters at the end. There are some rule breaker words that are in the song, but most words that end in these sounds will have a double letter on the end.

Now you are going to practice using this rule to sound out and spell some words. Last, you are going to practice using these words in sentences. Remember what good writers do!

TEACHING NOTES

First, take out the index cards with the high-frequency words (was, look, a, and, I, we, the, like, do, with, you, is, see, have, they, for) your student has learned already. You are going to play the game “Keep It” with your student. Place the cards face down in a stack. Have your student draw a card and read it. If your student says the correct word, he or she gets to keep it. If your student says the wrong word, you get to keep it. When all the cards have been read, the person with the larger pile wins.

Ask your student to tell you the sounds the short vowels make. You can pull out the a, e, i, o, and u cards from the Alphabet Card Collection if your student needs to review the sounds using the cards. Now, show your student the Fun and Fast Short Vowel Song. Guide your student in singing the song to practice the sounds.

Next, show your student the LL, FF, SS, ZZ Song. Explain the rule to your student that if a word has short vowel sound and ends in the f, l, s, or z sound, you are going to double the letters at the end. Talk about the rule breaker words the song mentions.
Now, have your student take out his or her ELA Journal and turn to the next blank page. If needed, he or she may refer to the Alphabet Chart to help form the letters. You may also leave the high-frequency word cards out for your student to refer to if needed. Prompt your student to leave finger spaces between each word. You may show this video if needed to demonstrate how good writers write. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. When writing sentences, have your student start the sentence with an uppercase letter. Say the following:

- Write the word buzz. (buzz)
- Write the word fuss. (fuss)
- Write the word bell. (bell)
- Write the word ruff. (ruff)
- Write the sentence: They have a big mess.
- Write the sentence: Look at the tall hill.

**SHOW**

Now, you will write the first draft of your story!

The first time that you worked on your project, you described your setting. Then, you wrote down the events you will describe. You put these events in the correct order. Next, you wrote down details that you want to include.

You will write your draft by putting these parts together. Then, you will write a closing sentence.

Your story will have characters, a setting, and events. You might include a lesson that you learned and want to share with your readers. Your message might be that you should always try your best. Then, your story could show the reader how you learned this lesson on your best day. You will also key details that will tell about the story parts.

Your story needs a beginning, middle, and end. The setting will be in the beginning. Then, you will describe the story events in the correct order. Add details as you describe each of your events. This will be the middle of your story. Then, end with your closing sentence.

Here are some words you can use to show the order of events: first, once, one morning, before, during, then, next, later, finally, at the end of the.

You can look at stories in books to get ideas about how to end a story.

Now, write a draft of your story.
Provide support as your student writes the first draft of a story. Remind your student that a first draft can be changed; it does not need to be perfect. Your student may need to tell you what to write and have you write the story for him or her. If your student is able, he or she may write his or her own sentences.

As your student writes, help him or her revisit the work he or she has already completed on their story. He or she may wish to change some details, but this work should provide a foundation from which he or she can write.

You wrote the first draft of your story. Next time, you will revise the story. You will follow the same process as you did earlier in the lesson when revising your facts, questions, and answers.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Show: The Best Day Ever! - Part 2

Objectives
- To write, revise, and edit a narrative

You have already written a first draft of your story.

Now, you will revise it.

Here are the steps in the writing process: plan, write, revise, edit, and publish. Now, you will revise.

Revising means rereading to look for places where more details can be added. Details can also be taken out. They can be changed.

You should use descriptive words when revising. These include sensory words. These are words that help the reader see, hear, smell, taste, or feel what the writer is saying.

You can draw one or two pictures for your story. Think of the most important events. You can add details about the words in the pictures.

Now, revise your story.

If your student is having difficulty recognizing opportunities for revision, ask him or her to read the draft aloud. As your student reads, suggest sentences that could use more detail. If there is a superfluous detail, ask: Does this detail describe the characters, setting, or events? If it does not, suggest that your student delete the detail.

You revised your story to include more detail. Next time, you will edit and read your finished story.

Quick Check

Please go online to view and submit this assessment.
Show: The Best Day Ever! - Part 3

Objectives

- To write, revise, and edit a narrative

**SHOW**

Now, you will complete your story!

Editing means to reread the writing again and look for mistakes. You will check the spelling, punctuation, and capitalization. You will read the story several times to make sure you fix all the errors.

Once the mistakes are fixed, you will publish your story. You can write the story in your best handwriting. Or, you can use a computer to type the story. Share your story with your Learning Guide when it is done.

**TEACHING NOTES**

Provide support for your student as he or she edits and publishes the story. If necessary, review the rules for capitalization and end punctuation. Point out that telling statements and asking statements do not have the same end punctuation. Provide a dictionary or supervise as your student uses an online dictionary to check the spelling of words.

Your student may publish his or her narrative by hand or digitally. If you wish for your student to publish digitally, you might use an online platform such as www.storybird.com. Familiarize yourself with the online platform in order to assist your student in typing their story and choosing appropriate illustrations.

Your student’s final narrative should have at least 6 sentences. Once it is complete, ask your student to read the finished product to you.

**TEACHING NOTES**

**ANOTHER WAY**

**EDITING**

If your student is having difficulty editing his or her writing, use this I Can Edit Checklist.
Now, you will complete your story! Editing means to reread the writing again and look for mistakes. You will check the spelling, punctuation, and capitalization. You will read the story several times to make sure you fix all the errors. Once the mistakes are fixed, you will publish your story. You can write the story in your best handwriting. Or, you can use a computer to type the story. Share your story with your Learning Guide when it is done.

Provide support for your student as he or she edits and publishes the story. If necessary, review the rules for capitalization and end punctuation. Point out that telling statements and asking statements do not have the same end punctuation. Provide a dictionary or supervise as your student uses an online dictionary to check the spelling of words.

Your student may publish his or her narrative by hand or digitally. If you wish for your student to publish digitally, you might use an online platform such as www.storybird.com. Familiarize yourself with the online platform in order to assist your student in typing their story and choosing appropriate illustrations.

Your student’s final narrative should have at least 6 sentences. Once it is complete, ask your student to read the finished product to you.

Objectives

To write, revise, and edit a narrative

TEACHING NOTES

FINAL PROJECT

Post or upload your project below.

Supported file formats: PDF, JPG, GIF, PNG, Word, Powerpoint

0 / 10000 Word Limit

0 / 5 File Limit
Unit Quiz: The Best Day Ever!

TEACHING NOTES

For the last two questions on the quiz, read the following slowly and carefully to your student:

11. Look at the letter a. Look at the pictures: apple, pen, tree. Choose the picture that begins with /a/.

12. Look at the letter n. Look at the pictures: rug, net, fish. Choose the picture that begins with /n/.

UNIT QUIZ

Please go online to view and submit this assessment.
Unit 2 - My Favorite Sweets!
Project: My Favorite Sweets!

Books & Materials
- ELA Journal
- Reading Log
- Computer
- Pictures from magazines, online, and other sources
- Craft materials for making a poster

PROJECT DESCRIPTION

Create a poster of your favorite dessert or candy! Your poster should tell others that your chosen sweet is the best treat. Give reasons for why you believe it is the best. Your poster should also include facts about your sweet. Include language that will make others want to try your sweet, like “tasty, sweet, and melts in your mouth.” You can create your poster online at Canva or create one using pictures from magazines, online sites, and any other craft materials you would like to use.

Can every meal include a delicious dessert? Watch this video (04:21) to find out. How does the chef turn breakfast into dessert? How does she describe the results? Describe these amazing dessert hacks to your Learning Guide.

Please go online to view this video ▶

TEACHING NOTES

Estimated Duration of Unit 2: 27 days

Lessons in My Favorite Sweets! Unit 2
- Reading A Fine, Fine School
- Finding the Central Message of A Fine, Fine School
- Discovering the Words of The Recess Queen
- Finding the Central Message of The Recess Queen
- Reading Far from Home
- Reading About Going to School All Over the World
- Comparing Going to School and Far from Home

In this project, your student will study word choice, learn new vocabulary, and discover the power of description using words and illustrations. Then, your student will create and publish a poster about his or her favorite sweet or dessert! By reading a series of stories that use descriptive language and vivid illustrations, your student will begin to understand how authors use words and images to help readers understand their point of view. This will help your student create an exciting poster that expresses his or her opinion and supports it with compelling details.
Your student will read and analyze the author’s use of descriptive language and illustrations in:

- **A Fine, Fine School** by Sharon Creech
- **The Recess Queen** by Alexis O’Neill
- **Far from Home** by Sue Pickford
- **Going to School** by Margaret Clyne, Rachel Griffiths, and Cynthia Benjamin

In creating a poster, your student will tell about his or her favorite sweet. To begin, your student will relate to you what the dessert is and list four or five words describing that dessert. Your student may also wish to relate an experience with that dessert, such as a tradition associated with the dessert. This can help him or her think about what is most exciting and compelling to share about the dessert on the poster. Your student should come to an opinion about the dessert and express it on the poster, supporting the opinion with interesting facts and illustrations that connect to his or her ideas. Your student may create the poster online using Canva or use a variety of magazine images, online images, and other craft materials to create a hard copy of the poster. Your student will also review the poster to make sure that:

- It includes an opinion about a favorite sweet or dessert.
- Descriptive words are used to give facts about the dessert to support the opinion.
- Illustrations and images are included to show the dessert and make the poster visually exciting.

Both the Teacher Rubric and the Student Rubric are available as blackline masters that can be printed for reference throughout the project.

Ask your student to talk about the kinds of sweets he or she likes. Ask your student to talk about when he or she has these sweets and describe what they taste like.

If your student is not able to choose a favorite sweet, encourage him or her to name several sweets he or she likes. Then, work together to find sensory words that describe these sweets.

Think about the desserts you saw in the video. What did they look like? What did the chef say they taste like? Which desserts would you want to make or eat?

Draw your favorite dessert idea from the video.

Tell your Learning Guide and show your picture.

**TEACHING NOTES**

Your student should be able to identify the different types of desserts in the video, the words that describe the desserts, and the types of desserts he or she would like to try.

Accept any drawing your student makes that relates to the desserts in the video. Ask him or her to explain why this dessert idea is his or her favorite.
This unit will help you get ready to make a poster about your favorite dessert or sweet.

First, you will read some stories. They will help you understand how words can be chosen to describe things and ideas. They will also help you understand how illustrations help support the ideas in a story.

Then, you will choose a favorite dessert or sweet. You will tell about it on your poster! Maybe you want to talk about one of these ideas:

- a special day when you have the dessert
- the ingredients of the dessert
- the flavors that make the dessert your favorite
- a time when you made the dessert

PROJECT RUBRIC

The Project Rubric will help you understand how your project will be scored. Your goal should be to earn all 20 possible points.

COLLABORATION

What is your very favorite dessert? List four or five words that describe your favorite dessert. Share them with your group. Later, you can come back to this page and read what desserts other kids like best.

TEACHING NOTES

If necessary, have your student tell you what to type into the discussion board. Later, come back to the page and help your student read and reply to others’ contributions.

RATE YOUR EXCITEMENT

Please go online to view and submit this assessment.
**Reading A Fine, Fine School - Part 1**

### Objectives
- To identify characters, events, and major events in a story
- To demonstrate understanding of the short a sound in spoken words
- To write an opinion about a character

### Books & Materials
- A Fine, Fine School by Sharon Creech
- ELA Journal
- Computer
- Character, Setting, and Event Chart
- Picture Cards: alligator, map, man, apple
- Sound-Spelling Card cards
- Index cards

### Assignments
- Read A Fine, Fine School by Sharon Creech.
- Identify story elements.
- Identify and use high-frequency words that include the sound short a.
- Write names of people and dates using capital letters.
- Complete a Character, Setting, and Event Chart.
- Complete a Character Web.
- Complete a Setting Web.
- Complete Decodable Practice Reader 1A activity.
- Write an opinion about a character and support it with a reason.
- Write and support a second opinion about a character.

---

**LEARN**

**LEARN ABOUT...**

**SCHOOL WORD SPLASH**

When you think of school, what words come to mind? Share a few words with your Learning Guide. For example: backpack, books, homework.

Now look at What School Looks Like in 20 Countries Around the World. Look at the pictures of students in their classrooms around the world. What do you notice? Did looking at the pictures in the article remind you of other words or activities that go with school?

After you have looked at the article, open your ELA journal to a blank page and write the word school in the middle. Now, around the word school write words or draw pictures of all the things you can think of that go with school. This is called a word splash. Here are a few examples of a word splash for school:

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**TEACHING NOTES**

**School Word Splash**

If your student needs support coming up with words that remind him or her of school, open up the article and scroll down to the last picture of the American classroom. Ask your student, "What do you see?" If your student needs further support, model saying, "I see a desk, a teacher, and students," and model adding these words to the word splash.
Before you create your poster, you will read a story. It is called *A Fine, Fine School*.

Like all stories, it has characters, setting, and events. **Characters** are who the story is about. The **setting** is where and when the story takes place. **Events** are what happens.

As you read, think about these questions:

- Who are the characters?
- What do the characters do?

Read *A Fine, Fine School*.

### TEACHING NOTES

On each day of this lesson, your student will read the entire story of *A Fine, Fine School*. Rereading is an effective way to build the skills of young readers. Ensure that each day your student rereads the entire story by selecting the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
- Have your student read the story independently.

Your selected option may change as your student becomes more familiar with the story.

You know that all stories have characters, settings, and events. You can use a chart to show these parts of *A Fine, Fine School*. In a moment, you will fill out a **Character, Setting, and Event Chart**.

Write the title of the story on the line. Then, look back at the story. Use your chart to answer these questions:

- Who are the important characters in the story?
- Where do the events in the story happen?
- What are the important events in the story?

Work with your Learning Guide to complete the **Character, Setting, and Event Chart**.
PHONICS

PHONICS PRACTICE: VOWEL REVIEW

You have now learned all the short vowel sounds. What letters are vowels? What are the short sounds they make? Sing the song your Learning Guide shows you to practice the sounds.

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!

Now you are going to practice using these letters to sound out words. Use your arm to repeat the sounds you hear in the words bag, jet, him, cod, nut.

Last you are going to practice writing the letters and writing some new words. Remember what good writers do!

TEACHING NOTES

Review the vowel sounds by using Fun and Fast Short Vowel Song. Now review all the letters your student has learned so far by saying the name of the picture, the name of the letter, and the sound the letter makes (m, s, t, e, ç, p, 0, l, b, g, f, d, h, o, r, w, j, k, e, u, y, z, gu).
TEACHING NOTES

Review the vowel sounds by using Fun and Fast Short Vowel Song. Now review all the letters your student has learned so far by saying the name of the picture, the name of the letter, and the sound the letter makes (m, s, t, a, c, p, o, l, b, g, f, d, h, o, r, w, j, k, e, u, v, y, z, qu).

Now write out the word bag. Use your arm (see video) to say the sounds /b/ /a/ /g/ and have your student repeat the sounds with his or her arm and then sweep down his or her arm to blend the sounds together and say bag. If your student is unable to blend the sounds together to say the word, model the process by sweeping down your arm and blending the sounds together, and then have your student repeat. Next have your student point to each letter and say the sound then sweep under the word to say the sounds together. Have your student use the method that works best for your student (arm or pointing under the letters) to sound out the words jet, him, cod and nut.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word bell. (bell)
- Write the word got. (got)
- Write the word rid. (rid)
- Write the word quit. (quit)
- Write the word yam. (yam)
- Write the word mass. (mass)

PHONICS

HIGH FREQUENCY WORDS: TO, TAKE

You have already learned so many high-frequency words in Unit 1! Good readers and writers use these high frequency words often when reading and writing.

Look at the cards your Learning Guide is showing you. These are two more words that you will see when you read books. Say each word five times. Now look at the card your Learning Guide is showing you. Can you find and read the word in the book A Fine, Fine School that you just read?

Now you are going to play a game with all the high-frequency words you have learned so far. The game is called "Keep It." Look out for the bonus star cards your Learning Guide has in the game!
Look at the cards your Learning Guide is showing you. These are two more words that you will see. Look at the story and identify the other characters’ names that begin with uppercase letters. Then, have your student identify the names of days and holidays that begin with uppercase letters. Also point out whether the uppercase letter resembles its lowercase counterpart.

The teachers and the students did not want the rest of the letters in the name.

When your Learning Guide tells you, write your name. Put an uppercase letter in the correct place. Then, write today’s name. Put an uppercase letter in the correct place.

Now you are going to play a game with all the high-frequency words you have learned so far. The game is called “Keep It.”

Place the cards face down in a stack. Have your student draw a card and read it. If your student says the correct word, he or she gets to keep it. If your student says the wrong word, you get to keep it. When a star card is flipped over, your student must slap it with his or her hand before you do. The player who slaps it first gets to keep it. When all the cards have been read, the player with the larger pile wins.

You just read a story with your Learning Guide. Now, you are going to practice reading skills so you can read stories on your own.

Look at the card your Learning Guide shows you. It is a picture of an alligator. Alligator begins with the short a sound. When you say alligator, you hear the short a sound first. Say the word again: alligator.

Look at the next card your Learning Guide shows you. It is a picture of an apple. Apple also begins with the short a sound. When you say apple, you hear the short a sound first. Say the word again: apple.

Now, look at the next card. It is a picture of a map. Map has the short a sound in the middle of the word. When you say map, you hear the /m/ sound first. Then, you hear the short a. The last sound you hear is the /p/ sound. Say the word again: map.

Now, look at the last card. It is a picture of a man. Man also has the short a sound in the middle of the word. When you say man, you hear the /m/ sound first. Then, you hear the short a. The last sound you hear is the /n/ sound. Say man.
Now, look at the last card. It is a picture of a man. Man also has the short a sound in the middle of the word. When you say man, you hear the /m/ sound first. Then, you hear the short a. The last sound you hear is the /n/ sound. Say man.

As you show your student each card from the Picture Card collection (alligator, apple, map, and man), say the word on the card and have your student say the word as you point to each sound.

Continue to practice distinguishing sounds by having your student identify the sound heard in the middle of the word mat. Then, say the words map and mop, and have your student say which word has the short a sound in it. Say the words ask and mask, and have your student say which word begins with the short sound a.

Look at a page of A Fine, Fine School. See how some letters are bigger than others? In the last unit, you learned that letters that begin a sentence are always big. They are uppercase letters. The rest of the letters in the sentence are usually small—or lowercase.

You also learned in the last unit that the first letter of a name is always an uppercase letter. The rest of the name is written in lowercase letters.

Another kind of word that starts with an uppercase letter is a date, like the name of a day or a holiday. The rest of the date is written in lowercase letters.

When your Learning Guide tells you, write your name. Put an uppercase letter in the correct place. Then, write today's name. Put an uppercase letter in the correct place.

Write the name of your student. Show your student that the first letter is uppercase. It is larger than the rest of the letters in the name. Also point out whether the uppercase letter resembles its lowercase counterpart.

Write the following sentence from A Fine, Fine School: The teachers and the students did not want to go to school on Saturdays, but no one knew how to tell Mr. Keene that. Point out that the first letter of the sentence is uppercase, and so is the first letter of each of the two parts of Mr. Keene's name and the name of the day Mr. Keene wants the children to go to school.

Have your student look at the story and identify the other characters’ names that begin with uppercase letters. Then, have your student identify the names of days and holidays that begin with uppercase letters. Ask your student to practice writing uppercase letters in his or her journal. Begin by having your student write his or her name.
Now, look at the **Character, Setting, and Event Chart** you filled out. Pick one character. What is something the character did in the story? Write a sentence about it in your ELA Journal or textbook. Remember to use an uppercase letter to start the name of your character!

Show your Learning Guide.

Do you want to practice writing uppercase letters? Write the names of the days of the week. Then, write the names of three holidays. Use your ELA Journal. Did you write each word with a capital letter? If not, go back and correct the word now.

Today, you read *A Fine, Fine School*. You met the characters. You thought about the settings and events in the story. Next time, you will think about how to describe the characters. You will also read a poem about a school bus. Then, you will think about how that bus is like the school bus Tillie rides in *A Fine, Fine School*.

✅ **RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
LEARN

GRAMMAR
You have been reading to understand what characters feel and do in a story. Sometimes an author uses one sentence to tell many things a character does. You can break down sentences to understand what is happening and who the author is talking about.

Listen to your Learning Guide read this sentence from *A Fine, Fine School*.

On the weekends—Saturday and Sunday—Tillie climbed her favorite tree, and she took Beans on walks and threw him sticks, and she pushed her brother on a swing and tried to teach him how to skip.

Now answer this question: What does this sentence mean?

TEACHING NOTES

GRAMMAR
To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- On the weekends—
- Saturdays and Sundays—
- Tillie climbed
her favorite tree,
and she took Beans
on walks
and threw him sticks,
and she pushed
her brother
on a swing
and tried
to teach him
how to skip.

Display the chunks for your student in the sentence order.

For this activity, also prepare index cards with the following labels: “Tillie,” “Beans,” and “Tillie’s Brother.” Put these aside for now.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: The sentence is about what Tillie likes to do on weekends. She climbs trees and plays with her dog and with her brother.

GRAMMAR
Look closely at the sentence. This is a long sentence, and there is a lot to notice! What are some things you notice? Tell your Learning Guide.

TEACHING NOTES

GRAMMAR
Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- There are four different things Tillie does on weekends.
- The sentence tells me the days in the weekend.
- I see the adjective favorite. Tillie likes this tree best.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.
If your student struggles to make observations on his or her own, ask prompting questions:

- How many different things does Tillie do on weekends?
- Where does the author tell you the definition of the weekend?
- Do you see any adjectives, or describing words? What does the adjective mean?

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**GRAMMAR**

This sentence tells a lot about what Tillie likes to do on weekends. It can be hard to keep track of who is doing what in the sentence.

Your Learning Guide has divided this sentence into chunks. Look at the chunks.

Read the second chunk. What does it tell you? Tillie climbed something.

Now read the third chunk. It tells what Tillie climbed. The word *her* is a pronoun. A pronoun takes the place of a noun. The pronoun *her* takes the place of Tillie.

Pronouns keep an author from having to use the same noun over and over. Instead of writing, “Tillie climbed Tillie’s favorite tree,” the author can use the pronoun *her* in place of Tillie.

When you read a sentence with pronouns, you can break down the sentence to figure out what each pronoun refers to. This helps you understand what is happening in the sentence.

Your Learning Guide will show you some cards. Read the cards. They each name someone in the sentence: Tillie, Beans the dog, and Tillie’s brother.

Look for pronouns in the sentence chunks. Put each chunk with a pronoun with the card that shows who the pronoun refers to.

---

**TEACHING NOTES**

**GRAMMAR**

Display the index cards with some space around them so there is room for the sentence chunks.

Your student should divide the chunks in this way:

Tillie
- her favorite tree,
- and she took Beans
- and she pushed
- her brother
Beans
- and threw him sticks,

Tillie's Brother
- to teach him

---

**GRAMMAR**

Look at the chunks you put with the “Tillie” card. Imagine if the author used the word “Tillie” instead of the pronouns. The sentence would be look something like this: Tillie climbed Tillie's favorite tree and Tillie took Beans on walks and Tillie pushed Tillie's brother on a swing.

This sentence is a little silly. You don't need to read Tillie's name over and over to understand what is happening. This is what pronouns are for.

Look at the chunk you put with the card that says “Beans.” The pronoun *him* takes the place of Beans. Tillie threw Beans sticks.

Look at the chunk you put with the card that says “Tillie's Brother.” This time, the pronoun *him* takes the place of Tillie's brother. Tillie is teaching Tillie's Brother.

Think about how you decided what chunks to put with the cards. You had to read the sentence closely to decide which of the characters each pronoun refers to.

Connecting pronouns back to the words they refer to helps you understand who is doing what in a sentence. It also helps you understand who things in a sentence belong to. When you read “her brother,” you can understand that the author means “Tillie's brother.”

Can you write a sentence using a pronoun? Your sentence doesn't have to be as long as today’s sentence. Your sentence should name a person, place, or thing and then use a pronoun to refer to it.

After you write your sentence, point to the pronoun in your sentence. Tell your Learning Guide what word the pronoun refers to. Tell your Learning Guide why pronouns are helpful to writers.

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**TEACHING NOTES**

**GRAMMAR**

*Your student should write something like, “My sister fixed her bike.”*

If your student struggles to write the sentence, ask him or her to come up with a subject for the sentence. This should be a noun. Guide the student through identifying a pronoun that can be used in place of this noun. For example, your student might name Uncle Mike as the subject. Your student can use the pronouns *he, him,* and *his* to refer to Uncle Mike. Then have your student come up with an action for the subject of the sentence.
For example: “Uncle Mike drove to the house.”

Then ask your student how he or she can use one of the pronouns identified in the sentence.

For example: “Uncle Mike drove his car to the house.”

Have your student point to the pronoun in his or her sentence. He or she should identify the noun to which the pronoun refers. For example, her refers to “my sister.”

Your student might say, “Pronouns make it so authors don’t have to use the same word over and over again.” Write the pronouns her, she, and him on index cards and add them to your word wall.

---

TEACHING NOTES

GRAMMAR

You might extend the above activity with your student by doing the following:

Write the following labels on index cards: “Personal” and “Possessive.”

Display the sentence chunks from the earlier activity.

Read this sentence to your student:

On the weekends—Saturday and Sunday—Tillie climbed her favorite tree, and she took Beans on walks and threw him sticks, and she pushed her brother on a swing and tried to teach him how to skip.

Then say, “This sentence uses pronouns to refer to Tillie, Beans, and Tillie’s brother. You figured out which of the characters each pronoun refers to. There are two kinds of pronouns in this sentence. They are personal pronouns and possessive pronouns. A personal pronoun takes the place of a common or proper noun. For example, the pronoun she (point to she in the chunk “and she took Beans”) is a personal pronoun that takes the place of Tillie. A possessive pronoun shows ownership. For example, the pronoun her (point to her in the chunk “her brother”) is a possessive pronoun to show that brother belongs to Tillie. This is Tillie’s brother. He is her brother.”

Display the index cards that say “Personal” and “Possessive.” Ask your student to look at the sentence chunks and put the chunks that have personal pronouns with the “Personal” card and the chunks that have possessive pronouns with the “Possessive” card.
Your student should divide the chunks in this way:

**Personal**

- and she took Beans
- and she pushed
- and threw him sticks,
- to teach him

**Possessive**

- her favorite tree,
- her brother

Have your student point to the pronoun in each chunk and explain its function. Your student should recognize:

**Personal**

- and she took Beans (refers to Tillie)
- and she pushed (refers to Tillie)
- and threw him sticks, (refers to Beans)
- to teach him (refers to Tillie's brother)

**Possessive**

- her favorite tree, (shows Tillie's ownership of favorite tree)
- her brother (shows Tillie's ownership of brother)

Ask your student to explain when he or she would break down sentences with pronouns while reading. Possible response: If I don't know what a pronoun is talking about, I can break down the sentence to understand what word it is replacing.

Last time, you read *A Fine, Fine School*. You met the characters. You thought about what the characters do and feel. You heard the characters describe the setting.

Now, you are going to think about how to describe the characters. But first, read the poem “School Bus” in *Text Collection*, Unit 2. As you read it, think about the school bus that Tillie rides in *A Fine, Fine School*. How is it similar to the bus in the poem? How is it different?
After you read the poem, you will read the story *A Fine, Fine School* again. As you read:

- Look at each picture. Think about how the picture connects to words on the page. What do the pictures show you about the characters?

Look at the words on p. 7. When does Tillie go to school? Then, turn to p. 9. What does Tillie do on weekends? What does that tell you about Tillie? What do the pictures tell you about Tillie? Explain your answers to your Learning Guide.

Now, turn to p. 11. The picture shows Mr. Keene talking to the students. How can you tell that Mr. Keene is excited about what he is saying? How is he different from the teachers and students? How can you tell? Tell your Learning Guide about details that help you describe Mr. Keene.

Look again at the picture of Mr. Keene talking to the teachers and students. Explain how it helped you learn something about this character in the story.

### TEACHING NOTES

When your student tells you when Tillie goes to school, point out that in a list, like the list of days Tillie goes to school, there is a comma after each item in the list. For the description of what Tillie does on p. 9, your student should recognize that Tillie spends time with her dog and her brother and enjoys teaching them things. The illustrations of her activities help show that she is happy. For the text details and illustration on p. 11, your student should see that Mr. Keene’s statements all end with exclamation points that show Mr. Keene is excited about what he is saying. Your student should also see that Mr. Keene looks happy and excited in the illustration, but the students and teachers look glum and disappointed.

If your student struggles to decipher how the details in an illustration can offer information about characters, turn to p. 13. Point out that Mr. Keene is smiling and handing out buttons that say “More school is cool,” but the students all look unhappy. Review that Tillie did fun things with her dog and her brother on weekends. Now, she has to go to school on weekends. This detail helps explain why Tillie, the other students, and the teachers are unhappy about having to go to school on weekends.

Tell your student that later he or she will use these details to complete a Character Web.

### QUICK CHECK

Please go online to view and submit this assessment.
MORE TO EXPLORE

Look at the pictures on p. 9 of *A Fine, Fine School*. Tell your Learning Guide what is happening in the pictures. Be sure to name each character. Then, describe each character and tell what the character is doing.

You studied the characters in *A Fine, Fine School*. The story and illustrations gave you details about each character.

Now, you will fill in a **Character Web** about a character in the story.

Look at the picture of Beans playing with Tillie (on p. 9 of the online text). Now, look at the picture one page later of Beans and Tillie's brother saying goodbye to Tillie. Fill in your **Character Web** about Beans by putting his name in the circle in the middle of the web. Add a detail about Beans in each of the other circles on the web. Use words to describe what Beans looks like and what Beans does.

When you describe the character, give a reason for the description. Use the word *because*.

Think about what you wrote. Write answers to these questions in your ELA Journal:

- Who is Beans?
- What does Beans like to do?

TEACHING NOTES

Your student’s completed **Character Web** should look something like this:

![Character Web](image-url)
PHONICS

PHONICS PRACTICE: LETTER REVIEW

You have now learned all the short vowel sounds. What letters are vowels? What are the short sounds they make? All the other letters in the alphabet are called consonants. All words are made up of vowels and consonants.

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!

Now you are going to practice using these letters to sound out words. Look at the pictures your Learning Guide is showing you. Can you sort the words into groups by which vowel they have in the middle? Now use the sounds you hear to spell the words and write them below the pictures.

Last you are going to practice writing two sentences with these words and your high-frequency words. Remember what good writers do!

TEACHING NOTES

Review all the letters your student has learned so far by having your student say the name of the picture, the name of the letter, and the sound the letter makes (m, s, t, a, c, p, n, l, b, g, f, d, h, o, r, w, j, k, e, u, v, y, z, qu)

Now cut up the cards on the first page of the Short Vowel Sort sheet. Hold up the picture of the dog. Have your student sound out the word using his or her arm. Ask your student what vowel sound he or she hears in the word. Place the dog card under the o section on the sorting page. Repeat this process for all the cards. Next have your student write out the words below the pictures.

Have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. You may also take out the high-frequency word index cards for your student to refer to if needed. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Remind your student that when writing a sentence, it starts with an uppercase letter, has spaces between the words, and ends in a punctuation mark. Say the following:

- Write the sentence: I will take you up a hill.
- Write the sentence: We like to have fun.
Now, you have read *A Fine, Fine School* twice. In the last reading, you used illustrations to understand the story. You also paid special attention to details about the characters. Describing characters in a story helps you understand the story better.

Today, you will think about opinions and reasons for opinions. They can help you understand characters and why they do what they do. You will also think about the setting of the story. The setting is where and when the story happens.

Read the story again. Think about

- what the students think about Mr. Keene.
- what Mr. Keene thinks about the students, the teachers, and the school.

After you read, answer these questions:

- Why does Mr. Keene think there should be school on Saturdays and Sundays?
- How do the students and teachers feel about having school on weekends and holidays?
- Why don’t the students and teachers tell Mr. Keene how they feel?

Tell the answers to your Learning Guide. Remember—you can use the book to find the answers.
LEARN

Now, you have read *A Fine, Fine School* twice. In the last reading, you used illustrations to understand the story. You also paid special attention to details about the characters. Describing characters in a story helps you understand the story better.

Today, you will think about opinions and reasons for opinions. They can help you understand characters and why they do what they do. You will also think about the setting of the story. The setting is where and when the story happens.

Read the story again. Think about what the students think about Mr. Keene. what Mr. Keene thinks about the students, the teachers, and the school.

After you read, answer these questions:

1. Why does Mr. Keene think there should be school on Saturdays and Sundays?
2. How do the students and teachers feel about having school on weekends and holidays?
3. Why don't the students and teachers tell Mr. Keene how they feel?

Tell the answers to your Learning Guide. Remember—you can use the book to find the answers.

**PHONICS**

**CK SPELLING RULE**

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!

Look at the cards your Learning Guide is showing you. The first card is the letter *c*. It makes the /c/ sound like at the beginning of *cactus*. The second card is the letter *k*. It makes the /k/ sound like at the beginning of *koala*. Both of these letters make the same sound. Sometimes words end with the /k/ sound and you will use both *c* and *k* together. Watch the video your Learning Guide shows you to know when to use *c* and *k* together and when to use just *k* on its own.

Now you are going to practice sounding out words with the *ck* at the end. Use your arm to repeat the sounds you hear in the words *pick, sack, rock, peck, muck*.

Last you are going to practice writing some new words. Remember what good writers do!

**TEACHING NOTES**

Answers, in order, to the questions:

- He thinks the students should be learning more.
- The students and teachers don't want to go to school on weekends and holidays.
- The students and teachers know Mr. Keene is proud of them, and they don't want to disappoint him.

Now pull out the *c* and *k* card from the *Alphabet Card Collection*. Discuss with your student how both letters make the same sound and sometimes these letters come together at the end of words. Watch *this video* with your student. In the video, short vowels are referred to as weak vowels.

Now write out the word *pick*. Use your arm (see video) to say the sounds /p/ /i/ /k/ and have your student repeat the sounds with his or her arm and then sweep down his or her arm to blend the sounds together and say *pick*. If your student is unable to blend the sounds together to say the
After you play the game, practice reading the sentences that your Learning Guide shows you. Remember what good readers do!

PHONICS

PRACTICE: REVIEW-HIGH FREQUENCY WORDS

It is now time to play “Keep It” with your Learning Guide to practice all the high-frequency words you have learned so far. Remember what to do with the star cards!

After you play the game, practice reading the sentences that your Learning Guide shows you. Remember what good readers do!

TEACHING NOTES

Take out the index cards with the words (a, I, we, like, do, with, you, is, was, look, see, have, they, for, to, take) your student has learned already. You are going to play the game “Keep It” with your student. Place the cards face down in a stack. Have your student draw a card and read it. If your student says the correct word, he or she gets to keep it. If your student says the wrong word, you get to keep it. When a star card is flipped over, your student must slap it with his or her hand before you do. The player who slaps it first gets to keep it. When all the cards have been read, the player with the larger pile wins.

Now show your student the High Frequency Word Review Sentences and have your student practice reading them two or three times each. Remind your student that good readers:

1. Point under the words while reading.
2. Sound out unknown words.
3. Reread to get better at reading.
Now, you will fill in a Setting Web about the setting of the story. The setting is where and when the story takes place. The setting also includes what those places and times are like. Details about the setting can help you understand events in the story better.

Where does the story happen? Write where most of the story happens in the middle of the web. Then, put the parts of the setting in the other circles around the middle circle.

**ANOTHER WAY**

**SETTING**

If filling out your setting web is challenging, remember that bigger places can be made up of smaller places. Think about your home. In your home, you might have a kitchen, bedroom, bathroom, and living room. All those places are also in your home. It is a place that is made of smaller places. Practice filling in the setting web using your home as an example or use another example that is familiar to you before filling it in for *A Fine, Fine, School*.

**TEACHING NOTES**

If your student is struggling to fill out the setting web, start by talking about how places can be made of smaller places. Take your student on a picture walk of the text. Have him or her describe one setting, such as Tillie’s living room on p. 14. Then direct your student’s attention to the various areas of the school. Practice filling in the web with a familiar setting before using the web with *A Fine, Fine School*.

**TEACHING NOTES**

The story is set mostly in Tillie’s school. The completed Setting Web should look like this:
You have been thinking about the elements of a story: setting, characters, and events. Now, you are going to write an opinion about a character. What do you think of Mr. Keene? Write a sentence that describes Mr. Keene. Use three words to describe him. Remember to use a comma after each describing word.

Now, tell your Learning Guide a reason for your opinion. Why did you choose the words you wrote to describe Mr. Keene? Are there details in the story that help you describe him? Use details in the story to help you give reasons for your opinion.

Remember that Mr. Keene's name begins with an uppercase letter. The days he decides to make the students go to school also begin with uppercase letters. Days of the week and holidays all begin with uppercase letters.

Look at p. 13 in A Fine, Fine School. Find a holiday. Show your Learning Guide which parts of the holiday are uppercase and which are lowercase.

You learned how details in a story help you give an opinion of a character. Now, you will give an opinion of a character in another story, Election Day. You will also use details from the story to give a reason for your opinion.

Read “Election Day” from the Pearson leveled e-text library. Remember to look at the pictures!

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Read “Election Day” from the Pearson leveled e-text library. Remember to look at the pictures!

Write an opinion statement about either Jake or Lily. Be sure to support your opinion statement with a reason. You may use the text and pictures to support your opinion.

Upload your answer below.
USE

You learned how details in a story help you give an opinion of a character. Now, you will give an opinion of a character in another story, *Election Day*. You will also use details from the story to give a reason for your opinion.

Read "Election Day" from the Pearson leveled e-text library. Remember to look at the pictures!

USE FOR MASTERY

Write an opinion statement about either Jake or Lily. Be sure to support your opinion statement with a reason. You may use the text and pictures to support your opinion.

Upload your answer below.

1 / 10000 Word Limit

0 / 2 File Limit

Supported file formats: PDF, JPG, GIF, PNG

USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Include the name of the character?
- State your opinion about the character?
- Provide details or reasons supporting your opinion?
- Provide a closure or summary about your opinion of the character?
Finding the Central Message of A Fine, Fine School - Part 1

In the last lesson, you read *A Fine, Fine School* and learned about the characters in the story. You wrote opinions about the characters. You supported your opinions with reasons. You also learned about the setting of a story. This time, you will get more practice writing opinions. This will help you give a clear opinion about your chosen sweet in your project. It will also help you support your opinion with reasons.

You will learn about the central message of *A Fine, Fine School*. You will also think about the word choices an author makes. Studying these words will help you describe your favorite sweet in an exciting way.

This time, as you read, think about these questions:

- What message does the author want to give in the story?
- What types of words does the author choose to describe characters, events, and the setting of the story?

Now, reread *A Fine, Fine School*.

VOCABULARY

- office
- worried
- younger
- enormous
- cheer
While your student is reading, assess his or her fluency. Have your student practice reading a page of the story aloud, first in a whisper, and then again in full voice. Listen for clear, audible speech as your student reads the page he or she has practiced aloud.

The author of this story chooses words to describe the characters. The author also gives readers a message about being a classroom citizen. Being a classroom citizen means helping others in the classroom and doing what is best for the group. Another way to learn the central message is to think about the lesson that the characters learned or how characters changed.

Answer these questions in your ELA Journal:

- What words does the author choose to describe Mr. Keene?
- What message about being a good classroom citizen does the author give in the story?

Your student should note that the author says Mr. Keene “loves his school” and is “proud” of the students and teachers. Your student should also note that when Tillie tells Mr. Keene that no one is learning the important things they learn at home, Mr. Keene listens to her. He goes back to having regular school days on weekdays. This shows that Mr. Keene wants what is good for his community and recognizes that not all learning happens at school.

Characters are the people and animals in a story. A story usually has main characters, such as Mr. Keene and Tillie. It also has other characters, like the students, teachers, Tillie's brother, and Beans. Good readers learn about characters from what they say and do. You can also learn about characters by thinking about how they talk to each other.

Now, complete the Character Details Chart. List the characters in A Fine, Fine School. Then, write what they say or do that makes them good classroom citizens.
While your student is reading, assess his or her fluency. Have your student practice reading a page of the story aloud, first in a whisper, and then again in full voice. Listen for clear, audible speech as your student reads the page he or she has practiced aloud.

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Answer these questions in your ELA Journal:

1. What words does the author choose to describe Mr. Keene?
2. What message about being a good classroom citizen does the author give in the story?

Your student should note that the author says Mr. Keene “loves his school” and is “proud” of the students and teachers. Your student should also note that when Tillie tells Mr. Keene that no one is learning the important things they learn at home, Mr. Keene listens to her. He goes back to having regular school days on weekdays. This shows that Mr. Keene wants what is good for his community and recognizes that not all learning happens at school.

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Now, complete the Character Details Chart. List the characters in A Fine, Fine School. Then, write what they say or do that makes them good classroom citizens.

If you need to model filling in the chart for your student, see the partially completed chart below.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Keene</td>
<td>cares about children;</td>
</tr>
<tr>
<td>Tillie</td>
<td>works hard</td>
</tr>
<tr>
<td>teachers</td>
<td></td>
</tr>
<tr>
<td>other children</td>
<td></td>
</tr>
</tbody>
</table>

TEACHING NOTES

If you need to model filling in the chart for your student, see the partially completed chart below.

PHONICS

PRACTICE - DECODABLE READER

You have learned so many letters and words! In the last lesson you learned that –ck goes at the end of a word if it has a short or weak vowel. In this lesson you are going to practice reading words with –ck at the end and reading a new story, Mack and Tack.

Look at the words below. Can you use your arm to sound out the words or can you point under the letters to sound out the word? Remember to blend the sounds together to say the word after you sound it out. What vowel sound do you hear in the words?

