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Getting Started
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:

![Teaching Notes Toggle](image)

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.

![PLUS Framework](image)

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 ▶

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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.
RESOURCES 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.

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.

**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.

We want to check in with you to see how you're feeling about your lessons. **Rate Your Enthusiasm** will appear periodically after your lessons, so you can give us real-time feedback during your course.

We want to check in with you to see how excited you are to begin a project. **Rate Your Excitement** will appear periodically after your lessons so you can give us real-time feedback while you complete each course.
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 - Tell About Your Home
Project: Tell About Your Home

What would you say if someone asked what your home is like? What do you think a bird would say? What about a frog? In this project, you are going to describe your home. Before you talk about your home, you will read about the places some animals call home.

Now, watch the video Animal Habitats (04:07). It’s about where different kinds of animals live. You will also learn what animals’ homes are called and what they need to survive.

Please go online to view this video.

VOCABULARY: SORTING COLOR, SHAPE, AND SIZE WORDS

You can describe what something looks like using color, shape, and size words. Before you describe your own home, practice thinking about some color, shape, and size words that you already know. On a piece of paper, draw three big boxes. Have your Learning Guide label each box for you: “Color,” “Shape,” and “Size.”
Now think of some color words you know. Write the words or draw a picture in the “Color” box. What are some shape words you know? Write the words or draw a picture in the “Shape” box. What are some words you know to describe something’s size or how big it is? Write the words or draw a picture in the “Size” box.

Challenge yourself: Watch the “Animal Habitats” video again and see what color, shape, and size words you can add to your boxes. As you add words, talk with your Learning Guide. Tell your Learning Guide what box you put the new word in and explain why. Example: “I put the word tall in the ‘Size’ box because it describes how big a giraffe is.”

### TEACHING NOTES

If your student is unsure where to begin or has a hard time coming up with words for one or more categories, watch the “Animal Habitats” video again. Pause the video and ask your student to describe animals in the video. If he or she needs an example, you can provide one such as: “I noticed that the snake is pink and green, has a long body, and a head shaped like a circle.”

Example question: “Can you describe what the hippo looks like?”

Example answer: “The hippo is purple. It has a small head and a big body.”

Write big, small, and purple in the correct boxes. If your student is able, allow him or her to write words without help. If not, you can write the words.

If your student needs further support, use visuals such as color or shape cards. You can model saying the word and having your student place it in the correct box.

Keep this work for your student’s project. You may wish to place these words in a section labeled “Describing Words” on a word wall.

1. Hermit crab 1- snug- where have we seen that word before? Snuggled in pip
2. How can we use our understanding of snuggled to understand snug? Snug is a describing word.

What do you think of when you think about your home? Is it colorful? Is it loud? How is it special? Remember, the home that you describe can be your actual home or your city or town. You will think about your home, draw a picture of it, and describe it with words.

Here is what your project needs to include:

- how your home looks
- what you like about your home
- drawings or pictures of your home
words you know to describe something's size or how big it is? Write the words or draw a picture in the "Size" box.

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Here is what your project needs to include:

- how your home looks
- what you like about your home
- drawings or pictures of your home

**PROJECT RUBRIC**

The [Project Rubric] will help you understand how your project will be scored. Your goals should be to earn all points for each part.

**TEACHING NOTES**

In this project, your student will read unit texts and identify multiple settings and words that describe them. Your student should compile a list of words that describe the settings he or she reads about for reference when completing the project.

Home can be defined as whatever seems like “home” to your student. This might be a house or apartment, or the neighborhood or city ion which your student lives. Your student will supply both a description and an opinion of his or her home.

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

**COLLABORATION**

After completing the project, you can share pictures of your home with your group. For now, what words about your home can you share with your group? You might choose colors words. You could also share some describing words like 'fun' or 'noisy.'

**TEACHING NOTES**

Guide your student as needed as he or she goes online to interact with other students.

**RATE YOUR EXCITEMENT**

Please go online to view and submit this assessment.
You will read about where animals live. You will also learn how the words and pictures help readers understand a story better.

For your project, you will become an author and illustrator! You will draw and describe your own home.

Today, you will listen to the story, Where Is Home, Little Pip?

Before reading, look at the cover. What do you think the story will be about?

As you listen, look at the pictures. Think about the following:

- Who is the story about?
- What happens in the story?

Now, listen to Where Is Home, Little Pip?.

VOCABULARY
- baby
- home
- hatched
- nest
- wander
- glittered
- fluttered
From the front cover, your student should realize the story is about a penguin named Little Pip. Explain that the author is the person who writes the story. The illustrator draws the pictures for the story. Together, the author and illustrator tell the story. Have your student identify the names of the author and illustrator.

Read *Where Is Home, Little Pip?* to your student. It may be helpful to stop while reading the story and ask your student questions such as:

- Where is Little Pip going?
- What just happened to Little Pip?
- Has Little Pip found home yet?

Answer these questions. Look back at the pictures in the story to help you.

- Look at the picture on the front cover. What do the title and picture tell about the story?
- What causes Little Pip to wander away from home?
- What is the first animal that Little Pip meets as she looks for her home?
- What do Mama and Papa do when they find Little Pip?

**TEACHING NOTES**

**ANSWERS**

The title and front cover explain that the story is about a penguin named Little Pip. A black feather that keeps blowing in the wind causes Little Pip to wander. Little Pip first meets a whale. Mama and Papa kiss and hug Little Pip and dance and huddle around her.

Ask your student to point to the pictures that help answer the questions.