- pick
- Jack
- luck
- rock
- peck

Now, you are going to read a new story. Remember what good readers do!

Guide your student in sounding out the words (pick, Jack, luck, rock, peck). Remind your student to use his or her arm or point under the letters to sound out the words. Also remind your student to blend the sounds together and say the word after sounding out each sound.
Now open up the book *Mack and Tack*. First, point to the title of the book and point under each word as you read the title. Ask your student if he or she hears the /k/ sound in the title and have your student point to it. Ask your student who he or she thinks the characters are going to be in the story (Mack and Tack). Before reading the book, take a picture walk and have your student tell you what he or she sees in each picture. Remind your student that good readers:

| 1. Point under the words while reading. |
| 2. Sound out unknown words. |
| 3. Use the pictures to help figure out unknown words. |
| 4. Reread to get better. |

Have your student read the book. Prompt your student to look at the picture or sound out a word when he or she gets stuck. Try not to tell your student the word before he or she tries each strategy. After your student finishes the story, discuss the characters in the story and what they did. Have your student read the story one or two more times.

### PHONICS

**PRACTICE - DECODABLE READER**

You have learned so many letters and words! In the last lessons you learned –ck at the end of words and the letter x. In this lesson you are going to practice reading words with –ck and x and read a new story!

Look at the words below. Can you use your arm to sound out the words or can you point under the letters to sound out the word? Don't forget to sweep down your arm or across the word with your finger after you say each sound to blend the sounds together. What vowel sound do you hear in the words?

- pack
- Rick
- box
- fix
- puck

Now you are going to read a new story, *Fix It*. Remember what good readers do!

### TEACHING NOTES

Guide your student in sounding out the words (pack, Rick, box, fix, puck). Remind your student to use his or her arm or point under the letters to sound out the words.
Now, write an opinion you would share with Mr. Keene about his choices. Write it in your ELA Journal.

You reread *A Fine, Fine School*. You thought about what the characters say and do. You learned about what makes a good classroom citizen. Earlier in this unit, you learned about giving an opinion and reasons. Remember, an *opinion* is how you think or feel about something. *Reasons* are why you think or feel that way.

Now, you will write your own opinion statement. Pretend that you are a student at the school in the story *A Fine, Fine School*. What is your opinion about having school on weekends and holidays? What would you say to Mr. Keene about it?

Remember that Mr. Keene is the principal. You will have to use polite language. You will have to give reasons for your opinion. Use describing words to say what you think or feel about Mr. Keene’s decisions.

Now, write an opinion you would share with Mr. Keene about his choices. Write it in your ELA Journal.

Today, you learned about being a classroom citizen. You wrote details about characters in *A Fine, Fine School* that made them good classroom citizens. You also wrote an opinion to Mr. Keene. Next, you will learn about word choices that authors make in stories.

**QUICK CHECK**

Please go online to view and submit this assessment.
In the last part, you read *A Fine, Fine School* and you learned about being a classroom citizen. You wrote details about characters in *A Fine, Fine School* that make them good classroom citizens. You also wrote an opinion to share with Mr. Keene. Now, you will learn about word choices that the author of *A Fine, Fine School* made. Studying these words will help you describe your favorite sweet in an exciting way. But first, you will look at word choices in a poem.

Read the poem "School Bus." The poem is arranged in lines. Each group of lines is called a stanza. There are also words at the end of each line that rhyme with each other. *Rhyming words* have similar sounds. Some of the words the poet uses are sensory words. *Sensory words* wake up your senses. They help you see, hear, smell, taste, or touch something with words. They also suggest feelings. In the poem, the words "wide-awake," "freshly-painted," and "sleepy" are sensory words.

As you read, think about these questions:

- What feelings do the sensory words in the poem give you?
- How do these sensory words help you understand what is happening in the poem?

Now, read “School Bus.”
After reading, share with your Learning Guide other sensory words that could describe a school bus. Explain which sense your word speaks to and how it makes you feel. Write three of these sensory words in your ELA Journal.

**INTERACTIVE ACTIVITY**

You read *A Fine, Fine School* again today. You described characters. Now, let’s practice description words by playing a *Sensory Words Quiz*. Listen to the sentence. Use context clues to find out what the sensory word means.

The author of *A Fine, Fine School* chooses words carefully to help you understand what is happening. There are also clues in the illustrations, which have word choices in them, too.

Look at p. 23 of the story. Look at the books in the illustrations. Then, look at the text on p. 24. Answer these questions in your ELA Journal:

- What do the book titles “Physics” and “Ridiculously Difficult Algebra” tell you about what the students have to learn?
- What does the text tell you about how the students and teachers are feeling?

**TEACHING NOTES**

Your student should note that the author chose these book titles in the illustrations to show that the students are studying very hard subjects. If your student finds the book titles difficult to understand, discuss with him or her similar words that mean the same thing.

Your student should also note that the students and teachers are worried about what Mr. Keene might say. They are worried that he might make school even harder for them.

Adjectives are words that describe things. They help readers form a picture in their minds of the characters, setting, and events in a story. There are many words that authors can choose to say the same thing.

Now, complete the *Word Choice Web*. The author says that Tillie's house is small. The word *small* is an adjective that describes the size of the house. Write the word *small* in the center of the web. In the other circles in the web, write words that mean the same thing as small.
Discuss with your student possible alternatives to the word *small* that mean the same thing. Words like *teensy* and *tiny* are possible synonyms.

### PHONICS

**PHONICS: LETTER X**

In the last lesson you learned that the letters *c* and *k* at the end of the word have a /k/ sound like in *pack*. In this lesson you will learn a new sound, practice writing the letter, and practice writing some words.

Look at the card your Learning Guide is showing you. It is the letter *x* and makes the /ks/ sound like at the beginning of *x-ray*. Say the name of the picture, the name of the letter, and the sound the letter makes. Make up your own hand motion for the letter *x*.

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!

Now you are going to practice sounding out words with the letter *x* at the end. Use your arm to repeat the sounds you hear in the words *Max, tux, Rex, box, fix*.

Last you are going to practice writing some new words. Remember what good writers do!
Discuss with your student possible alternatives to the word *small* that mean the same thing. Words like *teensy* and *tiny* are possible synonyms.

**PHONICS: LETTER X**

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Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don’t forget your hand motion!

Now you are going to practice sounding out words with the letter *x* at the end. Use your arm to repeat the sounds you hear in the words *Max, tux, Rex, box, fix*.

Last you are going to practice writing some new words. Remember what good writers do!

**TEACHING NOTES**

Show your student the *x* card from the Alphabet Card Collection. Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times. Remember to have your student make up a hand motion for the letter. Now review all the letters your student has learned so far with the same process (*m, s, t, a, c, p, n, l, b, g, f, d, h, o, r, w, j, k, e, u, v, y, z, qu*).

Now write out the word *Max*. Use your arm (see video) to say the sounds /m/ /a/ /ks/ and have your student repeat the sounds with his or her arm and then sweep down his or her arm to blend the sounds together and say *Max*. If your student is unable to blend the sounds together to say the word, model the process by sweeping down your arm and blending the sounds together, and then have your student repeat. Next have your student point to each letter and say the sound then sweep under the word to say the sounds together. Have your student use the method that works best for your student (arm or pointing under the letters) to sound out the words *tux, Rex, box, fix*.

Model writing the upper and lowercase *x*. You can use this video to demonstrate the steps for writing each uppercase letter to your student and this video to demonstrate the steps for writing each lowercase letter. Have your student practice tracing each of the letters you wrote with his or her finger two to four times until he or she consistently starts in the correct place and traces correctly. To make it fun, you can have your student use a silly straw, a finger puppet, or a fuzzy ball to point to the words. Next have your student take out his or her ELA journal and practice writing each uppercase and lowercase letter five times each.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word *six*. (six)
- Write the word *pack*. (pack)
- Write the word *fox*. (fox)
- Write the word *bell*. (bell)
- Write the word *tax*. (tax)
- Write the word *dock*. (dock)

Now, look at more words ending in -ck to help you decode as you read.

Read the story “Mack and Tack” in Decodable Practice Reader 1C aloud to your Learning Guide. Then, look at the word list on p. 113. Decode each word using the /k/ sound for the consonant pattern -ck.

**INTERACTIVE ACTIVITY**

Now, look at more words ending in -ck to help you decode as you read.
The title of the story, “Mack and Tack,” has the -ck pattern in two words. As you read the title aloud, notice which words have the -ck ending. What sound does each word make at the end?

As you say each word aloud, notice the /k/ sound you make. Then, write each word in your ELA Journal. Underline the -ck in each word. Say each word again, reading what you wrote in your ELA Journal.

### TEACHING NOTES

The letter c may confuse your student when he or she tries to decode words that end in -ck. Remind your student that the -ck ending sounds like /k/. Listen to your student say the words to assist with decoding if necessary.

### PHONICS

**INFLECTIONAL ENDING -S**

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!

In this lesson you are going to learn the words singular and plural. Singular means one and plural means more than one. Watch the video your Learning Guide shows you to learn about these words.

Now you are going to practice sounding out singular and plural words. Use your arm to repeat the sounds you hear in the words: pig, pigs, dog, dogs, rat, rats.

Last you are going to practice writing some new words. Remember what good writers do!

### TEACHING NOTES

Review all the letters from the Alphabet Card Collection that your student has learned so far this year. (m, s, t, a, c, p, n, l, b, g, f, d, l, b, o, r, w, j, k, e, u, v, y, z, qu, x) Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times.

Now show your student the Singular and Plural Video. You may have your student watch the entire video if time permits or just the first three minutes of the video. Point to the words on the screen as the video is playing to show your student how the “-s” is added to the end of the word to make it plural.
As you say each word aloud, notice the /k/ sound you make. Then, write each word in your ELA Journal. Underline the -ck in each word. Say each word again, reading what you wrote in your ELA Journal.

The letter c may confuse your student when he or she tries to decode words that end in -ck. Remind your student that the -ck ending sounds like /k/. Listen to your student say the words to assist with decoding if necessary.

**INFLECTIONAL ENDING -S**

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don’t forget your hand motion!

In this lesson you are going to learn the words singular and plural. Singular means one and plural means more than one. Watch the video your Learning Guide shows you to learn about these words.

Now you are going to practice sounding out singular and plural words. Use your arm to repeat the sounds you hear in the words: pig, pigs, dog, dogs, rat, rats.

Last you are going to practice writing some new words. Remember what good writers do! Review all the letters from the Alphabet Card Collection that your student has learned so far this year. (m, s, t, a, c, p, n, i, b, g, f, d, l, h, o, r, w, j, k, e, u, v, y, z, qu, x)

Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times.

Now show your student the Singular and Plural Video. You may have your student watch the entire video if time permits or just the first three minutes of the video. Point to the words on the screen as the video is playing to show your student how the “–s” is added to the end of the word to make it plural.

Now write out the word pig. Use your arm (see video) to say the sounds /p/ /i/ /g/ and have your student repeat the sounds with his or her arm and then sweep down his or her arm to blend the sounds together and say pig. If your student is unable to blend the sounds together to say the word, model the process by sweeping down your arm and blending the sounds together and then have your student repeat. Next have your student point to each letter and say the sound then sweep under the word to say the sounds together. Have your student use the method that works best for him or her (arm or pointing under the letters) to sound out the words pigs, dog, dogs, rat, rats. Point out the “–s” at the end of the words and talk about how that means more than one.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. When writing the words have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word mess. (mess)
- Write the word pins. (pins)
- Write the word rugs. (rugs)
- Write the word jets. (jets)
- Write the word Max. (Max)
- Write the word tacks. (tacks) – This one might be tricky for your student. Use it in the sentence: I see two tacks on the chair.

**PHONICS**

**HIGH FREQUENCY WORDS: TWO, THREE, THE**

You have already learned so many high frequency words. Good readers and writers use these high-frequency words often when reading and writing.

Look at the cards your Learning Guide is showing you. These are three more words that you will see when you read books. Say each word five times. Now look at the cards your Learning Guide is showing you. Can you find and read the words in the poem “One Two Buckle My Shoe?”

Now you are going to play a game with all the high-frequency words you have learned so far. The game is called “Keep It.” Look out for the bonus star cards your Learning Guide has in the game!

**TEACHING NOTES**

Write the words two, three and the on blank index cards. Have your student read the words five times each. Now open up the poem “One Two Buckle My Shoe.” Hold the index cards out for your student, and ask your student to find some of the words on the page and read them. Read the poem aloud with the words in it, pointing to each word as you do.
Next take out the index cards with the words (a, I, we, like, do, with, you, is, was, look, see, have, they, for, to, take) your student has learned already. You are going to play the game “Keep It” with your student. Place the cards face down in a stack. Have your student draw a card and read it. If your student says the correct word, he or she gets to keep it. If your student says the wrong word, you get to keep it. When a star card is flipped over, your student must slap it with his or her hand before you do. The player who slaps it first gets to keep it. When all the cards have been read, the player with the larger pile wins.

You reread parts of A Fine, Fine School. You thought about the author’s word choices. Remember the opinion you wrote as a character in A Fine, Fine School? Go back to your opinion statement in your ELA Journal. What did you say to Mr. Keene about having more school? Add another reason to your opinion. Use at least one adjective to write your reason. Read your new reason aloud to your Learning Guide.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.

TEACHING NOTES

Remind your student that adjectives are describing words. As your student reads the new reason aloud, ask if there are other adjectives that mean the same thing. Discuss possible alternatives to the words your student chooses and talk about the feelings the alternatives create.

Take this opportunity to assess your student’s writing using this rubric. Notice the difference in language between the columns to find out how your student might improve his or her writing. Use the rubric to offer feedback to your student. Guide your student to improve his or her writing based on your feedback.

TEACHING NOTES

ANOTHER WAY...

ADJECTIVES

If your student is having difficulty writing another reason for his or her opinion that includes an adjective, ask him or her specific questions about the event such as: “What do you think you would gain if you went to school more? What would be the rewards? Would you miss anything such as sports, practices, events, time with family? How would that make other people feel?”
Today, you learned about word choices and adjectives. You wrote a new reason for your opinion to tell Mr. Keene how you feel about being in school more. Next, you will learn about how to find the central message in a story.

Help your student write another sentence from his or her answers with the following sentence starter:

Another reason why I think we should/should not have more school is because ______________. I believe going to school more would be a small/big gain in our learning.

Remind your student that size words are often adjectives.

If your student is having difficulty identifying an adjective, explain that adjectives are describing words. Some ways you can describe something are by explaining its color and size. Help your

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Finding the Central Message of A Fine, Fine School - Part 3

**Objectives**
- To describe major characters and events in a story using illustrations and details
- To understand an author’s word choice
- To identify the central message in a story
- To demonstrate understanding of the consonant pattern -ck
- To use adjectives in sentences
- To write an opinion about a story and support it with details from the text

**Books & Materials**
- A Fine, Fine School by Sharon Creech
- ELA Journal
- Computer
- Word Choice Web Graphic Organizer
- Alphabet Card Collection

**Assignments**
- Read A Fine, Fine School by Sharon Creech.
- Complete Word Choice Web.
- Complete Character Details Chart.
- Complete Decodable Practice Reader 1B activity.
- Complete Decodable Practice Reader 1C activity.
- Write an opinion and support it with reasons.

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**LEARN**

Last time, you reread parts of *A Fine, Fine School* and learned about word choices in the story. You wrote words that mean the same thing as some of the words in the story. You supported your opinion with another reason, and you used adjectives in your reason. This time, you will look closely at the central message of *A Fine, Fine School*. Good readers use key details from the text to find the central message.

As you review the story to find the central message, think about these questions:

- What lesson does Tillie teach Mr. Keene about learning?
- What can you learn from this story?

Now, review *A Fine, Fine School*.

Key details in this story tell you what the author wants you to learn. When Mr. Keene calls all the students and teachers together for the last time, he talks about what he thinks they should learn.

Answer these questions in your ELA Journal:

- What does Mr. Keene say that tells you he has learned something from Tillie?
- How does Tillie show you that people should speak up for themselves?
Finding the Central Message of *A Fine, Fine School* - Part 3

**LEARN**

Last time, you reread parts of *A Fine, Fine School* and learned about word choices in the story. You wrote words that mean the same thing as some of the words in the story. You supported your opinion with another reason, and you used adjectives in your reason. This time, you will look closely at the central message of *A Fine, Fine School*. Good readers use key details from the text to find the central message.

As you review the story to find the central message, think about these questions:

- What lesson does Tillie teach Mr. Keene about learning?
- What can you learn from this story?

Now, review *A Fine, Fine School*. Key details in this story tell you what the author wants you to learn. When Mr. Keene calls all the students and teachers together for the last time, he talks about what he thinks they should learn.

Answer these questions in your ELA Journal:

- What does Mr. Keene say that tells you he has learned something from Tillie?
- How does Tillie show you that people should speak up for themselves?

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**OBJECTIVES**

- To describe major characters and events in a story using illustrations and details
- To understand an author's word choice
- To identify the central message in a story
- To demonstrate understanding of the consonant pattern -ck
- To use adjectives in sentences
- To write an opinion about a story and support it with details from the text

**BOOKS & MATERIALS**

- *A Fine, Fine School* by Sharon Creech
- ELA Journal
- Computer
- Word Choice Web Graphic Organizer
- Alphabet Card Collection

**ASSIGNMENTS**

- Read *A Fine, Fine School* by Sharon Creech.
- Complete Word Choice Web.
- Complete Character Details Chart.
- Complete Decodable Practice Reader 1B activity.
- Complete Decodable Practice Reader 1C activity.
- Write an opinion and support it with reasons.

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**TEACHING NOTES**

Your student's answers should include the following points: Mr. Keene talks to the students about things that Tillie told him. He says not everyone is learning. He says there are dogs that need to learn how to sit. There are little brothers and sisters who need to learn how to swing and skip. These are things Tillie told him about Beans and her little brother. Because Tillie speaks up, Mr. Keene changes his mind about school. He tells the students they will go to school only on weekdays. They will not go to school Saturdays or Sundays or holidays or in the summer anymore. That way, they will learn things they can only learn outside of school, like how to climb a tree and sit in it for an hour. This is a good ending. It shows that, like Tillie, people should speak up for themselves.

**USE**

**USE FOR MASTERY**

You reread *A Fine, Fine School* and learned about word choices. You learned that adjectives are words that describe. They help you get a picture of what is happening in the story. You also learned to use adjectives when you wrote reasons for your opinion about Mr. Keene's choices. Next, you will write an opinion about an event from any other book or story you have read. It could be a book or story you have read with your Learning Guide. Your opinion statement should include reasons. Your reasons should include details from the book. When you write your opinion statement, use at least two adjectives to describe your opinion.

Type your answer below.

0 / 10000 Word Limit
My Favorite Sweets

First, write an opinion statement about your favorite sweet. Give reasons for your opinion. Make a list of your reasons, separated by commas. To choose more effective words for your opinion, complete a Word Choice Web. Pick a describing word from your reasons and put it in the center of the web. Then, find other words that mean the same thing and write them in the web circles. Show your Learning Guide your opinion statement and reasons.

Review the Project Rubric so that you are sure to cover everything in your opinion statement.
Check your student’s opinion statement and reasons for words that could be revised. Help your student fill in a **Word Choice Web** to choose more interesting and compelling words for his or her opinion statement and reasons.

**PHONICS**

**REVIEW**

In the last lessons you learned that the letters *c* and *k* at the end of the word make the */k/* sound like in *pack* and that the letter *x* at the end of *fox* makes the */ks/* sound. Today you are going to practice writing some words and some sentences.

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!

Now you are going to practice writing some new words and some sentences. Remember what good writers do!

Show your student the cards from the **Alphabet Card Collection**. Review all the letters your student has learned so far with the same process (*m, s, t, a, c, p, n, l, b, g, f, d, h, o, r, w, j, k, e, u, v, y, z, qu, x*)

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the **Alphabet Chart** to help form the letters. When writing the words, have your student write in lowercase letters, unless the word is a name in which case the first letter is uppercase. Say the following:

- Write the word *sax*. (six)
- Write the word *back*. (pack)
- Write the word *Bill*. (Bill)
- Write the word *tuck*. (tuck)
- Write the word *Max*. (Max)
- Write the word *mock*. (mock)
- Write the sentence: I see a big fox in a van.
- Write the sentence: Can you take the rock to the box?
Discovering the Words of The Recess Queen - Part 1

Objectives
- To identify words that appeal to the senses
- To use context clues to understand words in stories
- To use author's words and phrases to describe characters
- To study words with short i and the consonant x /ks/
- To write an opinion about a character and support it with a reason
- To write an opinion using adjectives

Books & Materials
- The Recess Queen by Alexis O'Neill
- Decodable Reader Practice 2A, "Did They Win?"
- ELA Journal
- Reading Log
- Computer
- Index cards
- Dictionary

Assignments
- Read The Recess Queen by Alexis O'Neill.
- Play a BrainPOP Adjectives game.
- Complete a Context Clues Chart.
- Complete Decodable Practice Reader 2A activity.
- Complete a Sensory Word Vocabulary activity.

LEARN

LEARN ABOUT...
POPULAR RECESS GAMES

Almost every student's favorite part of the day is recess. However, students play different games at recess, and some games are more popular than others. With your Learning Guide, explore this article about popular recess games in the U.S. Do you know any of the games? Are there any games you want to know more about? Click on the link "Learn how to play" to learn more about one game.

Think of your favorite recess game. In your ELA journal, write the name of your favorite recess game at the top of the page and write the rules to your game underneath.

TEACHING NOTES

If your student does not have a favorite game, he or she can select one of the games from the article and look at the "Learn how to play" link. After your student reads the rules, ask him or her, "How would you describe this game to a friend?" Have your student write down a description of the game in his or her ELA journal.
In the last lesson, you reread *A Fine, Fine School* and learned about word choices. You learned that adjectives are describing words that help you get a picture of what is happening in the story. You also wrote opinion statements. You wrote your opinion statement about your favorite sweet for your project. You added a reason to support your opinion.

Now, you will learn more about word choices in stories. You will look at sensory words and use context to understand their meaning. Remember: Sensory words help you see, hear, smell, taste, or touch something with words. They also suggest feelings. Learning more about sensory words will help you add interesting descriptions to your opinion about your favorite sweet.

You will read a story called *The Recess Queen* and learn more about sensory words. You will also use those words to describe the characters in the story. As you read, think about these questions:

- What sensory words does the author choose to paint a clear picture of the story?
- What is your favorite sensory word or words in the story?

Now, read *The Recess Queen*.

**VOCABULARY**
- nobody
- tiny
- bullied

Answer these questions in your ELA Journal:

- Why do you think some of the words the author chose are all in uppercase letters?
- How does the author describe Katie Sue at recess?

**TEACHING NOTES**

Your student should note that the author decided to put some action words in uppercase letters to emphasize what the kids are doing. Your student should also note that Katie Sue seems to be having fun at recess because she is very active, doing all of the things that Jean says she is supposed to do first. The author uses a lot of movement words to describe Katie Sue, like *swung, kicked, and bounced*. Point out to your student that the illustrations also help describe characters like Katie Sue.
Good readers use the author’s words to describe characters. Tell your Learning Guide how you think Jean feels when Katie Sue decides to play anyway. What does the author say that Jean does? How is this different from the way Jean acted before? The action words the author uses to describe what Jean does before and after Katie Sue decides to play appeal to the reader’s senses. Tell your Learning Guide what senses you think of when Jean speaks.

What details in the story change the action? How does the author show you that Katie Sue wants to play with Jean? Tell your Learning Guide what words Katie Sue uses to let Jean know that she wants to be friends.

TEACHING NOTES

Your student should tell you that Jean “gaped and stared.” Your student should also notice that the word “scared” is in uppercase letters, so Jean feels really scared. Jean has never had anyone ask her to play before. When Jean was being a bully, she “growled and howled,” which are words that appeal to the reader’s sense of hearing. Those tones of voice are scary.

Your student should also note the rhymes Katie Sue uses to get Jean to jump rope with her. The word “like” is in all of them. This shows that Katie Sue likes Jean and wants to be friends with her.

ANOTHER WAY...

If describing your character is challenging, go back to the following places in the text and act out what the characters are doing and saying. Acting out the actions and dialogue of the characters will help you understand them and describe them. If some of the words are new to you, remember to look them up in a dictionary!

Go to p. 35 and act out what Mean Jean is doing. Then go to p. 37 and say the dialogue the way you think Mean Jean would say it. How do you know she would say it that way?

Go to p. 46 and act out what Katie Sue is doing and saying. How do you know she would say it that way?

Go to p. 52 and act out what Mean Jean is doing. How is Jean feeling? How do you know she is feeling that way?

TEACHING NOTES

If your student is struggling to describe the characters in the book, go back and act out the characters’ actions and dialogue. This will help your student understand the characters and learn new language from the text.
You have learned about some of the sensory words the author uses to describe characters in *The Recess Queen*. Now, you will learn about words you hear all the time. Then, you will write an opinion of a character in *The Recess Queen* using some of those words.

**PHONICS**

Your Learning Guide will give you some High-Frequency Word cards. The first one is *they*. Spell the word *they* aloud. Then, read the word aloud. Write the word in your ELA Journal.

Next, look at the word *to*. It begins with a /t/ sound. Say the word aloud. Then, say it to your Learning Guide. Write it in your ELA Journal.

Say the word *the*. You see this word all the time. Spell it aloud, and then write it in your ELA Journal. Do the same with the word *look*. Say *look* aloud to your Learning Guide, and then write it in your ELA Journal.

Now, your Learning Guide will give you *Decodable Practice Reader 2A, “Did They Win?”* Do you see some familiar words there? Some of the same words you just spelled are in this story. There are also words with the short *i* sound in them. Read the story and point out the words with short *i* to your Learning Guide.

**TEACHING NOTES**

Use the High-Frequency Word cards with your student and monitor their spelling of the words. Ask your student to repeat the words aloud after you say them. Check his or her spelling as he or she writes the words. Then, read through *Decodable Practice Reader 2A “Did They Win?”* with your student and help him or her point out the short *i* words. Encourage your student to read the words aloud as he or she decodes them.

**PHONICS**

**PRACTICE: HIGH FREQUENCY WORD REVIEW**

You have already learned so many high-frequency words so far. Good readers and writers use these high-frequency words often when reading and writing.

Look at the cards your Learning Guide is showing you. Today you are going to play a new game with your Learning Guide. It is called “High Frequency Word Memory.” It will help you practice all of the words you have learned. After you play the game you are going to practice reading these words in some sentences.
Take out the index cards with the words (a, I, we, like, do, with, you, is, was, look, see, have, they, for, to, take, two, three, the) your student has learned already. Write all the words again on blank index cards to make a duplicate of each word. As you are doing this, your student can read the words you are writing to warm up for the game. You are going to play “High Frequency Word Memory” with your student. Mix up all the cards, and line them in rows face down. Flip over two cards and model reading the words. If the cards match, you get to keep them. If the cards do not match, flip them back over in the same space and have your student select two cards. This process repeats until all the cards have been matched. The player with the most cards at the end of the game wins.

Now show your student the High Frequency Word Review Sentences and have your student practice reading them two or three times each. Remind your student that good readers:
Ask your student to identify an event that helped him or her feel that way, a reason for feeling that way, about the character. Help your student write a sentence about what the character did or said in that event and identify where your student can insert a sensory word to help describe the character’s action, dialogue, or appearance. Remind your student that sensory words create pictures in a reader’s mind.

If your student is having difficulty identifying a sensory word, review how sensory words add sight, sound, touch, smell, and taste to a sentence. Practice adding a sensory detail to these sentences:

The girl has ______ hair. (possible answers: long, soft, curly)

The flower was ______ . (possible answers: soft, pink, sweet smelling)

Remind your student that sensory words help create an image in the reader’s mind.

Today, you read The Recess Queen. You learned about sensory words the author chooses. You also learned about high-frequency words and words with short i. Next time, you will look at context clues to help you understand new words.

✅ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
Discovering the Words of The Recess Queen - Part 2

Objectives
- To identify words that appeal to the senses
- To use context clues to understand words in stories
- To use author's words and phrases to describe characters
- To study words with short i and the consonant x /ks/
- To write an opinion about a character and support it with a reason
- To write an opinion using adjectives

Books & Materials
- The Recess Queen by Alexis O'Neill
- Decodable Reader Practice 3B, "Pigs, Wigs, Cats and Bats"
- ELA Journal
- Computer
- Context Clues Chart

Assignments
- Read The Recess Queen by Alexis O'Neill.
- Play a BrainPOP Adjectives game.
- Complete a Context Clues Chart.
- Complete Decodable Practice Reader 2A activity.
- Complete a Sensory Word Vocabulary activity.

LEARN

In the last part, you read The Recess Queen. You learned about words the author chose to appeal to your senses. You wrote an opinion about a character in the story. You used some of the author's words to say why you have that opinion. In this lesson, you will learn how to use clues to help you figure out the meaning of new words. You may discover a new, exciting word to describe your sweet for your poster!

Reread The Recess Queen. As you read, think about these questions:

- What clues does the author give about how the kids feel?
- How do these clues help me understand new words?

Now, reread The Recess Queen.

The author of The Recess Queen chooses words carefully to help you understand what is happening. There are clues in the sentences to help you understand words that are new to you. There are also clues in the pictures. Pictures are part of the context, too.
Look at p. 35 of the story. There are some funny words on this page. Then, look at the picture on the page. Answer these questions in your ELA Journal:

- What does Jean do to the other kids?
- What does the picture say about the silly words the author uses?

**TEACHING NOTES**

Your student should note that the author uses silly words to mean that Jean hits and pushes the other students. The illustration shows how she treats the students and shows that all of these words are used to describe her bullying actions.

The words around a word you don't know can give you clues. They help you figure out the meaning of the word you don't yet know. There are also clues in the illustrations.

Complete the **Context Clues Chart**. Look at p. 33 in the story. The author uses the word *swung*. What does *swung* mean? You can find out by looking at the other words around the word *swung*. Write the word *swung* in the chart under *Unknown Word*. Then, write words you see nearby that help you figure out the meaning.

**TEACHING NOTES**

Discuss with your student possible context clues for the word *swung* that can help them understand the meaning of the word.

**Context Clues Chart**

<table>
<thead>
<tr>
<th>Unknown Word</th>
<th>Context Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>swung</em></td>
<td><em>playground</em></td>
</tr>
<tr>
<td></td>
<td><em>swings</em></td>
</tr>
<tr>
<td></td>
<td><em>baseball bat</em></td>
</tr>
</tbody>
</table>
PHONICS

DECODABLE READER

You have learned so many letters and words! In the last lesson you learned that –s goes at the end of the word to make it plural. Plural means more than one.

Look at the words below. Can you use your arm to sound out the words or can you point under the letters to sound out the words? Remember to blend the sounds together and say the word. What vowel sound do you hear in the words?

- fox
- wigs
- dog
- rocks
- hen

Now, you are going to read a new story, Pigs, Wigs, Cats and Bats. Remember what good readers do!

TEACHING NOTES

Guide your student in sounding out the words (fox, wigs, dog, rocks, hen). Remind your student to use his or her arm or point under the letters to sound out the words. Also remind your student to blend the sounds together after saying each sound.

Now open up the book Pigs, Wigs, Cats and Bats. First, point to the title of the book and point under each word as you read the title. Ask your student if he or she hears the plural s sound in the title and have your student point to it. Ask your student who he or she thinks the characters are going to be in the story (Pigs, Cats, and Bats). Before reading the book, take a picture walk and have your student tell you what he or she sees in each picture. Remind your student that good readers:

1. Point under the words while reading.
2. Sound out unknown words.
3. Use the pictures to help figure out unknown words.
4. Reread to get better.

Have your student read the book. Prompt your student to look at the picture or sound out a word when he or she gets stuck. Try not to tell your student the word before he or she tries each strategy. After your student finishes the story, discuss the characters in the story and what they did. Have your student read the story one or two more times.
Go back to your opinion statement about a character in *The Recess Queen*. Add a reason to your opinion. Use at least one sensory word from the story to write your reason. Read your reason aloud to your Learning Guide.

**TEACHING NOTES**

Remind your student that the reason must be connected to and clearly support the opinion. Sensory words your student might use from the text to describe a character include: *mean, bossy, scared, teeny, tiny, sassy, puny, loony, quick (as lightning)*.

Today, you learned about word choices and context clues. You wrote a reason for your opinion of a character in *The Recess Queen*. You used sensory words. Next, you will learn more about using the author’s words and phrases to describe characters.

**QUICK CHECK**

Please go online to view and submit this assessment.
Discovering the Words of The Recess Queen - Part 3

Objectives
- To identify words that appeal to the senses
- To use context clues to understand words in stories
- To use author’s words and phrases to describe characters
- To study words with short i and the consonant x /ks/
- To write an opinion about a character and support it with a reason
- To write an opinion using adjectives

Books & Materials
- The Recess Queen by Alexis O’Neill
- ELA Journal
- Computer
- Index cards
- Sound Spelling Cards
- High Frequency Words: one, eats

Assignments
- Read The Recess Queen by Alexis O’Neill.
- Play a BrainPOP Adjectives game.
- Complete a Context Clues Chart.
- Complete Decodable Practice Reader 2A activity.
- Complete a Sensory Word Vocabulary activity.

LEARN

Last time, you reread The Recess Queen and learned about word choices and context clues in the story. You wrote a reason for your opinion of a character in the story. Writing opinion statements will help you revise your opinion statement for your project. You also supported your opinion with a reason, and you used descriptive words in your reason. This time, you will look at words the author uses to describe the characters.

As you review the story to find words and phrases the author uses, think about these questions:

- How does the author describe Jean’s behavior on the playground?
- What sensory words does the author use to describe Katie Sue?

Now, review The Recess Queen.

The author spends a lot of time describing how Jean acts on the playground. The kids have given her a nickname that describes her. Jean’s behavior tells you a lot about her. You can use her behavior to help you describe Jean. You can also use the author’s words to help you describe other characters.

Answer these questions in your ELA Journal:

- How does the author describe Jean’s behavior?
- Think about the sensory words that describe Katy Sue. Which words make you think she will be afraid of Jean?
TEACHING NOTES

The author says that Jean yells at other kids on the playground, pushes them, and bullies everyone around her. Your student should note that Katie Sue is described as new, teeny, tiny, puny, loony, sassy, and quick. Because the author describes Katie Sue as new, teeny, tiny and puny, it seems she would be afraid of Mean Jean. To clarify other words that describe Katie Sue, ask your student what Katie Sue does when Jean tries to bully her.

Good readers use the author’s words to describe characters. Tell your Learning Guide what Jean says to the other kids. What does she mean when she says, “Just who do you think you’re talking to?” How do the kids feel about Jean?

What details in the story tell you about Jean? Describe Jean to your Learning Guide, using the words that the author uses to describe her. For example, the author says the kids call her Mean Jean. What other words does the author use to describe Jean?

Now, look at the illustration on pp. 38 and 39. How can you describe the way Jean feels about Katie Sue? What does the look on Jean’s face tell you? Discuss the illustration with your Learning Guide. Say what you think about Jean’s opinion of Katie Sue.

What words does the author use to describe Katie Sue? What if the author just said Katie Sue was small? Why do you think the author uses other words to describe Katie Sue’s size?

TEACHING NOTES

Your student should tell you that Mean Jean probably doesn’t want an answer to that question. Jean just wants to get her way all the time. The other children are afraid of Jean because they don’t do anything on the playground before Jean does. Your student should also note words like howls and growls to describe Jean and the way she bullies the other children.

Your student should notice the expression on Jean’s face and say that Jean does not like Katie Sue. Jean looks angry with Katie Sue. The author uses words like teeny and tiny to describe Katie Sue because they sound more interesting than small. They give readers a better picture of Katie Sue’s size in comparison to everyone else, especially Jean.
Think about the sensory words that describe Katy Sue. Which words make you think she will be afraid of Jean?

The author says that Jean yells at other kids on the playground, pushes them, and bullies everyone around her. Your student should note that Katie Sue is described as new, teeny, tiny, puny, loony, sassy, and quick. Because the author describes Katie Sue as new, teeny, tiny, and puny, it seems she would be afraid of Mean Jean. To clarify other words that describe Katie Sue, ask your student what Katie Sue does when Jean tries to bully her.

Good readers use the author's words to describe characters. Tell your Learning Guide what Jean says to the other kids. What does she mean when she says, “Just who do you think you're talking to?” How do the kids feel about Jean?

What details in the story tell you about Jean? Describe Jean to your Learning Guide, using the words that the author uses to describe her. For example, the author says the kids call her Mean Jean. What other words does the author use to describe Jean?

Now, look at the illustration on pp. 38 and 39. How can you describe the way Jean feels about Katie Sue? What does the look on Jean's face tell you? Discuss the illustration with your Learning Guide. Say what you think about Jean's opinion of Katie Sue.

What words does the author use to describe Katie Sue? What if the author just said Katie Sue was small? Why do you think the author uses other words to describe Katie Sue's size?

Your student should tell you that Mean Jean probably doesn't want an answer to that question. Jean just wants to get her way all the time. The other children are afraid of Jean because they don't do anything on the playground before Jean does. Your student should also note words like howls and growls to describe Jean and the way she bullies the other children.

Your student should notice the expression on Jean's face and say that Jean does not like Katie Sue. Jean looks angry with Katie Sue. The author uses words like teeny and tiny to describe Katie Sue because they sound more interesting than small. They give readers a better picture of Katie Sue's size in comparison to everyone else, especially Jean.

PHONICS

INFLECTIONAL ENDING –ING

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!

In this lesson you are going to learn the inflectional ending “–ing.” You have already learned the plural inflectional ending “–s.” You add these inflectional endings onto words to change the meaning of a word. The word is called the root. Look at the words below. What is the root and what is the inflectional ending?

- cats
- vans

When you add the plural “–s” inflectional ending to the end of a noun, it changes it to mean more than one.

Now we are going to look at the inflectional ending “–ing.” When you add “–ing” to the end of a verb, it makes it a doing verb. Look at the words below. What is the root and what is the inflectional ending?

- packing
- waxing

Now you are going to practice sounding out some words with the inflectional ending –ing. Remember it is the doing ending! Use your arm or your finger to help you sound out the words: seeing, locking, rocking. After reading the words, underline the root word and circle the inflectional ending.

Last you are going to practice writing some new words. Remember what good writers do!

TEACHING NOTES

Review all the letters from the Alphabet Card Collection that your student has learned so far this year (m, s, t, a, c, p, n, l, b, g, f, d, h, o, r, w, j, k, e, u, v, y, z, qu, x). Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times.

Now guide your student in determining the root and the inflectional ending in the words cats and vans.

Root: cat inflectional ending: – s
Root: van inflectional ending: – s
Next guide your student in determining the root and inflectional ending of the words *packing* and *waxing*.

Root: *pack* inflectional ending: -ing

Root: *wax* inflectional ending: -ing

Now write down the words: *seeing*, *locking*, *rocking*. Guide your student in sounding the words out with his or her arm or by pointing under each sound. When your student says the “–ing” at the end of the word, he or she can say that in one chunk instead of sounding out each letter. This is now a chunk of letters that your student will always be able to read without having to sound it out when he or she sees it. Remember to have your student say the word altogether after sounding it out. After sounding out the word have your student underline the root word and circle the inflectional ending.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. You may also take out your high-frequency word index cards for your student to refer to if needed. When writing the words have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Also remind your student that when writing a sentence, it starts with an uppercase letter, has spaces between words, and ends with a punctuation mark. Have your student write the following sentences:

The cat is packing his hat.

Max is waxing his two vans.

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**PHONICS**

**HIGH FREQUENCY WORDS: ONE, EATS**

You have already learned so many high-frequency words so far. Good readers and writers use these high-frequency words often when reading and writing.

Look at the cards your Learning Guide is showing you. These are two new high-frequency words. Read each of these words five times. Today you are going to play "High Frequency Word Memory." It will help you practice all of the words you have learned. After you play the game, you are going to practice reading these words in some sentences.

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**TEACHING NOTES**

Take out two index cards and write down the words: *one*, *eats*. Have your student practice reading each word five times. Take out two more index cards and write a duplicate card for each word.
Next take out the index cards with the words (a, I, we, like, do, with, you, is, was, look, see, have, they, for, to, take, two, three, the) your student has learned already. You are going to play “High Frequency Word Memory” with your student. Mix up all the cards and line them in rows face down. Flip over two cards and model reading the words. If the cards match, you get to keep them. If the cards do not match, flip them back over in the same space and have your student select two cards. This process repeats until all the cards have been matched. The player with the most cards at the end of the game wins.

Now show your student the High Frequency Word Review Sentences and have your student practice reading them two or three times each. Remind your student that good readers:

1. Point under the words while reading.
2. Sound out unknown words.
3. Reread to get better at reading.

**ANOTHER WAY**

If describing characters is challenging, remember that you can look at what a character does and says to understand how that character is feeling and what the character is thinking. Be sure to think about how the characters feel and think about each other, too!

Go to p. 38-39. How is Mean Jean feeling? What is she thinking here? What does she do and say to show you that?

Go to p. 46. How is Katie Sue feeling? What is she thinking here? What does she do and say to show you that?

**TEACHING NOTES**

If your student is struggling to describe the characters, practice paying attention to what the characters say and do to understand how the characters feel and what they are thinking.

Guide your student to p. 38-39. Ask: “How is Mean Jean feeling? What is she thinking here? What does she do and say to show you that?”

Guide your student to p. 46. Ask: “How is Katie Sue feeling? What is she thinking here? What does she do and say to show you that?”
INTERACTIVE ACTIVITY

You thought about the author’s description of characters in *The Recess Queen* today. Now, you can learn more adjectives by playing the Brain POP Adjectives Game.

Learning more descriptive words will help you describe your favorite sweet!

USE

You reread *The Recess Queen* and learned about word choices and context clues. You learned that you can use the author’s descriptions to talk about characters in the story.


USE FOR MASTERY

What does the word *roaring* mean?

- loud and long
- goofy and fun
- soft and sad

Select THREE clues that tell you what *roaring* means.

- the big letters in the word *fine*
- Mr. Keene’s sad face
- the picture of the kids’ open mouths
- Tillie’s big frown
- the word *cheer*
- the word *not*
Finding the Central Message of The Recess Queen - Part 1

Objectives
- To use details to describe characters
- To understand and describe the author's word choice
- To use key details to identify the central message of a story
- To identify and use words with the short o sound
- To identify and use words with the consonant s/z/ and plural -s
- To write, plan, and revise opinion statements

Books & Materials
- The Recess Queen by Alexis O'Neill
- Decodable Practice Reader 4B "Packing Bags"
- ELA Journal
- Reading Log
- Computer
- Magazines, paper, glue, and scissors for collage

Assignments
- Reread The Recess Queen by Alexis O'Neill.
- Complete the hands-on activity Make A Face.
- Read “Countdown to Recess.”
- Complete Story Elements Chart.
- Complete Decodable Practice Reader 2C activity.
- Complete Decodable Practice Reader 3A activity.
- Complete Decodable Practice Reader 3B activity.
- Complete Sleuth activity "Children's Day."

LEARN

In the last part, you read The Recess Queen. You wrote an opinion about a character. You learned about sensory words and the author’s word choice. Now, you will learn more about using key details. You will use them to describe characters. You will also use them to find the central message of the story. Using key details to describe things will help you revise your opinion statement for your project.

The Recess Queen has a lot of descriptive words. The illustrations also describe events. As you read, think about these questions:

- What key details can you use to describe Jean?
- What key details can you use to describe Katie Sue?

Now, reread The Recess Queen.

VOCABULARY
- snarled
- bossy
- stared
- disaster
- giggled
- dared
Finding the Central Message of The Recess Queen - Part 1

**LEARN**

In the last part, you read *The Recess Queen*. You wrote an opinion about a character. You learned about sensory words and the author's word choice. Now, you will learn more about using key details. You will use them to describe characters. You will also use them to find the central message of the story. Using key details to describe things will help you revise your opinion statement for your project.

*The Recess Queen* has a lot of descriptive words. The illustrations also describe events. As you read, think about these questions:

- What key details can you use to describe Jean?
- What key details can you use to describe Katie Sue?

Now, reread *The Recess Queen*.

**VOCABULARY**

- snarled
- bossy
- stared
- disaster
- giggled
- dared

**Objectives**

- To use details to describe characters
- To understand and describe the author's word choice
- To use key details to identify the central message of a story
- To identify and use words with the short o sound
- To identify and use words with the consonant s /z/ and plural -s
- To write, plan, and revise opinion statements

**Books & Materials**

- *The Recess Queen* by Alexis O'Neill
- Decodable Practice Reader 4B
- “Packing Bags”
- ELA Journal
- Reading Log
- Computer
- Magazines, paper, glue, and scissors for collage

**Assignments**

- Reread *The Recess Queen* by Alexis O'Neill.
- Complete the hands-on activity Make A Face.
- Read “Countdown to Recess.”
- Complete Story Elements Chart.
- Complete Decodable Practice Reader 2C activity.
- Complete Decodable Practice Reader 3A activity.
- Complete Decodable Practice Reader 3B activity.
- Complete Sleuth activity “Children’s Day.”

**TEACHING NOTES**

While your student is reading, assess his or her fluency. Choose a passage from the story and read it with the appropriate expression. Tell your student that the words in all uppercase letters should be emphasized, and model what that means verbally by reading aloud. Listen to your student's reading and guide him or her to use the emphasized words and exclamation points as clues for heightened expression.

Talk about key details with your Learning Guide:

- Name something Jean does when she catches up to Katie Sue.
- Name two words the author uses to describe Katie Sue.
- Describe Jean's reaction when Katie Sue stands up to her.

Look back at the story. Choose something Katie Sue does that you liked.

Now, draw a picture of it. Show the character and what she is doing.

Talk about your drawing with your Learning Guide. Explain why you chose that key detail in the story. Tell what Katie Sue is doing and why. Then, tell how Jean feels at this point in the story.

Jean yells at Katie Sue and grabs her by the collar. The author uses the words *puny* and *loony* to describe Katie Sue. Jean is surprised when Katie Sue stands up to her.

Accept any drawing your student makes of Katie Sue. Ask your student to explain why he or she chose this action as a key detail. Ask your student to explain what this action does to change Jean's feelings.

**HANDS-ON ACTIVITY**

Make a face from parts of faces you find in a magazine. Cut out the face parts. Arrange them and glue them to a piece of white paper. See if you can make a face that shows how Jean feels when Katie Sue stands up to her. Tell your Learning Guide what feeling your made-up face shows.
PHONICS

PRACTICE - DECODABLE READER

You have learned so many letters and words! In the last lesson you learned two different inflectional endings. These inflectional endings go at the end of a word to change the meaning of the word. What are the two inflectional endings you have learned?

Look at the words below. Can you use your arm to sound out the words or can you point under the letters to sound out the word? Remember to blend the sounds together and say the word! What is the root and what is the inflectional ending?

- boxing
- packing
- cans
- pins

Now, you are going to read a new story, Packing Bags. Remember what good readers do!

TEACHING NOTES

Guide your student in remembering the inflectional endings learned in the last lessons (-s and -ing). Discuss what each inflectional ending means. Guide your student in sounding out the words (boxing, packing, cans, pins). Remind your student to use his or her arm or point under the letters to sound out the words. Also remind your student to blend the sounds together to say the word after sounding out each sound. Discuss the root and the inflectional ending in each of these words.

Now open up the book Packing Bags. First, point to the title of the book and point under each word as you read the title. Ask your student if he or she hears the inflectional endings in the title and have your student point to them. Before reading the book, take a picture walk and have your student tell you what he or she sees in each picture. Ask your student who your student thinks the characters are going to be in the story (Mom, Dad and a kid). Remind your student that good readers:

1. Point under the words while reading.
2. Sound out unknown words.
3. Use the pictures to help figure out unknown words.
4. Reread to get better.

Have your student read the book. Prompt your student to look at the picture or sound out a word when he or she gets stuck. Try not to tell your student the word before he or she tries each strategy. After your student finishes the story, discuss the characters in the story and what he or she did. Have your student read the story two more times.
Now, you will write your opinion statement about bullying. First, try to think of adjectives that describe bullies. Many of these adjectives describe Mean Jean in *The Recess Queen*. Write a list of adjectives that describe bullies in your ELA Journal.

What do you think about bullying? Write your opinion in your ELA Journal. Then, read it to your Learning Guide. After you write your opinion statement and read it, add a reason for your opinion. Use the adjectives you listed in your ELA Journal.

### TEACHING NOTES

Your student should write adjectives like *mean*, *pushy*, *bossy*, and *demanding* in his or her journal. Check your student's opinion and help your student state it clearly. Then, check that your student has included adjectives in his or her reason for the opinion.

Ask your student if he or she has ever read a story about bullying before. If so, have your student check his or her Reading Log to find information about the story and retell it. Invite your student to compare the two portrayals of bullying and the outcomes in the two stories.

Today, you learned about key details. You learned how to use them to describe characters. You also reviewed words with *x* and short *i*. Then, you wrote your opinion of bullying. You gave a reason for your opinion. You used adjectives in your reason. Next time, you will learn more about the author’s word choices in a story.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Finding the Central Message of The Recess Queen - Part 2

Objectives
- To use details to describe characters
- To understand and describe the author's word choice
- To use key details to identify the central message of a story
- To identify and use words with the short o sound
- To identify and use words with the consonant s/z/ and plural -s
- To write, plan, and revise opinion statements

Books & Materials
- The Recess Queen by Alexis O'Neill
- Poem, "Countdown to Recess" by Kallie Dakos
- ELA Journal
- Computer
- Opinion Writing Planner
- Opinion Plan Three-Column Chart
- Index cards
- High Frequency Words: her, likes

Assignments
- Reread The Recess Queen by Alexis O'Neill.
- Complete the hands-on activity Make A Face.
- Read "Countdown to Recess."
- Complete Story Elements Chart.
- Complete Decodable Practice Reader 2C activity.
- Complete Decodable Practice Reader 3A activity.
- Complete Decodable Practice Reader 3B activity.
- Complete Sleuth activity "Children's Day."

LEARN

Last time, you reread The Recess Queen. You learned about using key details to describe characters. This time, you will look at parts of The Recess Queen to think about the author's word choice.

But first, read the poem "Countdown to Recess." Read it aloud with your Learning Guide.

There are rhyming pairs of words in this poem. These are words that sound the same. Authors choose rhymes to make the text enjoyable to read. The words climbs and chimes rhyme with each other. The first and second lines in each stanza rhyme. Remember that a stanza is a group of lines.

This author also chooses to have a refrain in each stanza. A refrain is a phrase or sentence that is repeated. This author repeats how many minutes there are until recess. This helps the reader feel like the poem is a countdown.

Read the poem again aloud. Your Learning Guide will point to rhyming pairs. Repeat each rhyming pair to your Learning Guide.

TEACHING NOTES

Discuss with your student why the author chose to rhyme words in the poem. Talk with your student about the refrain and the role of repetition in the poem.
Reread *The Recess Queen*, and think about these questions:

- What interesting rhymes and refrains does the author choose?
- How do the names Katie Sue calls Jean change the story?

Now, reread *The Recess Queen*.

After you read, answer these questions in your ELA Journal:

- Why does the author use the phrases "no one spoke, no one moved, no one breathed"?
- How do the names Katie Sue calls Jean change Jean's behavior?

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**TEACHING NOTES**

The author says that no one spoke, moved, or breathed on the playground because those phrases show how scared the kids are of Jean and her reactions. They are scared that Jean is going to do something terrible to Katie Sue. The repetition emphasizes how they all stop what they’re doing.

Your student should note that the name the author chooses for Katie Sue to call Jean is a positive nickname rather than negative one. Your student may think that calling Jean by a nickname is a sign that Katie Sue is being mean to Jean. Point out to your student that names like "Jeanie Beanie" are cute names that are meant to show that Katie Sue wants Jean to be her friend.

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**QUICK CHECK**

Please go online to view and submit this assessment.

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**MORE TO EXPLORE**

Watch the video *Rhyme Time - Hooked on Phonics: Learn to Read* (01:50). It will help you learn more about words that sound the same.

Please go online to view this video
PHONICS

HIGH FREQUENCY WORDS: HER, LIKES

You have already learned so many high-frequency words so far. Good readers and writers use these high-frequency words often when reading and writing.

Look at the cards your Learning Guide is showing you. These are two new high-frequency words. Read each of these words five times. Today you are going to play “High Frequency Word Memory.” It will help you practice all of the words you have learned. After you play the game, you are going to practice reading these words in some sentences.

TEACHING NOTES

Take out two index cards and write down the words: her, likes. Have your student practice reading each word five times. Take out two more index cards and write a duplicate card for each word. Next take out the index cards with the words (a, i, we, like, do, with, you, is, was, look, see, have, they, for, to, take, two, three, the, one, eats) your student has learned already. You are going to play “High Frequency Word Memory” with your student. Mix up all the cards and line them in rows face down. Flip over two cards and model reading the words. If the cards match, you get to keep them. If the cards do not match, flip them back over in the same space and have your student select two cards. This process repeats until all the cards have been matched. The player with the most cards at the end of the game wins.

Now show your student the High Frequency Word Review Sentences and have your student practice reading them 2-3 times each. Remind your student that good readers:

1. Point under the words while reading.
2. Sound out unknown words.
3. Reread to get better at reading.

You have learned about word choices and rhymes in a poem and a story. Now, you will write an opinion of a story, using a plan.

What do you think of the characters in the story The Recess Queen? What do you think of the story? Choose a character or write your opinion of the whole story.

Write your positive and negative opinions in an Opinion Plan.
You have already learned so many high-frequency words so far. Good readers and writers use these high-frequency words often when reading and writing. Look at the cards your Learning Guide is showing you. These are two new high-frequency words. Read each of these words five times. Today you are going to play “High Frequency Word Memory.” It will help you practice all of the words you have learned. After you play the game, you are going to practice reading these words in some sentences. 

Take out two index cards and write down the words: her, likes. Have your student practice reading each word five times. Take out two more index cards and write a duplicate card for each word. Next take out the index cards with the words (a, I, we, like, do, with, you, is, was, look, see, have, they, for, to, take, two, three, the, one, eats) your student has learned already. You are going to play “High Frequency Word Memory” with your student. Mix up all the cards and line them in rows face down. Flip over two cards and model reading the words. If the cards match, you get to keep them. If the cards do not match, flip them back over in the same space and have your student select two cards. This process repeats until all the cards have been matched. The player with the most cards at the end of the game wins. 

Now show your student the High Frequency Word Review Sentences and have your student practice reading them 2-3 times each. Remind your student that good readers:

1. Point under the words while reading
2. Sound out unknown words
3. Reread to get better at reading

You have learned about word choices and rhymes in a poem and a story. Now, you will write an opinion of a story, using a plan.

What do you think of the characters in the story The Recess Queen? What do you think of the story? Choose a character or write your opinion of the whole story. Write your positive and negative opinions in an Opinion Plan. If necessary, model using a plan by filling out the Opinion Plan with details about A Fine, Fine School.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Reasons/Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Opinions</td>
<td>• I liked the book.</td>
</tr>
<tr>
<td></td>
<td>• It made me laugh.</td>
</tr>
<tr>
<td></td>
<td>• I like the pictures.</td>
</tr>
<tr>
<td></td>
<td>• It had a good story.</td>
</tr>
<tr>
<td></td>
<td>• I can relate to it.</td>
</tr>
<tr>
<td></td>
<td>• It was fun to read.</td>
</tr>
<tr>
<td>Negative Opinions</td>
<td>• I did not like the book.</td>
</tr>
<tr>
<td></td>
<td>• It was boring.</td>
</tr>
<tr>
<td></td>
<td>• The story was unrealistic.</td>
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<td></td>
<td>• The words repeated too much.</td>
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<td></td>
<td>• It was not creative.</td>
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<tr>
<td></td>
<td>• sticky notes said funny things.</td>
</tr>
<tr>
<td></td>
<td>• children had to go to school every day</td>
</tr>
<tr>
<td></td>
<td>• repeated how everything was fine</td>
</tr>
</tbody>
</table>

You learned to describe the author's word choices and rhymes. You found rhymes in a poem and in The Recess Queen. You thought about how the rhyming words had a special sensory meaning. In the next part, you will learn more about using key details to identify the central message.
Finding the Central Message of The Recess Queen - Part 3

Objectives
- To use details to describe characters
- To understand and describe the author's word choice
- To use key details to identify the central message of a story
- To identify and use words with the short o sound
- To identify and use words with the consonant S/z/ and plural -s
- To write, plan, and revise opinion statements

Books & Materials
- The Recess Queen by Alexis O'Neill
- Decodable Practice Reader 3A, "The Box"
- ELA Journal
- Computer
- Alphabet Card Collection

Assignments
- Reread The Recess Queen by Alexis O'Neill.
- Complete the hands-on activity Make A Face.
- Read "Countdown to Recess."
- Complete Story Elements Chart.
- Complete Decodable Practice Reader 2C activity.
- Complete Decodable Practice Reader 3A activity.
- Complete Decodable Practice Reader 3B activity.
- Complete Sleuth activity "Children's Day."

**LEARN**

In the last part, you learned about the author's word choices and you described them. You also learned about rhymes. You wrote opinion statements and you used details to support your opinions. Now, you will learn more about key details that show the central message.

Read aloud *The Recess Queen* to your Learning Guide. As you read, think about these questions:

- How do characters in *The Recess Queen* change?
- What does the author want you to learn from these changes?

Now, read aloud *The Recess Queen*.

Then, answer these questions in your ELA Journal:

- How does Jean change in the story?
- What makes her change?

**TEACHING NOTES**

Your student should note that Jean starts off mean and scary but becomes friendly and has fun at the end of the story. Your student should also note that Jean changes when Katie Sue dares to tell her she is bossy and asks her to play.
Look at pp. 58–59 of *The Recess Queen*. What is the setting in the illustrations? What does the setting tell you about the central message? Name one detail in the setting that helps you understand the message. Tell this detail to your Learning Guide. Explain how it shows the central message.

What key detail tells you what Mean Jean is like now? Tell your Learning Guide what Mean Jean is like now. Explain how you know.

Why does the author repeat the words that describe pushing kids? Do you think Jean will do those things again? Explain to your Learning Guide how you know. Say the message the author wants you to learn.

*TEACHING NOTES*

Your student should give you a detail about the setting, which is the playground. The kids are playing and are happy. This detail shows that the author wants readers to understand that things are different now that Jean is nice.

Your student should tell you that Jean is now nice and has friends. One detail that tells the reader what Jean is like is the illustration of her being happy and playing with her friends. The text also shows this detail.

The author uses the words that mean bullying to say that Jean no longer does these things. The author’s point is that kids are happy now that Jean has changed and is nice to them.

If your student still finds identifying the central message difficult, you can use online or direct instruction, such as these lesson plans, to help them go further in their understanding.

*PHONICS*

**L Blends**

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don’t forget your hand motion!
In this lesson you are going to begin learning about letter blends. Blends occur at the beginning of words or at the end of words. A blend is when two consonant letter sounds come together to make one sound. Practice blending the sounds your Learning Guide tells you. What sound to you hear in each blend?

Now you are going to practice sounding out some words with L blends by playing Fuzz Bug Farm Consonant Blends. Choose three different L Blends to practice sounding out words as you play.

Now you are going to practice writing some new words. Remember what good writers do!

### TEACHING NOTES

Review all the letters from the Alphabet Card Collection that your student has learned so far this year (m, s, t, a, c, p, n, l, b, g, f, d, h, o, r, w, j, k, e, u, v, y, z, qu, x) Have your student say the name of the picture, the name of the letter and the sound the letter makes. Practice saying each 3 times.

Now you are going to have your student sound out the consonant L Blends. Say the two letters and then have your student say the sounds the letters make together. Say the following to your student:

- Blend the sounds the letters f and l make together. (/fl/)
- Blend the sounds the letters s and l make together. (/sl/)
- Blend the sounds the letters b and l make together. (/bl/)
- Blend the sounds the letters p and l make together. (/pl/)
- Blend the sounds the letters g and l make together. (/gl/)
- Blend the sounds the letters c and l make together. (/cl/)
- What sound do you hear in all of those blends?

Next open up the Fuzz Bug Farm Consonant Blend game and guide your student in selecting the L Blends to practice sounding out words.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. When writing the words have your student write in lowercase letters unless the word is a name in which case the first letter is uppercase. Say the following:

- Write the word black. (black)
- Write the word fleck. (fleck)
- Write the word plug. (plug)
- Write the word glob. (glob)
- Write the word clip. (clip)
- Write the word slam. (slam)
PHONICS

Look at these words:

a  two  is  the  three  they

There are some sounds you know in these words. Your Learning Guide will point to the words and read them. Then, you can repeat the words after your Learning Guide.

Point to the word that has the short i sound. Then, say the word to your Learning Guide. Spell this word aloud to your Learning Guide. Then, spell the other words with your Learning Guide.

Now, look at Decodable Practice Reader 3A, "The Box." Your Learning Guide will ask you to decode the words on p. 145. There are words you see all the time. There are also words with the short o sound and the x sound. Decode the words with these sounds.

Read the passage aloud to your Learning Guide. The words you just decoded will help you read.

TEACHING NOTES

Point to each word and read it to your student. Your student will repeat the words after you. The word that has the short i sound is the word is. Spell each word with your student.

Give your student Decodable Practice Reader 3A, “The Box.” Make sure that your student can read the high-frequency words. Ask your student to decode the words on p. 145. Then, ask your student to read the passage and decode words from the list in the reading.

You looked at key details in The Recess Queen. You also identified the central message. You used key details to find it. Now, you will write your opinion about a story. You can write an opinion about A Fine, Fine School or The Recess Queen.

Go back to the Opinion Plan you used. Write more details to support your opinion of The Recess Queen. You can also use the Opinion Plan to write in details about A Fine, Fine School.

Use your opinion plan to help you write your opinion of A Fine, Fine School or The Recess Queen. Remember to use details from the story to support your opinion. Use adjectives to describe the details.

TEACHING NOTES

If your student has difficulty using the Opinion Plan to write his or her opinion of a story, review the plan with your student. Take each statement and add the word because. Then, add a supporting detail. Ask your student to pick his or her own positive or negative opinion statement from the plan.
You have learned about using details from a story to identify the central message. You have also used details to support your opinion of a story. In the next part, you will use those skills to write your opinion for your project. You will also learn to compare and contrast characters in stories.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you learned about key details and the central message. You wrote opinion statements and you used details to support your opinions. Now, you will learn about comparing and contrasting stories.

Retell the stories *A Fine, Fine School* and *The Recess Queen* to your Learning Guide. Retelling a story helps you understand the story better. As you retell the stories, think about the following questions:

- How does Mr. Keene help the students and teachers in *A Fine, Fine School*?
- What does Katie Sue do to be a good classroom citizen in *The Recess Queen*?

To compare characters and stories, you say what is the same. To contrast characters and stories, you say what is different. After you retell two stories, you can compare and contrast each one. The *Story Elements Chart* is a good way to retell each story.

Once you fill out the chart, discuss with your Learning Guide the characters and the stories. Say what is the same. Next, say what is different.
Discuss with your student what is similar between the characters and stories. Both stories are set in a school. Both stories have a main character that is a girl. Both Tillie and Katie Sue make things better at their schools by speaking up.

Then, discuss with your student what is different between the characters and stories. *A Fine, Fine School* has a principal and teachers in it. *The Recess Queen* only has kids as characters. The interactions happen between an adult and a student in the first story to change things for the better. The interactions in the second story happen between a bully and a new kid.

**PHONICS**

**R BLENDS**

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!
In this lesson you are going to continue to learn about blends. Blends occur at the beginning of words or at the end of words. A blend is when two consonant letter sounds come together to make a sound. In the last lesson you learned about L blends. Can you sound out the words below with L blends?

- club
- glass
- slim
- flock

Now practice blending the sounds your Learning Guide tells you. What sound do you hear in each blend?

Now you are going to practice sounding out some words with R blends by playing Fuzz Bug Farm Consonant Blends. Choose three different R blends to practice sounding out words as you play.

Last you are going to practice writing some new words. Remember what good writers do!

### TEACHING NOTES

Review all the letters from the Alphabet Card Collection that your student has learned so far this year. (m, s, t, a, c, p, n, l, b, g, f, d, h, o, r, w, j, k, e, u, v, y, z, qu, x) Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times.

Have your student sound out the L blend words. (club, glass, slim, flock) Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound.

Now you are going to have your student sound out the consonant R blends. Say the two letters and then have your student say the sounds the letters make together. Say the following to your student:

- Blend the sounds the letters g and r make together. (/gr/)
- Blend the sounds the letters t and r make together. (/tr/)
- Blend the sounds the letters d and r make together. (/dr/)
- Blend the sounds the letters p and r make together. (/pr/)
- Blend the sounds the letters b and r make together. (/br/)
- Blend the sounds the letters f and r make together. (/fr/)
- Blend the sounds the letters c and r make together. (/cr/)
- What sound do you hear in all of those blends?

Next open up the Fuzz Bug Farm Consonant Blend game and guide your student in selecting the R blends to practice sounding out words.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. R blends can be the trickiest blends for first graders, as the tr and dr sound are hard for them to identify. You might see your student try to write...
It with a *jr* at the beginning. If this happens, sound the word out very slowly with your student and really emphasize the *tr* and *dr* sounds when sounding the word out. When writing the words have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word *from*. (from)
- Write the word *trip*. (trip)
- Write the word *crab*. (crab)
- Write the word *drop*. (drop)
- Write the word *grass*. (grass)
- Write the word *brat*. (brat)

### PHONICS

**PRACTICE: HIGH FREQUENCY WORDS**

You have already learned so many high-frequency words so far. Good readers and writers use these high-frequency words often when reading and writing.

In this lesson you can choose how you want to review your high frequency words. You have learned “Keep It” and “High Frequency Word Memory.” You choose which game you want to play with your Learning Guide to practice the words. After you play the game, you are going to practice reading these words in some sentences.

### TEACHING NOTES

You may have your student choose which game he or she would like to play to review high-frequency words in this lesson. (“Keep It” or “High Frequency Word Memory”) When playing “Keep It” you may leave the double cards in the deck from “High Frequency Word Memory” as this will give your student more practice with each word. Remember to include the star cards in the deck if you are playing "Keep It."

Now show your student the [High Frequency Word Review Sentences](#) and have your student practice reading them two or three times each. Remind your student that good readers:

1. Point under the words while reading.
2. Sound out unknown words.
3. Reread to get better at reading.

In this lesson, you learned about word choices and key details. You used both in your opinion statement and reasons for your opinion. Next time, you will retell another story and learn about writing facts. Writing facts will help you add facts to your poster for your project.
USE

USE FOR MASTERY

You learned how to look closely at details in stories. You retold two stories. You used the details to compare and contrast these stories. Now, go to your opinion statement for your project. Are you missing any details from your reasons? Revise your opinion statement to include more details.

Upload your revised opinion statement below.

USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Clearly state your opinion?
- Give two reasons?
- Use adjectives in your reasons?
**My Favorite Sweets!**

Take another look at your opinion statement for your project. This is the last time you will revise it. Make sure you have strong reasons for your opinion. Make sure you used adjectives and details in your reasons.

Review the [rubric](#) so that you are sure to cover everything in your opinion statement.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Great</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion</td>
<td>Opinion statement about a favorite sweet or dessert is clear and interesting.</td>
<td>Opinion statement about a favorite sweet or dessert is clear.</td>
<td>Opinion statement doesn't make it clear why the sweet or dessert is a favorite.</td>
<td>Statement is not about a favorite sweet or dessert and does not give an opinion.</td>
</tr>
<tr>
<td>Reasons</td>
<td>There are at least two reasons that support the opinion.</td>
<td>There is at least one reason that supports the opinion.</td>
<td>There is a reason but it does not support the opinion</td>
<td>There are no reasons given.</td>
</tr>
<tr>
<td>Description</td>
<td>Reasons include vivid, descriptive words that give several interesting facts about the sweet or dessert.</td>
<td>Reason includes descriptive words that convey two or less facts about the sweet or dessert.</td>
<td>Reason includes words that convey a fact about the sweet or dessert, but do not describe the sweet or dessert.</td>
<td>There are no descriptions of or facts about the sweet or dessert.</td>
</tr>
</tbody>
</table>

**TEACHING NOTES**

**ANOTHER WAY...**

**WORD LIST**

If your student is having difficulty revising his or her writing to include adjectives and descriptive words, provide your student with this [word list](#) and encourage him or her to find synonyms for the words to add to the list.
WHAT DO YOU KNOW ABOUT CHINA?
In this lesson, you are going to read the book Far from Home, which is about a boy who moves to China. Before you read the story, think: What do you already know about China? Share some facts about China that you know with your Learning Guide.

Now watch this video about China. What are three things that you learned from the video? Write the three facts in your ELA journal using complete sentences. For example: “China has more people than any other country in the world.” As you read the story Far from Home, you can add more facts about China to your reading journal.

Please go online to view this video ▶
Last time, you learned more about key details, word choice, and the central message. This time, you will learn about how to distinguish facts from opinions and how to write facts. You will also look at illustrations and write facts about those illustrations. This will help you write facts later about your chosen sweet for your project.

You will read Far From Home by Sue Pickford. As you read, think about these questions:

- How do the illustrations help you understand the story?
- What facts about China do you learn from events in the story?

Now, read Far From Home.

VOCAUBRARY
- perfect
- tidy
- tucked
- strange
- neatly
- shocked
- promised
- exercise
- enjoy
- lesson

TEACHING NOTES

Guide your student in reading Far from Home. Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
- Have your student read the story aloud with another student or with you, either chorally or by reading alternate sections.
- Have your student read the story independently.

Answer these questions by discussing them with your Learning Guide:

- What do the illustrations tell you about Bryan's new home?
- How are a story and an informational article about a country different?
Your student should talk with you about how the illustrations show Bryan's new school in China, the different things he is supposed to learn, the kids he goes to school with, and his new teacher. The illustrations show the different way that people eat in China, the uniforms kids wear at school, and the different activities they do that are all new to Bryan.

Your student should discuss with you how illustrations in a story set in China tell the events of the story, while illustrations in an informational article about China would give information about the country, with no story.

Now, you will retell the story in Far From Home. Use the illustrations to help you say what happens in the beginning of the story. Then, tell the middle. The last part to tell is the end. Choose main events to write in each section of the Retelling Chart. Use your chart to retell the story aloud to your Learning Guide.

Now, complete the Retelling Chart.

The beginning of the chart should include the main event that Bryan's mother gets a job and he moves to China. The middle should include the new things Bryan encounters at school. The end should include Bryan's sticker for his painting and his decision that he likes his new school.

See the sample of a completed chart below.
INTERACTIVE ACTIVITY

To learn more about facts and how they are different from opinions, complete the BrainPOP Fact and Opinion activity.

PHONICS

S BLENDS

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!

In this lesson you are going to continue to learn about blends. Blends occur at the beginning of words or at the end of words. A blend is when two consonant letter sounds come together to make a sound. In the last lessons you learned about L blends and R blends. Can you sound out the words below with L blends and R blends?

- frizz
- plan
- grab
- slip

Practice blending the sounds your Learning Guide tells you. What sound do you hear in each blend?

Now you are going to practice sounding out some words with S blends by playing Fuzz Bug Farm Consonant Blends. Choose three different S blends to practice sounding out words as you play.

Last you are going to practice writing some new words. Remember what good writers do!

TEACHING NOTES

You may wish to review letters from the Alphabet Card Collection that your student has learned so far this year. (m, s, t, a, c, p, n, l, b, g, f, d, h, o, r, w, j, k, e, u, v, y, z, qu, x) Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times.

Have your student sound out the L blend and R blend words. (frizz, plan, grab, slip) Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound.
Now you are going to have your student sound out the consonant S blends. Say the two letters and then have your student say the sounds the letters make together. Say the following to your student:

- Blend the sounds the letters s and c make together. (/sc/)
- Blend the sounds the letters s and p make together. (/sp/)
- Blend the sounds the letters s and t make together. (/st/)
- Blend the sounds the letters s and m make together. (/sm/)
- Blend the sounds the letters s and w make together. (/sw/)
- Blend the sounds the letters s and n make together. (/sn/)
- Blend the sounds the letters s and k make together. (/sk/)
- What sound do you hear in all of those blends?

Next open up the Fuzz Bug Farm Consonant Blend game and guide your student in selecting the S blends to practice sounding out words.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. Look at the C or K Rule Video to help your student know when to use a c or a k in a word when he or she hears the sound toward the beginning. When writing the words have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word skip. (skip)
- Write the word scab. (scab)
- Write the word spot. (spot)
- Write the word snap. (snap)
- Write the word swim. (swim)
- Write the word stub. (stub)

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**PHONICS**

**PRACTICE: DECODABLE READER**

You have learned so many letters and words! In the last lessons you have learned the L Blends, the R Blends, and the S Blends. You have also learned inflectional endings –s and –ing. What does each of these endings do when they go on the end of a root word?

Look at the words below. Can you use your arm to sound out the words or can you point under the letters to sound out the word? Remember to blend the sounds together and say the word! What is the root and what is the inflectional ending?

- clubs
- smacking
- frogs
- spits
Now, you are going to read a new story, *Fun with Gram*. There will be words with blends at the beginning and words with inflectional endings at the end. Remember what good readers do!

### TEACHING NOTES

Guide your student in remembering the inflectional endings learned in the previous lessons. Discuss what each inflectional ending means. Guide your student in sounding out the words (clubs, smacking, frogs, spits). Remind your student to use his or her arm or point under the letters to sound out the words. Also remind your student to blend the sounds together to say the word after sounding out each sound. Discuss the root and the inflectional ending in each of these words.

Now open up the book *Fun with Gram*. First, point to the title of the book and point under each word as you read the title. Ask your student if they hear the *r* blend in the title and have your student point to it. Before reading the book, take a picture walk and have your student tell you what they see in each picture. Ask your student who they think the characters are going to be in the story (Gram, boy, and girl). Remind your student that good readers:

1. Point under the words while reading.
2. Sound out unknown words.
3. Use the pictures to help figure out unknown words.
4. Reread to get better.

Have your student read the book. Prompt your student to look at the picture or sound out a word when he or she gets stuck. Try not to tell your student the word before he or she tries each strategy. After your student finishes the story, discuss the characters in the story and what he or she did. Have your student read the story one to two more times.

Now, you will write a fact. First, think of an activity you do each day. Then, draw a picture of yourself doing that activity.

Tell your Learning Guide one fact about your activity. Remember that a fact is a real thing. It is different from an opinion. An opinion is what you think about your activity. A fact will tell a reader about your activity. Then, write the fact under your picture.

### TEACHING NOTES

Brainstorm possible activities with your student. Accept any drawing your student produces of that activity. If your student struggles to write a fact, you may choose to have him or her dictate the fact to you. Activities could include but are not limited to brushing his or her teeth, completing a daily chore, or helping feed a pet. Related facts could be the reason for the task or an important step in the task.
Today, you read *Far From Home*. You retold the story to your Learning Guide. Then, you wrote a fact about an activity you do. Next time, you will use illustrations to tell about the story.

**QUICK CHECK**

Please go online to view and submit this assessment.
LEARN

GRAMMAR
You have been reading to understand the events in a story. You can break down sentences to understand what is happening in a story. You can look for words that tell you when events happen in relation to one another.

Listen to your Learning Guide read this sentence from Far From Home.

After lunch, Bryan had to learn a new sport.

Now answer this question: What does this sentence mean?

Teaching Notes
To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- After lunch,
- Bryan had to learn
- a new sport.

Display the chunks for your student in the sentence order. Have on hand two additional blank index cards or sentence strips.
When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: The meaning of the sentence is that Bryan learned a sport after lunch. The sport was something he hadn't played before.

**GRAMMAR**

Your Learning Guide has divided this sentence into chunks. Look at the chunks.

What does the second chunk tell you?

What does the third chunk tell you?

You know what Bryan did. He learned a new sport.

The author doesn't just tell you what Bryan did. The author includes details to show how this event is related to another event in the story.

Can you find the word that shows how learning the sport is related to Bryan having lunch? Point to the word.

**Possible answer:** It tells me Bryan had to learn something.

**Possible answer:** It tells me that the thing Bryan learned was a new sport.

**Answer:** After

**GRAMMAR**

The word *after* shows how learning the sport is related to lunch.

The word *after* is a preposition. This preposition shows when something happened.

This is what the preposition tells us: Bryan had lunch. Then he learned a new sport.

Paying attention to prepositions like *after* helps you understand the sequence of events in a story. If you get confused about when something in a story happened, look for prepositions that show time. Two other prepositions that show time are *before* and *during.*
Write the words “Before lunch,” on an index card or sentence strip. Write the words “During lunch,” on another index card or sentence strip. Take the first chunk out of the sentence. Put the new chunk that says “Before lunch,” in front of the rest of the sentence. What does the sentence mean now?

Take the chunk that says “Before lunch,” away. Put the chunk that says “During lunch,” in front of the rest of the sentence. What does the sentence mean now?

Think about what you did with the different prepositions. Think about how they changed the meaning of the sentence. Why is it important to pay attention to prepositions that show time? Tell your Learning Guide.

Possible response: It means Bryan learned a new sport and then had lunch.

Possible response: It means that Bryan had lunch and learned a new sport at the same time.

Possible response: It’s important to pay attention to prepositions that show time because they help me understand the sequence of events.

GRAMMAR
Can you write a sentence with a preposition that shows the relationship between two events?

Write a sentence that includes one of these prepositions: after, before, during. Your sentence should show two events. Use the preposition to show when the events happened in relation to each other.

You can use today’s sentence as a model for your sentence.

After you write your sentence, point to the preposition you used. Tell your Learning Guide what information the preposition gives your readers.

Your student might write something like, “During dinner, we watched a movie.”

If your student struggles to write the sentence, ask him or her to name two things he or she did yesterday. For example, your student might say: “I rode my bike. I brushed my teeth.” Then ask your student to describe when the events happened. Ask, “Which thing did you do first?”

Then offer your student this template:

Before I _______, I __________.
Template key: Before I [second event], I [first event].

Your student should point to the preposition and explain the information it gives readers. For example, your student would point to During and explain that it tells readers that dinner and the movie happened at the same time.

Review the prepositions after, before, and during. Ask your student their function (showing when something happened). Write the prepositions on index cards and add them to your word wall.

GRAMMAR

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

   After lunch, Bryan had to learn a new sport.

Then say, “This sentence uses the preposition after to show when something happened. After tells how two events in the story are related. What does the preposition after tell you about the two events in this sentence?”

Possible answer: It tells me that Bryan ate lunch first. He learned a new sport second.

Display the sentence chunks from the earlier activity. Say, “When you use a preposition to show time, you don’t have to put it at the beginning of the sentence. Watch me move one of the sentence chunks.”

Move the first chunk (“After lunch,”) to the end of the sentence. Have your student read the sentence.

Say, “This sentence still means the same thing. It still means that Bryan ate lunch first and learned a new sport second.” Ask your student what changes he or she would make for this to be a properly written complete sentence. Your student should recognize that after should be made lowercase and the period should move to the end of the sentence, replacing the comma. You may need to walk through these changes with your student. For example, you might ask, “Which word would you make lowercase?” You might ask, “How do we need to change the punctuation?”

Have your student write a sentence with a preposition showing time. Have your student format it in the same way as the new sentence, with the preposition in the third chunk’s place. Remind your student that he or she can use after, before, or during in his or her sentence.

Your student might write, “My mom read the mail during breakfast.”
If your student struggles to write the sentence, ask him or her to name two things that happened this morning. For example, your student might say “I woke up. I put on my shoes.” Then ask your student to describe when the events happened in relation to each other.

Then offer your student this template:

I _____________ after ___________.

Template key: I [second event] after [first event].

Then have your student point to the preposition and explain the information it gives readers. For example, your student would point to after and explain that it tells readers that putting on shoes happened second.

Last time, you read Far From Home. You retold the events of the story. You also learned the difference between a fact and an opinion. This time, you will use the illustrations in the story to help you retell the story.

As you reread Far From Home, think about these questions:

- What happens to Bryan after he moves to China?
- What do the illustrations tell you about the activities Bryan does?

Now, reread Far From Home.

Guide your student in rereading Far From Home. You may wish to change the reading option from the one you used the first time your student read the story. Ask your student to pay special attention to the way the illustrations help tell the events of the story.

Answer these questions in your ELA Journal:

- What does Bryan do when he moves to China?
- How can you tell Bryan feels uncomfortable doing new activities?
Details in the illustrations help you understand the characters, setting, and events of a story. Look at p. 6 of *Far From Home*. This is when Bryan's mom tells him they are moving to China.

Tell your Learning Guide about the illustration on p. 6. How does Bryan look? Tell your Learning Guide how you can tell Bryan's feelings about moving. Where is Bryan's family when he learns about the move? How do you know? Tell your Learning Guide about the setting on this page. Use key details in the illustration to tell about the setting.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

When you look at the illustrations in a story, you will see that faces of characters show their feelings. This is a key detail you can use to understand the characters and the story better.

Watch *ABC Phonics: Feelings and Emotions* (03:10). It will help you learn more about how faces show feelings.

Please go online to view this video ▶

**PHONICS**

**PHONICS PRACTICE: BEGINNING BLENDS**

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!
In this lesson you are going to review all of the blends you have learned so far. Blends occur at the beginning of words or at the end of words. A blend is when two consonant letter sounds come together to make a sound. In the last lessons you learned about L blends, R blends and S blends. Can you sound out the words with blends below?

- slim
- cluck
- swag
- trot
- drip
- frog

Now you are going to practice writing some new words and write a sentence. Remember what good writers do!

**TEACHING NOTES**

You may wish to review letters from the Alphabet Card Collection that your student has learned so far this year (m, s, t, a, c, p, n, l, b, g, f, d, h, o, r, w, j, k, e, u, y, z, qu, x). Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times.

Have your student sound out the words with blends (slim, cluck, swag, trot, drip, frog). Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. You may also want to take out the high-frequency word cards for your student to refer to. Look at the C or K Rule Video to help your student know when to use a c or a k in a word when he or she hears the sound toward the beginning. Remember to emphasize the /tr/ and /dr/ sounds at the beginning of the words as these blends can be tricky for first graders. When writing the words have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Also remind your student that when writing a sentence, it starts with an uppercase letter, has spaces between words, and ends with a punctuation mark. Say the following:

- Write the word grill. (grill)
- Write the word dress. (dress)
- Write the word slack. (slack)
- Write the word plum. (plum)
- Write the word smock. (smock)
- Write the word skit. (skit)
- Write the sentence: I see the black cat.
PHONICS

You have used the illustrations in *Far from Home* to help you understand characters and events. You have also used the illustrations to describe the setting. Now you will spell and write words you use all the time. Then, you will write a sentence about the main topic of the book.

Your Learning Guide will show you some High-Frequency Word Cards. These are words you see and use all the time. Sometimes, you can use what you know about the letters to sound out the words. Sometimes, you have to remember the word itself and what it looks like.

The first word is just one letter, *a*. The second word has two letters. Say the word *we* to your Learning Guide. Then, spell it with your Learning Guide. Do the same with the other words your Learning Guide will show you.

Look at the word *do*. How do you spell the first sound in *do*? Spell it for your Learning Guide. The first sound is spelled /d/.

Write each word in your ELA Journal. You can ask your Learning Guide to show you the cards again if you need them.