**VOCABULARY**

**MAKE A PICTURE IN YOUR MIND**

In the lesson “Tell About Your Home,” you practiced sorting describing words into groups. Now practice sorting again but this time, sort the new story vocabulary into two categories: “Action Words” and “Things.” Action words are words that tell what someone is doing. Walk, dance, and talk are examples of action words. Place cards that are “Things” on one side and “Action Words” on the other side.
When you learn new words that are “Things,” one way to remember what they are is to describe the “Thing” using color, shape and size words. This makes a picture in your mind that you will connect to the new word.

Using the list of describing words that you made in Lesson 1, practice describing the new vocabulary on the cards under the group “Things.”

Challenge yourself: Can you use color, shape, or size words to describe other “Things” that you found in the story?

For this task, provide your student with the new story vocabulary words on separate index cards. Include pictures for the words baby, home, and nest to give your student a visual for them to describe.

If your student is having difficulty sorting new vocabulary into “Things” and “Action Words,” you can model placing the card with the word and picture of a nest on one side and tell your student, “This is a thing. I know because I can describe it using color, shape, and size words.” Model placing a card with an action word like hatched on the other side and say, “This is an action word. It shows what someone or something is doing.”

Things: baby, home, nest

Actions: wander, hatched, glittered, fluffed

If your student needs support describing “Things” using color, shape, or size words, model an example such as, “The baby penguin is small, black, and gray and has short legs.”

Add vocabulary words to the word wall. Keep them sorted under the groups “Things” and “Action Words.”

You have looked at how the words and pictures in a story help the reader understand it better. Now, you will describe a character.

Characters are who the story is about. Characters can be people or animals. They can even be plants or other things! You are going to write a detail about one of the characters in the story. Details are small pieces of information that tell what characters are like. Details make stories more interesting. They might be in the words or in the pictures of a story.

Details help the reader make a picture of a character in his or her mind. They might tell about what characters look like or how they feel.
Look at the second page of the story. What details about Little Pip do you find in the words and the pictures?

Your student should recognize that Pip is small and fluffy, black and white, and has a beak and big feet; Pip is a penguin. Point out that details often include color, size, and shape words.

Now, pick another character from the story. Look at the words and pictures. Try to think of a few words to describe the character. Your detail can tell about how the character looks and feels. It could also describe what the character does.

Your student can draw, write, or dictate the words to you.

Letter Recognition Aa, Bb, Cc

Words are made of letters of the alphabet. There are 26 letters in the alphabet. Each letter has an uppercase and a lowercase. We are going to look at letters Aa, Bb, and Cc. Listen as your Learning Guide shares the cards with you. What picture is on each card? The first sound of that word is the sound of the letter. Can you think of other words that begin with the same sound? Trace the letter with your finger.

Use letter cards Aa, Bb, and Cc for this exercise. Look at the Aa card together. Show your student the upper- (A) and lowercase (a) and ask him or her to trace it on the card with his or her finger. Identify the picture (astronaut) and say the first sound of the word /a/. Have your student repeat after you (astronaut /a/). Ask your student if he or she knows of other words that begin with the same sound (apple, alligator, ant). Repeat the procedure for Bb (ball, bat, butterfly) and Cc (cat, cow, caterpillar).
Details tell us more information about something. To find details about a new character, ask yourself: "What do I see when I look at the character? What is the character doing? How does the character feel? Where is the character?"

**TEACHING NOTES**

If your student is struggling to produce details about a new character, offer these sentence starters to help him or her brainstorm ideas:

- The character is ________.
- The character has ____________.
- The character is in the/on the ____________.
- The character is doing ________________.

If your student needs additional support to produce details about a character, ask these questions:

- Is the character big or small?
- Does the character have legs or fins?
- Is the character in the water or on the land?
- Is the character swimming or walking?

Answers will vary depending on the character chosen by your student. (Possible answers: The whale is big. It has fins. The whale lives in the water. It is swimming.)

Today, you learned how words and pictures work together to tell a story. Next time, you will learn about characters, setting, and events in a story.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
GRAMMAR

You have been learning how words give you details about characters and places.

Some sentences give you many details.

Listen to your Learning Guide read this sentence from Where Is Home, Little Pip? In the story, the whale says this sentence.

Home is under the oceans deep, by the coral beds where the minnows sleep, where fish are in schools and sea creatures creep, where my babies and I swim and leap.

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:

Home is

- under the oceans deep,
- by the coral beds
- where the minnows sleep,
- where fish are in schools
- and sea creatures creep,
- where my babies and I swim and leap.
Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any answer. 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 describes the whale’s home.

**GRAMMAR**

When the whale says this sentence, she is describing her home. She gives many details about her home in one sentence.

Your Learning Guide has divided this sentence into chunks. Look at the chunks.

Which chunks tell you the location of something? Put those chunks together in a pile.

**TEACHING NOTES**

Your student should identify these chunks:

- under the oceans deep,
- by the coral beds
- where the minnows sleep,
- where fish are in schools
- where my babies and I swim and leap.

**GRAMMAR**

What words in those chunks help you understand the location of the whale’s home?

**TEACHING NOTES**

Your student should identify the words *under, by, and where.*
These chunks all tell you the location of something. What is that something? It is the whale’s home. You can check this by moving the chunks.

Take the first chunk in your pile and put it next to the chunk that says “Home is.” Listen to your Learning Guide read the two chunks. Together, these chunks make a new sentence that gives one detail about the whale’s home.

Try this with each of the chunks in your pile.

Assist your student in pairing each of the location chunks with "Home is." Read each new sentence with your student. As you do this, point out that your student has made new short sentences that each give a detail about the whale's home. Your student should read:

Home is under the oceans deep.

- Home is by the coral beds.
- Home is where the minnows sleep.
- Home is where fish are in schools.
- Home is where my babies and I swim and leap.

The words “under” and “by” are prepositions. These prepositions can tell you where something is. In our sentence, these prepositions tell you where home is.

Can you use a preposition in a sentence about your home? Use this model:

My home is by ____________.