TEACHING NOTES

Use the High-Frequency Word cards *a*, *we*, *you*, *the*, *do*, and *have* to do this activity with your student. Say each word with your student, and spell each word together. Check as your student writes each word in his or her ELA Journal to make sure the spelling is correct. Show your student the cards again if he or she needs support to write the words.

Now, talk with your Learning Guide about the main topic of *Far from Home*.

Then, write a topic sentence about the book in your ELA Journal. Start your sentence like this: “This book is about ______.” Make sure you write a complete sentence.

TEACHING NOTES

*Possible student responses:* This book is about: a boy who moves far away to China; a boy named Bryan who goes to school in China; Bryan and his new life in China.

Today, you reread *Far From Home*. You used illustrations to understand a character in the story better. Then, you talked about the main topic of the book. You also wrote a topic sentence about the book. Next time, you will learn more about using the author's words to understand the characters.
Last time, you used key details from the illustrations in *Far from Home* to understand a character. You also wrote a topic sentence about the book. This time, you will reread part of *Far from Home*. You will look at the words the author uses to describe a character.

As you reread part of *Far from Home*, think about these questions:

- How does the author describe Bryan in this section?
- What details help you understand Bryan's character?

Now, reread pp. 3–7 of *Far From Home*.

Then, answer this question in your ELA Journal:

- What words does the author use to describe Bryan?

Tell your Learning Guide why you picked these words.
Look at the word list you wrote in your ELA Journal. If you did not write the word *perfect* there, write it now. What does *perfect* mean? Why do you think the author chose this word? When you hear the word *perfect*, what do you think of? Talk about this word choice with your Learning Guide.

What other words could the author have used instead of *perfect*? Would the word *good* have had the same meaning? Which word do you think is more interesting? Tell your Learning Guide why you picked one word or the other.

Now, look at some of the other words you wrote. Write words that mean the same thing. How do these new words change the character? Talk about these word choices with your Learning Guide.

**TEACHING NOTES**

Your student should have words like *neatly, shocked, and sad* in his or her list. Ask your student about the alternative words he or she thinks of. Discuss with your student how and why a word change would change the reader's idea of the character.

**PHONICS**

**PHONICS PRACTICE: BEGINNING BLENDS**

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!

In this lesson you are going to review all of the blends you have learned so far. Blends occur at the beginning of words or at the end of words. A blend is when two consonant letter sounds come together to make a sound. In the last lessons you learned about L blend, R blend, and S blend. Can you sound out these words with blends?

- sled
- gloss
- swig
- spill
- trap
- drag
Now you are going to practice writing some new words and write a sentence. Remember what good writers do!

You may wish to review letters from the Alphabet Card Collection that your student has learned so far this year (m, s, t, a, c, p, n, l, b, g, f, d, l, h, o, r, w, j, k, e, u, v, y, z, qu, x). Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times.

Have your student sound out the words with blends (sled, gloss, swig, spill, trap, drag). Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. You might also want to take out the high-frequency word cards for your student to refer to. Look at the C or K Rule Video to help your student know when to use a c or a k in a word when he or she hears the sound toward the beginning. Remember to emphasize the /tr/ and /dr/ sounds at the beginning of the words as these blends can be tricky for first graders. When writing the words have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Also remind your student that when writing a sentence, it starts with an uppercase letter, has spaces between words, and ends with a punctuation mark. Say the following:

- Write the word press. (press)
- Write the word drop. (drop)
- Write the word scum. (scum)
- Write the word skin. (skin)
- Write the word plum. (plum)
- Write the word flap. (flap)
- Write the sentence: I have a red drum.

You have reread part of Far from Home. You have found words the author uses to describe one of the characters. You thought about other words to use. Now, you will write sentences with pronouns. You will also illustrate what you learned about China in the story Far from Home.

Pronouns replace nouns in a sentence. Look at the two sentences:

The girl walks. She walks.

The pronoun she replaces the noun the girl.

Now, look at the sentence about a character in Far From Home:

Bryan was shocked!

You can replace the name Bryan with a pronoun. What pronoun can you use?
Here is another sentence about characters in the story:

Bryan was sad to say good-bye to his friends.

What pronoun can you use to replace the words *his friends*?

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**TEACHING NOTES**

Guide your student to choose the pronoun *he* for the first sentence and the plural pronoun *them* for the second sentence. Tell your student that the first pronoun you used is a singular pronoun and the second one is a plural pronoun. Remind your student that *plural* means more than one.

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What did you learn about China in the book *Far from Home*? Draw something you learned about China. Then, write a sentence below your illustration. In your sentence, give details about what you learned.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.

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**TEACHING NOTES**

Read your student’s sentence aloud. If there are details in the sentence, ask your student to point to the details in the illustration. If not, guide your student to describe a detail from the illustration in the sentence.

Take this opportunity to assess your student’s writing using this rubric. Notice the difference in language between the columns to find out how your student might improve his or her writing. Use the rubric to offer feedback to your student. Guide your student to improve his or her writing based on your feedback.

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Today, you reread part of *Far from Home*. You thought about the author’s word choice to describe characters. You thought of other words that would change how you see a character. You chose something you learned about China and illustrated it. You wrote about a detail in your illustration. Next time, you will tell about major story events.

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**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Last time, you reread part of Far From Home. You thought about the author's word choice to describe characters. You chose something you learned about China and illustrated it. You wrote about a detail in your illustration. Now, you will reread another part of the story. Then, you will tell about major events in the story.

As you read pp. 8–11 of Far From Home, think about these questions:

• How does Bryan's life change when he gets to China?
• How does he feel about the activities he does?

Now, reread pp. 8–11 of Far from Home.

Guide your student in reading pp. 8–11 of Far From Home. Ask your student to pay special attention to major events.

Talk about these questions with your Learning Guide:

• How does Bryan feel on his first day of school?
• Why does he feel that way?
Discuss with your student how uncomfortable and embarrassed Bryan is on his first day at school. Note that Bryan has a hard time doing new things, but he keeps doing them. Ask your student to remember that Bryan likes to be perfect. But Bryan can't be perfect when he tries new things. He feels embarrassed because he is not doing these things perfectly. Talk with your student about the fact that everyone makes mistakes when trying something new.

Good readers think about the events as they read. When Bryan goes to school in China for the first time, what are the events that happen? He tries many activities that are new to him.

Now, complete the Story Events Chart.

See a sample of a completed Story Events Chart below.

<table>
<thead>
<tr>
<th>Event 1</th>
<th>gets lost, goes in the wrong direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event 2</td>
<td>meets Tao, Tao will look after Bryan</td>
</tr>
<tr>
<td>Event 3</td>
<td>wants to play basketball at recess, has to exercise instead</td>
</tr>
<tr>
<td>Event 4</td>
<td>thinks of a new way to use chopsticks</td>
</tr>
</tbody>
</table>
Your Learning Guide will give you *Decodable Practice Reader 4B, "Packing Bags*.* Look at the word list. There is a list of words with the ending *–ing*. Remember that the ending *–ing* adds a syllable to the word. See if you can decode the words in the list. Read them aloud with your Learning Guide. Then, with your Learning Guide, read the story. As you read aloud, notice where the words with the ending *–ing* are in the story. Use what you know about the sound the *–ing* makes to decode the words.

**PHONICS**

**TEACHING NOTES**

Show your student the word lists in *Decodable Practice Reader 4B, "Packing Bags*.* Read the words aloud with your student. Then, when your student reads the story aloud, notice what difficulties he or she may have in decoding the words. If needed, review the sound spellings of each word with your student to help him or her decode. Remind your student that *–ing* is made up of the sounds /i/ and /ng/.

**PHONICS**

**PRACTICE HIGH FREQUENCY WORDS: HERE, TOO**

You have already learned so many high-frequency words so far. Good readers and writers use these high-frequency words often when reading and writing.

Look at the cards your Learning Guide is showing you. These are two new high-frequency words. Read each of these words five times each. Today you are going to play “High Frequency Word Memory.” It will help you practice all of the words you have learned. After you play the game, you are going to practice reading these words in some sentences.

**TEACHING NOTES**

Take out two index cards and write down the words: *here, too*. Have your student practice reading each word five times. Take out two more index cards and write a duplicate card for each word. Next take out the index cards with the words (a, I, we, like, do, with, you, is, was, look, see, have, they, for, to, take, two, three, the, her, likes, one, eats) your student has learned already. You are going to play “High Frequency Word Memory” with your student. Mix up all the cards and line them in rows face down. Flip over two cards and model reading the words. If the cards match, you get to keep them. If the cards do not match, flip them back over in the same space and have your student select two cards. This process repeats until all the cards have been matched. The player with the most cards at the end of the game wins.
Now show your student the High Frequency Word Review Sentences and have your student practice reading them two or three times each. Remind your student that good readers:

1. Point under the words while reading.
2. Sound out unknown words.
3. Reread to get better at reading.

You have reread another part of Far from Home. You have listed the major events. Now, you will write facts about the story.

Look at p. 6 of Far from Home. Look at the illustration. What facts can you tell about what happens on this page? Remember that a fact is something that is true. One fact is that Bryan's mom has a new job. That is true. Find two more facts about the events on this page. Tell them to you Learning Guide.

Look at pp. 8–11 of Far from Home. Pick an illustration. Then, write one fact about what happens in that illustration.

Today, you reread another part of Far from Home. You listed major events. Then, you wrote facts about the story. Next time, you will learn more about understanding a story's central message.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Last time, you reread another part of *Far from Home*. You listed major events. Then, you wrote facts about the story. This time, you will learn more about understanding a story's central message. Then, you will write facts about another story you have read.

As you reread the next part of *Far from Home*, think about these questions:

- How does Bryan change in this part of the story?
- What makes him change?

Now, reread pp. 12–16 of *Far from Home*.

Answer these questions in your ELA Journal:

- What does Bryan do to make things better at school?
- Who helps Bryan feel better about school?
Your student should note that by trying new things and figuring out ways to work around difficulties, Bryan begins to enjoy himself. For example, Bryan figures out how to use chopsticks in a new way that works for him. He works to understand kung fu and then begins to enjoy it.

Tao and the other kids help him overcome some of his difficulties, such as helping him with kung fu or to clean up his spilled ink. This makes him feel even better about his new school.

Look at pp. 12–16 of *Far from Home*. What key details can you write from each of these pages? What can you learn from those details? This is the central message the author wants you to learn.

Now, complete the **Central Message Chart**.

See the sample of a completed chart below.

**Central Message Chart**

- **Main Idea**: Learning new things can be fun when you work together.
  - **Key Details**:
    - thinks kung fu is hard
    - spills ink
    - gives his painting to Tao
    - has fun when other children help
    - Tao helps clean up
    - enjoyed his first day at school
    - gets a sticker

**ANOTHER WAY...**

If finding the central message of *Far from Home* is challenging, go back to these pages and reread the text. Think: What am I learning about the character here?

- Page 12
- Page 13
- Page 16
One way to find a central message is to think about how a character changes. Think about how Bryan changed on these pages. What did Bryan learn? This is a clue to the central message of the text.

**TEACHING NOTES**

If your student is struggling to find the central message of the text, go back to reread the following pages and ask the following questions:

Page 12. Ask: “What happened on this page? What did we learn about the character?”

(possible answer: Bryan is trying a new sport and fell over. He’s feeling sad and discouraged. He does not like his new school.)

Page 16. Ask: “What happened on this page? What did we learn about the character?”

(possible answer: Bryan is getting help from his friends, and because of that he is starting to like his school.)

Page 12. Ask: “What happened on this page? What did we learn about the character?”

(possible answer: It is time to go home, so Bryan says goodbye to his friends. He is feeling excited to go back to school tomorrow)

Look at p. 13. Find the word enjoy. What other words can you think of that mean the same thing? How does Bryan begin to feel about his karate lessons? Discuss this word and other words that mean the same thing with your Learning Guide. Talk about how Bryan starts to change.

Then, look at p. 14. Find the word lesson. What is Bryan doing? Why does the author call this activity a lesson? Discuss the word lesson with your Learning Guide. Say why the author chose this word.

**TEACHING NOTES**

Discuss the author’s word choices, enjoy and lesson, with your student. Tell your student that enjoy is another word for having fun. Discuss with your student the fact that Bryan is learning something new when he paints, so his painting activity is a lesson.

You have reread the last part of Far from Home. You thought about key ideas. You learned about the central message of this story. Now, you will write a caption for an illustration in the story. Then, you will write facts about another story you read, A Fine, Fine School.
Look at pp. 12–16 of Far from Home. Pick an illustration you like. Write a caption for this illustration. Remember, a caption tells you what is happening in the illustration. Use key details from the illustration and the story to help you write your caption.

PHONICS

PRACTICE: DECODABLE READER

You have learned so many letters and words! In the last lessons you have learned beginning and ending blends. You have also learned inflectional endings “–s” and “–ing.” What does each of these endings do when they go on the end of a root word?

Look at the words below. Can you use your arm to sound out the words or can you point under the letters to sound out the word? Remember to blend the sounds together and say the word. What is the root and what is the inflectional ending?

- lungs
- hunting
- limping
- bands

Now you are going to read a new story, Cub and Mom at the Pond. In the story you read today there will be words with blends at the beginning, words with blends at the end, and words with inflectional endings at the end. Remember what good readers do!

TEACHING NOTES

Guide your student in remembering the inflectional endings learned in the last lessons (“–s” and “–ing”). Discuss what each inflectional ending means. Guide your student in sounding out the words (lungs, hunting, limping, bands). Remind your student to use his or her arm or point under the letters to sound out the words. Also remind your student to blend the sounds together to say the word after sounding out each sound. Discuss the root and the inflectional ending in each of these words.

Now open up the book Cub and Mom at the Pond. First, point to the title of the book and point under each word as you read the title. Ask your student if he or she hears an ending blend in the title and have your student point to it. Before reading the book, take a picture walk and have your student tell you what he or she sees in each picture. Ask your student who he or she thinks the characters are going to be in the story (Cub and Mom). Remind your student that good readers:

1. Point under the words while reading.
2. Sound out unknown words.
3. Use the pictures to help figure out unknown words.
4. Reread to get better.
Have your student read the book. Prompt your student to look at the picture or sound out a word when he or she gets stuck. Try not to tell your student the word before he or she tries each strategy. After your student finishes the story, discuss the characters in the story and what they did. Have your student read the story one or two more times.

USE

You learned about facts in this lesson. You also learned about the author's word choice and the central message. You wrote facts and a caption.

Think about how facts connect to illustrations, or the pictures in stories. Then answer the questions.

USE FOR MASTERY

What does the picture show Tillie doing?

- playing with her brother and her dog
- getting ready to watch a show on TV
- leaving to go to school on Christmas Day

What sentence states a fact shown in the picture?

- Tillie was excited about going to school to spend the day with friends.
- Tillie was hurrying to keep the dog from running out the front door.
- Tillie was going to miss the best cartoons in the world on TV.
LEARN

PHONICS

ENDING BLENDS

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!

In this lesson you are going to continue to learn about blends. Blends occur at the beginning of words or at the end of words. A blend is when two consonant letter sounds come together to make a sound. In this lesson you will practice reading and writing words with ending blends. Can you sound out the words below with ending blends?

- romp
- ring
- fund
- rent
- stand
- blimp
- pond

Now you are going to practice writing some new words. Remember what good writers do!
LEARN ENDING BLENDS

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don’t forget your hand motion!

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- romp
- ring
- fund
- rent
- stand
- blimp
- pond

Now you are going to practice writing some new words. Remember what good writers do!

TEACHING NOTES

You may wish to review letters from the Alphabet Card Collection that your student has learned so far this year (m, s, t, a, c, p, n, l, b, g, f, d, h, o, r, w, j, k, e, u, v, y, z, qu, x) Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times.

Have your student sound out the ending blend words (romp, ring, fund, rent, stand, blimp, pond). Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. When writing the words have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word jump. (jump)
- Write the word bend. (bend)
- Write the word spent. (spent)
- Write the word dump. (dump)
- Write the word sing. (sing)
- Write the word wand. (wand)
In the last lesson, you finished reading *Far from Home*. You learned about facts, the author's word choices, and the central message. You wrote facts, and you wrote a caption.

Today, you will read a text called *Going to School*. It's an informational text. It tells you facts to explain a topic.

This is different from a story. A story may give you facts, but it also has characters, a setting, and events that are made up. An informational text is not made-up.

And that's not the only difference between informational texts and stories. An informational text has different kinds of illustrations in it. They are called *text features*. They include photos, maps, and *diagrams*. Other things are called text features, too—like headings and captions.

As you read, think about these questions:

- What text features do you see in this book?
- What do you predict the book will be about?
Now, read pp. 3–5 of *Going to School*.

**VOCABULARY**
- countries
- villages
- learn
- languages
- community
- weather
- native
- library
- subject
- ballet
- classmates
- blind
- diagrams
- city

**TEACHING NOTES**

While your student is reading, assess his or her fluency. Check your student's phrasing accuracy. If your student struggles with accurate phrasing, model reading p. 5 aloud with incorrect phrasing. For example, pause in the middle of phrases, ignore commas, or run sentences together by ignoring a period. Then, model reading the same section with appropriate phrasing, reading words in groups that make sense and pausing for punctuation. Explain to your student that good readers pay attention to phrasing.

Answer these questions by discussing them with your Learning Guide:

- What text features are on pp. 3–5 of *Going to School*?
- What do the map, photo, and caption text features tell you about the children in the book?

**TEACHING NOTES**

To begin the discussion, ask your student if his or her prediction was correct. Your student should point out the heading, paragraphs, maps, photos, captions, and page numbers as text features. If your student misses a text feature, point it out and discuss what it does. Then, talk about the maps, photos, and captions. Your student should say that these work to tell the reader about where the children go to school. If your student struggles with this explanation, point out a photo of a child on the map and read the caption. Explain that this photo is placed approximately where
the country appears on the map. Explain further that this is a photo of a child whose life at school will be described in the book.

Look at p. 3 with your Learning Guide. What is the text feature at the top of the page? What does it tell you about this part of the book? Tell your Learning Guide your answers.

What other text features are on this page? What does each text feature do? What do they tell you about the main topic of this part? Discuss the text features with your Learning Guide. Tell your Learning Guide what you think the topic of this part is.

Pick a photo of a child on p. 3. Draw a picture of this child. Then, tell what you know about this child. Use the caption in the book to help you.

Accept any drawing your student creates. Ask your student to use different words to say what he or she knows about the child in the illustration. If your student struggles, ask him or her to say what the caption in the book says about the child in the photo.

TEACHING NOTES

PHONICS

ENDING BLENDS

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!

In this lesson you are going to continue to learn about blends. Blends occur at the beginning of words or at the end of words. A blend is when two consonant letter sounds come together to make a sound. In this lesson you will practice reading and writing words with ending blends. Can you sound out the words below with ending blends?

- self
- milk
- help
- tilt
- bulk
- elf

Now you are going to practice writing some new words. Remember what good writers do!
Now you are going to practice writing some new words. Remember what good writers do!

You may wish to review letters from the Alphabet Card Collection that your student has learned so far this year (m, s, t, a, c, p, n, l, b, g, f, d, h, o, r, j, k, e, u, v, y, z, qu, x). Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times.

Have your student sound out the ending blend words (self, milk, help, tilt, bulk, elf). Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. You might want to refer back to the LL, FF, SS, ZZ Song if your student gets confused and wants to double the f at the end of the words. When writing the words have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word golf. (golf)
- Write the word silk. (silk)
- Write the word gulp. (gulp)
- Write the word belt. (belt)
- Write the word spilt. (spilt)
- Write the word gulf. (gulf)

PHONICS

PRACTICE: DECODABLE READER

You have learned so many letters and words! In the last lessons you have learned beginning and ending blends. You have also learned inflectional endings -s and -ing. What does each of these endings do when they go on the end of a root word?

Look at the words below. Can you use your arm to sound out the words or can you point under the letters to sound out the word? Remember to blend the sounds together and say the word! What is the root, and what is the inflectional ending?

- golfing
- belts
- gulps
- helping

Now you are going to read a new story, A Stand for Tim. There will be words with blends at the beginning, words with blends at the ends of words, and words with inflectional endings at the end. Remember what good readers do!
Now open up the book *A Stand for Tim*. First, point to the title of the book and point under each word as you read the title. Ask your student if he or she hears any ending blends in the title and have your student point to the blend. Before reading the book, take a picture walk and have your student tell you what he or she sees in each picture. Ask your student who your student thinks the characters are going to be in the story (Tim, Mom, Dad, Dan, Lin, Meg). On p. 4 point out the word *said* and read the sentence it is in. Remind your student that good readers:

1. Point under the words while reading.
2. Sound out unknown words.
3. Use the pictures to help figure out unknown words.
4. Reread to get better.

Have your student read the book. Prompt your student to look at the picture or sound out a word when he or she gets stuck. Try not to tell your student the word before they try each strategy. After your student finishes the story, discuss the characters in the story and what he or she did. Have your student read the story one to two more times.

Now, look at pp. 4–5 of *Going to School*. Think of something you learned from these pages. Then, draw an illustration of the thing you learned. Write a caption for your illustration. Then, read your caption to your Learning Guide.

**TEACHING NOTES**

Accept any drawing your student does. Check that your student's caption is about something that is in the first section of the book. You can discuss with your student why he or she picked this fact to illustrate.

Today, you read the first part of *Going to School*. You talked about the difference between an informational text and a story. You also learned about text features. You drew a person in the book. You illustrated what you learned today and wrote a caption. In the next part, you will locate key information in another part of the book.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Reading About Going to School All Over the World - Part 2

LEARN

Last time, you read the first part of Going to School. You talked about the difference between an informational text and a story. You also learned about text features. You made illustrations and wrote a caption. This time, you will locate key information in another part of the book.

As you read pp. 6–9 of Going to School, think about these questions:

- What do children learn in schools around the world?
- What can you learn about other places in this book?

Now, read pp. 6–9 of Going to School.

TEACHING NOTES

Guide your student in reading pp. 6–9 of Going to School. Tell your student to pay close attention to key details about schools in Afghanistan and Australia. If country names are difficult to pronounce, say them first and have your student repeat the sentences where they appear. Point to the country names as you say them. In addition, explain that prepositions like in, to, for, and from help show relationships between nouns. As you read with your student, point out the prepositions.
Answer these questions in your ELA Journal:

- What changed to let Maria go to school?
- What details can you name about Rosita's school?

**TEACHING NOTES**

Your student should note that girls were not allowed to go to school in Afghanistan. Now, Maria can go to school because the rule has changed in this country. Your student should note that Rosita's school is small and far away from towns. Also, Rosita and her friends go to school barefoot because of the weather there.

Text features give readers key details about a topic. Identifying key details in text features can help readers learn more about the topic. Look at the text features on pp. 6–7. Find key details in the text features.

Now, complete the **Key Details Web**. Put the topic in the middle. Then, put key details in the bubbles around the web.

**TEACHING NOTES**

Your student should identify the topic on pp. 6–7 as going to school in Afghanistan. Key details on pp. 6–7 are: students sit on a rug, they play outside at recess, they wear uniforms, and Maria writes in a language called Dari, writing from right to left.
ANOTHER WAY...
If finding the key details is challenging, look at the text features on each of the following pages and think: What did this text feature teach me?

Page 6

Page 7

TEACHING NOTES

ANOTHER WAY
If your student is struggling to find key details in the text, guide him or her to the text features on the following pages and ask: “What did this text feature teach us?”

Page 6 (This text feature taught me that students sit on the floor at Maria’s school.)

Page 7 (The first text feature taught me that Maria and her classmates play at recess. The next text feature on this page taught me that in Dari, you read from right to left. The third text feature taught me that students wear uniforms at Maria’s school.)

QUICK CHECK
Please go online to view and submit this assessment.

MORE TO EXPLORE
There are lots of text features in informational texts. Each one has a job. Learn more about text features and what they do in the video Nonfiction Labels and Captions (02:54).

Please go online to view this video ▶

PHONICS
ENDING BLENDS
Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!
In this lesson you are going to continue to learn about blends. Blends occur at the beginning of words or at the end of words. A blend is when two consonant letter sounds come together to make a sound. In this lesson you will practice reading and writing words with ending blends. Can you sound out the words below with ending blends?

- bask
- kept
- duct
- fist
- loft
- west

Now you are going to practice writing some new words. Remember what good writers do!

**TEACHING NOTES**

You may wish to review letters from the Alphabet Card Collection that your student has learned so far this year (m, s, t, a, c, p, n, l, b, g, f, d, h, o, r, w, j, k, e, u, v, y, z, qu, x). Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times.

Have your student sound out the ending blend words. (bask, kept, duct, fist, loft, west) Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. When writing the words have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word lost. (lost)
- Write the word quest. (quest)
- Write the word sift. (sift)
- Write the word wept. (wept)
- Write the word tusk. (tusk)
- Write the word fact. (fact)

**PHONICS**

**HIGH FREQUENCY WORDS: SMALL, HOME**

You have already learned so many high-frequency words so far. Good readers and writers use these high-frequency words often when reading and writing.
Look at the cards your Learning Guide is showing you. These are two new high-frequency words. Read each of these words five times. Today you are going to play “High Frequency Word Memory.” It will help you practice all of the words you have learned. After you play the game, you are going to practice reading these words in some sentences.

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**TEACHING NOTES**

Take out two index cards and write down the words: *small, home*. Have your student practice reading each word five times. Take out two more index cards and write a duplicate card for each word. Next take out the index cards with the words (*a, I, we, like, do, with, you, is, was, look, see, have, they, for, to, take, two, three, the, her, likes, one, eats, here, too*) your student has learned already. You are going to play “High Frequency Word Memory” with your student. Mix up all the cards and line them in rows face down. Flip over two cards and model reading the words. If the cards match, you get to keep them. If the cards do not match, flip them back over in the same space and have your student select two cards. This process repeats until all the cards have been matched. The player with the most cards at the end of the game wins.

Now show your student the [High Frequency Word Review Sentences](#) and have your student practice reading them two or three times each. Remind your student that good readers:

1. Point under the words while reading.
2. Sound out unknown words.
3. Reread to get better at reading.

---

You have identified text features in *Going to School*. You have also found key details in the text features. These key details help you understand the main idea. Now, you will write sentences with prepositions, and you will write a concept web with information about a topic in the text.

A *preposition* is a word that shows how a noun is related to another part of the sentence. Here is a sentence from the part of the book you just read:

Rosita doesn't wear shoes to school.

The word *to* is a preposition. It tells you where Rosita doesn't wear shoes. Write two sentences about things you do. Include a preposition in each sentence. This will tell your reader where you do these things. Then, read your sentences to your Learning Guide.

---

**TEACHING NOTES**

If your student struggles to find prepositions, ask him or her to write a sentence that says where he or she does an activity. Then, point out the preposition in the sentence to your student. Remind your student that the preposition connects his or her activity to the place it happens.
Pick one person you have learned about so far in *Going to School*. Put that person's name in the middle of a **Concept Web**. Then, find key details about that person. Put those details in the other bubbles in the web.

### TEACHING NOTES

Provide your student with a **Concept Web** graphic organizer. Have your student label the web "**Key Details about (fill in the name of the person selected from *Going to School*)**" and then, write that name in the center bubble of the web. If necessary, model finding the first key detail to add. Then, ask guiding questions to help your student find three more key details about the person.

### ANOTHER WAY

**KEY DETAILS**

If your student is having difficulty adding key details, demonstrate how to complete the web using the character Maria from the story. Write Maria’s name in the center. Discuss how to look at the heading of the page that reads “Afghanistan.” Share your thinking with your student by stating out loud how it is an important key detail that Maria goes to school in Afghanistan.

Ask your student to copy this word in the web using a colored pencil/marker/crayon. Read the first sentence and again share your thinking with your student out loud by asking yourself, “What did I learn about Maria in that first sentence?” Answer your question out loud, “I learned Maria is 9 years old. I learned Maria lives in Kabul. I learned Maria goes to a girls’ school.”

Show/highlight for your student these three facts and ask your student to copy and write these words in the web using three different color pencils/markers/crayons. Continue modeling your thinking for your student until the web is complete. Ask your student to choose another character and think out loud while you complete the web with the details.

Today, you found key details using text features. You completed webs to collect the details in one place. This helps you remember what you learned. Next time, you will identify more information from pictures in the book *Going to School*. 
LEARN

GRAMMAR
You have been reading to understand details about students and schools around the world. You can break down sentences to understand relationships between details.

Listen to your Learning Guide read this sentence from Going to School.

The weather is hot and dry, so Rosita goes barefoot all the time.

Now answer this question: What does this sentence mean?

TEACHING NOTES
To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- The weather is
- hot and dry,
- so Rosita
- goes barefoot
- all the time.
Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: The sentence is about why Rosita goes barefoot.

**GRAMMAR**

Your Learning Guide has divided this sentence into chunks. Look at the chunks.

The sentence chunks give you two key details. One is about the weather. Separate the chunks that tell you about the weather. What information do the chunks give you about the weather?

The other key detail is in the rest of the sentence. The detail is about what Rosita does. Point to the chunks that tell you what Rosita does. What does she do?

You have separated the sentence into two parts. The first part has two chunks in it. The second part has three chunks in it. Look at the second part of the sentence. What word starts the first chunk in this part?

The word so is a conjunction. Conjunctions join words and parts of sentences. In this sentence, the conjunction so joins the two parts of the sentence.

The conjunction so is used in this sentence to show a cause and effect relationship. Which part of the sentence shows the cause? Which part shows the effect?

**TEACHING NOTES**

Answers:

Cause: The weather is hot and dry

Effect: Rosita goes barefoot all the time

**GRAMMAR**

The conjunction so shows cause and effect in this sentence. It signals that you are learning why something happens. Rosita goes barefoot because the weather is hot and dry.

When you read, you can break down sentences to look for conjunctions like so. Why do you think it’s important to look for these conjunctions?
Can you write a sentence using so to show a cause and effect relationship? Write a sentence that tells the reason for something happening. You can use today's sentence as a model. After you write your sentence, explain the relationship you wrote about. How does the word so give your reader a clue about what is happening? Tell your Learning Guide which part of the sentence shows the cause and which part shows the effect.

Your student might write something like, “They were out of cake at the store, so we got chocolate ice cream.” If your student struggles to write the sentence, ask him or her to recall something that happened recently. Ask why it happened. Have your student tell you which of those things is the cause and which is the effect. Then guide your student in writing the sentence by walking through each part of the sentence as needed:

[ Cause event ], so [ effect event ].

Your student should explain that the word so shows the reader that there is a cause effect relationship. Your student should identify the information before so as the cause and the information after so as the effect.

Remind your student that so is a conjunction. Ask you student the function of so (to connect parts of a sentence, to show the reason something happened). Write so on an index card and add it to your word wall.

You might extend the above activity with your student by doing the following: Read this sentence to your student:

The weather is hot and dry, so Rosita goes barefoot all the time.
Then say, “This sentence uses the conjunction so to show a reason something happens. The conjunction so connects two parts of a sentence to show a cause and effect relationship.”

Ask your student to think about something that happens in Going to School. Then ask your student why it happens. Point out that this is a cause and effect relationship. Explain that your student can use the word so to show the relationship.

Have your student write a sentence using the conjunction so about Going to School. Your student can use today’s sentence as a model.

Your student might write something like, “There is a new government in Afghanistan, so girls can go to school.”

If your student struggles to write the sentence, offer this template:

______________, so ________________.

Template key: [Cause], so [effect].

Have your student point to the word so in the sentence. Ask, "What kind of word is so?" Answer: conjunction

Ask your student to describe why it is important to pay attention to conjunctions like so when he or she reads. Possible response: So helps me understand how events are related. So shows me why something happens.

Last time, you found key details using text features. You completed webs to collect the details in one place. This helps you remember what you learned. Today, you will identify more information from pictures in the book Going to School.

As you read pp. 10–15 of Going to School, think about these questions:

- What do you learn about the schools where children go?
- What do children do at their schools?

Now, read pp. 10–15 of Going to School.

TEACHING NOTES

Guide your student in reading pp. 10–15 of Going to School. Tell your student to pay special attention to the pictures as you read.
Answer these questions by talking with your Learning Guide:

- What do you learn about the place Levi goes to school?
- How did you learn these key details about Levi’s school?

You can learn details in an informational text from the words and from the pictures. Sometimes, you learn the same information. Sometimes, the pictures will give you extra information that is not in the text. Look at the pages you have read this time. Read the text and look at the pictures.

Now, complete the Text and Picture Details Chart.

### TEACHING NOTES

Your student should give details from the text in the left column of the chart and details from the pictures in the right column. An example answer is that there is a lot of snow where Levi is from, a detail found in the text. A detail found in the pictures is that Levi sometimes rides to school on a snowmobile.

<table>
<thead>
<tr>
<th>Text</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>get lots of snow</td>
<td>sometimes ride a snowmobile to school</td>
</tr>
</tbody>
</table>

### PHONICS

**PHONICS PRACTICE: ENDING BLENDS**

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!
In this lesson you are going to review all of the ending blends you have learned so far. Blends occur at the beginning of words or at the end of words. A blend is when two consonant letter sounds come together to make a sound. In this lesson you will practice reading and writing words with ending blends. Can you sound out the words below with ending blends?

- quilt
- held
- soft
- pump
- sing
- band

Now you are going to practice writing some new words. Remember what good writers do!

You may wish to review letters from the Alphabet Card Collection that your student has learned so far this year (m, s, t, a, c, p, n, l, b, g, f, d, h, o, r, w, j, k, e, u, v, y, z, qu, x). Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times.

Have your student sound out the ending blend words (quilt, held, soft, pump, sing, band). Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. You can also take out the high-frequency word cards for your student to refer to if needed when writing the sentence. You might want to refer back to the LL, FF, SS, ZZ Song if your student gets confused and wants to double the f at the end of the words. When writing the words have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Also remind your student that when writing a sentence, it starts with an uppercase letter, has spaces between words, and ends with a punctuation mark. Say the following:

- Write the word zest. (zest)
- Write the word hint. (hint)
- Write the word wimp. (wimp)
- Write the word melting. (melting)
- Write the word hand. (hand)
- Write the word self. (self)
- Write the sentence: I have the best small home.
You have read text and looked at photos in *Going to School*. You found key details from each feature. Now, you will find key details to answer questions and compare. You will also write details in another Concept Web about another child in *Going to School*.

Look at pp. 20–21 in *Sleuth*. Read the text, "Pizza, Pizza Everywhere!" Then, write a detail you learned about Australia. Write a detail you learned about Australia in *Going to School*.

Then, think about the main idea in this text and the main idea in *Going to School*. How are they similar? Write one similarity in your ELA Journal.

**TEACHING NOTES**

Your student can note a detail about Australian pizza, such as the fact that there are shrimp and pineapple on it. Then, your student can write any detail about the school in Australia.

Your student should notice that both texts are about how something changes from country to country.

Pick a new person you have learned about in pp. 10–15 of *Going to School*. As you did before, put that person's name in the middle of a Concept Web. Then, find key details about that person. Put those details in the other bubbles in the web.

**TEACHING NOTES**

Give your student a blank Concept Web graphic organizer. Ask your student to pick another student he or she has read about in pp. 10–15 of *Going to School*. Tell your student to put that person in the middle of the web. Then, have your student complete the web with key details about the person they chose. If your student is struggling with this activity, again model finding a key detail about the person your student has chosen. Then, use questions to guide him or her in pinpointing more details, such as *Where is ___'s school? What language does ___ speak? What is ___'s favorite subject in school? What does ___ want to be when he or she grows up?*
Today, you found key details using text and pictures. You completed webs to collect the details in one place. This helps you remember what you learned. You can use the details you collect to compare them. In the next part, you will tell how information is connected.

✅ QUICK CHECK

Please go online to view and submit this assessment.
Reading About Going to School All Over the World - Part 4

**Objectives**
- To use text features to learn about a topic
- To locate key information in a text
- To identify information from pictures
- To tell how information is connected
- To describe connections between people
- To identify and use words with short e
- To identify and use initial consonant blends
- To use prepositions
- To write a fact about a text
- To plan an informative text using a concept web
- To write an informative text

**Books & Materials**
- Going to School by Margaret Clyne, Rachel Griffiths, and Cynthia Benjamin
- ELA Journal
- Computer
- Compare and Contrast Chart
- Sound-Spelling Cards
- High-Frequency Word Cards

**Assignments**
- Read Going to School by Margaret Clyne, Rachel Griffiths, and Cynthia Benjamin.
- Complete a Key Details Web.
- Complete Concept Webs.
- Complete a Text and Picture Details Chart.
- Complete a Compare and Contrast.
- Complete Decodable Practice Reader 5A activity.
- Complete Decodable Practice Reader 5B activity.
- Complete "Pizza, Pizza Everywhere" in Sleuth.

**LEARN**

Last time, you found key details using text and pictures. You completed webs to collect the details in one place. This time, you will tell how information is connected.

As you read pp. 16–19 of *Going to School*, think about these questions:

- What can children learn in different schools?
- How is the school in Russia different from the one in South Africa?

Now, read pp. 16–19 of *Going to School*.

After you read, answer these questions in your ELA Journal:

- What kind of school does Olia go to? Why?
- How do Olia and Sbongile get to school each day?
Your student should write that Olia goes to a ballet school because she wants to be a dancer. Then, your student should write that Olia takes the Moscow Metro subway, while Sbongile has to ride in a truck.

When you make connections in a text, you look for ways you can compare and contrast information. When you compare information, you look for what is similar. When you contrast, you look for what is different.

Complete the Compare and Contrast Chart. Compare and contrast schools in Russia and South Africa. Write how the schools are alike and how they are different.

The topic for the chart should be Schools in Russia and South Africa. Some similarities are these: They both require transportation; they both teach English and math. Differences can be varied, including the weather, the type of school, and the type of transportation.

**PHONICS**

**PHONICS PRACTICE: ENDING BLENDS**

Look at the cards your Learning Guide is showing you. These are all the letters you have learned this year. Say the name of the picture, the name of the letter, and the sound the letter makes. Don't forget your hand motion!

In this lesson you are going to review all of the ending blends you have learned so far. Blends occur at the beginning of words or at the end of words. A blend is when two consonant letter sounds come together to make a sound. In this lesson you will practice reading and writing words with ending blends. Can you sound out the words below with ending blends?

- belt
- vest
- spend
- land
- damp
- disk

Now you are going to practice writing some new words. Remember what good writers do!
You may wish to review letters from the Alphabet Card Collection that your student has learned so far this year (m, s, t, a, c, p, n, l, b, g, f, d, h, o, r, w, j, k, e, u, v, y, z, qu, x). Have your student say the name of the picture, the name of the letter, and the sound the letter makes. Practice saying each three times.

Have your student sound out the ending blend words. (belt, vest, spend, land, damp, disk) Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. You can also take out the high-frequency word cards for your student to refer to if needed when writing the sentence. You might want to refer back to the LL, FF, SS, ZZ Song if your student gets confused and wants to double the f at the end of the words. When writing the words have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Also remind your students that when writing a sentence, it starts with an uppercase letter, has spaces between words, and ends with a punctuation mark. Say the following:

- Write the word ramp. (ramp)
- Write the word nest. (nest)
- Write the word husk. (husk)
- Write the word tending. (tending)
- Write the word wings. (wings)
- Write the word gunk. (gunk)
- Write the sentence: I see two crabs in the sand.

You have learned about two more schools. You compared and contrasted details about the schools. Now, you will look at words you use all the time. You will also use your Concept Webs about two students to write a compare and contrast sentence.

Your Learning Guide will show you some cards with words you see all the time. Look at the word do. What does the first letter sound like? Say the sound to your Learning Guide. Then, say the word do aloud.

Look at the other words on the cards. With your Learning Guide, say the beginning sound for each word. Then, say the whole word. You can repeat after your Learning Guide.

Now, write each word in your ELA Journal. Show your Learning Guide what you wrote.
Use the High-Frequency Word Cards for *with, do, is, a, the, we*. Start with the word *do* and spell the first sound with your student. Read the word and ask your student to repeat it. Do the same for each word. Then, ask your student to write the words in his or her ELA Journal. Check for spelling.

Look at the Concept Webs you wrote for two students. You have key details about each student. Some of the details may be similar. Others are different. When you compare, you look at similar details. Here is a model of a comparison sentence:

*Sbongile and Chavy both ride to school with others.*

Now, write a comparison sentence about the two students you chose. Remember, you will write a sentence about details that are similar.

Check that the two details your student uses are similar and that it is a complete sentence.

Today, you read more of the book *Going to School*. You looked at details about schools that are the same. You also looked at details that are different. You wrote a comparison sentence. Next time, you will describe connections between people.

Please go online to view and submit this assessment.
Last time, you read more of the book *Going to School*. You looked at details about schools that are the same. You also looked at details that are different. You wrote a comparison sentence.

This time, you will describe connections between people.

As you read pp. 20–23 of *Going to School*, think about these questions:

- What is special about each of these schools?
- What do the students learn?

Now, read pp. 20–23 of *Going to School*.

Answer these questions in a discussion with your Learning Guide:

- What kind of school does Samantha go to, and how does she learn?
- Why do some students live at Samantha's school?
Your student should note that Samantha goes to a school for the blind and learns in Braille. Your student should also note that some students live at the school because their homes are too far away for their parents to take them back and forth.

Think about the children around the world you have read about. What is similar about them? What is different?

Complete the **Comparison Chart**. Compare and contrast children of the world, using key details.

Your student should put "Children of the World" in the topic box. Then, your student should put similar details in the compare column and differences in the contrast column. One obvious similarity is that all of the children your student learned about go to school. They also have fun learning and playing with friends. There are many differences. For example, Maria (Afghanistan) goes to an all-girl school; Rosita (Australia) doesn't wear shoes to school; Levi (Canada) speaks and writes in Inuktitut; Olia (Russia) goes to a school that focuses on ballet. Accept any differences your student finds, but make sure that the details are actually different and not similar.