Your student should complete the sentence with information about his or her home’s location.

For example, your student might write, “My home is by a grocery store.”
Look at the chunks again. Which chunks have prepositions and tell you what an animal does in the whale's home?

Your student should identify these chunks:

- where the minnows sleep,
- and sea creatures creep,
- where my babies and I swim and leap

What words in these chunks tell you something an animal does?

Your student should identify the words sleep, creep, swim, and leap.

These chunks tell you what other animals are in the whale's home. They tell you what those animals do there. The chunks help you picture the whale's home.

You looked at a sentence with many details. Some of the details are about location. Some of them are about what animals do. All of these details work together to give a complete picture of the whale's home.

When you read, you can stop to break down big sentences. You can connect sentence chunks back to what they are describing. This helps you understand all the details in the sentence.
Look at the chunks again. Which chunks have prepositions and tell you what an animal does in the whale's home? Your student should identify these chunks:

- where the minnows sleep,
- and sea creatures creep,
- where my babies and I swim and leap

What words in these chunks tell you something an animal does? Your student should identify the words sleep, creep, swim, and leap.

These chunks tell you what other animals are in the whale's home. They tell you what those animals do there. The chunks help you picture the whale's home.

You looked at a sentence with many details. Some of the details are about location. Some of them are about what animals do. All of these details work together to give a complete picture of the whale's home.

When you read, you can stop to break down big sentences. You can connect sentence chunks back to what they are describing. This helps you understand all the details in the sentence.

You might extend the above activity with your student by doing the following: Read this sentence to your student:

Home is under the oceans deep, by the coral beds where the minnows sleep, where fish are in schools and sea creatures creep, where my babies and I swim and leap.

Then say, “Think about your home. Write a sentence like the one from Where Is Home, Little Pip? Your sentence should tell details about your home. These details can be about where your home is and what other people do there.”

Your student might write or dictate something like: “Home is in the city, by the park, where Mom makes breakfast, where my sister listens to music.”

If your student struggles to write his or her sentence, offer this template:

Home is _____________, by _____________, where _____________ ____________, where _____________ ____________.

Template key: Home is [location using preposition], by [place or thing], where [person or people] [action], where [person or people] [action].

Ask your student to identify the prepositions he or she used in his or her sentence. Ask your student about the purpose of a preposition (to describe where something is). Write the prepositions from the sentence and the sentence from the story on index cards, and put them on your word wall: under, by, and where.

Last time, you thought about how the words and pictures in a story help you understand it better. Details helped you “see” the characters in your mind. You will use details to describe your home when you work on your project.

Today, you will listen to the first few pages of Where Is Home, Little Pip?, (pp. 2-7) You will use words and pictures in the story to find out about the characters, setting, and events.

As you listen, think about the following:

- Where does the story take place?
- What happens in the first few pages?
Listen to the following questions. Draw pictures to answer them. Think of a few words to describe each picture.

- Who are the main characters in the story?
- What is the setting?
- What does Pip do when she plays?
- What do Mama and Papa do every night?

Your student should identify Little Pip, Mama, and Papa as the characters in his or her drawings. The setting is the cold Antarctic shore. Pip slides down snowy hills, and Mama and Papa sing at night.

The characters in a story are who or what the story is about. The setting is where the story happens. Events are what happen in the story.

Who are the characters in Where Is Home, Little Pip? Where does the story happen? What happens?

First, list the characters. The story is about Pip. Write Pip at the top of your list. Who are the other characters in the story?

Next, tell where the story happens.

Then, tell what happens.
Listen to the following questions. Draw pictures to answer them. Think of a few words to describe each picture.

- Who are the main characters in the story?
- What is the setting?
- What does Pip do when she plays?
- What do Mama and Papa do every night?

Your student should identify Little Pip, Mama, and Papa as the characters in his or her drawings. The setting is the cold Antarctic shore. Pip slides down snowy hills, and Mama and Papa sing at night.

The characters in a story are who or what the story is about. The setting is where the story happens. Events are what happen in the story.

Who are the characters in *Where Is Home, Little Pip*?
Where does the story happen? What happens?

First, list the characters. The story is about Pip. Write Pip at the top of your list. Who are the other characters in the story?

Next, tell where the story happens. Then, tell what happens.

Characters: Pip, Mama, Papa
Setting: Cold Antarctic shore, pebbly, blue water, snowy hill
Events: Pip is hatched; Pip plays; Mama and Papa warn Pip; Mama and Papa sing.

**TEACHING NOTES**

To understand what happens in the story, we can use a story map to show the order of what happens. Use the pictures and words in the book to help you fill in your story map.

If your student is struggling to explain the events of the story, revisit pages in the text and ask, “What happened here? How do you know?”

- Guide your student to p. 2, and ask, “What happened here? How do you know?” (Answer: Pip was hatched. I know because in the picture Pip is coming out of an egg, and the text says “hatched.”) Tell your student to add that event to his or her story map.

- Guide your student to p. 4 and ask, “What is happening here? How do you know?” (Answer: Pip is playing. I know because in the picture it looks like Pip is having fun. She is sliding with other penguins. Also, the text says that Pip is saying "Weee!") Tell your student to add that event to his or her story map.

- Guide your student to p. 6 and ask, “What is happening here? How do you know?” (Answer: Mama and Papa warn Pip. I know because they are telling her not to wander.) Tell your student to add that event to his or her story map.

- Guide your student to p. 8 and ask, “What is happening here? How do you know?” (Answer: Mama and Papa are singing. I know because in the picture they are singing, and the words say that that’s what they’re doing.) Tell your student to add that event to his or her story map.

**RHYMING WORDS**

Listen as your Learning Guide says rhyming words. Then you say the words. What part of the words sound the same? Try to make other words that rhyme with these words: can and fan.
RHYMING WORDS

Listen as your Learning Guide says rhyming words. Then you say the words. What part of the words sound the same? Try to make other words that rhyme with these words: can and fan.

TEACHING NOTES

Use the Picture Cards can and fan for this exercise.

Before, you wrote details about a character in the story. Now you will write details just like a real author.

Details are little pieces of information about characters in a story. The details can be in the words or pictures. They help the reader learn about the characters and understand them better.

Now, it’s your turn to be an author! Choose an animal you like. Write a sentence about the animal as if it is a character. Use details to make your character interesting.

Think of some words to describe your animal. Think about color, size, and shape. Think about what the animal does and how it feels.

Draw, write, or tell your Learning Guide a detail about your animal in a sentence. Use more than one describing word.

TEACHING NOTES

If your student is struggling with choosing an animal for his or her character, have your student look through nonfiction books about animals to see which animal appeals most to him or her. Remind your student that he or she can use information from the books in his or her details. Your student may dictate his or her sentence to you. Write out the dictation and help your student think about whether his or her sentence clearly expresses his or her thought.

PHONICS

LETTER RECOGNITION AND WRITING Dd, Ee

We are learning about the letters Dd and Ee now. Listen as your Learning Guide shares the cards with you. What picture is on each card? The first sound of that word is the sound of the letter. Can you think of other words that begin with the same sound?
Use letter cards Dd and Ee for this exercise. Look at the Dd card together. Show your student the upper- (D) and lowercase (d) and ask him or her to trace it on the card with a finger. Identify the picture (dolphin) and say the first sound of the word /d/. Have your student repeat after you (dolphin /d/). Ask your student if he or she knows of other words that begin with the same sound (dog, doll, duck). Repeat the procedure for Ee (elephant, egg). Review letter cards Aa, Bb, and Cc.

Now that we know Dd and Ee, we will practice writing them, too. Remember to hold your pencil correctly as you write. Listen to your Learning Guide tell you how to write the letters.

You will need Dd and Ee practice sheets or paper and a pencil to complete this activity. Below is a link to a video that shows correct letter formation. Watch it together to learn and review the correct formation of Dd and Ee. Have your student practice each letter a few times. Make sure your student is holding the pencil and forming the letters correctly. Also, have your student practice writing Aa, Bb, and Cc a few times. Use this opportunity to also review the sounds each letter makes.

Please go online to view this video.

ANOTHER WAY

DESCRIBING ANIMALS

If your student is struggling with finding words to describe an animal he or she likes, ask your student to listen as you read the beginning of a sentence out loud. Then have your student speak and write the rest of the sentence.

An animal I like is __________.

The _____(name of animal) is ________(big/small).

The _____(name of animal) is ________(color word: black, white, brown).

The _____(name of animal) has ________ legs and ____feet (number words).

The _____(name of animal) likes to ________(action word: run, fly, jump, sing).
Use letter cards Dd and Ee for this exercise. Look at the Dd card together. Show your student the upper- (D) and lowercase (d) and ask him or her to trace it on the card with a finger. Identify the picture (dolphin) and say the first sound of the word /d/. Have your student repeat after you (dolphin /d/). Ask your student if he or she knows of other words that begin with the same sound (dog, doll, duck). Repeat the procedure for Ee (elephant, egg). Review letter cards Aa, Bb, and Cc.

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**ANOTHER WAY**

**DESCRIBING ANIMALS**

If your student is struggling with finding words to describe an animal he or she likes, ask your student to listen as you read the beginning of a sentence out loud. Then have your student speak and write the rest of the sentence.

**An animal I like is ____________**.

The _____(name of animal) is _____(big/small).

The _____(name of animal) is __________(color word: black, white, brown).

The _____(name of animal) has _________legs and ______feet (number words).

The _____(name of animal) likes to _________(action word: run, fly, jump, sing).

If your student is having difficulty finding description words for his or her animal, show your student the describing words for some of the animals he or she already read about in the story and add the new animal to the chart below. Then have your student speak and write a sentence about the animal using the above sentence format.

If your student is having difficulty writing a sentence, have him or her draw a sentence and read it back to you so you can write it.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Describe Its Size</th>
<th>Describe Its Color</th>
<th>Describe How Many Legs</th>
<th>Describe How Many Feet</th>
<th>Describe What It Does, Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penguin</td>
<td>Small</td>
<td>Black/White</td>
<td>2</td>
<td>2</td>
<td>Waddle</td>
</tr>
<tr>
<td>Whale</td>
<td>Big</td>
<td>Blue</td>
<td>0</td>
<td>0</td>
<td>Swim</td>
</tr>
<tr>
<td>Gull</td>
<td>Small</td>
<td>White</td>
<td>2</td>
<td>2</td>
<td>Fly</td>
</tr>
<tr>
<td>Dog</td>
<td>Small</td>
<td>Brown</td>
<td>4</td>
<td>4</td>
<td>Wags tail</td>
</tr>
</tbody>
</table>

**My Animal Name**

Today, you learned how words and pictures in a story work together to help the reader understand the story better. Next, you will learn about characters, setting, and events in a story.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
**Objectives**
- To describe how words and pictures in a story relate to each other
- To ask and answer questions about key details
- To write details about characters, settings, and events
- To recognize and name all uppercase and lowercase letters

**Books & Materials**
- ELA Journal
- Reading Log
- Computer
- Main Idea Web
- Picture cards can and fan
- Alphabet cards Aa, Bb, Cc, Dd, and Ee

**Assignments**
- Complete the interactive matching game.
- Identify characters, setting, and events.
- Complete a Key Details Web to identify details in a story.

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### LEARN

You have been learning how words give you details about characters and places.

Some sentences give you many details.

Listen to your Learning Guide read this sentence from Where Is Home, Little Pip? In the story, the whale says this sentence.