With your Learning Guide, look at the pages you have read. Discuss what questions you would ask students at these schools. What makes you curious? What would you like to do if you were there? Point to an activity one of the students is doing and tell your Learning Guide why you would like to do that activity. Point to text that describes the activity.

You read more of *Going to School*. You wrote in a **Comparison Chart** about children of the world. You used details from the text. Now, you will write a contrast sentence.

Look at the Concept Webs you wrote about the two students you chose. What is different about them? Write a contrast sentence about the two students. Here is a model for you to use:

*Sbongile is from South Africa, but Chavy is from the United States.*

This sentence uses one detail that is different for each student. It contrasts where they live.
It would not be a good contrast if someone wrote this:

*Sbongile is from South Africa, but Chavy likes swimming.*

In fact, that’s pretty funny. To be a good contrast, the topic has to be the same. It’s the detail that is different.

Look at this sentence again:

*Sbongile is from South Africa, but Chavy is from the United States.*

You can see that the topic—where the girls live—is the same. But the countries they live in are different.

Now, write your contrast sentence about the two students in your Concept Webs.

**TEACHING NOTES**

Make sure your student uses the same topic but a different detail for each student.

**TEACHING NOTES**

**ANOTHER WAY**

**COMPARE AND CONTRAST SENTENCES**

If your student is having difficulty comparing and contrasting characters, use this Compare and Contrast graphic organizer with sentence starters to help him or her look at the similarities and differences between the characters.

If your student is struggling to use correct words to compare and contrast, ask your student to make a two-column list and write “Compare” at the topic of one column and “Contrast” at the top of the other. Provide your student with two different color pencils. Help your student think of and record words used when comparing things. For example: similar, alike, both, same. Then in the next column, in another color, write contrast words: different, unalike, each, difference.

**PHONICS**

**HIGH FREQUENCY WORDS: THAT, GO**

You have already learned so many high-frequency words so far. Good readers and writers use these high-frequency words often when reading and writing.

Look at the cards your Learning Guide is showing you. These are two new high-frequency words. Read each of these words five times. Today you are going to play “High Frequency Word Memory.” It will help you practice all of the words you have learned. After you play the game, you are going to practice reading these words in some sentences.
Today, you learned about connecting information. You looked at similar details and wrote a comparison sentence. You looked at details that are different and wrote a contrast sentence.

### USE

Reread *The Recess Queen*. (To read the story Click Menu in the upper right-hand corner. Then open the Table of Contents. Open p.2.1 Unit 2, Click p.2.31 *The Recess Queen*. Use the Next button at the bottom of the screen to turn the pages.)

In this lesson, you learned how to write a comparison sentence with similar details. You learned to write a contrast sentence with different details.

Listen as your Learning Guide reads *The Recess Queen*. Then fill in the chart.
### USE FOR MASTERY

Listen as your Learning Guide rereads *The Recess Queen*. Then fill in the chart.

<table>
<thead>
<tr>
<th>Question</th>
<th>Katie</th>
<th>Jean</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who howled and growled?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who liked to jump rope?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who asked, “How’d you get so bossy?”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who was a bully?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who stood up to a bully?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supported file formats: PDF, JPG, GIF, PNG, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
LEARN

PHONICS

PRACTICE: DECODABLE READER

You have learned so many letters and words! In the last lessons you have learned beginning and ending blends. You have also learned inflectional endings –s and –ing. What does each of these endings do when they go on the end of a root word?

Look at the words below. Can you use your arm to sound out the words or can you point under the letters to sound out the word? Remember to blend the sounds together and say the word! What is the root and what is the inflectional ending?

- singing
- belts
- gusting
- rafts

Now, you are going to read a new book, *Animal Adventures*. There will be words with blends at the beginning, words with blends at the ends of words, and words with inflectional endings at the end. Remember what good readers do!
My Favorite Sweet!

Today, you are going to find at least two facts about your sweet to include on your poster.

Think of things you want to know about your sweet and create a list of questions. Here are some possibilities:

- What is its history?
- How is it made?
- Why is it famous?
There are lots of places to look for answers. Here are some possibilities:

- dictionaries
- encyclopedias
- the website of the company that makes the sweet
- the package the sweet comes in

Your Learning Guide can help you go online to find these facts.

You can also write a fact about a time in your life that you ate the sweet.

Review the rubric so that you are sure to cover everything in your list of two facts.

You can also find details that are the same for your sweet and other sweets. You can find details that make your sweet better than another one. When you compare and contrast, you can show why your sweet is the best! Write at least one sentence that compares and contrasts your sweet with another sweet. You might want to write two sentences: one to compare, and another one to contrast. Be ready to add these to your poster.

### TEACHING NOTES

Look at your student's research questions and assist him or her in finding resources. The resulting information from the resource is part of the product you will evaluate.

### RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Comparing Going to School and Far from Home - Part 1

**Objectives**
- To identify the main topic and central message
- To tell about stories and informational texts
- To identify and use words with short u
- To use capitalization and ending punctuation

**Books & Materials**
- *Far from Home* by Sue Pickford
- *Going to School* by Margaret Clyne, Rachel Griffiths, and Cynthia Benjamin
- ELA Journal
- Computer
- Central Message Chart from previous lesson

**Assignments**
- Read *Far from Home* by Sue Pickford.
- Read *Going to School* by Margaret Clyne, Rachel Griffiths, and Cynthia Benjamin.
- Revise sentences from Lesson 6.
- Discuss Features of Stories and Informational Texts.
- Complete Decodable Practice Reader 6A.
- Complete Decodable Practice Reader 6B.

**LEARN**

Last time, you learned about connecting information. You looked at details that are alike and wrote a comparison sentence. You looked at details that are different and wrote a contrast sentence. You wrote a compare-and-contrast sentence about two characters.

Today, you will go back to two of the books you read, *Far from Home* and *Going to School*. You will reread parts of each to identify their main topics and their central messages.

As you reread, think about these questions:

- How are people from different communities connected?
- How are the schools in these texts different?

Now, reread pp. 10–16 of *Far from Home* and pp. 3–9 of *Going to School*.
Comparing Going to School and Far from Home -
Part 1

LEARN

Last time, you learned about connecting information. You looked at details that are alike and wrote a comparison sentence. You looked at details that are different and wrote a contrast sentence. You wrote a compare-and-contrast sentence about two characters.

Today, you will go back to two of the books you read, Far from Home and Going to School. You will reread parts of each to identify their main topics and their central messages.

As you reread, think about these questions:

How are people from different communities connected?
How are the schools in these texts different?

Now, reread pp. 10–16 of Far from Home and pp. 3–9 of Going to School.

Guide your student in rereading pp. 10–16 of Far from Home and pp. 3–9 of Going to School.

Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
- Have your student read the story aloud with another student or with you, either chorally or by reading alternate sections.
- Have your student read the story independently.

While your student is reading, assess his or her fluency. Remind your student that accuracy is important in order to understand what the text says. Accuracy is pronouncing each word correctly and not skipping or adding words. To model accuracy, begin by reading a paragraph on p. 15 of Far from Home inaccurately, adding and skipping some words and mispronouncing others. Then, read the same passage with accuracy.

Answer these questions by discussing them with your Learning Guide:

- What do children in China, Afghanistan, and Australia do at recess? How is it similar?
- How are Bryan, Maria, and Rosita similar and different?

Now, you will look at the Central Message Chart you completed in Lesson 5. You put key details about Bryan in the chart. You used the details to figure out the central message of the book. Talk about the central message in your chart with your Learning Guide. Tell your Learning Guide what details helped you find the central message. Tell your Learning Guide what the central message of the story. Make sure your central message is a lesson you can learn, that it is not just a topic such as "friends" or "teamwork."
Your student should articulate the ideas on his or her Central Message Chart. Your student's chart may include some of the ideas below:

![Central Message Chart]

**TEACHING NOTES**

You may have your student choose which game he or she would like to play to review high-frequency words in this lesson. ("Keep It" or "High Frequency Word Memory") When playing "Keep It" you may leave the double cards in the deck from "High Frequency Word Memory" as this will give your student more practice with each word. Remember to include the star cards into the deck if you are playing "Keep It."

**TEACHING NOTES**

In this lesson you can choose how you want to review your high frequency words. You have learned "Keep It" and "High Frequency Word Memory." You choose which game you want to play with your Learning Guide to practice the words. After you play the game, you are going to practice reading these words in some sentences.

**PHONICS**

**HIGH FREQUENCY WORD PRACTICE**

You have already learned so many high-frequency words so far. Good readers and writers use these high-frequency words often when reading and writing.

In this lesson you can choose how you want to review your high frequency words. You have learned "Keep It" and "High Frequency Word Memory." You choose which game you want to play with your Learning Guide to practice the words. After you play the game, you are going to practice reading these words in some sentences.
You have already learned so many high-frequency words so far. Good readers and writers use these high-frequency words often when reading and writing.

In this lesson you can choose how you want to review your high frequency words. You have learned “Keep It” and “High Frequency Word Memory.” You choose which game you want to play with your Learning Guide to practice the words. After you play the game, you are going to practice reading these words in some sentences.

You may have your student choose which game he or she would like to play to review high-frequency words in this lesson. (“Keep It” or “High Frequency Word Memory”) When playing “Keep It” you may leave the double cards in the deck from “High Frequency Word Memory” as this will give your student more practice with each word. Remember to include the star cards into the deck if you are playing “Keep It.”

Now show your student the High Frequency Word Review Sentences and have your student practice reading them two or three times each. Remind your student that good readers:

1. Point under the words while reading.
2. Sound out unknown words.
3. Reread to get better at reading.

You just reread parts of Far from Home and Going to School. You compared and contrasted the schools and the children. Now, you will use capitalization and punctuation. You will also revise your compare and contrast sentences.

The first word in a sentence always begins with a capital letter. Proper nouns, like names and places, also begin with a capital letter. Look at the sentence from Going to School:

   Eight-year-old Levi goes to school in Iqaluit.

The first word in the sentence, Eight, is capitalized. The words Levi and Iqaluit are capitalized because they name a specific boy and city. Notice that the sentence ends with a period.

Here is another sentence, this time from Far from Home:

   His painting said the word friend in Chinese!

Which words are capitalized and why? Tell your Learning Guide. Then, tell your Learning Guide what the punctuation at the end of the sentence is.

Now, write this sentence below in your ELA Journal. It does not have proper capitalization or end punctuation:

   maria goes to school in kabul, afghanistan

Tell your Learning Guide which words need to be capitalized. Tell your Learning Guide where you should add punctuation. Then, write the sentence correctly in your ELA Journal.

Your student should tell you that in the sentence from Far from Home, the words His and Chinese are capitalized, and there is an exclamation point at the end.

Your student should correct the incorrect sentence as follows:

   Maria goes to school in Kabul, Afghanistan.

TEACHING NOTES
Now, look at your compare sentences and your contrast sentences from the last lesson. Read them to your Learning Guide.

What can you add to the sentences to make them more interesting? Discuss with your Learning Guide what you could add. Return to the book *Going to School* to find more details to add. Write your revised sentences in your ELA Journal.

Today, you reread parts of *Far from Home* and *Going to School*. You revised compare and contrast sentences. You learned about correct capitalization and punctuation. Next time, you will tell about stories and informational texts.

✅ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
Comparing Going to School and Far from Home - Part 2

Objectives
- To identify the main topic and central message
- To tell about stories and informational texts
- To identify and use words with short u
- To use capitalization and ending punctuation

Books & Materials
- Far from Home by Sue Pickford
- Going to School by Margaret Clyne, Rachel Griffiths, and Cynthia Benjamin
- Animal Home
- ELA Journal
- Reading Log
- Computer

Assignments
- Read Far from Home by Sue Pickford.
- Read Going to School by Margaret Clyne, Rachel Griffiths, and Cynthia Benjamin.
- Revise sentences from Lesson 6.
- Discuss Features of Stories and Informational Texts.
- Complete Decodable Practice Reader 6A.
- Complete Decodable Practice Reader 6B.

LEARN

Last time, you reread parts of Far from Home and Going to School. You revised compare-and-contrast sentences. You learned about correct capitalization and punctuation.

This time, you will tell about stories and informational texts. You will find out how they share the same information in different ways.

As you read, think about these questions:

- What do children do in school?
- How are the two texts about school different?

Now, reread Far from Home aloud and pp. 14–21 of Going to School.

After you read, answer these questions by discussing them with your Learning Guide:

- How are Bryan and Olia the same at school?
- How are they different?

TEACHING NOTES

Your student should tell you that Bryan and Olia both study art. They are different because they live in different places. Olia’s school focuses on dance. Bryan’s school does not focus on one skill.

Look for details that support these answers with your student.
Stories and informational texts are different. But they are the same in a very important way: They are both texts! People read both of them!

Because people read both stories and informational texts, you can contrast them.

Now, look at the **Features of Stories and Informational Texts**. This chart shows some differences between the two types of text. Talk with your Learning Guide about how they are different. Think of examples from *Far from Home* and *Going to School*.

Look again at the **Features of Stories and Informational Texts** chart with your Learning Guide. Look at *Far from Home*. Point to examples of each feature in the *Stories* column of the chart. Tell your Learning Guide what feature each example is. Then, look at *Going to School*. Point to examples of each feature in the *Informational Texts* column of the chart. Tell your Learning Guide what feature each example is.

Have you ever read an informational text just for fun? Check your Reading Log and see. If you have, tell your Learning Guide about it. If you haven’t, give it a try! Then, enter it in your Reading Log:

1. Write the title.

2. Write a sentence telling what it was about.

3. Write a sentence saying if you liked it or not, and why. Remember to use the word *because* in your sentence.

**PHONICS**

**PRACTICE: DECODABLE READER**

You have learned so many letters and words! In the last lessons you have learned beginning and ending blends. You have also learned inflectional endings *-s* and *-ing*. What does each of these endings do when they go on the end of a root word?
Look at the words below. Can you use your arm to sound out the words or can you point under the letters to sound out the word? Remember to blend the sounds together and say the word! What is the root and what is the inflectional ending?

- fists
- dumping
- pants
- resting

Now, you are going to read a new book, *Animal Homes*. There will be words with blends at the beginning, words with blends at the ends of words, and words with inflectional endings at the end. Remember what good readers do!

---

**TEACHING NOTES**

Guide your student in remembering the inflectional endings learned in the previous lessons. Discuss what each inflectional ending means. Guide your student in sounding out the words (fists, dumping, pants, resting). Remind your student to use his or her arm or point under the letters to sound out the words. Also remind them to blend the sounds together to say the word after sounding out each sound. Discuss the root and the inflectional ending in each of these words.

Now open up the book *Animal Homes*. First, point to the title of the book and point under each word as you read the title. Before reading the book, take a picture walk and have your student tell you what they see in each picture. Discuss if this is a fictional story or an informational text. Ask your student what facts he or she might learn from reading this book. Tell your student that another strategy that good readers use is to look for words he or she already knows on a page. Turn to p. 2 and have your student point to the high frequency words he or she already knows. (The word this was in the last story read.) Remind your student that good readers:

1. Point under the words while reading.
2. Sound out the unknown words.
3. Use the pictures to help figure out unknown word.
4. Reread to get better.

Have your student read the book. Prompt him or her to look at the picture or sound out a word when he or she gets stuck. Try not to tell your student the word before he or she tries each strategy. After your student finishes the story, discuss what facts your student learned from reading the book. Have your student read the story two more times.
You have compared features of stories and informational texts. You have read stories that have words with short u and blended consonants. Next, you will edit your sentences from last time and publish them.

Now, look at your revised sentences from last time. You will edit your sentences by reading them at least three times:

1. Read the first time for misspelled words. You can check your spellings in the texts.
2. Read the second time for punctuation mistakes.
3. Read the third time for capitalization mistakes.

Then, publish your sentences by copying them on a piece of paper. Write neatly.

Today, you learned more about the differences between stories and informational texts. You also edited your sentences and published them. Now, you are going to discuss with your Learning Guide the differences between Far from Home and Going to School.

You have learned about the differences between stories and informational texts. You found examples of features in both Far from Home and Going to School.

Now, think about the similarities and differences between Far from Home and Going to School.

- Which one is informative? Which one is factual?
- Which one has characters? Which one has real people?
- Which one teaches about topics? Which one teaches the reader a lesson?
Your Learning Guide will help you type your answers.

Upload your answer below.

Did you:

- Use sentences to answer **ALL** the questions?
- Use capital letters and punctuation correctly?

**USE FOR MASTERY GUIDELINES & RUBRIC**

Did you:

- Use sentences to answer **ALL** the questions?
- Use capital letters and punctuation correctly?
Show: My Favorite Sweets!

**Objectives**
- To create a poster that clearly expresses an opinion and supports it using reasons, facts, and descriptive language

**Books & Materials**
- ELA Journal
- Computer
- Online postermaking site (optional)
- Poster board
- Magazines and/or online images for poster
- Craft materials

SHOW

Now it is time to create your poster. You can do this online or by hand. Use the writing you have done about your favorite sweet.

Today, you will revise what you have done so far. Here are some things to watch out for:

- Make sure your poster has lots of describing words. If it doesn't, add more adjectives.
- Make sure your poster has enough reasons and facts. You should have at least two reasons and two facts. If you don’t, add more.
- Make sure your pictures support your facts and opinions.
- Include a compare-and-contrast statement about your sweet.

Review the [rubric](#) so you are sure to cover everything in your poster.

**TEACHING NOTES**

Your student may create the poster online using [Canva](#) or use a variety of magazine images, online images, and craft materials to create a hard copy of the poster.

Look at your poster so far. Is it organized? Is it easy to read? Did you check the rubric to make sure you have everything you need?

You have learned about comparing and contrasting. Make sure you use what you have learned to write a compare and contrast sentence about your sweet. Put this sentence on your poster. This sentence will tell readers why your sweet is better than another one.

You also learned about facts and opinions. Make sure your opinion statement on your poster says what you think about your sweet. You gave reasons for your opinion. The reasons tell readers why you think the way you do.
You also put facts about your sweet on your poster. Facts are true statements. They help readers learn about your sweet.

Pictures and illustrations also give information. Your pictures and illustrations should help your reader learn more about your sweet. They should also support the words you wrote.

Now, put the final touches on your poster!

Look at your poster one last time to make sure everything is there. Compare your poster with your rubric. Then, publish your poster by sharing it with your Learning Guide. You may also share it with other students.

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**FINAL PROJECT**

Post or upload your project below.

![Upload files]

Supported file formats: PDF, JPG, GIF, PNG, Word, Powerpoint

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Show your finished project to your Learning Guide. You should be able to demonstrate your opinion of your sweet. You should be able to show reasons for your opinion. You should also be able to show facts about your sweet. Pictures should help you explain your words to your Learning Guide. Your compare and contrast statement should explain why your sweet is better than another you have had.

Now that you are done with your project, write about your experience in your ELA Journal. Which part was the most fun? What is your favorite part of your poster? What would you do differently next time?
Unit Quiz: My Favorite Sweets!

TEACHING NOTES

For the last two questions on the quiz, read the following slowly and carefully to your student:

Question 11- Listen to this word: *hat*. Which word has the same beginning sound as *hat*: cap, hop, or pot?

Question 12- Listen as I blend the sounds to make a word: /b/ /a/ /th/. Which picture matches the word that has the sounds /b/ /a/ /th/?

UNIT QUIZ

Please go online to view and submit this assessment.
Unit 3 - Lessons in Making Choices
# Reading The Winners’ Choice - Part 1

## Objectives
- To retell story events
- To use illustrations and details to tell about events
- To use details to tell about characters

## Books & Materials
- The Winners’ Choice by Ana Galan
- ELA Journal
- Computer
- Key Events Chart
- Sound Spelling Cards: /sh/, /th/

## Assignments
- Read The Winners’ Choice by Ana Galan
- Retell story events in a Key Events Chart
- Read Decodable Practice Reader 7A: Fishing with Tad
- Identify /sh/ and /th/ sounds.
- Use personal pronouns in place of nouns
- Read “Mud Pies a Penny”
- Review high-frequency words
- Write story events in order
- Read We Can Help

## LEARN

**LEARN ABOUT...**

**SOCCER VS. FOOTBALL**

In this lesson, you are going to read the book The Winner’s Choice, which is about kids on a soccer team who have to decide how to spend their winnings. Before you read the story, think about what you already know about soccer. Share some facts about soccer that you know with your Learning Guide.

Did you know that different countries in the world call the sport “soccer” by a different name? Many countries in the world call the sport “football” instead. Look at this map. It shows all the countries that call it “soccer” in blue and all the countries that call it “football” in pink. After you look at the map, answer the following questions in your ELA journal using complete sentences.

1. What do most countries call the sport: soccer or football? How do you know?
2. What was the most interesting fact you learned from the map and article?

## TEACHING NOTES

If your student needs support understanding the map, show him or her the key at the bottom of the map. Tell your student, “All the countries in blue call the sport ‘soccer’ and all of the countries in pink call the sport ‘football.’” Then ask him or her, “What color are most of the countries? What does that mean?” Your student should answer, “Most countries are pink. This means that most countries call the sport ‘football’ instead of ‘soccer.”

1. What do most countries call the sport: soccer or football? How do you know? (Most countries call the sport “football.” I know because most of the countries on the map are pink.)
You are going to read a story called *The Winners’ Choice*. After reading, you will retell the story, explaining what happens at the beginning, in the middle, and at the end of the story. What happens in the story are the story’s events.

Before you read, watch this video *How to Retell a Story* (01:46).

Please go online to view this video ➤

**TEACHING NOTES**

Select the appropriate option for your student:

- Read the story aloud to your student while he or she reads along silently, following words from left to right and from top to bottom.
- Play an audio recording of the story (if applicable) while your student follows in the text.
- Have your student read the story aloud with another student or with you, either in unison or by reading alternate sections.
- Have your student read the story independently.

While your student is reading, assess his or her fluency. Explain that reading with expression means changing voice while reading to show feelings or to emphasize important words. Read the first sentence on p. 8 in *The Winners’ Choice*. Explain that you will emphasize (or stress) the italicized word as you read. Point to sentences that end with a question mark or an exclamation mark. Have your student practice reading aloud with expression.

Now that you have read the story, think about this question:

- What ideas do the children have about how they can **spend** the **money**?

Write your answer in your ELA Journal or textbook. Then, share your answer with your Learning Guide.

**TEACHING NOTES**

Sample answers: *a new soccer field* (p. 6); *new uniforms* (p. 8); *a chocolate fountain* (p. 10).
INTERACTIVE ACTIVITY

When readers retell a story, they tell about the characters, settings, and events. A good retelling explains what happens at the beginning, middle, and end of the story. What happens in a story is called its plot. To learn more about plot, watch the BrainPOP movie about plot. Then, do the interactive quiz.

Now, think about the plot of The Winners’ Choice. Fill out the Key Events Chart graphic organizer with the events from The Winners’ Choice. Write or draw events for each box.

TEACHING NOTES

Sample answers:

Beginning: The coach tells the teammates they can decide how to spend the prize money.

Middle: The teammates get ideas for spending the money; there is an earthquake.

End: The prize money helps fix the soccer field that was ruined in the earthquake.

PHONICS

IDENTIFY /SH/ AND /TH/ SOUNDS

Look at the words shirt and thing. Say the sounds at the beginning of these words.

TEACHING NOTES

To help your student identify the consonant digraphs sh and th, say words beginning with /sh/ (such as ship, shut, shop) and have your student repeat these words. Then, say words ending in /sh/ (such as push, dish, rush). Finally, say pairs of words and ask your student which word has the /sh/ sound (examples: sheep or lamb; dry or wash).

Continue by identifying the /th/ sound (thing, thank, Thursday; with, both, bath).
You know that the events in a story happen in order. This is called the sequence of events.

Page through *The Winners’ Choice* and talk with your Learning Guide about the events that happen at the beginning, in the middle, and at the end of the story. Add details about the events to your **Key Events Chart** graphic organizer.

Then, write one sentence about what happens at the beginning of the story. Include the details that you just found and added to your chart.

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**TEACHING NOTES**

Encourage your student to look for details in the illustrations and specific words that help in retelling the story. Remind your student that details make the story more interesting.

---

You read the story *The Winners’ Choice*. You listed the key events in order in a chart. Then, you added key details to retell its plot. Next, you will use illustrations and details to describe the major events in a story.

---

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
## Reading The Winners’ Choice - Part 2

### Objectives
- To retell story events
- To use illustrations and details to tell about events
- To use details to tell about characters

### Books & Materials
- The Winners’ Choice by Ana Galan
- Decodable Practice Reader 7A: Fishing with Tad
- ELA Journal
- Computer
- Key Events Chart
- Dictionary
- Index cards
- High Frequency Words: said, into, put, be, good, are

### Assignments
- Read The Winners’ Choice by Ana Galan
- Retell story events in a Key Events Chart
- Read Decodable Practice Reader 7A: Fishing with Tad
- Identify /sh/ and /th/ sounds.
- Use personal pronouns in place of nouns
- Read “Mud Pies a Penny”
- Review high-frequency words
- Write story events in order
- Read We Can Help

### LEARN

**GRAMMAR**

You have been reading to understand what happens in a story. You can break down a sentence to figure out if events are in the past or present.

Listen to your Learning Guide read this sentence from The Winner’s Choice.

Patricia took her position as captain and looked around.

Now answer this question: What does this sentence mean?

### TEACHING NOTES

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Patricia took
- her position
- as captain
- and looked around.

Display the chunks for your student in the sentence order.
When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: The sentence tells things that Patricia did. She got in position. She looked around.

GRAMMAR
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

TEACHING NOTES
Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- I see a pronoun. It is her. This tells that the position belongs to Patricia.
- Patricia does two things in the sentence.
- The words as captain describe the position.

Your student may make more or fewer observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see a pronoun? What does it tell you?
- How many actions does Patricia do in the sentence?
- What words tell you what kind of position Patricia has?

GRAMMAR
This sentence tells about things that Patricia does in the story. You can break down the sentence to figure out if events in a story happen in the past or present.
Your Learning Guide has divided this sentence into chunks. Look at the last chunk. What action is it about?

Does Patricia look around in the past or in the present?

**TEACHING NOTES**

**ANSWERS:**

The chunk is about Patricia looking.

She looks around in the past.

**GRAMMAR**

You can tell that Patricia’s action is in the past. The ending “–ed” tells you this. The root word is look. Look is a verb. For many verbs, you can add “–ed” to the end to show they already happened. This is called past tense.

When you read, you can pay attention to the ends of verbs to understand when events happen. The end of a verb can tell you if an event already happened.

Can you add the ending “–ed” to these verbs to make them past tense?

- walk
- cook
- work
- play

**TEACHING NOTES**

**ANSWERS:**

- walked
- cooked
- worked
- played
**GRAMMAR**

Can you write a sentence with a verb in the past tense?

Write a complete sentence about something you did yesterday. Use a verb in the past tense. This will show that you did the action in the past.

After you write your sentence, show your Learning Guide what part of the verb shows that the action happened in the past.

Tell your Learning Guide why it is important to know how the ending “–ed” changes a verb.

---

**TEACHING NOTES**

Your student might write something like, “Yesterday, I worked on math problems.”

If your student struggles to write the sentence, encourage him or her to review the list of verbs on the previous card. Ask your student if he or she did any of those things yesterday. He or she can write the sentence about that activity.

If your student continues to struggle, have your student fill in the blank to complete this sentence.

Yesterday, I __________ with my toys. (played)

Your student should identify the ending “–ed” as the part of the verb that shows the action is in the past.

Possible answer: It is important because it tells me when something happens in a story.

---

**TEACHING NOTES**

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

Patricia took her position as captain and looked around.

Then say, “This sentence tells about actions that happened in the past. What part of the verb looked tells you it happened in the past?” Your student should identify the ending “–ed.”

Say, “We can use other endings to show an action that is happening now. Think about the verb look.”
Write this sentence on an index card: Patricia looked. Then say, “You know you can say ‘Patricia looked’ to show she did that in the past. We can change the verb to show that Patricia is doing the action in the present.”

Write this sentence on an index card: Patricia looks. Then say, “The ending “–ed” can be used to show an action happened in the past. What ending did I use to show the action is happening now?”

Answer: “–s”

Say, “The ending “–s” shows that Patricia is looking right now. This is present tense.

Write the verb play on an index card.

Ask your student to write two sentences about people playing. The first sentence should be in the present tense. The second should be in the past tense.


Have your student explain which sentence shows something that is happening in the present and something that happened in the past. Ask your student to show you what part of each verb tells the tense. Your student should identify the ending “–s” as showing a present action and the ending “–ed” as showing a past action.

Ask your student to explain how paying attention to these endings is useful while reading. Possible response: The endings show me when characters do things. They tell me if something already happened or is happening right now.

TEACHING NOTES

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

Patricia took her position as captain and looked around.

Then say, “This sentence tells about actions that happened in the past. What part of the verb looked tells you it happened in the past?” Your student should identify the ending “–ed.”

Display the cards you wrote for the previous extension: Patricia looked. Patricia looks.

Say, “What does the ending “–s” tell you?”

Answer: The action is happening now.
Say, “We can also show actions that are going to happen in the future. Think about the word look. Let’s look at how we can change the sentence to show that Patricia is going to do this action in the future.”

Write this sentence on an index card: Patricia will look.

Say, “We can add the word will before a verb to show that the action is going to happen in the future.”

Can you write a sentence that shows something that will happen in the future? Write a sentence about something you will do tomorrow.

Your student might write something like, “I will read my book tomorrow.”

If your student struggles to write the sentence, offer this sentence starter: I will...

Ask your student to point to the part of the sentence that tells that this action is in the future. Your student should point to will in the sentence.

Previously, you read *The Winners’ Choice*. You learned about the events in the beginning, in the middle, and at the end of the story. You used those events to retell the story.

Now you will use illustrations and details from the story to describe the major events in the story. Think about these questions as you reread the story:

- Which details in the words and illustrations can help you describe the events in the story?
- How can you use these details to describe the story’s major events?

Now, reread *The Winners’ Choice*.

After reading, talk with your Learning Guide about this question:

- What exciting news does Coach Ramos tell the team?

Find the answer to the question on p. 4.
Readers can use details in a story to tell about the characters, settings, and events. Write the answers to the following questions in your ELA Journal. Then, talk about your answers with your Learning Guide.

1. Which sentence on p. 3 helps you figure out why the team has a trophy?
2. What idea does Juan have on p. 10 about how the team can spend the prize money?
3. Which page has an illustration of what happened to the soccer field at Los Leones School?

**ANSWER KEY**

1. “The team had beaten Los Leones School in the soccer tournament.”
2. He thinks they should make a chocolate fountain on the soccer field.
3. P. 20 shows a big crack down the middle of the field and the broken soccer nets.

**BENCHMARK VOCABULARY**

Sometimes when you read, you may find a word you don’t know. Writers give us clues to figure out these words. Here are some ways to figure out what the new word means:

- Look closely at the new word and break it into word parts.
- Look in a dictionary.

Find the sentence on p. 7 that has the word teammates. Read it silently or aloud.

**TEACHING NOTES**

Break the word teammates into syllables and pronounce it. Then, help your student understand each part of the word.
PHONICS

HIGH FREQUENCY WORDS: SAID, INTO, PUT, BE, GOOD, ARE

You have already learned so many high-frequency words so far. Good readers and writers use these high frequency words often when reading and writing.

Look at the cards your Learning Guide is showing you. These are six new high frequency words. Read each of these words five times each. Today you are going to play a new game called “High Frequency Word Hop.” After you play the game, you are going to practice reading these new words in some sentences.

TEACHING NOTES

Take out six index cards and write down these words: said, into, put, be, good, are. Have your student practice reading each word five times.

Next take out the index cards with the words your student has learned already. Pick out the words your student is having the hardest time reading. You will use these words when playing this new game. You are going to play “High Frequency Word Hop” with your student. Mix up all the cards and place the cards on the floor face up. Place the cards in a line like stepping stones. Your student will hop on a word and read it and then hop to the next word and read it. Your student will continue hopping and reading until he or she gets to the end of the row. Repeat this process two or three times.

Now show your student the High Frequency Word Review Sentences and have your student practice reading them 2-3 times each. Remind your student that good readers:

1. Point under the words while reading
2. Sound out unknown words
3. Reread to get better at reading

DECODING SH AND TH

You have been reading words with the sounds sh and th, like shaking and thank. Now, you are going to look at a new story. Open Decodable Practice Reader 7A: Fishing with Tad (online only). Read the title with your Learning Guide. Do you hear the sound sh or th in the title?

Look at the illustrations to see who the characters are and what they are doing. Now, you are going to decode words with the letters sh and th.
Word Hop. After you play the game, you are going to practice reading these new words in some sentences.

Take out six index cards and write down these words: said, into, put, be, good, are. Have your student practice reading each word five times.

Next, take out the index cards with the words your student has learned already. Pick out the words your student is having the hardest time reading. You will use these words when playing this new game. You are going to play “High Frequency Word Hop” with your student. Mix up all the cards and place the cards on the floor face up. Place the cards in a line like stepping stones. Your student will hop on a word and read it and then hop to the next word and read it. Your student will continue hopping and reading until he or she gets to the end of the row. Repeat this process two or three times.

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Review the relevant sound-spellings for the word lists on p. 1.

**TEACHING NOTES**

Review the relevant sound-spellings for the word lists on p. 1.

**USE PERSONAL PRONOUNS**

Pronouns take the place of nouns or names in a sentence.

- Writers use the pronouns I and me when they are writing about themselves.
- They use the pronouns he, she, and they when they are writing about others.

Look at the following sentences. Who are these pronouns referring to? Discuss with your Learning Guide.

- “I have some more exciting news,” Coach Ramos announced.
- The team waited. They hoped their parents would come quickly.

**TEACHING NOTES**

The pronoun I refers to Coach Ramos because the coach is talking about himself. The pronoun they refers to the team.

Read the following sentences aloud. Then, use the pronouns he, she, and they to fill in the blanks. The pronoun you choose should replace the underlined noun.

The teammates crowded together on the soccer field. _____ crowded together on the soccer field.

First, Coach Ramos made sure nobody was hurt. First, _____ made sure nobody was hurt.

Patricia could see the damage from the earthquake. ______ could see the damage from the earthquake.

**TEACHING NOTES**

Answers: They, he, She.
You have used illustrations and details from *The Winners’ Choice* to describe the events in the story. Now you will use them to help you write about those events. Look back at the chart you made last time. Read the notes you wrote to describe the beginning, middle, and end of the story. Discuss the events and details with your Learning Guide.

**TEACHING NOTES**

Help your student write this sentence by talking about what happens in the middle of the story.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You have been learning how to use details to retell the events in a story. Now you are going to look for details about the characters in a story. Characters are the people, animals, or other creatures in the story.

Turn to pp. 6 – 11 of The Winners’ Choice. Talk about the characters in the illustrations with your Learning Guide. Now, reread these pages, thinking about these questions:

- Who are the characters?
- What details in the story describe the characters?

As you reread with your student, pause before words that he or she might not recognize or need to decode. Then, talk with your student about what the characters say and do. Explain that knowing details about the characters can help retell the story.

If describing characters is challenging, remember that you can look at what a character does and says to understand how that character is feeling and what the character is thinking. Be sure to think about how the characters feel and think about each other, too!
TEACHING NOTES

If your student is struggling to describe the characters, model strategies for your student! Show your student how to pay attention to what the characters say and do, in order to understand how they feel and what they are thinking.

Go to pp. 6-7 and reread the text. Then say: “I notice that the characters are thinking about how to spend the money they won. They are telling each other their different ideas. A detail I notice about the characters is that they feel excited. I can tell they are excited because the author is using exclamation points in their speech, and the text says that the team cheered.”

Go to pp. 8-9 and reread the text. Then say: “I can see that the characters are still sharing their ideas for how to spend the money that they won. A detail I notice about Patricia is that she disagrees with the idea for new uniforms. She is thinking it’s a bad idea. I can tell because Patricia says, ‘What’s wrong with our uniforms? I like how it is,’ and I can see her face on p. 9 looks unhappy.”

Answer this question in your ELA Journal:

- What ideas do the teammates have about how to spend the money?

Then discuss your answer with your Learning Guide.

Sample answers: a soccer field that turns into a skate park (p. 8) and a chocolate fountain on the soccer field (p. 10).

TEACHING NOTES

VOCABULARY

USING PICTURES TO LEARN NEW WORDS

In Unit 1 you learned that authors use pictures to help readers understand what is happening in the story and to give readers clues about what words mean. Let’s review how to use this word solving strategy with a new word from “The Winner’s Choice.”
Look at p. 3 and find the word soccer. The author uses several picture clues to show you what this word means. In the picture you will see a soccer ball, kids standing around on a field, and a goal. All of these clues help you understand that soccer is a sport where people run around on a field and try to kick a ball into a goal.

Now you will practice this strategy with words from “The Winner’s Choice.” Read pp. 3–8 and find the words below. Then use the pictures to figure out the meaning of each word. Tell your definitions to your Learning Guide. Then add these words to your word wall.

- coach (p. 3)
- excitedly (p. 4)
- uniform (p. 8)

### TEACHING NOTES

Your student should guess meanings for each word based on the pictures, similar to the following:

- coach: a person who is in charge of a sports team. Your student should see that that in the picture the coach is the adult who is talking to the team.
- excitedly: happy or eager about something that is about to happen. Your student should note the faces of the players who are smiling.
- uniform: similar outfits worn by a sports team. Your student should notice that the text mentions socks that glow in the dark and the picture shows the socks, so a uniform must be some type of clothing.

If your student is struggling or guessing the wrong definition, try asking one of these questions:

- What do you see in this picture?
- What do you know about that?
- Have you ever seen this in real life? What was it like?

When your student is done, ask him or her to add new words to the word wall. Encourage your student to use words from the word wall when writing or speaking.

### QUICK CHECK

Please go online to view and submit this assessment.
MORE TO EXPLORE

Find evidence in the text to support your answer to the QuickCheck. Look at p. 14 and copy down phrases and sentences in your ELA Journal that show what happens right after the earthquake starts.

Show your Learning Guide the evidence you found.

TEACHING NOTES

Supporting sentence: “Sit down here. Don’t go near the building!”

You have been reading and thinking about a story. Now, you are going to read and think about another type of writing—a poem. The poem is called “Mud Pies a Penny” from the Text Collection, Unit 3 (page 5) Your Learning Guide will read this poem to you. As you read along, think about these ideas:

• Which words rhyme?
• Where are the rhyming words?

TEACHING NOTES

Read the poem aloud while your student follows along silently. Afterward, have your student point out the rhyming words at the end of lines 2 and 4 and repeat them with you. Then, have your student read the poem to you.

PHONICS

HIGH-FREQUENCY WORDS

We can use what we know about sounds and letters to sound out and read some words. We must learn to read other words by remembering the letters in them.

TEACHING NOTES

Show your student the High-Frequency Word Cards: the, I, go, one, said, put, into, and a.

Then, help your student with the next activity by saying the words go, said, and put. Help your student identify the sounds and spellings for these words.
Practice using high-frequency words with your Learning Guide.

Say the word *go*.

What sound do you hear at the beginning of *go*?

What letter spells the sound?

Say the word *said*.

What sound do you hear at the beginning of *said*?

What letter spells the sound?

Say the word *put*.

What sound do you hear at the beginning of *put*?

What letter spells the sound?

*I said.*

*I said* means that words were spoken. Make up sentences that begin with *I said*. You can ask your Learning Guide for help.

You have used a graphic organizer to write about the events that happen at the beginning, middle, and end of *The Winners’ Choice*. Now, use your graphic organizer to write about what happens at the end of the story.

Write one sentence that describes what happens at the end of *The Winners’ Choice*.

After your student writes the sentence, give him or her three index cards for the next activity.

Now, copy your sentences about the beginning, middle, and end of the story onto three index cards. Take the papers and mix them up. Then, work with your Learning Guide to put the events in the right sequence (or order).

You have reread *The Winners’ Choice* and thought again about its plot. You wrote what happened at the end of the story, and you practiced putting the major events of the story in order. Next, you will show your understanding of plot.
You can use the idea of sequence to retell events from another story. Read *We Can Help* with your Learning Guide.

**USE FOR MASTERY**

As you read the story, think about these questions:

- What event happens at the beginning of the story?
- What event happens in the middle of the story?
- What event happens at the end of the story?

Now, complete a *Key Events Chart* for *We Can Help*. Write in the events for the beginning, middle, and end of the story. Upload your completed chart.
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Identify an event in the beginning, middle, and end?
- Use proper capitalization and punctuation?
You have learned how to use details and events to retell stories. Now you are going to learn how authors use words to describe things in a story. Sometimes, authors use words that tell how things look, smell, taste, sound, or feel. These words help readers picture what is happening.

You are going to read part of The Winners’ Choice again. As you read, think about these questions:

- How does the author use words to describe events?
- Which words describe how things look, smell, taste, sound, or feel?


VOCABULARY

- safe
- zooming
- need
- want
- position

TEACHING NOTES

Select the appropriate option for your student for rereading pp. 12 – 17 in The Winners’ Choice:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
TEACHING NOTES

SAMPLE ANSWERS:

1. “She felt something move under her feet.” “The ground was shaking.” “The soccer field was shaking.” “The entire city was shaking.” The illustration shows everyone upset and looking at the ground.

2. “They could hear the rumbling and the rattling of the school windows.” The illustration shows the building and the ground are shaking.

PHONICS

VOWEL SOUND IN BALL

You have been reading a story about a soccer field. Now you are going to read a story about a ball.

Go to Decodable Practice Reader 7B: “Get the Ball.” First, look at the illustrations. What do you think will happen in the story?