Home is under the oceans deep, by the coral beds where the minnows sleep, where fish are in schools and sea creatures creep, where my babies and I swim and leap.

Now answer this question: What does this sentence mean?

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### 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:

- Home is
- under the oceans deep,
- by the coral beds
- where the minnows sleep,
- where fish are in schools
- and sea creatures creep,
- where my babies and I swim and leap.
Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any answer. 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 describes the whale’s home.

When the whale says this sentence, she is describing her home. She gives many details about her home in one sentence.

Your Learning Guide has divided this sentence into chunks. Look at the chunks.

Which chunks tell you the location of something? Put those chunks together in a pile.

利用您的教学指南将此句子分为片段。看这些片段。

哪些片段告诉你某物的位置？将这些片段放在一起。

**TEACHING NOTES**

您的学生应识别这些片段：

- under the oceans deep,
- by the coral beds
- where the minnows sleep,
- where fish are in schools
- where my babies and I swim and leap.

What words in those chunks help you understand the location of the whale's home?

**TEACHING NOTES**

您的学生应识别的是单词 under, by, and where.
These chunks all tell you the location of something. What is that something? It is the whale's home. You can check this by moving the chunks.

Take the first chunk in your pile and put it next to the chunk that says “Home is.” Listen to your Learning Guide read the two chunks. Together, these chunks make a new sentence that gives one detail about the whale's home.

Try this with each of the chunks in your pile.

These chunks all tell you the location of something. What is that something? It is the whale's home. You can check this by moving the chunks.

Take the first chunk in your pile and put it next to the chunk that says “Home is.” Listen to your Learning Guide read the two chunks. Together, these chunks make a new sentence that gives one detail about the whale's home.

Try this with each of the chunks in your pile.

These chunks all tell you the location of something. What is that something? It is the whale's home. You can check this by moving the chunks.

Take the first chunk in your pile and put it next to the chunk that says “Home is.” Listen to your Learning Guide read the two chunks. Together, these chunks make a new sentence that gives one detail about the whale's home.

Try this with each of the chunks in your pile.

The words “under” and “by” are prepositions. These prepositions can tell you where something is. In our sentence, these prepositions tell you where home is.

Can you use a preposition in a sentence about your home? Use this model:

My home is by ________________.

Your student should complete the sentence with information about his or her home's location.

For example, your student might write, “My home is by a grocery store.”

Look at the chunks again. Which chunks have prepositions and tell you what an animal does in the whale's home?
What words in these chunks tell you something an animal does?

These chunks tell you what other animals are in the whale's home. They tell you what those animals do there. The chunks help you picture the whale's home.

You looked at a sentence with many details. Some of the details are about location. Some of them are about what animals do. All of these details work together to give a complete picture of the whale's home.

When you read, you can stop to break down big sentences. You can connect sentence chunks back to what they are describing. This helps you understand all the details in the sentence.

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

Read this sentence to your student:

Home is under the oceans deep, by the coral beds where the minnows sleep, where fish are in schools and sea creatures creep, where my babies and I swim and leap.

Then say, "Think about your home. Write a sentence like the one from Where Is Home, Little Pip? Your sentence should tell details about your home. These details can be about where your home is and what other people do there."
Your student might write or dictate something like: “Home is in the city, by the park, where Mom makes breakfast, where my sister listens to music.”

If your student struggles to write his or her sentence, offer this template:

Home is ______________, by ______________, where ______________ ____________, where ______________ ____________.

Template key: Home is [location using preposition], by [place or thing], where [person or people] [action], where [person or people] [action].

Ask your student to identify the prepositions he or she used in his or her sentence. Ask your student about the purpose of a preposition (to describe where something is). Write the prepositions from the sentence and the sentence from the story on index cards, and put them on your word wall: under, by, and where.

Before, you used details in words and pictures to learn about characters in the story. This skill will help you as you work on your project. You will be using details to describe your home.

Now, you will listen again to the next few pages of Where Is Home, Little Pip? You will ask and answer questions about key details in the story to help you understand it. As you listen, think about these questions:

- What do Mama and Papa always say to Pip?
- What does Pip do that she should not do?

Watch as your Learning Guide points to the words as they are read. Your Learning Guide reads from left to right, top to bottom. Use your finger to follow along as the words are read.

Reread the next five pages of Where Is Home, Little Pip?, beginning with the page that says, “Pip grew.” (pp. 8-12)

To ensure your student is thinking, stop after reading the first page. Ask your student to identify what Pip's parents always tell her.
Asking and answering questions about key details in a story help you understand it better. Try answering these questions:

- What does Pip eat?
- Why do Mama and Papa tell Little Pip not to wander far?
- What does Pip do when she sees the black feather? Do you think this is a good idea?

TEACHING NOTES

Your student should understand that Pip eats fish. Her parents do not want her to wander because they want her to stay safe. Pip chases the feather. This is not a good idea because it makes her wander from her parents. As your student answers the questions, encourage him or her to point out the details that answer the questions in either the text or the pictures.

Now, use a Web A Graphic Organizer to complete a Key Details Web.

Fill in the graphic organizer with key details from the pages that you read today. The words “pp. 8–12” will go in the center. You are looking for key details from these pages. Ask yourself questions like these:

- Why does Pip need more food?
- Where does Pip get food?

Write the details on the lines. You can look back at the text as you work.

TEACHING NOTES

Possible details to include:

- Pip is growing.
- Mama and Papa fish constantly.
- They warn Pip not to wander.
- She does not wander.
- Pip sees a black feather.
- Pip chases it.
- The wind blows the feather.
- Pip keeps chasing it.
Why do Mama and Papa tell Little Pip not to wander far? Do you think this is a good idea?