Now look at the words listed on the first page of the story. These words use the vowel sound in ball. Work with your Learning Guide to decode the words. Read the story several times so you feel comfortable reading all the words.
You have been learning about words that authors use to describe events. They often use special words to show the order of events. These are words that tell about time or sequence. Here are some of these words:

- first
- next
- then
- yesterday
- tomorrow

Look at the sentences below from p. 16 of *The Winners’ Choice*. Pay attention to the underlined words. These are the words that show the order of events.

The shaking lasted *a few minutes*. *Then* it stopped.

*First* Coach Ramos made sure nobody was hurt. *Then* he called the principal.

Previously in the first lesson, you wrote sentences describing the beginning, middle, and end of *The Winners’ Choice*. Now look at your sentences again. Rewrite the sentences in your ELA Journal, adding time or sequence words like *first*, *next*, and *then*.

### TEACHING NOTES

Help your student understand that writers use time-related words to keep the story moving in a logical order. These words help the reader see how one event follows another.

### ANOTHER WAY

If using time-related words is challenging for you, remember that authors use these words to show the order of things that happen. Use a separate piece of paper or note cards to write down the following time-related words. Then add a number or symbol to help you understand the “order of events” for each time-related word. For example, you could use arrows to show if an event already happened, or if it is going to happen in the future. You could use numbers to show how words describe the beginning, middle, or end of an event.

- **First**
- **Next**
- **Then**
- **Last**
- **Yesterday**
- **Tomorrow**
You learned how words are used to describe events. You also learned that good writers use words to show the order of events so readers can follow the story more easily. You rewrote your sentences to include time (or sequence) words. Next, you will learn about setting.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
**Finding the Central Message of The Winners’ Choice - Part 2**

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**LEARN**

Previously you reread *The Winners’ Choice*. You learned how authors use words to describe events in a story.

Now you will learn about another part of a story: the setting. The setting is where and when a story happens. The author’s details and illustrations tell the reader where the story takes place and what that place is like.

As you read, think about these questions:

- What can I learn about the setting from the words?
- What can I learn about the setting from the illustrations?

Reread pp. 3 – 17 of *The Winners’ Choice*.

After you read, look at pp. 18 – 19. Let’s look for details that tell about the setting. These details tell where and when the story takes place.

Fill in a Web graphic organizer to gather your ideas about the setting. Write “Setting” in the center. In the outside circles, write details from the text and the pictures that tell you the setting.
TEACHING NOTES

Ask your student questions like:

- “When did this happen?”
- “Where did it happen?”
- “What did it look like there?”

Remind your student that both words and illustrations can describe the setting.

Sample web:

Now that you have filled in the graphic organizer, think about this question:

- Where and when does this part of the story take place?

Write your answer in your ELA Journal and share it with your Learning Guide.

TEACHING NOTES

Sample answer: It takes place in the city after the earthquake.

TEACHING NOTES

Sample answer: It takes place in the city after the earthquake.

PHONICS

LONG A VOWEL SOUND

Look at the cards your Learning Guide is showing you. Say the name of the picture, the name of the letter or letters, and the sound it makes. Don’t forget your hand motions!
In this lesson you are going to take a look at the vowel sounds. What are the five vowels? What sounds do they make? You have learned the short vowel sound for each vowel. Each vowel has a short sound and a long sound. A long vowel says its name. In this lesson you are going to learn about the long a vowel sound. Take a look at the card your Learning Guide is showing you. It is a picture of a cake. The a in cake makes the /a/ sound. Pretend you are eating a piece of cake when you say the long a sound. Look at the letter e in this word. It doesn’t make a sound. It is the silent e. Watch the video with your Learning Guide to learn all about the silent e.

Please go online to view this video

**TEACHING NOTES**

Review all the letters from the Alphabet Card Collection and the Sound Cards (/sh/, /th/, /ch/, /tch/, /wh/, /ph/). Have your student say the name of the picture, the name of the letter or letters, and the sound it makes. Practice saying each two times.

Review the five vowels with your student and the short sound each vowel makes. Show your student the -e sound card. Point to the letter a on the card and read the word cake. Say the letter a in cake makes the /a/ sound. Watch the silent e video with your student, which explains the silent e spelling rule.

Have your student sound out the words. (at, ate, rat, rate, grad, grade) Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound. Point out the silent e at the end of the words that makes the vowel sound long.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. Knowing when to use c and when to use k in a word can be tricky. Use this guide to help explain it to your student. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word chase. (chase)
- Write the word shake. (shake)
- Write the word bake. (bake)
- Write the word trade. (trade)
- Write the word game. (game)
- Write the word frame. (frame)
- Write the word grape. (grape)
- Write the word shave. (shave)
Now you are going to read two descriptions of the same event:

1. Pete got lost on the way to school, but then he remembered the way.

2. Pete felt worried when he missed the right turn at Oak Street. Now he was lost, and he was going to be late for school. As he started to retrace his steps, he suddenly remembered the way. He started running so he wouldn't be late.

Which description would you rather read? Why? Talk about your thoughts with your Learning Guide.

Now, look at pp. 18 – 20 of *The Winners’ Choice*. Which details help readers picture the events in the story? Discuss with your Learning Guide.

Tell your student to make a mental picture of the events described in sentence 1 and sentence 2. Ask your student: *Why is sentence 2 more interesting?* Answer: It has more details.

Have your student explain which details in sentence 2 help him or her get a clear picture of the event.

When reviewing pp. 18 – 20 of *The Winners’ Choice*, these details help the reader picture the events in the story:

- illustrations: Patricia and her mom are walking home; emergency workers on the street
- text: “zooming down the streets” and “hugging each other”
USE CONJUNCTIONS

You have been revising sentences. Sometimes writers want to combine two ideas. They use words like and, but, or, and so. These words are called conjunctions.

Look at how these sentences use conjunctions:

The windows broke, and the street cracked.

The word and shows that two ideas are similar.

The field had a deep crack, so it was ruined.

The word so shows a cause-and-effect relationship.

Write the following sentences in your ELA Journal. After each sentence, write a conjunction you could use to combine the two sentences.

1. The soccer field had a crack in it. The team couldn’t play.
2. The buildings were damaged. The people were safe.
3. The team could get uniforms. The team could fix the field.

You can use conjunctions as you revise your writing in the next activity!

TEACHING NOTES

Sample answers:

1. The soccer field had a crack in it, so the team couldn’t play.
2. The buildings were damaged, but the people were safe.
3. The team could get uniforms or the team could fix the field.

Look at the sentences you wrote in your ELA Journal about the beginning, middle, and end of The Winners’ Choice. Look at both the illustrations and the text to find details you can add to your sentences that help a reader picture the setting.

Now add details to your sentences to make them more interesting.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.
Look at the sentences you wrote in your ELA Journal about the beginning, middle, and end of *The Winners' Choice*. Look at both the illustrations and the text to find details you can add to your sentences that help a reader picture the setting.

Now add details to your sentences to make them more interesting.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using this rubric. Notice the difference in language between the columns to find out how your student might improve his or her writing. Use the rubric to offer feedback to your student. Guide your student to improve his or her writing based on your feedback.

You learned about setting. You learned how authors describe setting, and you practiced using details to describe setting in your own sentences. Next, you will learn how authors share their central message with readers.
## Finding the Central Message of The Winners’ Choice - Part 3

### Objectives
- To understand the words that authors use
- To use illustrations and details in a story to tell about setting
- To understand and write about a story’s central message

### Books & Materials
- The Winners’ Choice by Ana Galan
- ELA Journal
- Computer
- Sound-Spelling Cards: 47, 50, 51

### Assignments
- Read The Winners’ Choice
- Use time and sequence words
- Plan a story
- Complete a Web graphic organizer
- Revise sentences by adding details
- Use conjunctions to combine ideas
- Write a story ending
- Read Decodable Practice Reader 7B: "Get the Ball"
- Read Decodable Practice Reader 7C: "A Plan for Trash"
- Use Sound-Spelling Cards 47, 51, 57, 105, and 106

### LEARN

Previously, you learned about an important element in a story: the setting. Now you will learn about another important part of a story: the central message. This is the lesson that the author wants the reader to learn. It is often found at the end of a story.

You are going to reread the rest of *The Winners’ Choice* to figure out the lesson the author wants readers to learn. As you read, think about these questions:

- What lessons are the characters learning?
- Which lesson is the central message of the story?

Now, reread pp. 22 – 24 of *The Winners’ Choice*. After reading, talk to your Learning Guide about the ending of the story. Answer this question:

- What does the team do with the prize money?

Write your answer in your ELA Journal. Talk about your answer with your Learning Guide.

### TEACHING NOTES

Have your student use the illustrations to remember details from the end of the story. Then, discuss your student’s answer with him or her. Guide your student to think about the lessons that characters are learning. Figuring out the central message of the story is your student’s goal.
ANOTHER WAY

If you are having trouble finding the central message of The Winners Choice, go back to the following pages and reread the text. While you read, think: what is the author telling me here?

- pp. 6-10
- pp. 18-22
- p. 24

One way authors show us the central message is by telling what the characters learn. After rereading the pages of The Winners Choice, think about what the characters learned. Then, think about what the central message of the text might be.

TEACHING NOTES

If your student is struggling to find the central message of the text, go back to reread the following pages and ask the following questions:

Reread pp. 6-10. Ask: what happened on this page? What is the author trying to tell us?

POSSIBLE ANSWER:
the teammates are thinking about how to spend the prize money. They cannot agree on what to spend it on, and all want fun, extravagant things that they do not really need.

Reread pp. 18-22. Ask: what happened on this page? What is the author trying to tell us?

POSSIBLE ANSWER:
Patricia is on the way home with her mom and notices the damage from the earthquake. She sees the damage at Los Leones school and gets an idea to use the prize money to help the other school.

Reread p. 24. Ask: what happened on this page? What is the author trying to tell us?

POSSIBLE ANSWER:
Las Aguilas goes to Los Leones school and see that the school and field look great because of the prize money. Los Leones are grateful to Las Aguilas for helping them, and Las Aguilas feel good that they used the prize money to help people in need.
PHONICS

WORDS THAT USE SH AND TH AND THE VOWEL SOUND IN BALL

You have learned about words that are spelled with sh and th. Now, look at words using those sounds that also have the sound of the word ball.

Read these words as your Learning Guide says them. Then, talk about the sounds in each word.

thick  then
push   small
shell   moth  walk

Choose one of the words to complete each sentence.

1. A turtle has a large _____.
2. An ant is very _____.
3. The paste is not thin, but _____.
4. The flying insect was a _____.

TEACHING NOTES

Use Sound-Spelling Cards 47, 50, and 51 to review consonant digraphs sh and sound-spellings. Help your student identify the sound at the beginning or end of the words and the vowel sound. Call attention to the spelling of these sounds.

Answers: 1. shell 2. small 3. thick 4. moth

Then, have your student make up sentences using words with consonant digraphs sh and th and the vowel sound in ball. Ask him or her to draw a picture to illustrate one sentence.

You have been learning about the central message of a story. Now, you will write about the ending of a story. Often the central message of a story comes at the end.

First, retell the ending of The Winners’ Choice to your Learning Guide. What lesson do you think the characters learn?
What other ways could the story end? Think of a new ending for *The Winners' Choice*. Draw a picture of the new ending. Then, write the new ending in your ELA Journal and share it with your Learning Guide.

How does the new ending change the story? Talk about this question with your Learning Guide.

**TEACHING NOTES**

Remind your student that the central message is the important idea (or lesson) of the story. At the end of story, the teams play on the repaired soccer field. Encourage your student to think about how the field was repaired. Lead your student to understand what the main idea is. For example, the main idea could be “helping others can make you feel good.”

**PRODUCE COMPOUND SENTENCES**

You have been writing sentences about the ending of a story. A sentence is a group of words that tell a complete idea. You can combine two or more sentences by using the conjunction words *and, but, so,* and *or.* These words join two or more sentences to form a compound sentence. Look at the following sentence:

The referee blew the whistle, *and* the game began.

Now, look at the following sentences. Use the conjunction *and, but, or,* or *so* to rewrite each pair of sentences in your ELA Journal.

1. Stay calm. Sit down here.
2. Should they get new uniforms? Should they help fix the field?
3. The soccer field is ruined. The team helps fix it.

Share your answers with your Learning Guide.

**TEACHING NOTES**

Help your student understand the relationship between the sentences that have been joined.

1. Stay calm, *and* sit down here.
2. Should they get new uniforms, *or* should they help fix the field?
3. The soccer field is ruined, *so* the team helps fix it.
You learned how to find the central message of a story. Next, you will practice finding the main idea.

**VOCABULARY**

**VOCABULARY: SYNONYM SEARCH**

In Unit 2 you learned that good authors use many different words to say the same thing. These words are called synonyms and they help make writing more interesting.

Read p. 3 of “The Winner’s Choice” and look for the word announced. The author gives you picture clues and sentence-level context clues to help you figure out the meaning of this word. Use these context clues to make a guess about the meaning of the word announced. Tell your guess to your Learning Guide.

Now practice your Word Solving Skills by looking for three synonyms for announced in “The Winner’s Choice.” Draw this chart in your ELA Journal and write your words/definitions on the chart.

<table>
<thead>
<tr>
<th>Word/Page</th>
<th>Definition</th>
<th>Context Clue</th>
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Your student should guess that the word announced means to talk or say something.

Then help your student find words that have similar meanings to “announced.” He or she should produce some of these examples.

- said
- called
- replied
- called
- gasped

If your student is struggling to find words, direct his or her attention to the dialogue. Help your student notice that the author used the word “announced” after a character was talking. Then have your student look at dialogue on other pages.
When your student is done, ask him or her to add new words to the word wall. Encourage your student to use words from the word wall when writing or speaking.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Previously, you learned how to find the central message of a story. The central message is also called the main idea. Today, you will practice finding main ideas in stories.

INTERACTIVE ACTIVITY

Go to Room Recess and play the Main Idea game. This game will help you practice finding the main ideas in stories. Read the details carefully.

The main idea is the important message in the story. The writer usually does not say, “This is the main idea.” To find the important message, look at details in the story. The details are like clues to help you figure out the main idea.

Ask yourself, “What happened?” and “Why that is important?”

Now, answer these questions about the details in The Winners’ Choice. The details help you find the main idea. You may look at the pages in the story to find the answers.

- On pp. 8 – 10, What does Patricia say the team does not need?
- How does the Los Leones soccer team feel about what the team has done?

Write your answers in your ELA Journal and share them with your Learning Guide.
TEACHING NOTES

Answers:

• Patricia says the team does not need a chocolate fountain and new uniforms
• The team feels thankful.

DECODING

You have been seeing and hearing words with the letters *sh* and *th* and with the vowel sound in *ball*. Some words in the following story have these letters and sounds in them. Now you will read the story, "*A Plan for Trash*".

TEACHING NOTES

Give your student *Decodable Practice Reader 7C: “A Plan for Trash”* (online only). Have your student preview the story and describe the main characters.

Work with your student to decode the *sh*, *th*, and *al* words and the high-frequency words on p. 17.

Read "A Plan for Trash" with your student. Have your student reread several times to develop skills in decoding words. Provide corrective feedback regarding the fluency and decoding.

BENCHMARK VOCABULARY

Good readers try to figure out words in stories that they do not know. Here’s what to do to figure out the meaning of a word:

• Look for clues in the story and the illustrations to find the word’s meaning.
• Try to think of another word with the same meaning.

You have learned about using details to figure out the main idea in a text. Paying attention to details will make you a better reader.
USE

USE FOR MASTERY

You have learned how to use illustrations to understand the setting of a story. You have also learned how to find the central message of a story. Now, you will think about how illustrations help you understand the lesson the story teaches.

Look at the illustration on p. 24 of *The Winner's Choice*. Answer the following questions.

USE FOR MASTERY

How do the characters in the illustration feel?

- They feel sad about the earthquake.
- They feel happy the field is fixed.
- They feel nervous about the soccer game.

What do the characters learn?

- It feels good to help others.
- The new field is ready.
- Earthquakes are dangerous.
If necessary, point out that the illustration is on the last page of the story, where the central message is often found.
Find Out What’s in Hunter’s Money Jar - Part 1

Objectives
- To identify key details in a story
- To use details to tell about characters
- To ask and answer questions about key details
- To tell about words and details in a story
- To understand a story’s central message

Books & Materials
- Hunter’s Money Jar by Charlotte Guillain
- ELA Journal
- Computer
- Index cards
- High Frequency Word Cards: your, where, my, want, what, of

Assignments
- Read Hunter’s Money Jar.
- Use details to learn about characters.
- Plan a story.
- Complete a Key Events Chart
- Add endings to verbs to show time.
- Write a story.
- Examine rhyme in the poem “My Lemonade Stand.”
- Write an ending to a story.
- Read Decodable Practice Reader 8C: “Jane Can Race.”
- Complete a Central Message Chart.
- Revise and edit a story.

LEARN

LEARN ABOUT...
ORIGIN OF THE PIGGY BANK

Many people save their money in a piggy bank. Do you have a piggy bank or do you know someone who has a piggy bank? Here is an example of what a piggy bank looks like.

Have you ever wondered why a piggy bank is shaped like a pig? Read this article to find out! After you read, tell your Learning Guide the answers to the following questions:

1. Where did piggy banks start?
2. Where did the word pig come from?
3. Why is piggy bank shaped like a pig?

TEACHING NOTES

You can support your student by reading along with him or her and pausing at the end of each section to ask, “What was this section mostly about?” If he or she has difficulty finding answers to the questions, model finding the answer in the section. For example: “This section is mostly about where piggy banks came from. It says that piggy banks started in Europe in the Middle Ages.”
You have read the story. Now, talk about it with your Learning Guide. Talk about the characters. Talk about the things that happen. Answer these questions:

- What happens at the beginning of the story?
- What happens in the middle of the story?
- How does the story end?

Write the answers to these questions in your ELA Journal.

You have learned about the setting and the central message of a story. Now you will practice using details to learn about the characters in a new story, Hunter’s Money Jar. The person who is telling the story is called the narrator.

Ask your Learning Guide:

- Where did piggy banks start? (Piggy banks started in Europe in the Middle Ages.)
- Where did the word pig come from? (People used an orange color clay called pygg to make jars that they put their money in. Later, everyone thought people were saying pig.)
- Why is a piggy bank shaped like a pig? (Since people called their coin-saving box a pig bank, people decided to make the box in the shape of a pig.)

ANSWERS TO QUESTIONS:

1. Where did piggy banks start? (Piggy banks started in Europe in the Middle Ages.)
2. Where did the word pig come from? (People used an orange color clay called pygg to make jars that they put their money in. Later, everyone thought people were saying pig.)
3. Why is a piggy bank shaped like a pig? (Since people called their coin-saving box a pig bank, people decided to make the box in the shape of a pig.)

VOCABULARY

- coins
- count
- sell
- waste
- earn

You have learned about the setting and the central message of a story. Now you will practice using details to learn about the characters in a new story, Hunter’s Money Jar. The person who is telling the story is called the narrator.

Before reading, look at the title and the picture on the first page. What do you think this story is about? Tell your Learning Guide.

As you read, think about these questions:

- Who is telling the story?
- What are the key details in the story?

Read Hunter’s Money Jar from beginning to end.

TEACHING NOTES

Guide your student in reading Hunter’s Money Jar. Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
- Have your student read the story aloud with another student or with you, either chorally or by reading alternate sections.
- Have your student read the story independently.

If necessary, read the LEARN cards with your student.
You have read the story. Now, talk about it with your Learning Guide. Talk about the characters. Talk about the things that happen. Answer these questions:

- Look at p. 7. Why does Scratch say they need more friends to join them?
- Why is Hunter disappointed at the toy store?
- Who is telling this story?

Write the answers to these questions in your ELA Journal.

### TEACHING NOTES

**ANSWERS:**
- He wants to buy a skateboard, but he needs more money.
- Hunter doesn’t have enough money to buy the skateboard he wants.
- A narrator is telling the story. (Point out to your student that the narrator refers to Hunter as “he,” so we know Hunter is not the narrator.)

Now you will retell the story of Hunter’s Money Jar. A story tells the events in order. The events in the story happen at the beginning, middle, and end.

Answer these questions:

- What happens at the beginning of the story?
- What happens in the middle of the story?
- How does the story end?

Talk about your answers with your Learning Guide.

Now choose two or three events that happen in Hunter’s Money Jar. Tell the events to your Learning Guide. Then, write the events in your ELA Journal. Make sure to put the events in order.

### TEACHING NOTES

Remind your student that good writers use complete sentences. Rereading sentences aloud is a good way to check that the sentences are complete. Help your student add sequence words to keep events in order.
PHONICS

HIGH FREQUENCY WORDS - YOUR, WHERE, MY, WANT, WHAT, OF

You have already learned so many high-frequency words so far. Good readers and writers use these high-frequency words often when reading and writing.

Look at the cards your Learning Guide is showing you. These are six new high-frequency words. Read each of these words five times each. Today you are going to play the game “High Frequency Word Hop.” After you play the game, you are going to practice reading these words in some sentences.

TEACHING NOTES

Take out six index cards and write down the words: your, where, my, want, what, of. Have your student practice reading each word five times.

Next, take out these cards: said, into, put, be, good, are. Also, take out the index cards with the words your student has learned already. Pick out the words your student is having the hardest time reading. You will use these words when playing this new game. You are going to play “High Frequency Word Hop” with your student. Mix up all the cards and place the cards on the floor face up. Place the cards in a line like stepping stones. Your student will hop on a word and read it and then hop to the next word and read it. Your student will continue hopping and reading until he or she gets to the end of the row. Repeat this process two or three times.

Now show your student the High Frequency Word Review Sentences and have your student practice reading them two or three times each. Remind your student that good readers:

1. Point under the words while reading.
2. Sound out unknown words.
3. Reread to get better at reading.

QUICK CHECK

Please go online to view and submit this assessment.
**Find Out What’s in Hunter’s Money Jar - Part 2**

### Objectives
- To identify key details in a story
- To use details to tell about characters
- To ask and answer questions about key details
- To tell about words and details in a story
- To understand a story’s central message

### Books & Materials
- Hunter’s Money Jar by Charlotte Guillain
- Decodable Practice Reader 8A, *Kate Wins the Game*
- ELA Journal
- Computer
- Key Events Chart
- Sound-Spelling Card 74

### Assignments
- Read Hunter’s Money Jar.
- Use details to learn about characters.
- Plan a story.
- Complete a Key Events Chart.
- Add endings to verbs to show time.
- Write a story.
- Examine rhyme in the poem “My Lemonade Stand.”
- Write an ending to a story.
- Read Decodable Practice Reader 8C: “Jane Can Race.”
- Complete a Central Message Chart.
- Revise and edit a story.

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**LEARN**

Previously, you read *Hunter’s Money Jar*. You found key details. Now you will learn how readers use details in the words and illustrations to learn about the characters in the story.

Reread part of *Hunter’s Money Jar* and look for details about the characters. Characters are the people, animals, or other creatures the story is about.

As you reread pp. 3 – 7, think about these questions as you meet each new character:

- What is this character like?
- What details tell me that?

Now read pp. 3 – 7 of *Hunter’s Money Jar*.

Answer these questions in your ELA Journal:

- Which sentence on p. 5 tells you how Scratch feels about Rip?
- Why does Hunter count his money every day?

Show your answers to your Learning Guide.
PHONICS

LONG O VOWEL SOUND

Look at the cards your Learning Guide is showing you. Say the name of the picture, the name of the letter or letters, and the sound it makes. Don’t forget your hand motions!

In this lesson you are going to take a look at the vowel sounds. You have learned the short vowel sound for each vowel. Each vowel has a short sound and a long sound. A long vowel says its name. In this lesson you are going to learn about the long o vowel sound. Take a look at the card your Learning Guide is showing you. It is a picture of a globe. The o in globe makes the long /o/ sound. Make a circle with your fingers as you say the sound. Look at the letter e in this word. It doesn't make a sound. It is the silent e. Watch the video with your Learning Guide to learn all about the silent e.

Please go online to view this video ►

Now you are going to practice sounding out the words below with the short o sound and the long o sound.

- cod
- code
- cop
- cope
- hop
- hope

Last you are going to practice writing some new words with the silent e. Remember what good writers do!
Previously, you put events in a story in order. Now you will plan your own story. Planning is a step in the writing process. Here are the five steps of the writing process:

1. Planning
2. Drafting
3. Revising
4. Editing
5. Publishing

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<th>TEACHING NOTES</th>
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| Review all the letters from the Alphabet Card Collection and the Sound Cards (/sh/, /th/, /ch/, /tch/, /wh/, /ph/, a-e, i-e). Have your student say the name of the picture, the name of the letter or letters, and the sound it makes. For the long vowel cards, you will say "cake, long a, silent e, /a/." Practice saying each two times.

Review the five vowels with your student and the short sound each vowel makes. Show your student the o-e sound card. Point to the letter o on the card and read the word globe. Say the letter o in globe makes the /o/ sound. Watch the silent e video with your student, which explains the silent e spelling rule.

Have your student sound out the words. (cod, code, cop, cope, hop, hope) Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound. Point out the silent e at the end of the words that makes the vowel sound long.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. Knowing when to use c and when to use k in a word can be tricky. Use this guide to help explain it to your student. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word robe. (robe)
- Write the word smoke. (smoke)
- Write the word home. (home)
- Write the word drove. (drove)
- Write the word doze. (doze)
- Write the word stole. (stole)
- Write the word clove. (clove)
- Write the word choke. (choke)
Writers plan by thinking about events they want to include at the beginning, middle, and end of the story.

Part of planning is thinking of an idea for a story. Think of a time when you had to make a choice. This event can be made into a story. Talk about your story ideas with your Learning Guide.

Then fill out a Key Events Chart for your story. Write events for the beginning, middle, and end of your story.

### TEACHING NOTES

Ask your student questions like:

- “Who are the characters in your story?”
- “What is the setting of your story?”
- “What are the main events that happen?”

Then review the events to make sure they are in logical order.

### ANOTHER WAY

**ANOTHER WAY**  
**Planning a Story**

If your student is having difficulty deciding on a topic to write about that involves a choice he or she made, review the choices the character Hunter made in the text. Remind your student that Hunter made a choice and decided to wait to save up more money to buy the skateboard he really wanted. Hunter also made a choice about how he was going to earn more money when he chose to have a yard sale.

Ask your student if there was ever a time that he or she made choices like the character in the story.

If your student is struggling to plan a story with characters, setting, and events, provide him or her with this worksheet.

### Identify Root Words and Their Inflectional Forms

Writers can add endings to verbs to tell about action. The verb is the root word. The ending tells when the action happens. The ending -s tells readers that the action happens now. The ending -ed tells that the action happened in the past. The ending -ing tells that the action happens over a period of time.
Look at these sentences.

- Hunter wants a skateboard.
  (The ending -s was added to the root word want. Hunter wants a skateboard now.)
- Hunter is earning money.
  (The ending -ing was added to the root word earn. Hunter earns money over a period of time.)
- Hunter stacked his coins.
  (The ending -ed was added to the root word stack. Hunter stacked his coins in the past.)

Now look at these sentences. Find the words with endings like the ones above. Find the root word and the ending in each sentence.

1. Scratch looked after the other coins.
2. Hunter is walking down the street.
3. The shop sells skateboards.

Tell your answers to your Learning Guide.

### TEACHING NOTES

#### ANSWERS

1. look, -ed
2. walk, -ing
3. sells, -s

You learned about characters and how the writer uses details to describe them. You began to plan your own story. Next, you will learn more about finding those details and you will start to write your story.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Find Out What’s in Hunter’s Money Jar - Part 3

**Objectives**
- To identify key details in a story
- To use details to tell about characters
- To ask and answer questions about key details
- To tell about words and details in a story
- To understand a story's central message

**Books & Materials**
- Hunter’s Money Jar by Charlotte Guillain
- ELA Journal
- Computer
- Story Sequence Chart
- Index Cards

**Assignments**
- Read Hunter’s Money Jar.
- Use details to learn about characters.
- Plan a story.
- Complete a Key Events Chart.
- Add endings to verbs to show time.
- Write a story.
- Examine rhyme in the poem “My Lemonade Stand.”
- Write an ending to a story.
- Read Decodable Practice Reader 8C: “Jane Can Race.”
- Complete a Central Message Chart.
- Revise and edit a story.

**LEARN**

**GRAMMAR**

You have been reading to understand details in a story. You can break down a sentence to understand how an author gives you those details.

Listen to your Learning Guide read this sentence from Hunter’s Money Jar.

It was Hunter’s birthday, and he was really excited.

Now answer this question: What does this sentence mean?

**TEACHING NOTES**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- It was
- Hunter’s birthday,
- and
- he was
- really excited.

Display the chunks for your student in the sentence order.
When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: The sentence tells how Hunter felt on his birthday.

**GRAMMAR**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**TEACHING NOTES**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- I see the word was twice.
- I see a pronoun. It is he. It takes the place of Hunter.
- I see a comma in the middle of the sentence.

Your student may make more or fewer observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see any words that are repeated?
- Do you see a pronoun? What does it tell you?

**GRAMMAR**

This sentence tells you information about Hunter.

Your Learning Guide has divided this sentence into chunks. What are two things you learn about Hunter?

You learn that it is Hunter's birthday. You also learn that he was really excited.
Look at the sentence chunks. Can you make two complete sentences out of them? Move the chunks to make two complete sentences.

Your student should move the chunks to make these two complete sentences:
- It was
- Hunter's birthday,
- he was
- really excited.

TEACHING NOTES

ANSWER:
Hunter went to the toy store, and he bought a skateboard.

GRAMMAR

You made two complete sentences. You have a chunk left over. What does that chunk say?

The word and is a conjunction. This kind of conjunction is used to join parts of a sentence. The word and in a sentence shows the author is giving you additional information.

When you use the word and to join two complete sentences, you put a comma at the end of the first sentence.

Authors use conjunctions to connect ideas. They can use conjunctions to make their ideas flow in a way that is easier or nicer to read.

Look at these two sentences:

Hunter went to the toy store. He bought a skateboard.

These sentences are short. If you wrote a whole book like this, it might look choppy.

Can you use these two sentences to write a new one? Join the sentences together using the word and.

ANSWER:
Hunter went to the toy store, and he bought a skateboard.
GRAMMAR

Can you add information to a sentence using the conjunction and?

Look at this sentence about the story Hunter’s Money Jar:

Hunter had a yard sale.

Use the conjunction and to expand this sentence with additional information. Remember to use the comma!

After you write your sentence, point to the conjunction in your sentence. Tell your Learning Guide what the conjunction does. Tell your Learning Guide what the conjunction tells you.

TEACHING NOTES

Your student might write something like, “Hunter had a yard sale, and he made money.”

If your student struggles to come up with an idea for the sentence, ask your student to describe what happened when Hunter had the yard sale. Tell your student that this is additional information he or she can include in the sentence.

If your student struggles to write the sentence, offer this template:

Hunter had a yard sale, and he ________.

Template key: Hunter had a yard sale, and he [event or action related to the yard sale].

Your student should point to the word and. Possible response: The conjunction and joins parts of a sentence. It shows that the author is giving additional information. Write the word and on an index card and add it to your word wall.

TEACHING NOTES

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

It was Hunter’s birthday, and he was really excited.

Then say, “This sentence tells about Hunter’s birthday. The author uses the conjunction and to put two complete sentences together. Can you write your own sentence using the conjunction and?”
After rereading the story, discuss the following question with your Learning Guide. Write your answer in your ELA Journal.

Start by rereading pp. 8 – 11 of Hunter’s Money Jar. As you read, think about these questions:

- What questions do I have about the story?
- What details in the story can help me answer my questions?

After rereading the story, discuss the following question with your Learning Guide. Write your answer in your ELA Journal.

- What places does Scratch see?
Your student can follow this process:

First, write two complete sentences about something that happens in the story. The two sentences should be about the same event.

Then put them together into one. Use the conjunction **and** to join the two sentences. Remember to use the comma before **and**!

Your student might write something like, "Hunter does chores, and his parents are happy."

You might have your student complete this activity using sentence strips. Have your student write the two parts of the sentence on separate strips. Then have your student write the conjunction **and** on a shorter strip and put it between the two parts. Be sure that your student punctuates the sentence correctly with the comma preceding **and**.

If your student struggles to write the sentence, go back to today's sentence. Have your student follow this sentence as a model for the new sentence. Point to the first part of the sentence. Say, "This says it was Hunter's birthday. What is another event that happens in the book?" Use your student's answer for the first part of his or her sentence. Then say, "What additional information can you give about this event?" Use your student's answer for the second part of the sentence. Guide your student through using a comma and the conjunction **and** to join the two parts of his or her sentence. Ask your student when he or she would use the word **and** in writing. Possible responses: when I want to connect ideas; when I want to add more information to a sentence.

Previously, you used details in the words and illustrations to learn about the characters in a story. You began to plan your own story about a time when you had to make a choice.

Now you will use details to think of questions you have about the story. You will look for details that answer your questions. You will begin writing your story.

Start by rereading pp. 8 – 11 of *Hunter's Money Jar*. As you read, think about these questions:

What questions do I have about the story?

What details in the story can help me answer my questions?

After rereading the story, discuss the following question with your Learning Guide. Write your answer in your ELA Journal.

What places does Scratch see?

**TEACHING NOTES**

Sample answers: bank, drugstore, and toy store.

Remind your student that good readers ask themselves questions as they read. Then, they look for details to answer those questions. Sometimes, a good reader must go back in the text to find the answers.

Demonstrate this skill by inviting your student to ask a question about one of the illustrations. Help your student find details in the words and illustrations to answer the question.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

Visit Room Recess to play a sequencing game and practice putting events in order. How does putting events in the right order help a story make sense? Tell your answer to your Learning Guide.

**VOCABULARY**

**COMPOUND WORDS**

Compound words are words that combine two words together to make one longer word. When reading a compound word, you should break it down into its two smaller words. Then you should use those words to figure out the meaning of the compound word. For example, trashcan is a compound word. If you know that trash means garbage and a can means a place where you put things, then you can guess that trashcan is a place to put garbage.

Watch this video to learn about compound words.

Now find these compound words from "Hunter's Money Jar" and break down the words to figure out their meaning. Tell your guesses to your Learning Guide and then add them to your word wall.

- birthday (p. 8)
- skateboard (p. 6)
Help your student find each word and ask him or her to read the sentence. Then encourage him or her to break down each compound word into two smaller words: birth and day, skate and board. Your student should guess definitions similar to those below.

- birthday: the day someone is born
- skateboard: a board to skate on

If your student is struggling, show him or her where the compound words split: birth/day and skate/board. Ask him or her to tell you the definition of each root word then put the two definitions together. When your student is done, ask him or her to add new words to the word wall. Encourage your student to use words from the word wall when writing or speaking.

Now it's time to start writing your story! Look at the Story Sequence chart you completed before. Talk about the beginning, middle, and end of your story with your Learning Guide. Then, start writing your story in your ELA Journal.

Help your student begin writing his or her story by thinking about the beginning event. Together with your student, brainstorm some interesting ways to start the story. For example, the story could start by describing the setting, asking a question, or having a character make a statement. What will grab the reader's attention?

Ask your student questions about events in his or her chart to help your student think about details. Encourage your student to read the story aloud to check for complete sentences.

If your student is having difficulty beginning his or her story by describing the setting, then use the text of Hunters Money Jar as an example. Ask your student to go back to the first page of Hunters Money Jar and read it out loud. Ask questions like: “What do you know about where this is taking place?” Help your student recognize that this beginning introduces the setting of the story. Remind your student that describing the setting is a way he or she can begin a story.
If your student is having difficulty beginning his or her story by describing an event, use The Winners Choice as an example. Ask your student to go back to the first page of The Winners Choice and read it out loud. Ask questions such as: "What happened on this page?" Help your student recognize that this beginning introduces an event in the story. Remind your student that introducing a main event is one way he or she can begin a story.

**PHONICS**

**LONG U VOWEL SOUND**

Look at the cards your Learning Guide is showing you. Say the name of the picture, the name of the letter or letters, and the sound it makes. Don't forget your hand motions!

In this lesson you are going to take a look at the vowel sounds. You have learned the short vowel sound for each vowel. Each vowel has a short sound and a long sound. A long vowel says its name. In this lesson you are going to learn about the long u vowel sound. Take a look at the card your Learning Guide is showing you. It is a picture of a **cube**. The u in cube makes the /u/ sound. Draw a square in the air as you say the sound. Look at the letter e in this word. It doesn't make a sound. It is the silent e. Watch the video with your Learning Guide to learn all about the silent e.

Please go online to view this video ▶

**TEACHING NOTES**

Review all the letters from the Alphabet Card Collection and the Sound Cards (/sh/, /th/, /ch/, /tch/, /wh/, /ph/, a-e, i-e, o-e). Have your student say the name of the picture, the name of the letter or letters, and the sound it makes. For the long vowel cards, you will say "cake, long a, silent e, /a/." Practice saying each two times.

Review the five vowels with your student and the short sound each vowel makes. Show your student the **u-e sound card**. Point to the letter u on the card and read the word **cube**. Say the letter u in cube makes the /u/ sound. Watch the silent e video with your student, which explains the silent e spelling rule.

Have your student sound out the words (cub, cube, tub, tube, cut, cute). Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound. Point out the silent e at the end of the words that makes the vowel sound long.
Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. Knowing when to use c and when to use k in a word can be tricky. Use this guide to help explain it to your student. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word mute. (mute)
- Write the word fume. (fume)
- Write the word Duke. (Duke)
- Write the word use. (use)
- Write the word cure. (cure)
- Write the word fluke. (fluke)
- Write the word pure. (pure)
- Write the word mule. (mule)

USE PAST, PRESENT, AND FUTURE TENSE VERBS

A verb is a word that shows action. Verbs can tell you that something has already happened, is happening now, or will happen in the future. Look at the sentences below.

Hunter counted the money last week.

The verb counted tells that the action already happened. Verbs that show an action in the past usually end with -ed.

Hunter counts the money.

Hunter and the shop owner count the money.

The verbs counts and count tell that the action is happening now. Verbs that show action happening now sometimes end in -s and sometimes have no ending.

Hunter will count the money after the yard sale.

The verb will count tells that the action will happen in the future. Verbs that show an action in the future have the word will.
Now, look at these sets of verbs. Tell your Learning Guide whether the verb is past, present, or future.

- skip, skipped, will skip
- will pour, pours, poured
- walked, walk, will walk

**TEACHING NOTES**

If necessary, point out the endings and verb forms that identify tense.

**ANSWERS**

- present, past, future
- future, present, past
- past, present, future

You learned how details can help you answer questions you have about a story. You began to write your story. Next, you will learn more about the details that writers put in their stories, and you will continue to write your story.
Find Out What’s in Hunter’s Money Jar - Part 4

**Objectives**
- To identify key details in a story
- To use details to tell about characters
- To ask and answer questions about key details
- To tell about words and details in a story
- To understand a story’s central message

**Books & Materials**
- Hunter’s Money Jar by Charlotte Guillain
- Text Collection: Unit 3: Poem: “My Lemonade Stand”
- ELA Journal
- Computer
- Key Events Chart

**Assignments**
- Read Hunter’s Money Jar.
- Use details to learn about characters.
- Plan a story.
- Complete a Key Events Chart.
- Add endings to verbs to show time.
- Write a story.
- Examine rhyme in the poem “My Lemonade Stand.”
- Write an ending to a story.
- Read Decodable Practice Reader 8C: “Jane Can Race.”
- Complete a Central Message Chart.
- Revise and edit a story.

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**LEARN**

Previously, you learned how to ask and answer questions about details in a story. You also began to write your own story.

Now you will reread pp. 12 – 17 of *Hunter’s Money Jar* and talk about the words and details the author uses in the story. You will then continue writing your story.

As you reread the story, think about these questions:

- Which words on p. 13 tell exactly what Hunter does and how he feels?
- What are the key details in this part of the story?

Next, talk about the following question with your Learning Guide. Write your answer in your ELA Journal.

- How is Hunter feeling at the toy store?

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**TEACHING NOTES**

Sample answer: Hunter does not have enough money for the skateboard he wants. He thinks about what he should do.

Encourage your student to find details in the words (“counted up his coins and bills”; “so disappointed”) and illustrations that show Hunter is disappointed when he finds he does not have enough money. Talk about key details such as evaluating possible skateboards and putting the money back in the jar.
Now you will read a poem that tells how the narrator feels. Read “My Lemonade Stand”, found in Text Collection, Unit 3 (page 57) with your Learning Guide. Say aloud the words that rhyme.

Who is the speaker of the poem? How does the speaker feel?

Notice how the punctuation shows how the speaker feels. At first her sentences have exclamation points, which show excitement. But the ending of a poem is a question mark. This is because the speaker is frustrated, hoping someone will buy something.

BENCHMARK VOCABULARY

Good readers take the time to figure out words in stories that they do not know. Learning what the words mean helps them know what happens in the story. They can also use the new word in their own writing.

One way good readers do this is to look for clues around the word they do not know. Here’s what to do:

- Repeat the word after your Learning Guide.
- Think about how the word is used.
- Try to use the word in a sentence.
- Try to think of another word with the same meaning.

Let’s try it using the word sell. Find it Hunter’s Money Jar on p. 14.

Repeat the word after your Learning Guide.

Read the sentence where the word appears. Can you find any clues to its meaning? Hunter wants to buy a skateboard, but he doesn’t have enough money. The shop owner has a cheaper skateboard in the shop. How can that information help you figure out the meaning of the word sell?
Now, use sell in a sentence.

Think of another word or words with the same meaning.

Now, try some other words from Hunter’s Money Jar.

- waste (p. 15)
- earn (p. 17)

Choose one of these words. Draw a picture of it in your ELA Journal. Then, write a sentence using the word.

### TEACHING NOTES

When your student points out an unfamiliar word, read it out loud and ask your student to repeat it.

Look at the story you started writing last time. Read what you have written so far. Think about how you are going to end your story.