Your student should understand that Pip eats fish. Her parents do not want her to wander because they want her to stay safe. Pip chases the feather. This is not a good idea because it makes her wander from her parents. As your student answers the questions, encourage him or her to point out the details that answer the questions in either the text or the pictures.

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- The wind blows the feather.
- Pip keeps chasing it.

You can use drawings to help you explain your thinking and share your ideas. If answering the questions with words is challenging, draw your answer to help you explain what you’re thinking.

ANOTHER WAY

You can use drawings to help you explain your thinking and share your ideas. If answering the questions with words is challenging, draw your answer to help you explain what you’re thinking.

TEACHING NOTES

If your student is struggling to write his or her ideas in the web graphic organizer, instruct him or her to draw the idea first and then attempt writing a word or copying a word from the text to match.

TEACHING NOTES

Write and display the words I and am for your student. Write the sentence frame I am _______. Have your student complete the sentence with his or her name. Point to the words as your student reads.

PHONICS

Look at the words your Learning Guide writes. These are words you will read many times. Say and spell the words. Listen to the sounds in each word. Say each sound slowly.

TEACHING NOTES

Last time you learned where to look for details about characters. You found details in the words and pictures of a story. You can find details about the setting in the words and pictures, too. The setting is where the story happens. Now you will find details about the setting. Then, you will create a setting for your animal character.

Look at how the author described the setting: flat, treeless land covered with pebbles and next to the sea.

Now, look at the pictures in the pages you read today. What do the pictures show about the setting?

Now, think about the animal you wrote about last time. Choose a setting for this animal. Then, think of words to describe the setting. What does it look like? Try to use words that will help readers “see” the setting. Draw the setting. Tell your Learning Guide details about it, using describing words.
Write and display the words **I** and **am** for your student. Write the sentence frame **I am _______.** Have your student complete the sentence with his or her name. Point to the words as your student reads.

Last time you learned where to look for details about characters. You found details in the words and pictures of a story. You can find details about the setting in the words and pictures, too. The setting is where the story happens. Now you will find details about the setting. Then, you will create a setting for your animal character.

Look at how the author described the setting: flat, treeless land cove red with pebbles and next to the sea.

Now, look at the pictures in the pages you read today. What do the pictures show about the setting?

Now, think about the animal you wrote about last time. Choose a setting for this animal. Then, think of words to describe the setting. What does it look like? Try to use words that will help readers “see” the setting. Draw the setting. Tell your Learning Guide details about it, using describing words.

If your student struggles with choosing a setting, suggest that your student think about where he or she has seen the animal before, such as in books, movies, or TV shows.

To extend this activity, have your student draw a picture with his or her animal character in the setting that your student created and write a few words describing the picture.

If your student is struggling to describe the setting for his or her animal, ask your student to think about where the animal lives (zoo, jungle, farm, rainforest). Ask your student to listen as you read the sentences below. Then have your student say his or her responses and write the rest of the sentence.

_______ (the animal) lives _________ (in the zoo, in the jungle, on a farm, in the rainforest). This will be the setting of my story.

In this setting you can see ___________.
In this setting you can hear ___________.
In this setting you can feel ___________.
In this setting you can smell ___________.

If your student is having difficulty finding description words for his or her animal’s setting, show your student the setting describing words from the story in the graphic organizer below and guide him or her to complete the blank graphic organizer for his or her own setting using the completed one as an example.

If your student is having difficulty identifying details in the setting, have him or her draw the animal where it lives. You can help identify the words from the picture.
ANOTHER WAY
DESCRIBING SETTING
If your student is struggling to describe the setting for his or her animal, ask your student to think about where the animal lives (zoo, jungle, farm, rainforest). Ask your student to listen as you read the sentences below. Then have your student say his or her responses and write the rest of the sentence.

_________ (the animal) lives  ___________ (in the zoo, in the jungle, on a farm, in the rainforest). This will be the setting of my story.

In this setting you can see   ____________ .

In this setting you can hear  ____________ .

In this setting you can feel   ____________ .

In this setting you can smell ___________ .

If your student is having difficulty finding description words for his or her animal’s setting, show your student the setting describing words from the story in the graphic organizer below and guide him or her to complete the blank graphic organizer for his or her own setting using the completed one as an example.

If your student is having difficulty identifying details in the setting, have him or her draw the animal where it lives. You can help identify the words from the picture.

Please go online to view and submit this assessment.

QUICK CHECK
Please go online to view and submit this assessment.

MORE TO EXPLORE
Watch the video “I Am the Dog” (05:00) and identify the key details.

Please go online to view this video ►

In this lesson part, you learned how asking and answering questions about key details will help you understand a story better. Next, you will connect what you see in pictures with the words in the story.
Last time, you asked and answered questions about key details to understand a story better.

Now you will use a story’s words and pictures to understand the story. As you listen to the next few pages of the story, think about this question:

- What do the words and pictures tell you about the whale’s home?

Listen to the next five pages of *Where Is Home, Little Pip?*. Begin with the page that says, “‘Got you!’ she cried.” (pp. 13-17)

**TEACHING NOTES**

To ensure that your student is thinking, stop after reading the third page. Ask your student to repeat a few of the words that are used to describe the whale’s home. He or she should also look at the pictures and identify one visual detail about the whale’s home.

Talk about the pages that your Learning Guide just read. Use these questions:

- What problem does Pip need to fix or solve?
- Is Pip afraid of the mighty blue whale? How can you tell?
- What does the whale sing about?
- What does Pip say about the whale’s song?
Your student should understand that Pip’s problem is that she needs to find her home. Pip is not afraid of the whale. Even though the whale is huge and Pip doesn’t know her, Pip waddles close to the whale and says hello. The whale sings about her home. Pip says that the whale’s home is not her home. As your student answers the questions, encourage him or her to point out the details that answer the questions in either the text or the pictures.