Now you will write the ending. Look at the Key Events Chart you made to help you remember your plan.

Open your ELA Journal and finish writing your story. Remember to use time and sequence words to show the order of events. Remember, time and sequence words are words like first, next, and then.

When you have finished, read the entire story aloud to your Learning Guide. Are the events in order? What time and sequence words did you use to show the order of events?

### TEACHING NOTES

After listening to your student’s story, discuss whether the events are in an order that makes sense.

### ANOTHER WAY

**SEQUENCING**

If your student is having difficulty sequencing his or her story logically, ask your student to read his or her story aloud and draw a box around the beginning, middle, and end events. Ask your student to read only these three events, using the following sequence words: first, next, last.
For example, say the sequence word “First” before the first event, “Next” before the second event, and “Last” before the last event. Ask your student if the order of the events makes sense and if not, to move the events around.

If your student is having difficulty remembering time and sequence words, provide this time and sequence word list as a resource.

You learned how details help you understand what a character feels and what the character does. You finished writing your story. Next, you will learn about the central message of a story. You will also revise your story.

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Previously, you learned to find details that help you understand what a character feels and does. You also wrote the ending to your story.

Now you will learn how to figure out the central message of a story. The central message is the lesson the author wants the reader to learn. You will also revise your story.

Reread pp. 18–24 of *Hunter's Money Jar* to figure out the lesson the author wants readers to learn. As you read, think about these questions:

- What are the key details at the end of the story?
- What lesson does the author want the reader to learn?

Write your answers in your ELA Journal.

Now, use the **Central Message Chart** to help you find the central message of the story. Use key details to figure out the central message. Fill in some details about the actions Hunter takes to reach his goal.
The words will also have the long a sound. You will decode words with these letters.

Now you will read a story with words that have the g/j/ and the c/s/ sounds. It’s called “Jane Can Race.”

In

You have been reading words that have the long a sound. You have read words with the c/s/ sound, as in face and race. You have also read words with the g/j/ sound, as in cage and age.

Now you will read a story with words that have the g/j/ and the c/s/ sounds. It’s called “Jane Can Race.” The words will also have the long a sound. You will decode words with these letters.

Read Decodable Practice Reader 8C: “Jane Can Race” (online only).

Central Message Chart

Central Message
You can earn and save money to get the things you want.

Key Details
- sells toys, puts money in jar
- does chores, puts money in jar
- counts his money, buys a skateboard

The words will also have the long a sound. You will decode words with these letters.

Have your student preview “Jane Can Race” by looking at the illustrations and discussing who the main character is and what she sees and does. Tell your student he or she will decode words with words with long a (CVCe) and consonants c/s/ and g/j/. Point out the periods that end the sentences in the story.

Have your student decode the words in the lists on p. 41. Note any words that cause problems and review the relevant sound-spellings.

Then have your student read the story. Listen as your student reads and provide corrective feedback about his or her decoding and fluency. If your student is unable to read independently, read the story and have your student follow along as you decode words.
REVISE A STORY

Authors revise their stories to make them better. Read your story to your Learning Guide. Listen as your Learning Guide asks questions and makes suggestions. Now you will revise your draft. Use the following checklist as you revise:

- Check for order of events. Use sequence words to help readers.
- Add details to help readers better understand characters and events.

Write your revised story in your ELA Journal.

TEACHING NOTES

To encourage your student to add details, ask questions such as:

- “How does she feel?”
- “How did he get where he was going?”
- “Why did they want to do that?”

Suggest a sequence word where appropriate.

Talk with your student about how letting others read what he or she has written can help improve writing. Then, work with your student to use the Revising Checklist. Check for order of events. Use sequence words to help readers. Add details to help readers better understand characters and events.

TEACHING NOTES

ANOTHER WAY

ADDING DETAILS TO BETTER UNDERSTAND CHARACTERS

If your student is having difficulty adding details to describe a character, ask him or her to complete the following sentence starters and accept any reasonable responses:

- My character is ______________. (Possible answers: friendly, kind, brave, intelligent, etc.)
- I know a character that is _____ (friendly, kind, brave, intelligent) might say, “_____________________________,” to ________ in the story.
- I know that a character that is ______________ (friendly, kind, brave, intelligent) could do ____________________ in the story.

Ask your student to add what the character said and did to his or her story. Remind your student that adding dialogue and actions is a way of adding details to a story.
You learned how to find the central message of a story. You finished writing your story, and you learned how to revise it to make it better. Next, you will edit your story.

☑️ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
Previously, you learned to how to find the central message of a story. You finished writing your story and revised it by adding more details. Now it is time to edit your story.

After authors revise their stories, they edit the stories. When you edit, make sure you’ve used capital letters and punctuation marks correctly. You also make sure you have spelled words correctly. Use this Editing Checklist when you edit your writing:

- Have I forgotten any capital letters?
- Have I forgotten any punctuation marks?
- Are there words that may be misspelled?

Now look at p. 22 of *The Winner’s Choice*. Notice that the author used capital letters and punctuation marks correctly. Look at these examples:

> The next day, Patricia told her teammates her idea. Then they all went to see Coach Ramos.

> We want to help Los Leones School.

Why did the author use capital letters where she did?
Now edit your story, using your editing checklist. Read the story you revised. Make sure to read it out loud. Check for mistakes in capitalization, punctuation, and spelling.

- Capitalization: Check the first word of each sentence and names of people and places.
- Punctuation: Make sure each sentence ends with the correct punctuation mark.
- Spelling: Circle words you are not sure about. Get help from a dictionary or your Learning Guide.

Correct your mistakes by rewriting the sentences with errors.

The last step in the writing process is publishing. You can publish after you edit your story.

Publishing means you are going to share your story with people. You can publish by writing out your story or by posting it online. You can use the following resources to if you’d like to publish your story online:

- Storybird
- Tika Tok

Ask your Learning Guide to help you publish your story.

You have edited and published your story. In the next lesson, you will write a different kind of text—a text giving your opinion.
Now you will show how you can learn about characters by looking at details in the pictures. First, reread *We Can Help*. This is the story about Farmer Ed and his animals. Then, look only at the illustrations. Answer the following questions.

**USE FOR MASTERY**

Where do the animals live?

- on a farm
- in a city
- near a lake

What do the animals put in the blue cart?

- crops
- eggs
- paper

Now, retell the story *We Can Help* to your Learning Guide. Use the details you learned from the illustrations.
In the previous lesson, you learned how to use details to gather information about characters. You learned that the person or character telling a story is called the narrator. You also learned that the central message is the main idea of the story. You wrote a story, and then you revised and edited your story.

In this lesson, you will read a book called Goods and Services. This book is informational. This means you will learn information about a topic. You will write an opinion about that topic.

As you read Goods and Services, in the Text Collection, Unit 3 (page 5) think about these questions:

- What is the main idea of the text?
- What are some of the key details?

VOCABULARY
- goods
- services
- want
- need
- collect
- taxes
Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
- Have your student read the story aloud with another student or with you, either chorally or by reading alternate sections.
- Have your student read the story independently.

While your student is reading, assess his or her fluency. Appropriate phrasing—pausing and using punctuation to chunk text—helps the listener understand the content. Model proper phrasing by reading the last sentence on p. 8 of *Goods and Services*, calling attention to the commas that signal pauses. Then, have your student practice appropriate phrasing by reading p. 9.

After reading, answer these questions in your ELA Journal:

- What does p. 6 say about the difference between goods and services?
- What is the main idea in the text?

Share your answers with your Learning Guide when you are done.

Sample answers:

- Goods are real things people use, and services are work done for others.
- The main idea is that people buy and sell goods and services.

The main idea of an informational text is what the text is about. Key details tell more about the main idea.

Next, you will fill out a [Main Idea and Key Details Web](#) for services. Begin by writing “Services” in the center of the Web. Then, write key details about services in the ovals around it. Discuss your answers with your Learning Guide. Then, complete a second [Web](#) for “Goods.”
Ask your student questions such as:

- “Who provides services?”
- “Who buys services?”
- “Which services are shown in the illustrations?”

Ask similar questions about goods. Answers to these questions will help your student fill in the Webs.

Your student’s Web for services should look something like this:

**Main Topic and Key Details Web**

- **Consumer buy services.**
- **Dentist’s work is a service.**
- **Taxes pay for public services.**

For goods, your student may list these details:

- People use goods
- Example—notebooks
- Money buys goods
- Consumers buy goods

**ANOTHER WAY**

**MAIN IDEA**

If finding the main idea of the text is challenging, start by finding the details. Read through the text with your Learning Guide and write down what you learn on your chart. You can use these details to find the main idea of the text. To find the main idea, look at the information you learned while reading and think: what are these facts about?
If your student is struggling to find the main idea of the text, start by finding the details. After your student has filled in the details on the chart, ask: “What are all of these details about? What did we learn about in this text?”

Possible answer: All of these details are about services. Services are things that people do for other people.

**PHONICS**

**LONG E VOWEL SOUND**

Look at the cards your Learning Guide is showing you. Say the name of the picture, the name of the letter or letters, and the sound it makes. Don’t forget your hand motions!

In this lesson you are going to take a look at the vowel sounds. You have learned the short vowel sound for each vowel. Each vowel has a short sound and a long sound. A long vowel says its name. In this lesson you are going to learn about the long e vowel sound. Take a look at the card your Learning Guide is showing you. It is a picture of a boy named Pete. The e in Pete makes the /e/ sound. Wave your hand to Pete as you say the sound. Look at the second letter e in this word. It doesn’t make a sound. It is the silent e. Watch the video with your Learning Guide to learn all about the silent e.

Please go online to view this video ▶

Now you are going to practice sounding out the words below with the short /e/ sound and the long /e/ sound.

- pet
- Pete
- here
- these

Last you are going to practice writing some new words with the silent e. Remember what good writers do!

**TEACHING NOTES**

Review all the letters from the Alphabet Card Collection and the Sound Cards (/sh/, /th/, /ch/, /tch/, /wh/, /ph/, a-e, i-e, o-e, u-e). Have your student say the name of the picture, the name of the letter or letters, and the sound it makes. For the long vowel cards, you will say, for example, “cake, long a, silent e, /a/.” Practice saying each two times.
Review the five vowels with your student and the short sound each vowel makes. Show your student the **e-e sound card**. Point to the letter e on the card and read the word *Pete*. Say the letter e in Pete makes the /e/ sound. Watch the silent e **video** with your student, which explains the silent e spelling rule.

Have your student sound out the words (pet, Pete, here, these). Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound. Point out the silent e at the end of the words that makes the vowel sound long.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the **Alphabet Chart** to help form the letters. Knowing when to use c and when to use k in a word can be tricky. Use **this guide** to help explain it to your student. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word these. (these)
- Write the word here. (here)
- Write the word Zeke. (Zeke)
- Write the word theme. (theme)
- Write the word Swede. (Swede)
- Write the word meme. (meme)
- Write the word eve. (eve)
- Write the word eke. (eke)

**INTERACTIVE ACTIVITY**

It's time to play a game called **Monster Word Mania**. Some new words will help you learn more about goods and services. Click on the words to hear what they sound like.

Use your word knowledge to get the monsters back on the bus and take them safely back home.

You've been reading about goods and services. Now you'll write your opinion about this topic. An opinion states your feelings. You say *I think* or *I feel* when giving your opinion. You can use words like *better, best, good, bad, and worst*. 
When you give your opinion on a topic you are familiar with, people might listen to your opinion. If you play baseball, you might say, “Franklin Park has the best baseball field.” But if you don’t play baseball, people might not listen to your opinion because you’re not an expert.

Ask yourself this question: Are goods or services more important? Your answer will be your opinion. Think of some examples of goods and services. How are they different?

Review the information you have collected about goods and services by creating a **T-chart** in your ELA Journal:

- Make two columns.
- Label one column “Goods” and the other “Services.”
- Under each heading, list the information you have learned about that topic.

Then, answer the opinion question: Are goods or services more important? Remember that an opinion often begins with words like “I think.”

### TEACHING NOTES

Remind your student that an opinion should be based on information. Before stating an opinion about goods and services, your student can ask questions like:

- “What goods do I need?”
- “Why are those goods important?”
- “Who gives me services that I want?”
- “What would I do if I did not have those services?”

Then, encourage your student to review details about goods and services in the text. Help your student fill in the T-chart with some of those details.

### ANOTHER WAY

**MAKING AN OPINION BY COMPARING AND CONTRASTING**

If your student is having difficulty deciding if a good or a service is more important, you can help! Use this **Venn diagram** to help your student compare goods and services.

If your student is having difficulty writing an opinion sentence, ask your student to complete the following prompt:

In my opinion, a (good/service) is more important. I believe ________ is more important because __________________________________________.
You have learned how to find details in an informational text. You also learned to use those details to write an opinion. Next, you’ll learn how text features can help you understand information. You will use details to support your opinion.

☐ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Previously, you learned about reading an informational text. You also learned how key details help you understand the main idea. You wrote an opinion statement.

Now you will learn how text features help you understand information in a text. You will add a reason to support the opinion you wrote.

Reread *Goods and Services*, in the Text Collection: Unit 3 (page 5) and think about these new questions:

- How do I find information in a text?
- How do I use information to support an opinion?

After reading, answer these questions in your ELA Journal:

- How do people spend the money they earn?
- Why would people want to know how much money teens spend every year?

Share your answers with your Learning Guide.

**TEACHING NOTES**

Encourage your student to think about what he or she learned from the text.

Ask:

- “What services shown here do you buy?”
- “Why do people buy services?”
- “What goods do many people need?”
Point out pages of the text that help your student think about the people who buy and sell goods and services. These details can be used to support opinions.

Sample answers:

- *How do people spend the money they earn?* They buy things like fruit and toys and services from doctors. They pay taxes.
- *Why would people want to know how much money teens spend every year?* Producers might use this information to sell goods and services to teens.

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**PHONICS**

**LONG E VOWEL SOUND**

Look at the cards your Learning Guide is showing you. Say the name of the picture, the name of the letter or letters, and the sound it makes. Don't forget your hand motion!

In the last lesson you learned one way to make the long e vowel sound. In this lesson you will learn another way to make the long e vowel sound. This way is the more commonly spelled way to make the long e sound. Take a look at the card your Learning Guide is showing you. It is a picture of a *sheep*. The ee in Sheep makes the /e/ sound. Pretend to be a sheep as you say the sound.

Now you are going to practice sounding out the words below with the long e sound.

- green
- need
- weed
- bleed
- week
- feel

Last you are going to practice writing some new words with ee in them. Remember what good writers do!

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**TEACHING NOTES**

Review all the letters from the *Alphabet Card Collection* and the *Sound Cards* (/sh/, /th/, /ch/, /tch/, /wh/, /ph/, a-e, i-e, o-e, u-e, e-e). Have your student say the name of the picture, the name of the letter or letters, and the sound the letter makes. For the long vowel cards, you will say, for example, “cake, long a, silent e, /e/.” Practice saying each two times.
Review the five vowels with your student and the short sound each vowel makes. Show your student the ee sound card. Point to the letters ee on the card and read the word sheep. Say the letters ee in sheep makes the /e/ sound.

Have your student sound out the words. (green, need, weed, bleed, week, feel) Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. Knowing when to use c and when to use k in a word can be tricky. Use this guide to help explain it to your student. When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. Say the following:

- Write the word reed. (reed)
- Write the word seed. (seed)
- Write the word cheek. (cheek)
- Write the word leek. (leek)
- Write the word heel. (heel)
- Write the word reel. (reel)
- Write the word speech. (speech)
- Write the word cheep. (cheep)

VOCABULARY

WORD SORT

You have been learning many new ways to solve the meaning of new words. Authors use many different types of words to make stories more interesting. Knowing the difference between types of words will help you become a stronger reader and a better writer. You practiced sorting words in Unit 2. Now you will practice again with words from “Goods and Services.”
You have been reading about different goods and services in today’s text. Tell your Learning Guide the difference between a good and a service. Next, draw a Word Sort Chart that looks like this in your ELA Journal.

<table>
<thead>
<tr>
<th>Goods</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now write your own definition of goods and services at the top of the Word Sort Chart. Then reread parts of “Goods and Services” and find three examples of goods and three examples of services. Add each example to your chart. Then add the words to your word wall.

**TEACHING NOTES**

Your student should identify that a good is something that people can touch and use. He or she should identify a service as work that is done. If he or she struggles ask him or her to reread p. 6 of “Goods and Services.” Your student should produce a Word Sort Chart similar to the one below.

<table>
<thead>
<tr>
<th>Goods: Something You Can Touch and Use</th>
<th>Services: Work that Is Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>glasses</td>
<td>eye checking</td>
</tr>
<tr>
<td>house</td>
<td>dentist’s work</td>
</tr>
<tr>
<td>car</td>
<td>car washing</td>
</tr>
<tr>
<td>soap</td>
<td>mowing lawns</td>
</tr>
<tr>
<td>bananas</td>
<td>hair cutting</td>
</tr>
</tbody>
</table>

When your student is done ask him or her to add new words to the word wall. Encourage your student to use words from the word wall when writing or speaking.

Text features help readers understand a text. Look at p. 12 in Goods and Services. The big purple word “Producers” at the top of the page is the heading. It is a text feature that tells readers what this section is about.

The next text feature is a word in **bold**. Boldface words show the reader that those words are important.

Pictures are also a text feature. Pictures help the reader understand the text.
Now, complete the **Text Features Chart**.

- Fill in the title of your chart: "Text Features."
- List the different text features at the top of each column: Heading, Bold Words, and Pictures.
- Find examples of each in the text, and list them on your chart.

---

**TEACHING NOTES**

Encourage your student to become aware of text features. Headings tell the student what the text section is about. Bold words draw attention to important ideas. Illustrations provide information that might be difficult to explain in words. Photographs give real-life examples that add detail to ideas the author is writing about.

Answers should include these examples:

- **Headings:** Producers, Consumers, Earning Income
- **Bold Words:** producers, consumers, earn, income
- **Pictures:** farmer’s fruit stand, girl buying a bike, lady buying meat

---

Everybody has the same **needs**, but not everybody has the same **wants**. Watch the video *The Difference Between Needs & Wants* (01:31). Take the quiz at the end of the video. Then, write a list of three things you need and three things you want. Share your list with your Learning Guide.

Please go online to view this video ▶

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You’ve learned that an opinion tells what an author thinks about a main idea. You wrote an opinion about goods and services. Now you will learn how to share your opinion and let people know why you feel the way you do.

To support your opinion, you need to have a reason. Good reasons answer the question "why?" Your reason may begin with the word *because*.

Here, the writer provides a reason why Franklin Park is the best baseball field.

"Franklin Park has the best baseball field because it has a grass infield."

You were asked to give your opinion: What’s more important? Goods or services? To give a reason to support your opinion, think about these questions:

- Why do I think or feel this way?
- What details from the text or from my experience can support my opinion?
For example, you might state this opinion: Water (a good) is more important than carpet cleaning (a service). Reason: Because even though clean carpets are nice, water is important for health, and it is something people need every day.

Write your supporting reason for your opinion in your ELA Journal.

To model providing reasons for your student, state an opinion related to something your student might be thinking about in his or her daily life. Then, ask your student to respond with a supporting reason. Example: "I think we should have lunch at 11:00 A.M. Why?" Student response: "Because I am too hungry to wait until noon."

Lead students to understand that we all commonly use the why/because pattern to explain the reasons for our opinions so others will agree with us.

You have learned to use text features to gain information from a text. You also learned to write reasons to explain your opinion. Next, you will learn to identify key details that support the main idea of a text. You will write a reason to support your opinion.

Quick Check

Please go online to view and submit this assessment.
LEARN

LEARN ABOUT...
WHAT IS THE PURPOSE OF GOVERNMENT?

Throughout this unit, you have been learning about goods and services as well as wants and needs. Think: Is government a want or a need? Share your ideas with your Learning Guide.

Now watch this video about the purpose of government. Purpose means a job or responsibility. After you watch the video, tell your Learning Guide the answers to these questions: Is government a want or a need? Why?

Please go online to view this video ▶

TEACHING NOTES

If your student needs support understanding whether government is a want or a need, go back to the lesson Things We Buy Part 2 and watch the video about differences between wants and needs again. After watching the video, ask your student, “Is government a want or a need?” Your student should answer, “Government is a need.”

If your student needs further support answering “why,” model watching the video and pausing it after the video says, “Government is formed to keep people safe.” You can ask your student questions such as “Is it important to keep people safe?” Your student should answer, “Yes, it is important.” Then ask your student, “Why is government a need?” He or she should answer, “Because it is important to keep people safe. That is the government’s job.”
Previously, you learned about the difference between wants and needs. You also learned about text features and how to support your opinion with a reason. You read *Goods and Services*, and you wrote an opinion about goods and services.

Now you will learn how to identify the main idea of a text. You are also going to learn about the kinds of services provided by people who work for the government. You will write an opinion about producers and suppliers.

As you continue reading *Goods and Services*, you will focus on the main idea of one section in the book.

As you read, think about these questions:

- What kinds of services do government workers provide?
- How can I use details in a text to find the main idea of the text?

Read pp. 10 – 11 of *Goods and Services*, in the Text Collection, Unit 3. Then, answer the following questions in your ELA Journal:

- What does the government do with taxes?
- Why do you need some services more than others?

Share your answers with your Learning Guide when you are done.

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**TEACHING NOTES**

Sample answers:

- Taxes pay for important services in our communities, such as the work of police officers and firefighters.
- Community parks are helpful and fun, but police are more important because they keep people safe.

You have learned that details support the main idea of a text. The topic on p. 10 is *Government Services*. The author supports the topic by giving examples of government services.

Look at the web chart. The topic “government services” is in the circle. Examples of these services are written on the lines outside the circle. Pick one service and draw a picture about it in your ELA Journal.
Taxes pay for important services in our communities, such as the work of police officers and firefighters.

Community parks are helpful and fun, but police are more important because they keep people safe.

You have learned that details support the main idea of a text. The topic on p. 10 is Government Services. The author supports the topic by giving examples of government services.

Look at the web chart. The topic “government services” is in the circle. Examples of these services are written on the lines outside the circle. Pick one service and draw a picture about it in your ELA Journal.

After your student draws the picture, use the Whole Class Discussion Routine on pp. TR4 – TR5 for discussing the government service he or she drew.

BENCHMARK VOCABULARY

Read aloud the sentences with the words collects and taxes on p. 10 of Goods and Services.

The word collects means “to gather” or “take in.” The word taxes means “money paid to the government.”

Write one sentence using the word collects and another using the word taxes.

Your student might write sentences such as: The government collects money from people. This money is called taxes.
PHONICS

PRACTICE - SKILLS BEING PRACTICED ARE THE LONG VOWEL SOUNDS, BLENDS, AND DIGRAPHS

Look at the cards your Learning Guide is showing you. Say the name of the picture, the name of the letter or letters, and the sound it makes. Don’t forget your hand motions!

In the last lessons you learned the long vowel sounds for all five vowels. In this lesson you will practice sounding out and writing words with the long vowel sounds.

Sound out the words below and read the sentence:

- steel
- chase
- wise
- stone
- Zeke
- bone
- fluke
- What pile did Kate rake?

Now you are going to practice writing some new words and a sentence with the long vowel sounds in them. Remember what good writers do!

TEACHING NOTES

Review all the letters from the Alphabet Card Collection and the Sound Cards (/sh/, /th/, /ch/, /tch/, /wh/, /ph/, a-e, i-e, o-e, u-e, e-e, ee). Have your student say the name of the picture, the name of the letter or letters, and the sound the letter or letters make. For the long vowel cards, you will say, for example, “cake, long a, silent e, /a/.” Practice saying each two times.

Have your student sound out the words. (steel, chase, wise, stone, Zeke, bone, fluke) Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound. Now have your student read the sentence (What pile did Kate rake?) two or three times, pointing under each word as he or she reads it.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. You might also want to take out the high-frequency word index cards for your student to refer to. Knowing when to use c and when to
Grade 1 Calvert English Language Arts  425  Unit 3

Review all the letters from the Alphabet Card Collection and the Sound Cards (/sh/, /th/, /ch/, /tch/, /wh/, /ph/, a-e, i-e, o-e, u-e, e-e, ee). Have your student say the name of the picture, the name of the letter or letters, and the sound the letter or letters make. For the long vowel cards, you will say, for example, "cake, long a, silent e, /a/.") Practice saying each two times.

Have your student sound out the words. (steel, chase, wise, stone, Zeke, bone, fluke) Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound. Now have your student read the sentence (What pile did Kate rake?) two or three times, pointing under each word as he or she reads it.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. You might also want to take out the high-frequency word index cards for your student to refer to. Knowing when to use c and when to use k in a word can be tricky. Use this guide to help explain it to your student. There is not a standard rule for when to use e-e or ee. Your student will learn which one to use with more reading and spelling practice. In this lesson, just prompt your student by saying, "What is another way you could spell that with the long e sound?" When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. When writing a sentence, remind your student that it starts with an uppercase letter, has a space between words, and ends with a punctuation mark. Say the following:

- Write the word wave. (wave)
- Write the word seem. (seem)
- Write the word chose. (chose)
- Write the word shape. (shape)
- Write the word fuse. (fuse)
- Write the word these. (these)
- Write the word stroke. (stroke)
- Write the word queen. (queen)
- Write the sentence: I want to dive in the lake.

An opinion piece is a piece of writing that tells what the writer thinks about a topic. A good writer supports his or her opinion with facts and reasons. You have written an opinion about goods and services. You stated a reason to support that opinion. Now you will write another opinion and support it with reasons.

Look at the picture of the police officer on page 11 of Goods and Services. Ask yourself: What do police officers do? Why do we need police officers? What is your opinion of police officers?

State an opinion, such as "I think police offices are helpful." Now, you need to support your opinion with a reason. You can use the word because to connect your reason to your opinion. Example: Police officers are helpful because they keep us safe and they stop crime.

For this writing assignment, you will write an opinion and a reason to answer this question: “Who is more important, consumers or producers?”

Remember to use the word because to connect your reason to your opinion.
Help your student think about times when he or she has been a consumer. Ask questions such as: “What goods or services have you or your family bought recently?” and “Why did you need to buy that?”

Then ask your student, “What producer did you buy from?” and “Why is this producer important to you?”

Suggest to your student that the opinion and the reason may be written in separate sentences.

COMPARING AND CONTRASTING TO FORM OPINIONS
If your student is having difficulty deciding if a consumer or a producer is more important, you can help! Use this Venn diagram to help your student compare consumers and producers.

If your student is having difficulty writing an opinion sentence, ask your student to complete the following prompt:

In my opinion, a (consumer/producer) is more important. I believe ______ is more important because _________________________________.

You have read a text that gave you information about a topic. You also learned how write an opinion and to support it with facts. Next, you’ll learn how to compare and contrast information in a text. You will practice your skill in writing an opinion that is supported by facts.

RATE YOUR UNDERSTANDING
Please go online to view and submit this assessment.
PHONICS

PRACTICE - SKILLS BEING PRACTICED ARE THE LONG VOWEL SOUNDS, BLENDS, AND DIGRAPHS

Look at the cards your Learning Guide is showing you. Say the name of the picture, the name of the letter or letters, and the sound it makes. Don’t forget your hand motions!

In the last lessons you learned the long vowel sounds for all five vowels. In this lesson you will practice sounding out and writing words with the long vowel sounds.

Sound out the words below and read the sentence:

- seem
- file
- brave
- dome
- Pete
- cute
- globe

My kite needs a string.

Now you are going to practice writing some new words and a sentence with the long vowel sounds in them. Remember what good writers do!
Now you are going to practice writing some new words and a sentence with the long vowel sounds in them. Remember what good writers do!

Review all the letters from the Alphabet Card Collection and the Sound Cards (/sh/, /th/, /ch/, /tch/, /wh/, /ph/, a-e, i-e, o-e, u-e, e-e, ee). Have your student say the name of the picture, the name of the letter or letters, and the sound the letter or letters make. For the long vowel cards, you will say, for example, “cake, long a, silent e, /a/.” Practice saying each two times.

Have your student sound out the words (seem, file, brave, dome, Pete, cute, globe). Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound. Now have your student read the sentence (My kite needs a string.) two or three times, pointing under each word as he or she reads it.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. You might also want to take out the high-frequency word index cards for your student to refer to. Knowing when to use c and when to use k in a word can be tricky. Use this guide to help explain it to your student. There is not a standard rule for when to use e-e or ee. Your student will learn which one to use with more reading and spelling practice. In this lesson, just prompt your student by saying, “What is another way you could spell that with the long e sound?” When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. When writing a sentence, remind your student that it starts with an uppercase letter, has a space between words, and ends with a punctuation mark. Say the following:

- Write the word graze. (graze)
- Write the word eve. (eve)
- Write the word screen. (screen)
- Write the word bloke. (bloke)
- Write the word tune. (tune)
- Write the word plate. (plate)
- Write the word theme. (theme)
- Write the word shine. (shine)
- Write the sentence: Where is the grove of trees?
USE

In this lesson, you have learned how to find information in a text that supports your opinion. You have learned that information can be found in both words and illustrations. Text features help you find important information.

Review the Main Topic and Supporting Details web chart.

The chart shows different kinds of government services. These services help keep people safe or help them learn. You chose one government service, wrote your opinion about it and supported it with a reason.

In this assignment, you will do the same thing, but you will think about producers. A producer sells goods and services.

USE FOR MASTERY

Complete a Web chart for producers.

1. Place the word “Producers” in the circle in the middle of the chart. Then, write the name of one producer on each line of the web.
2. Write your opinion about the importance of each producer. For example, how do you feel about a newspaper delivery boy or girl? For example: The newspaper delivery boy or girl is helpful.
3. Give a reason to support your opinion. For example: The newspaper delivery person is helpful because people get the paper at home and don’t need to go to a store to find out the news.

When you’re done, you should have listed five producers, two opinions, and two reasons. Upload your answer below.

| B | I | U | İ | ı |

0 / 10000 Word Limit

Upload files

Supported file formats: PDF, JPG, GIF, PNG

0 / 2 File Limit

USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Include the word ‘Producer’ in the center of the web chart?
- Include five producers in the web?
- State an opinion about two producers?
- Provide a reason that supports each opinion?

TEACHING NOTES

Remind your student that producers may supply goods (farmer, baker) or services (doctor, mechanic, etc.).
Comparing Supermarket and Goods and Services - Part 1

Objectives
- To identify the ways the author supports her ideas/points of the text
- To identify and use words in a text

Books & Materials
- Text Collections: Unit 3: Supermarket by Kathleen Krull
- Decodable Reader 11A: “June and Pete”
  - Computer
  - Points and Reasons Chart
  - Word Webs

Assignments
- Read Supermarket by Kathleen Krull
- Read Goods and Services by Jeanine R. Adil
- Complete Decodable Reader 11A: “June and Pete”
- Complete Points and Reasons Chart
- Complete Word Webs
- Complete Comparison Chart
- Complete Compare and Contrast Venn Diagram
  - Identify the long e, short e; long u, short u sounds
  - Identify time in verbs
  - Complete the Hands-On Activity
  - Complete Categories Chart
  - Complete Connections Chart
  - Read “Help Yourself and Others” in Sleuth
  - Write an opinion
  - Revise, edit, and publish an opinion piece

LEARN

LEARN ABOUT...

FUN FACTS: GROCERY SHOPPING

Most people see grocery shopping as a boring weekly chore. However, there is a lot of interesting data behind why people grocery shop and how they shop. Together with your Learning Guide, look at this list of fun facts about grocery shopping. After you read, both you and your Learning Guide will pick three facts that you thought were interesting from the article. Take turns sharing what your favorite facts from the article were.

For example:

Learning Guide: “I thought it was interesting that 41 million shoppers do their shopping on Saturday. What about you?”

Student: “I thought it was interesting how 32 million Americans do grocery shopping every day. What was your second favorite fact?”
You can support your student by reading the fun facts together. Pause after facts that you found interesting and say, “That was an interesting fact!” You can also model sharing facts back and forth by saying “I’ll go first. The first interesting fact I found was that 41 million shoppers do their shopping on Saturday. What about you?”

In the previous lesson, you learned how to find the main topic of a text. You also learned how to find the key details in a text and write an opinion. In this lesson, you will read a new text called Supermarket. Look for the points the author makes as you read. You will complete Word Webs with words that show your opinion.

Think about these questions as you read:

- What does the author say about supermarkets?
- What details does the author give about supermarkets?

Now, read Supermarket, in the Text Collection, Unit 3 (page 24).

Think about the following questions. Discuss your answers with your Learning Guide:

- What can you buy at a supermarket?
- Listen to your Learning Guide as he or she reads p. 27 again. What are some words the author uses to describe the supermarket?

**VOCABULARY**

- supermarket
- producers
- farmers
- consumers
- earn
- choices

What can you buy at a supermarket? Answer: *Items such as eggs, milk, meat, fruit, nonfood items, and holiday decorations.*
Read p. 27 out loud again. Your student should identify words such as *special, necessary,* and *real* to describe the supermarket. Ask your student if he or she thinks we need the supermarket. Ask your student why. If your student responds yes, he or she might say that we need a place to buy food and other items. If your student says no, he or she might say that you can buy food and other things in other places.

The author gives reasons to support the points she makes in the text. You will fill out a **Points and Reasons Chart** to show the reasons the author gives for her points in the text.

Now, complete the **Points and Reasons Chart**. Follow the directions from your Learning Guide.

HELP YOUR STUDENT FILL OUT THE **POINTS AND REASONS CHART**. Point out the sentence on p. 41 that says "the best smells float around the bakery." Tell your student this is a statement that requires support.

Explain to your student that the author supports the opinion that the bakery smells good, by saying that doughnuts and breads are baked every day. The author thinks doughnuts and bread smell good.

Have your student find at least two other points the author shared in the text, and identify the reasons in the chart.

**TEACHING NOTES**

**TEACHING NOTES**

**TEACHING NOTES**

Go over the high-frequency words in the **Decodable Practice Reader 11A: “June and Pete”** with your student. Have your student read the story. Guide your student in segmenting and blending words that are unfamiliar.
You read *Supermarket* and looked at the author’s points. You also looked at the reasons the author gives for those points. Now, you will learn how to use opinion words to tell an opinion.

**OPINION WRITING: OPINION WORDS**

An opinion is what a person thinks, feels, or believes about a topic. You will learn about the words writers use to tell their opinions.

Here are some words writers might use to tell readers that their opinion of a topic is good:

- good
- love
- best
- like

These are words writers might use to tell readers that their opinion of something is bad:

- terrible
- awful
- bad
- worst

Look at this example from p. 28 of *Supermarket*: “Where does all of this crunchy, munchy, sweet, sour, fiery, frozen, **fabulous** food come from?”

The word *fabulous* tells the reader that the writer has a good opinion of the food at the supermarket.

Look at this sentence from p. 36: “Now we have an **amazing** place where every morning workers have a whole **super** market all ready for you.”

The words *amazing* and *super* both tell the writer’s opinion of the supermarket.

Think of one food you like and one food you do not like. You will create a **Word Web** for each food to brainstorm opinion words to describe each food. Complete a **Word Web** for each food you chose. Use the web to come up with words that tell how you feel about each food.

**TEACHING NOTES**

Guide your student in completing the two **Word Webs**. If your student struggles, model completing a **Word Web** with a food that you enjoy. If your student completes this task easily, ask him or her to write a sentence about each of the foods from the webs.

You looked at points and reasons in *Supermarket*. Next, you will compare ideas in two texts. You will also use facts to support an opinion.
Think of one food you like and one food you do not like. You will create a Word Web for each food to brainstorm opinion words to describe each food. Complete a Word Web for each food you chose. Use the web to come up with words that tell how you feel about each food.

Guide your student in completing the two Word Webs. If your student struggles, model completing a Word Web with a food that you enjoy. If your student completes this task easily, ask him or her to write a sentence about each of the foods from the webs.

You looked at points and reasons in Supermarket. Next, you will compare ideas in two texts. You will also use facts to support an opinion.

Please go online to view and submit this assessment.
Comparing Supermarket and Goods and Services - Part 2

**Objectives**
- To identify the ways the author supports her ideas/points of the text
- To identify and use words in a text

**Books & Materials**
- Text Collections: Unit 3: Supermarket by Kathleen Krull
- Text Collections: Unit 3: Goods and Services by Jeanine R. Adil
- ELA Journal
- Computer
- Word Webs
- Comparison Chart
- Index Cards
- Dictionary

**Assignments**
- Read Supermarket by Kathleen Krull
- Read Goods and Services by Jeanine R. Adil
- Complete Decodable Reader 11A: "June and Pete"
- Complete Points and Reasons Chart
- Complete Word Webs
- Complete Comparison Chart
- Complete Compare and Contrast Venn Diagram
- Identify the long e, short e; long u, short u sounds
- Identify time in verbs
- Complete the Hands-On Activity
- Complete Categories Chart
- Complete Connections Chart
- Read "Help Yourself and Others" in Sleuth
- Write an opinion
- Revise, edit, and publish an opinion piece

**LEARN**

**GRAMMAR**
You have been reading to understand details about supermarkets. You can break down a sentence to understand details.

Listen to your Learning Guide read this sentence from Supermarket.

Small trucks, big trucks, gigantic trucks—all rev up their engines.

Now answer this question: What does this sentence mean?

**TEACHING NOTES**
To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Small trucks,
- big trucks,
• gigantic trucks—
• all rev up
• their engines.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: The sentence says that different kinds of trucks are starting.

GRAMMAR

Your Learning Guide has divided this sentence into chunks. Look at the chunks. Do you see there are three that are almost the same? Take those chunks out of the sentence.

Look at the chunks you took out. How are they the same? How are they different?

TEACHING NOTES

Your student should pull out these chunks:

• Small trucks,
• big trucks,
• gigantic trucks—

ANSWERS:
They all have the word trucks.

They have different words describing the trucks.

GRAMMAR

All of these chunks describe trucks. Each chunk has a different describing word before the word trucks. Words used to describe things are adjectives. Look at the chunks. What do the three adjectives tell you about the three kinds of trucks?
All of the adjectives describe the same general idea about the trucks. The adjectives describe the size of the trucks.

The adjectives show you that the trucks are different sizes. Which chunk tells you about the biggest trucks?

Can you use your body to show the differences in the adjectives? Use your body to show your Learning Guide what small, big, and gigantic mean.

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**TEACHING NOTES**

If your student struggles to use his or her body to act out the adjectives, model these movements for him or her:

- **Small**: Pull your limbs close to your body and hunch your shoulders. If you are comfortable doing so, curl your body into a ball shape.
- **Big**: Hold your arms and legs out wide from your body. Open your mouth and eyes wide.
- **Gigantic**: Hold your arms and legs out as wide as you can. Open your mouth and eyes as wide as you can.

Alternatively, use paper and crayon or pencil to draw these ideas with your student. For example, you might draw a very small circle, then a large one, then a much larger one. Have your student point to each one and identify which word from the sentence it represents.

---

**GRAMMAR**

The author of Supermarkets could have just written:

Trucks all rev up their engines.

This would still give you the same basic information about how food gets to supermarkets.

Why do you think the author included the adjectives small, big, and gigantic in the sentence?

---

**TEACHING NOTES**

**POSSIBLE RESPONSE:**

It helps me picture the different kinds of trucks.
Authors use adjectives to help you picture what you are reading. The author of Supermarket helps you understand that there are different kinds of trucks. Telling the sizes of the trucks helps you picture them.

You can use adjectives to help your reader picture things, too.

Think about the word movies. Make a list of three adjectives you can use to describe movies. Use your face or body to act out what the adjectives mean. Then use those adjectives to write a sentence with a list like the one in the sentence from Supermarket. Your sentence should be about movies. Tell your Learning Guide how the adjectives in your sentence help your reader.

Your student might list: scary, funny, sad

If your student struggles to act out the adjectives, offer prompts such as, “How do you feel when you watch a funny movie? Show me with your face.”

Your student might write something like, “Scary movies, funny movies, sad movies—all play on my TV.”

If your student struggles to write his or her sentence, offer this template:

______ movies, ________ movies, ________ movies—all _________.


Possible response: The adjectives help the reader understand that there are different kinds of movies.

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

Small trucks, big trucks, gigantic trucks—all rev up their engines.
Authors use adjectives to help you picture what you are reading. The author of *Supermarket* helps you understand that there are different kinds of trucks. Telling the sizes of the trucks helps you picture them.

You can use adjectives to help your reader picture things, too. Think about the word *movies*. Make a list of three adjectives you can use to describe *movies*. Use your face or body to act out what the adjectives mean. Then use those adjectives to write a sentence with a list like the one in the sentence from *Supermarket*. Your sentence should be about movies.

Tell your Learning Guide how the adjectives in your sentence help your reader.

Your student might list: scary, funny, sad

If your student struggles to act out the adjectives, offer prompts such as, “How do you feel when you watch a funny movie? Show me with your face.”

Your student might write something like, “Scary movies, funny movies, sad movies—all play on my TV.”

If your student struggles to write his or her sentence, offer this template: 

________ movies, _________ movies, _________ movies—all _________.


Possible response: The adjectives help the reader understand that there are different kinds of movies.

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

Small trucks, big trucks, gigantic trucks—all rev up their engines.

Then say, “This sentence tells about different kinds of trucks starting their engines. The author uses adjectives to help the reader picture the trucks. The trucks are different sizes. Look at the words big and gigantic. These adjectives mean almost the same thing. They both mean something is large. But the adjectives are also different. The adjectives big and gigantic show different shades of meaning. They describe two different ways something can be large. Something that is gigantic is bigger than something that is big. The adjective gigantic is a stronger way to say large.”

Write these words on index cards and mix them up in a pile:

- tired
- exhausted
- tasty
- delicious
- hot
- burning

Say, “Let’s look at some adjectives. Can you match the pairs that mean almost the same thing?”