You can see that the pictures on the pages of the story show what the words are telling.

Look at the first page that you read today. The words say that Pip starts to look for her home. The picture shows Pip all alone in a cold, empty, snowy place. The picture shows what the words tell about.

For more practice using this skill, play this game. You will match the sentence that you read to the correct picture.

Guide your student in making connections between the words and the pictures on the rest of the pages that were reread today. For extra practice, help your student go to the link to play the matching game. If your student cannot read the sentences, read them to him or her and then ask your student to match each sentence with the correct illustration.

If your student struggles with this activity, model relating the words and pictures: When Pip asks the whale about home, the whale sings about her home. The pictures show that the whale lives deep in the ocean with its babies.

To extend this activity, ask your student to choose a familiar story, review several spreads in the story, and select one spread to describe it. Have your student discuss the relationship between the words and the picture or pictures on those two pages. Ask: How does the picture show what the words are telling?
Letter Recognition \textit{Aa, Bb, Cc, Dd, Ee}

Every letter has an uppercase and a lowercase form. Look at the cards. Listen as your Learning Guide says the name of each letter. Then you say the name of each letter.

Watch your Learning Guide write each letter. Practice writing the uppercase and lowercase form of each letter.

\section*{TEACHING NOTES}

Use Alphabet Cards \textit{Aa, Bb, Cc, Dd, Ee}. Point to each letter and name its uppercase and lowercase form. Model how to write the letters. Then, ask your student to write each letter.

Point out that letters are written from left to right, and there are spaces between the letters when they are written in a row.

Every story has characters and settings. Every story has events, too. The events are what happen in a story.

In this lesson part, you will find details about events in \textit{Where Is Home, Little Pip?} These details will help you understand what events happen first, next, and last in the story. In a good story, each event leads to the next one.

For example, Pip chasing after the feather is an event in the story. This leads to the next event, which is Pip finding that she has wandered away from home.

Details about the events might be in the words or in the pictures. The pictures might even have new details that are not in the words.

Now, you will write your own details about an event. Think about the most important events in the story so far. Choose one. Draw a picture of the event. Then, write some details that describe it.

\section*{TEACHING NOTES}

As needed, write the details for your student. Your student might choose one of the following events: Pip wandering away while following the feather, Pip meeting one of the other animals and seeing their homes, or Pip finding her way back to her parents.
ANOTHER WAY
IDENTIFYING IMPORTANT EVENTS
If your student identifies the events in the story but is struggling to understand the most important events, help him or her determine importance by asking, “If this event did not happen, would the story have been different?”

If your student is having difficulty identifying any of the events, ask the following questions, being sure to use the time words (beginning, first, after, next, finally, end, last):

- In the beginning of the story, what was a problem that happened first?
- What happened after that event? Or, what happened next?
- Finally, what happened at the end of the story?
- Explain to your student that these are the events in the story.

If your student cannot identify events, guide him or her to the page in the book and have your student draw a picture of the beginning of the story. Ask your student to describe what was happening in that picture and to think about how the story would have changed if that event did not happen.

In this lesson part, you learned that pictures and words in a story are connected. You will use pictures and words that are connected when you work on your project. Next, you will describe an animal’s home.

Quick Check
Please go online to view and submit this assessment.
Before, you learned about the homes of different kinds of animals. You also learned how to use the
details about the characters, setting, and events to understand a story better.

Looking at these details helped you understand who the story was about and where it was taking place.
This information set the stage for the events of the story. Now, you will use this knowledge to find
details about another animal in  Where Is Home, Little Pip? Pick another animal from the story.

✔️ USE FOR MASTERY

Use the pictures and words to show your Learning Guide the animal's home. Point to words
that describe it.

Write the words that describe the animal's home.

Upload your answer below.
Did you identify five words to describe the animal's home?

Allow your student to dictate the words to you for uploading.

If your student is having trouble identifying descriptive words for an animal's home, have him or her start with the pictures. Ask your student to look at the pictures and come up with words that describe them. Then guide your student in finding those words in the text.
Does Little Pip Find Her Home? - Part 1

**Objectives**
- To ask and answer questions about unknown words and key details in a text
- To use key details to retell a familiar story
- To add details to a narrative
- To count, pronounce, blend, and segment syllables in spoken words
- To identify and write uppercase and lowercase letters

**Books & Materials**
- ELA Journal
- Reading Log
- Computer
- Alphabet Cards Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mn, Nn
- Web A
- Story Sequence B chart
- Picture Cards carrot, bus, feather, duck, hippo, bat

**Assignments**
- Count syllables and identify letters.
- Complete the interactive activity to create a story map.
- Complete a Key Details Web.
- Complete a Story Sequence chart.
- Complete the writing activity identifying parts of a story.
- Play the Sequencing game.
- Complete the writing activity providing details about a character.
- Identify uppercase and lowercase letters.

**LEARN**

Last time, you used key details and pictures to learn more about a story. This time, you will use words in the story to understand what is happening. You will use this knowledge as you describe a setting for your project.

As your Learning Guide reads *Where Is Home, Little Pip?*, you will use words in the story to understand what is happening. As you read, think about the following:

- How does Pip feel at the beginning of the story?
- How do Pip's parents feel when they find her?

Now, read pp. 18–20 of *Where Is Home, Little Pip?*. 
VOCABULARY
- ruffled
- cozy
- slumped
- weathered
- wailed
- rushed
- waddled
- snuggled
- exhausted

TEACHING NOTES
Have your student point to the words to follow along as you read aloud. You may demonstrate with your own finger. Explain that you read the page at a speed that was not too slow and not too fast because you wanted listeners to understand what you were reading. Demonstrate why appropriate rate is important. Reread one part of the page very slowly and then very quickly. Have your student read the same page, repeating after you, at an appropriate rate several times.