Read each card to your student. Have your student make matching pairs.

For each pair ask, “Which adjective has a stronger shade of meaning?” (exhausted, delicious, burning)

Then have your student pick one of the pairs. Have your student use his or her body to show the difference in shades of meaning in the pair.

Read these sentences with your student:

- The sun was hot.
- The sun was burning.

Ask your student to tell you which sentence shows a stronger shade of meaning. Your student should identify the second sentence. Ask your student to describe how a day under the hot sun would feel versus a day under the burning sun.

Then say, “Knowing shades of meaning helps you when you read. Shades of meaning help you picture exactly what is happening in a book.”

Previously, you looked at points and reasons in *Supermarket*. You completed Word Webs to show your opinions. Now you will compare ideas in two texts. You will also use facts to support an opinion.
You will read part of *Supermarket* and part of *Goods and Services*. You will compare the ideas in these texts. As you read, think about the following questions:

- What is each text mostly about?
- How are the main topics of these texts alike?

Now, read p. 12 of *Goods and Services* and pp. 30 – 36 of *Supermarket*, both located in the Text Collections, Unit 3.

Look at the following question about what you read:

- What kind of goods and services can you find at a supermarket?

Draw a picture that shows your answer. Show your picture to Learning Guide. Tell your Learning Guide about your picture.

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### TEACHING NOTES

Your student should have drawn a picture that shows different types of foods mentioned in the texts, such as fruits, bakery items, meats, and vegetables.

---

Both *Goods and Services* and *Supermarket* tell about how producers (the people who supply goods) and consumers (people who buy goods) connect with each other. You can find ways that the two books are alike by using a Comparison Chart.

Work with your Learning Guide to fill out the Comparison Chart. List details from each text. Then, look at how each text tells about a similar topic in different ways.

Now complete the Comparison Chart. Add these headings at the tops of the two columns: “Goods and Services” and “Supermarkets.”

---

### TEACHING NOTES

Remind your student that producers are those who sell the goods and services and consumers are those who buy them. Use the first row of the completed chart below to model filling out the chart. Have your student come up with at least two other details in each text to compare.
When we compare things, we look for what is the same, or how the things are alike. For example, when comparing the two texts “Goods and Services” and “Supermarkets” we can say:

“Goods and Services” is the same as “Supermarkets” because _________________.

“Goods and Services” and “Supermarkets” both _________________.

When we contrast things, we look for what is different about them, or how things are unique. For example, when contrasting the two texts we can say:

“Good and Services” is different from “Supermarkets” because _____________.

Only “Goods and Services” ____________. Only “Supermarkets” _______________.

If your student is struggling to compare and contrast, provide sentence starters to guide his or her ideas.

POSSIBLE ANSWERS:

Compare:

“Goods and Services” is the same as “Supermarkets” because both texts discuss things people need.

Contrast:

“Goods and Services” is different from “Supermarkets” because the setting in “Supermarkets” is a store, but “Goods and Services” has many settings.

BENCHMARK VOCABULARY

When you read, you might find words you do not know. Let’s look at some ways you can find the meaning of words you do not know. The first step when you see a word you do not know is to look for clues in the sentence. Do you know the other words? Do any of the words you know give clues about the meaning of the word you do not know? You can always look in a dictionary if you cannot figure out the meaning of a word.

Let’s look at a word from Goods and Services. Read this sentence from p. 12:

Farmers sell the vegetables they grow.
Look at the word *farmers*. Say the word with your Learning Guide. Are there clues in the sentence that can tell us what *farmers* means? This sentence tells about people who grow vegetables. Farmers are people who grow vegetables.

Find the word *producers* on p. 12. Do you know what this word means? If not, follow the steps above to find its meaning. Find one more word you do not know in the text. Find its meaning, and write a sentence using the word. Show your sentence to your Learning Guide.

Guide your student through the steps of finding the meaning of unfamiliar words listed in the lesson. Provide your student with access to a print dictionary or supervise while he or she uses an online dictionary. If your student completes this task easily, have him or her locate a second unfamiliar word and repeat the exercise. If your student struggles with this task, model these steps using a word he or she identifies as unfamiliar.

Please go online to view and submit this assessment.

You compared the main topics of *Good and Services* and *Supermarkets* by using a **Comparison Chart**. Now, you are going to learn about using facts to support an opinion.

Opinion writers must use facts and details to support their opinions. The facts and details tell about the reasons for the opinion. You form opinions about topics as you read. When you tell your opinions, you choose words that show whether or not you like something. You can use facts and details from a text to support your opinion about the text.

You read about farmers in *Supermarket*. Maybe you have an opinion that farmers are important. The facts about the way farmers help us get food in *Supermarket* could support that opinion.

Previously, you made a **Word Web** using words to describe a food you like and a food you do not like. Take out the **Word Web** you made about the food you like.

Write an opinion statement about the food you like. Use words from the **Word Web**. Then, write one sentence that supports that opinion. That sentence should include a reason why you like the food. Write your sentences in your ELA Journal.
You read about farmers in *Supermarket*. Maybe you have an opinion that farmers are important. The facts about the way farmers help us get food in *Supermarket* could support that opinion.

Previously, you made a *Word Web* using words to describe a food you like and a food you do not like. Take out the *Word Web* you made about the food you like.

Write an opinion statement about the food you like. Use words from the *Word Web* completed previously. Then, write one sentence that supports that opinion. That sentence should include a reason why you like the food. Write your sentences in your ELA Journal.

Your student should write two sentences. The first sentence should state an opinion about a food. The second sentence should state a reason he or she likes the food. Your student should have used words from the *Word Web* completed previously.

If your student struggles with this task, model writing an opinion statement and supporting statement about a food you like. If your student completes this task quickly, have him or her write another supporting statement.

You compared the main topics of *Goods and Services* and *Supermarket*. You learned about writing statements that support an opinion. Then, you wrote an opinion and supported that opinion with a reason. Next, you will compare and contrast details in texts. You will write a concluding sentence for your opinion statement.
Previously, you compared two texts and you learned about writing supporting statements for an opinion. Now, you will compare and contrast details in texts. You will write an ending for your opinion.

Let’s look at *Goods and Services* and *Supermarket* again. You will look at the details in these texts and see how the topics are alike and how they are different. This will help you understand both texts.

While reading, think about these questions:

- What do the pictures in both texts show?
- Which details in these texts are alike? Which details are different?

Now, read pp. 6 – 15 of *Goods and Services* and pp. 36 – 44 of *Supermarket*. Both found in Text Collection, Unit 3.

Answer these questions in your ELA Journal:

- Who provides the goods for the departments at a supermarket?
- What did you learn about people making choices from the two texts?
Who provides the goods for the departments at a supermarket? Your student should share examples such as farmers, bakers, butchers, and grocers.

What did you learn about people making choices from the two texts? Your student should respond that people have many choices about how they spend their money and what they buy.

When you compare things, you tell how things are alike. When you contrast, you tell how things are different. Now you will complete a Venn Diagram to compare and contrast producers and consumers.

Think about the details in both texts. You know that a producer is someone who sells goods and services. A consumer is someone who buys goods and services. Use the Venn Diagram to tell how producers and consumers are alike and how they are different.

Now, complete the Compare and Contrast Venn Diagram.

Add these headings at the top of the three sections: “Producers,” “Both,” and “Consumers.”

Make sure your student understands the definitions for producers and consumers. Guide your student in filling out the Venn Diagram by using details from both texts. Add these headings at the top of the three sections: “Producers,” “Both,” and “Consumers.”

Your student should use details in the text to compare and contrast producers and consumers. Your student is not comparing the texts themselves.

Model filling out the Venn Diagram by showing one similarity and one difference, as in the sample chart. Then have your student add more details.

Please go online to view and submit this assessment.
MORE TO EXPLORE

To learn more about how to compare and contrast, watch the video Reading Comprehension Strategies: Compare and Contrast (02:46). Tell your Learning Guide why it is important to understand how things are alike and how they are different.

Please go online to view this video ▶

PHONICS

PRACTICE - LONG VOWEL SOUNDS, BLENDS, DIGRAPHS

Look at the cards your Learning Guide is showing you. Say the name of the picture, the name of the letter or letters, and the sound it makes. Don't forget your hand motions!

In the last lessons you learned the long vowel sounds for all five vowels. In this lesson you will practice sounding out and writing words with short and long vowels.

Sound out the words below and read the sentence:

- plan
- rise
- fish
- fetch
- home
- pure
- chuck

Can you fetch my ball?

Now you are going to practice writing some new words and a sentence with the short and long vowel sounds in them. Remember what good writers do!

TEACHING NOTES

Review all the letters from the Alphabet Card Collection and the Sound Cards (/sh/, /th/, /ch/, /tch/, /wh/, /ph/, a-e, i-e, o-e, u-e, e-e, ee). Have your student say the name of the picture, the name of the letter, and the sound the letter or letters make. For the long vowel cards, you will say “cake, long a, silent e, /a/.” Practice saying each two times.
Have your student sound out the words (plan, rise, fish, fetch, home, pure, chuck). Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound. Now have your student read the sentence (Can you fetch my ball?) two or three times, pointing under each word as he or she reads it.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. You might also want to take out the high-frequency word index cards for your student to refer to. Knowing when to use c and when to use k in a word can be tricky. Use this guide to help explain it to your student. There is not a standard rule for when to use e-e or ee. Your student will learn which one to use with more reading and spelling practice. In this lesson, just prompt your student by saying, "What is another way you could spell that with the long e sound?" When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. When writing a sentence, remind your student that it starts with an uppercase letter, has space between words, and ends with a punctuation mark. Say the following:

- Write the word plane. (plane)
- Write the word jeep. (jeep)
- Write the word cheek. (cheek)
- Write the word which. (which)
- Write the word phone. (phone)
- Write the word chaff. (chaff)
- Write the word shunt. (shunt)
- Write the word tube. (tube)
- Write the sentence: Mike is a champ at ball.

Look at the word mule. Say it with your Learning Guide. Mule has the long u sound. Words that have a vowel, then a consonant, and then an e usually make a long vowel sound. The e is silent. Let’s look at some examples:

- cube
- fuse
- duke
- theme
Look at these words:

- huge
- use
- Pete
- cute
- mule
- these

Write these words down. Say each word with your Learning Guide.

Now your Learning Guide will give you clues. The clues will be about one of these words. Try to guess which word your Learning Guide is thinking of. Circle the vowel and silent e on each word that you guess correctly. When you have guessed all of the words, choose one and write a sentence. Show the sentence to your Learning Guide.

### TEACHING NOTES

Ask your student to read the sentence aloud and to emphasize his or her chosen word.

### HANDS-ON ACTIVITY

You have been reading about producers and consumers. You have also been learning about how to write opinion pieces. Think of a way you could produce a good or service that could help you earn money. Draw a picture that shows you working as a producer. Next, write two reasons a consumer should buy your goods or services.

### TEACHING NOTES

Your student should draw a picture of himself or herself selling something or performing a service for which he or she could be paid. If your student struggles to come up with an idea, suggest things based on his or her interests and talents. Your student should write two reasons a person might want to pay for the goods or services offered.

You compared and contrasted producers and consumers. Now you will write an ending for your opinion on a food you like.

You know that an opinion is what a person thinks, feels, or believes about a topic. You are writing an opinion about a food you like. You have written an opinion statement and a supporting sentence. Now you are going to learn how you can end your opinion.
Think about how you know when a text is ending. You can probably tell when you read a concluding statement. A concluding statement might tell the author’s opinion in new words. It might ask readers a question or give them something to think about.

Look back at the opinion you worked on last time about a food you like. Read your opinion statement and supporting sentences again. You are going to write a concluding, or ending, statement for this opinion. The concluding statement might tell your opinion again in new words. You might also choose to end with a question that makes the reader think.

Write a concluding statement in your ELA Journal. Show your sentence to your Learning Guide.

Model examples of concluding sentences: “I am sure you will agree with me that ice cream is the best food in the world.” “Taste a veggie burger. You might like it!” “Why not give peaches a try?”

If your student is having difficulty writing a concluding sentence, provide the following concluding sentence starters. Have your student select one to use.

- As you can see, ____________ is/are the best food.
- In conclusion, ____________ is/are the best food.
- Based on the reasons above, ________ is/are the best food.
- Clearly, ________ is/are the best food.

Look at these words: Personally

- am
- is
- are
- were
These are verbs even though they do not tell about actions. The words am, is, and are tell about the present: The man is my piano teacher now. The words was and were tell about the past: That woman was my piano teacher last year.

Look at these sentences that tell the present:

- I am looking for the frozen food aisle.
- Jenna is a consumer.
- Parks, libraries, and schools are paid for with taxes.

Look at these sentences that tell about the past:

- The supermarket was closed yesterday.
- Customers were disappointed.

Answer the following questions in your ELA Journal. Circle the words in your sentences that show if the sentence tells about the present or past.

- What room are you in?
- What were you doing before you began this lesson?
- What is your favorite song?
- What was the last thing I ate?

**TEACHING NOTES**

Your student should have written complete sentences to answer the question prompts and then circled the form of the verb to be in each sentence.

You have compared and contrasted producers and consumers. You wrote an ending for your opinion piece on a food you like. Next, you will sort words into categories and you will write a new opinion piece.
Comparing Supermarket and Goods and Services - Part 4

Previously, you compared and contrasted producers and consumers. You also wrote an ending for your opinion piece on a food you like. Now, you will sort words into categories and begin working on a new opinion piece.

Read *Goods and Services* again. Then you will sort words into categories. Categories are groups of things that are alike in some way. You can use the main topics in *Goods and Services* as categories to group words.

While reading, think about these questions:

- What are the main topics?
- What words does the author use to give details about the main topics?

Now, reread *Goods and Services*, in the Text Collection, Unit 3 (page 5).

Answer these questions in your ELA Journal:

- Look at pp. 16 – 17. When is Mary a producer? When is she a consumer?
- What sound words does the author use on p. 27?
Mary is a producer when she sells candy in her shop. She is a consumer when she buys meat at the market.

The author uses the words *clang* and *whiz*. Ask your student why she uses those words. Your student should understand that the author uses those words to describe what it's like at a supermarket. She wants people to connect to the place she is writing about.

You can understand a topic better by sorting words and details into categories. Let's look at the main topics in *Goods and Services*:

- producers
- consumers
- goods
- services

You will fill out a **Categories Chart** using these topics as categories. Find two words or phrases in the text that fit into each of these categories. Sort these words in the chart.

Now complete the **Categories Chart**.

Add these headings to the top of the four columns: Producers, Consumers, Goods, Services.

Guide your student in filling in the **Categories Chart**. If your student struggles to begin, fill in the first row as shown below.

<table>
<thead>
<tr>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Producers</td>
</tr>
<tr>
<td>sell</td>
</tr>
</tbody>
</table>
**ANOTHER WAY**
If it is hard for you to sort words into different lists (categories) just stop and think about the text. Ask yourself these questions:

- What do I know about producers?
- What do I know about consumers?

Remember to go back to the text to find the information if needed.

Then ask yourself:

- Is this something that is made?
- Is this something that is done?

Something that is made will always be a thing, or a good. Something that is done will always be an action or a service.

**TEACHING NOTES**
If your student is struggling to sort words into categories of producers, consumers, goods, and services, ask some guiding questions. Remind your student to go back to the text to get information.

**POSSIBLE ANSWERS:**
What do I know about producers? Producers make or sell things.

What do I know about consumers? Consumers buy things.

Is this something that is made? If yes, then it is a good, or a thing.

Is this something that is done? Something that is done is an action, or a service.

Remember to read for fun in your free time. Find a magazine about a topic you enjoy. You can learn a lot from reading articles in magazines. Write the names of the articles you read in your Reading Log.

**TEACHING NOTES**
Ask your student to take out his or her Reading Log and tell you about the texts he or she has read since your last reading lesson. Encourage your student to read a variety of texts.
PHONICS
HIGH-FREQUENCY WORDS
Some words we learn by remembering the letters in them. Write these words in your ELA Journal:

here
too
go(be)
there
to
the

Look at the High-Frequency Word Cards with your Learning Guide. Point to each word, then read it. Then spell each word out loud.

TEACHING NOTES
Write these sentences: Go here. Go there too.
Have your student underline each high-frequency word as you read the sentences.

You have sorted words into categories. Now you will plan an opinion piece.

There are five steps to writing:

1. Planning
2. Drafting
3. Revising
4. Editing
5. Publishing

The first step is to plan your opinion piece. Right now, you will choose a topic.
Writers need to focus on a topic when writing an opinion piece. A topic is what your opinion is about. All of the details in your opinion piece are about the topic. You will begin by writing a topic sentence.

Think about *Goods and Services*. The title tells the topic. You are going to choose a topic. Then you are going to write an opinion statement that tells your opinion about the topic.

Think about writing topics related to shopping. Work with your Learning Guide to list these topics in your ELA Journal. Next, look at the topics you wrote down. Make sure your topic is something that is not too big or too small to write about. Cross topics off your list that are too big or too small.

Now, look at the topics that are left. Pick the topic related to shopping that you think is the most interesting and that you know the most about. Remember that you will have to write an opinion statement about this topic.

Make sure the topic your student chose is broad enough for him or her to write about but not so broad that he or she will have a hard time finding focus.

**SUBJECT-VERB AGREEMENT**

You can add an -s to most verbs to tell what one person or thing does now. You cannot add an -s if the sentence tells about more than one.

Let’s look at some examples:

Mary *sells* candy.

You can add an -s to *sell* to tell what Mary does now.

Producers *sell* goods.

You do not add an -s to *producers* because the word *producers* describes more than one person.

I *buy* goods from a department store.

Do not add -s when using *I*.

Write these sentences. Fill in the blanks with the correct form of *run*.

Mandy ______ around the block.

The girls ______ around the block.
You sorted words into categories to help you better understand a topic. You began the process of writing a new opinion piece. Next, you will make connections between new ideas. You will also write an opinion and a list of reasons.

Please go online to view and submit this assessment.
Comparing Supermarket and Goods and Services
- Part 5

Objectives
- To identify the ways the author supports her ideas/points of the text
- To identify and use words in a text

Books & Materials
- Text Collection: Unit 3: Goods and Services by Jeanine R. Adil
- "Help Yourself and Others" in Sleuth
- ELA Journal
- Computer
- Connections Chart
- Opinion and Reasons Chart

Assignments
- Read Supermarket by Kathleen Krull
- Read Goods and Services by Jeanine R. Adil
- Complete Decodable Reader 11A: "June and Pete"
- Complete Points and Reasons Chart
- Complete Word Webs
- Complete Comparison Chart
- Complete Compare and Contrast Venn Diagram
- Identify the long e, short e; long u, short u sounds
- Identify time in verbs
- Complete the Hands-On Activity
- Complete Categories Chart
- Complete Connections Chart
- Read "Help Yourself and Others" in Sleuth
- Write an opinion
- Revise, edit, and publish an opinion piece

LEARN

Previously, you sorted words into categories, so you would have a better understanding of a topic. You began the writing process by finding a topic you want to write an opinion about. Now you will make connections between new ideas. You will continue the writing process by stating your opinion and supporting it with reasons.

You will make connections about the people who get things ready to sell and the people who save money to buy things. You will find connections between producers and consumers. Think about the following questions as you read:

- What do the details of this text tell about producers?
- What do the details of this text tell about consumers?

Now, read pp. 18 – 22 of Goods and Services, in the Text Collection, Unit 3.

TEACHING NOTES

Give your student feedback on fluency as he or she reads. Explain that reading with expression means to change one's voice while reading to show emotion and to make the text more interesting for a listener. Model reading with expression if your student struggles.
Answer this question in your ELA Journal:

- What kinds of services can you provide or what goods can you sell to earn money?

Sometimes you find ideas in a text that are related. You will complete a Connections Chart to show ways that consumers and producers are related. Add these headings at the tops of the two columns: Producers, Consumers.

Guide your student in filling in the Connections Chart.

SLEUTH

Read “Help Yourself and Others” on pp. 28 – 29 of Sleuth. Answer the questions after the article in your ELA Journal.

1. This family helps others by donating the belongings they don’t need anymore. The writer tells about how she gave away her old things.

2. I would ask how he or she decides what to keep and what to give away.

3. The words giving away, help, and unneeded tell about the writer’s main message.
You read part of *Goods and Services* again. You made a chart to connect what you know about producers and consumers. Now you will write an opinion and a list of supporting details.

Previously, you picked a topic for your opinion. Now you will write your opinion statement. You will also make a list of details to support your opinion.

Think about these questions as you get ready to write your opinion statement and list of details:

- What is my topic?
- What is my opinion of the topic?
- What are some things about my topic that my reader may not know?
- What details support my opinion?

Look at the topic you chose last time. Now, decide on an opinion about the topic. Use an Opinion and Reasons chart to help you think about details that support your opinion. Write your opinion statement at the top. Then write your details in the boxes below. Show your opinion statement and details to your Learning Guide.

Your student should have written an opinion statement and three supporting details. The details should be directly related to the topic. Ask your student to tell about one of the details by making up a sentence. If your student struggles with this task, tell your student an opinion you have about the topic and then give a supporting detail.

You learned to look for connecting ideas as you read. You wrote an opinion statement and found details to support the opinion. Next, you will use what you have learned in this lesson to fill out a Connections Chart about ideas in *Supermarket*.

Please go online to view and submit this assessment.
LEARN

PHONICS

PRACTICE - TWO SYLLABLE WORDS

First you are going to play high-frequency word "Keep It" with your Learning Guide to review all the high-frequency words you have learned so far. You will use some of these words when you write a sentence later in the lesson.

In the last lessons you learned the long vowel sounds for all five vowels! In this lesson you will learn how to read and write two-syllable words. Look at the card your Learning Guide is showing you. It is a picture of a rabbit. The word rabbit has two parts. Each of these parts is called a syllable. The first syllable is rab. It has the short vowel sound /a/. The second syllable is bit. It has the short vowel sound /i/. The word has two consonants in the middle, with a vowel on each side. We divide a syllable between the consonants.

Look at the words your Learning Guide is showing you. Sound the words out. After you sound the words out, draw a line between the two syllables.

Now you are going to practice writing some new words with two syllables and a sentence. Remember what good writers do!
Take out the index cards with the words your student has learned already. You are going to play the game “Keep It” with your student. Place the cards face down in a stack. Have your student draw a card and read it. If your student says the correct word, he or she gets to keep it. If your student says the wrong word, you get to keep it. When a star card is flipped over, your student must slap it with his or her hand before you do. The player who slaps it first gets to keep it. When all the cards have been read, the player with the larger pile wins.

Show your student the rabbit picture card. Point out the first and second syllable (rab and bit). Draw a line between the two consonants (bb). Write the following words down for your student to sound out.

- picnic
- napkin
- basket
- kitten
- bandit

Remind your student to use his or her arm or point under each letter as he or she says the sound. Remember to blend all the sounds together after saying each sound. After your student sounds out the words, have your student draw a line to divide the two syllables.

Now have your student turn to the next blank page in the ELA journal. If needed, he or she may refer to the Alphabet Chart to help form the letters. You might also want to take out the high-frequency word index cards for your student to refer to. Knowing when to use c and when to use k in a word can be tricky. Use this guide to help explain it to your student. There is not a standard rule for when to use e-e or ee. Your student will learn which one to use with more reading and spelling practice. In this lesson just prompt your student by saying, “What is another way you could spell that with the long e sound?” When writing the words, have your student write in lowercase letters unless the word is a name, in which case the first letter is uppercase. When writing a sentence, remind your student that it starts with an uppercase letter, has a space between words, and ends with a punctuation mark. Say the following:

- Write the word plastic. (plastic)
- Write the word fabric. (fabric)
- Write the word insect. (insect)
- Write the word until. (until)
- Write the word velvet. (velvet)
- Write the word sweet. (sweet)
- Write the word check. (check)
- Write the word shell. (shell)
- Write the sentence: Pete has a helmet for his bike.
You read **Goods and Services** in this lesson. You completed a **Connections Chart** about the ideas in one part of this text. You have read **Supermarket**. Now you will think about the connections between the people who go to a store to buy things in a supermarket and the people who put the things in the supermarket for people to buy.

### USE FOR MASTERY

Choose the category that matches each detail from the text.

<table>
<thead>
<tr>
<th>People Who Buy Things in Stores</th>
<th>People Who Put Things in Stores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose from many types of fruits and vegetables</td>
<td></td>
</tr>
<tr>
<td>Shop with their families</td>
<td></td>
</tr>
<tr>
<td>Keep the store neat and clean</td>
<td></td>
</tr>
<tr>
<td>Decide when to order more food</td>
<td></td>
</tr>
<tr>
<td>Grow fresh fruit and vegetables</td>
<td></td>
</tr>
</tbody>
</table>

Supported file formats: PDF, JPG, GIF, PNG, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
In the last lesson, you compared ideas found in two texts. You also planned an opinion piece. In this lesson, you will read to find reasons that support an author's main idea. You will write a statement to support the main idea in your opinion piece.

You are going to read part of *Supermarket* again. You are going to look at the points the author makes and the reasons for those points. Think about these questions as you read:

- What are the points the author makes?
- What are the reasons the author gives for the points?

Now, read pp. 45 – 47 of *Supermarket*, in the Text Collection, Unit 3 with your Learning Guide.

**VOCABULARY**
- inventory
- spoiled
- average
- celebrate
- goods
• services
• shoppers
• producers
• consumers
• decisions

Answer these questions in your ELA Journal:

• How do groceries get from the farm to your kitchen?
• Why do you think the author included the information on p. 46?

Your student should explain that the supermarket manager orders the food from the farm and has workers put it on the shelf, where people can buy it and take it home.

The author wants readers to know that there are many things going on in a supermarket that shoppers do not see.

Supermarket is an informational text. It contains facts about supermarkets. Authors give details and facts that support the main points or ideas in the text.

You will complete a Supporting Reasons Web to tell about a main idea in Supermarket. Think about the main ideas in the pages you read. What is the important idea the author wants readers to remember? The author gives details about the importance of farms. There is a process that brings the food from the farm to your kitchen. The author’s main idea is that many people move food from farms to supermarkets to your kitchen.

Look for the details in the text that support this main idea. Complete the Supporting Reasons Web by filling in these details.

Now complete the Supporting Reasons Web. In the center circle, write, “It all begins with farms.” Then, in the outside circles, add details about the farm, and workers who get food from farms to a grocery store.

Guide your student to the details about the farm, and workers who get food from farms to a grocery store throughout the text.
HIGH-FREQUENCY WORDS

Some words we learn by remembering the letters in them. Write these words in your ELA Journal:

a
be
said
looked
eat
she
look
the

Look at the High-Frequency Word Cards with your Learning Guide. Point to each word and read it out loud. Then, spell the word out loud.

TEACHING NOTES

To help reinforce the material, have your student read each word and spell it by saying each letter as he or she writes the word in the air with a finger.

Read this sentence out loud: “I looked at a dog.” Write the sentence and have your student underline she, said, looked, and a.

You read part of Supermarket and completed a Supporting Reasons Web. Now you will write supporting reasons for the opinion statement you wrote in the last lesson.

You know that an opinion is the way a person thinks, feels, or believes about a topic. Writers can state their opinions for readers. Good writers give reasons for their opinions. This helps readers understand what the writer is thinking.

You have been working on an opinion statement about shopping. Look at the opinion statement and the three reasons for the opinion that you wrote. Now, you will choose the best reason that supports your opinion. Choose the reason you think will help convince your readers to agree with you. In your ELA Journal, write a supporting statement using the reason you think is best. Show your sentence to your Learning Guide.
You read part of *Supermarket* and completed a Supporting Reasons Web. Now you will write supporting reasons for the opinion statement you wrote in the last lesson.

You know that an opinion is the way a person thinks, feels, or believes about a topic. Writers can state their opinions for readers. Good writers give reasons for their opinions. This helps readers understand what the writer is thinking.

You have been working on an opinion statement about shopping. Look at the opinion statement and the three reasons for the opinion that you wrote. Now, you will choose the best reason that supports your opinion. Choose the reason you think will help convince your readers to agree with you. In your ELA Journal, write a supporting statement using the reason you think is best. Show your sentence to your Learning Guide.

Your student should write one complete sentence using a reason from the list he or she created in the previous lesson. For example, one opinion related to shopping might be “I think stores are too big.” A good supporting reason might be “It takes too long to find what I want.” If your student struggles with this task, model writing a sentence with one of your student’s reasons. If your student completes this task easily, have your student tell you sentences for the other details.

A sentence that tells about strong feelings is an exclamatory sentence. An exclamatory sentence always ends with an exclamation mark. Look at these examples:

- Think about all the people who move food from farms to your kitchen!
- I can’t believe it!
- This is great!

Opinions are often strong feelings. You might use exclamatory sentences in your opinion piece.

Write three exclamatory sentences. Make sure to use an exclamation mark.

Answers will vary, but if a student is struggling to come up with sentences, ask what things he or she gets excited about or is scared of.

You have looked for details that support a main idea in an informational text. You wrote a sentence that gives a good reason to support your opinion. Next, you will look at the main idea and key details as you read. You will write a concluding statement for your opinion.

Please go online to view and submit this assessment.
## Analyzing How Authors Support Their Opinions - Part 2

### Objectives
- To compare two similar texts
- To write and publish an opinion piece

### Books & Materials
- Text Collection: Unit 3: Supermarket by Kathleen Krull
- Decodable Practice Reader 11B: "Luke Meets Pete"
- ELA Journal
- Computer
- Main Idea and Key Details Chart

### Assignments
- Read Goods and Services by Jeanine R. Adil
- Read Supermarket by Kathleen Krull
- Complete Supporting Reasons Web
- Complete Main Ideal and Key Details Chart
- Complete Word Meaning Chart
- Complete Text and Pictures Chart
- Play: Pack Up the Skills Zone 1
- Complete Decodable Practice Reader 11B: "Luke Meets Pete"
- Complete Decodable Practice Reader 11C: ‘Cubes, Rules, and Tunes"
- Write an opinion
- Revise, edit and publish an opinion piece

### LEARN

Previously, you read a text that stated an opinion and you found reasons to support that opinion. You wrote a sentence to support the reason for your opinion. Now you will look at the main idea and key details in a text. You will write a concluding statement for your opinion.

The main idea is what a text is mostly about. The key details tell more about a topic. As you read *Supermarket*, think about these questions:

- What words give clues about the main idea?
- What does the author want the reader to know?

Now read pp. 48 – 56 of *Supermarket*, in the Text Collection, Unit 3.

Answer these questions in your ELA Journal:

- What items would you put on a list to buy at the supermarket?
- How do supermarkets help families **celebrate** holidays and other special events?
You will fill out a **Main Idea and Key Details Chart** to tell the main topic and key details in *Supermarket*. First, think about the main idea. What are the details in the pages you read mostly about? Many of the details explain how supermarkets are helpful to people. The main idea is that supermarkets are helpful. 

Now complete the **Main Idea and Key Details Chart**. At the top, write in the Main Topic space: “The supermarket is a helpful place.” Then add three details that support the main topic.

Provide support as your student completes the **Main Idea and Key Details Chart**. Here is an example of what the chart could look like.

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**PHONICS**

Read *Decodable Practice Reader 11B: “Luke Meets Pete”* (online only). Before you begin, look at the title and the pictures. Tell your Learning Guide what you think the story will be about. Then, read the story with your Learning Guide.
You read part of Supermarket again and filled out a Main Idea and Key Details Chart. Now you will write a concluding statement for your opinion piece on shopping.

You know that an opinion is what a writer thinks, feels, or believes about a topic. Writers support their opinion with facts and reasons. A writer also needs to use certain words to let readers know the opinion piece is ending. A concluding statement is a sentence that ends a piece of writing. The concluding statement should connect the details in your opinion piece.

There are many ways to write a concluding statement. Writers can ask a question and give readers something to think about. Writers can tell the opinion again in new words. Writers can also tell readers something they should do or think about.

You have been writing an opinion piece on shopping. Look back at your opinion statement, details, and supporting sentence you have written. Write a concluding statement for your opinion. Think about the last thing you want to say to your readers. Write your concluding statement in your ELA Journal. Show your concluding statement to your Learning Guide.

Your student should write a complete sentence to conclude the opinion piece. The statement should be related to the main idea and opinion statement your student has written. If your student struggles with this task, model sample conclusions, such as “I think I have convinced you that . . .” or “The next time you are shopping, think about . . . .” If your student completes this task easily, have him or her write an alternative concluding statement.

You reread part of Supermarket and looked for key details that support the writer's main idea. Then, you wrote a concluding statement for your opinion piece on shopping. Next, you will look at the meanings of words and phrases in a text. You will add details to your opinion piece on shopping.
### Analyzing How Authors Support Their Opinions - Part 3

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| • To compare two similar texts | • Text Collection: Unit 3: Goods and Services by Jeanine R. Adil  
• Text Collection: Unit 3: Supermarket by Kathleen Krull  
• Computer  
• Word Meaning Chart  
• Picture Cards | • Read Goods and Services by Jeanine R. Adil  
• Read Supermarket by Kathleen Krull  
• Complete Supporting Reasons Web  
• Complete Main Ideal and Key Details Chart  
• Complete Word Meaning Chart  
• Complete Text and Pictures Chart  
• Play: Pack Up the Skills Zone 1  
• Complete Decodable Practice  
Reader 11B: "Luke Meets Pete"  
• Complete Decodable Practice  
Reader 11C: "Cubes, Rules, and Tunes"  
• Write an opinion  
• Revise, edit and publish an opinion piece |

### LEARN

Previously, you read a text and looked for key details. You wrote a concluding statement for your opinion piece on shopping. Now you will look at the meanings of words and phrases as you read. You will add details to your opinion piece on shopping.

You will read part of *Goods and Services* and *Supermarket*. You will look for words and phrases that have more than one meaning. You will see how those words and phrases support the author's main points. As you read, think about these questions:

- What are some interesting words and phrases in these texts?
- How can I tell what the author means if a word has more than one meaning?

Now, read pp. 6 – 15 in *Goods and Services* and pp. 48 – 53 in *Supermarket*. Both found in Text Collection, Unit 4.

Some words have more than one meaning. Readers can use the other words in the sentence to figure out which meaning is correct. You will fill out a Word Meaning Chart to help you understand the meanings of words in *Supermarkets* and *Goods and Services*. 

Grade 1 Calvert English Language Arts 471
Look at p. 8 in *Goods and Services* where it says, “Goods can be large, like a house or a car.” The word *like* has more than one meaning. *Like* can also mean “to enjoy” or “similar to.” On this page, the author is giving an example of a large good. In this case, you can tell that the meaning of the word *like* is “similar to.”

Now, complete the **Word Meaning Chart**.

Add these headings at the tops of the three columns: Word, Meaning 1, Meaning 2.

Under the “Word” column, list these three words: “like,” “good,” and “company.” Then find two meanings for each of the listed words.

![TEACHING NOTES](image)

Guide your student in completing the Word Meaning Chart. The chart might look like this:

**Word Meaning Chart**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning 1</th>
<th>Meaning 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>to enjoy</td>
<td>similar to item for sale</td>
</tr>
<tr>
<td>good</td>
<td>pleasant</td>
<td></td>
</tr>
</tbody>
</table>

Your student should also have added the word “company” to the last row. **Meaning 1**: *a business*. **Meaning 2**: *people who visit you*.

**ANOTHER WAY**

Some of the words in your multiple meanings chart might be brand new to you! You can do different things as you’re learning the words to help remember them.

- Write AND draw the meaning of the word
- Act out the meaning of the word
- Use the new word in your own sentence

If there is a word in the text and you aren’t sure about another meaning for it, just write down the meaning from the text!
TEACHING NOTES

If your student is struggling to explain a new meaning of the word, tell him or her the meaning. Then, have your student draw a picture, act out the meaning, and/or use the word in a sentence to remember the meaning.

If there are words that have multiple meanings and your student is unsure about the other meaning, try to explain the word’s meaning from the text. You can always research the other meaning of the word together using an online dictionary.

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

Watch the BrainPOP movie: Homonyms (04:45). It talks about words that sound or are spelled the same but can have more than one meaning. Then, explain to your Learning Guide why it’s important to understand the meaning of words an author uses in a text.

PHONICS

LONG AND SHORT E

Look at the Picture Cards with your Learning Guide.

TEACHING NOTES

Display Picture Card bed and have your student say the word with you. Identify the short e vowel sound for your student. Say a word with a long e vowel sound, such as feet, neat, or greet. Help your student segment (say each sound in the word) and blend each word (blend the sounds together). Next, tell your student words with long e (seat, meat, treat) or short e (head, fled, bread). Have your student tell which vowel sound each word uses.

QUICK CHECK

Please go online to view and submit this assessment.
You can play a game to help you practice matching vowel sounds. In this game, you will match words that have the same vowel sound.

Now play Pack Up the Skills.

Now you will revise the opinion about shopping you have been working on. Revising is when you make your writing better. You will make your opinion piece better by adding more details.

You wrote an opinion statement and one supporting statement with details. Look at the other details you wrote about your opinion. These details can be made into sentences to support your opinion. The details will show reasons for your opinion. They will tell your reader why he or she should agree with you.

Ask your Learning Guide to read your opinion piece. Ask your Learning Guide to show where you can add details to make your opinion piece better. Then, add the details to your opinion piece.

Read your student’s opinion piece. Tell your student to add details in the middle of the piece—after the opinion statement and before the concluding statement. Guide your student in using the details he or she wrote in a previous lesson to write new sentences. If your student struggles with this task, model by using one of the details to write a sentence.

You looked at words and phrases to be sure you understood the meaning of the words in a text. Then, you revised your opinion piece on shopping by adding details. Next, you will use the information in the text and pictures to understand a text. You will edit and publish your opinion piece.
Previously, you looked at the meanings of words and phrases in *Supermarket* and *Goods and Services*, and you revised your opinion piece on shopping. Now you will use the information in the text and pictures to understand these texts. You will edit your opinion piece and then publish it for others to read.

Let's read parts of *Supermarket* and *Goods and Services* again. You will look at how the authors use words and pictures to support their information.

Readers often read the words on a page and then look at the pictures. As you read, think about this question:

- What do the pictures tell about the words on the page?

Now, read pp. 10 – 15 in *Goods and Services* and pp. 52 – 56 in *Supermarket*. Both found in Text Collection, Unit 3.
Guide your student in reading pp. 10 – 15 in *Goods and Services* and pp. 52 – 56 in *Supermarket*. Then have your student read one page aloud. While your student is reading, assess his or her fluency. Model reading at appropriate rate. Give your student feedback about the rate at which he or she reads.

Answer this question in your ELA Journal:

- What information in the pictures is *not* discussed in the text?

Your student should share examples, such as the different shops within the supermarket.

Readers can find information from the words in a text. Sometimes, pictures show what the words tell. Sometimes, the pictures show more than what the words tell. It’s important to know where you find information.

You will look at the text and pictures and fill out a chart. The chart will show which information is found in the text and which information is found in the pictures. Use the words and pictures on pp. 14 – 15 of *Goods and Services* to complete the chart.

Now complete the **Text and Pictures Chart**.

Guide your student in filling out the chart. Model filling out the first row of the chart for your student.
PHONICS
Read Decodable Practice Reader 11C: “Cubes, Rules, and Tunes” (online only). Before you begin, look at the title and the pictures. Tell your Learning Guide what you think the story will be about. Then read the story.

TEACHING NOTES
Review the High-Frequency Words on p. 113 with your student. Make sure your student can read all of these words. Guide your student in segmenting and blending words that are unfamiliar.

You have planned, drafted, and revised your opinion piece on shopping. Now it is time to edit and publish your writing. When you edit, you look for errors. Read your opinion piece several times. Check for errors in spelling, punctuation, and capitalization. Ask your Learning Guide to help. Once your writing is free of errors, use a computer to type it.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.

COLLABORATION
When you are ready, share your opinion piece on shopping. Your Learning Guide can help you share your writing. Read other students’ opinions and see if they can convince you to agree! Talk about your opinions.

TEACHING NOTES
Provide support as needed while your student edits and types his or her opinion piece. Help your student post his or her completed opinion piece in the forum.

Take this opportunity to assess your student’s writing using this rubric. Notice the difference in language between the columns to find out how your student might improve his or her writing. Use the rubric to offer feedback to your student. Guide your student to improve his or her writing based on your feedback.

You read texts to look at words and pictures that provide details. You edited and published your opinion piece. Next, you will think about why a writer uses reasons to support an opinion in a text.
Provide support as needed while your student edits and types his or her opinion piece. Help your student post his or her completed opinion piece in the forum. Take this opportunity to assess your student's writing using this rubric. Notice the difference in language between the columns to find out how your student might improve his or her writing. Use the rubric to offer feedback to your student. Guide your student to improve his or her writing based on your feedback.

You read texts to look at words and pictures that provide details. You edited and published your opinion piece. Next, you will think about why a writer uses reasons to support an opinion in a text. Please go online to view and submit this assessment.
You have learned about the points an author makes. You have also learned the reasons the author uses to support points in a text. Now you will use what you have learned to find the reasons an author uses to support points in a new text.

Read *A Penny Saved* and answer these questions.

**USE FOR MASTERY**

What is one reason the author gives to explain why it is good to save money?

- [ ] You can have a piggy bank.
- [ ] You can use money to buy gifts.
- [ ] You can save money in a bank.
What is another reason the author gives to explain why it is good to save money?

- You will learn how to count money.
- You will have money when you need it.
- You will be able to give away your money.

USE FOR MASTERY

Supported file formats: PDF, JPG, GIF, PNG, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
Unit Quiz: Lessons in Making Choices

TEACHING NOTES

For question 12, read the following slowly and carefully to your student:

Listen to the word “mop.” Which word has the same ending sound as the word "mop”? Is it "cup", "mat", or "log"?

UNIT QUIZ

Please go online to view and submit this assessment.