VOCABULARY
MOVEMENTS FOR ACTION WORDS
When you started reading about Little Pip in the lesson “Little Pip Loses Her Way,” you practiced sorting vocabulary words into the groups “Action Words” and “Things.” Then you described words that were “things” using color, shape, and size words to make a picture in your mind. However, it is hard to describe action words the same way. A good way to remember what action words mean is to come up with a movement that matches that word.

Look at the new vocabulary words for the story. What words are action words? Can you come up with a movement that is the same as the action word?

Challenge yourself: Can you create movements for action words from the first part of the story?

TEACHING NOTES
Mention to your student that some action words seem similar, like wiggling and waddling. Making a movement for these words helps students remember what they mean and how they are different. You can support your student by modeling an action that matches an action word such as waddled.

Add the new story vocabulary to the word wall under the correct category: “Describing Words,” “Things,” or “Actions.”
Use the words in the story to draw pictures that answer these questions. Then, talk about your drawings with your Learning Guide.

- How do Pip's parents find her? What words tell you this?
- What do Pip's parents do when they see her again? How do you know?

### TEACHING NOTES

- Your student should recognize that Pip’s parents find her because she is singing, and they hear her. “Pip? Little Pi-i-iiip? Is that you?”
- They celebrate the occasion. “They rushed to meet her. They hugged. They kissed. Mama and Papa danced and waddled around her.”

Some words that you read have more than one meaning. Sometimes you can find the correct meaning in the text. Work with your Learning Guide to learn the correct meaning of some of the words in the text. Understanding the words in a text helps you understand the whole text better.

Look at the word land. It can mean "the solid part of the earth's surface." Land can also mean "to come down from the air." The clue word sea helps you figure out that here land means "the solid part of the earth's surface."

### TEACHING NOTES

Point out that the bird says, "with sea to the east and land to the west." Then, discuss with your student the meaning of the word land in this context.

### COUNT AND IDENTIFY SYLLABLES

Words have parts called syllables. Say the words pen and pencil. Count the word parts in the word pen. The word pen has one part. Say the word parts in the word pencil. The word pencil has two parts. The word pen has one syllable, and the word pencil has two syllables. Say the words cab, cabin, and cabbage. Divide the words into parts. How many parts does each word have? How many syllables does each word have?

### TEACHING NOTES

- Cab has one part and one syllable.
- Cabin and cabbage each have two parts and two syllables.
So far you have used the words in the story to learn more about it. Now, you will tell events in the correct order. This will help you understand when things happen and how events connect to each other.

Events are the things that happen in a story. They are told in the order in which they happen. Authors use time words to show the order of events. Words such as first, next, and last help make the order clear. Other time words include before, after, soon, and finally.

TEACHING NOTES

To prepare your student for retelling the story events in sequence, recount what happened on the pages you read. Tell the events in order, and use sequence words to emphasize the order of events.

Now, think about the major events that have happened in the story so far. Draw a picture of each event. Use a separate piece of paper for each drawing. Then, put your pictures in the correct order. Use the pictures to retell this part of the story. Remember to use time words!

TEACHING NOTES

If your student struggles with organizing story events, provide him or her with a Key Events Chart. Have your student use pictures, words, or phrases to organize events. Review the events in the story as needed by rereading sections that will help your students recall the story.

In this lesson part, you used details in the words and pictures to understand the story better. You also placed major story events in the correct order. Next, you will use key details to understand a text. You will also add details to your own writing.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Last time, you used words to understand a story. Words show important details about characters, events, and settings. When you work on your project, you will use details to describe a setting. Your Learning Guide will read the next few pages of Where Is Home, Little Pip? You will ask and answer questions about key details to understand the story. You will work with your Learning Guide as you go through the text. Look at the pictures and words to figure out the important points in the story. As you read, think about the following:

- After meeting the “creatures,” why does Pip decide to keep searching?


Watch as your Learning Guide reads the pages. Your Learning Guide reads from top to bottom and from left to right.

TEACHING NOTES

To ensure that your student is thinking, stop reading after the first page. Have your student look at the picture and the words on the page. Ask him or her to identify what the “creatures” are.
Discuss these questions with your Learning Guide to help you understand what is happening on these pages:

- How do you know whether Pip recognizes what the man and dogs are?
- How do you know why Pip keeps searching for home?
- How does the picture on the last page that you read help support the words?

**TEACHING NOTES**

- Your student should understand that the text indicates that Pip does not know what the man and dogs are because she calls out, "Hello, strangers!"
- Your student should understand that the text indicates that Pip realizes this is not her home.
- The picture on p. 25 makes it clear that Pip is still lost and alone in a cold, empty, snowy place.

Good readers ask and answer questions about key details. This helps readers understand and clarify the details. Doing this helps you figure out what is happening in a story. It also helps you understand how characters feel.

Now, you will use a [Web A Graphic Organizer](#) to complete a [Key Details Web](#). Write “Pages 21–25” in the circle in the center of the web. You will ask questions about what you read and see in the story. For example, you might want to know what Pip is seeing or how she is feeling. You will then look in the story for answers to your questions. You will then write your answers in the Web.

**TEACHING NOTES**

Guide your student in asking and answering questions about the key details on pp. 21–25. Then, have him or her record the details. Model asking and answering questions. Say: “I have a question about the story. What does Pip see now?” Have your student look at the text to find the answer: “She sees strange creatures.” Another question your student might ask: “What is the creature
Now, you will identify words that start with the letters Ff, Gg, Hh, Ii, and Jj. This will be great practice as you become a better reader.

Look at the cards that your Learning Guide shows you. Say each letter. Now, write the letters in your ELA Journal.

Now, you are going to describe a setting from the story. Choose one of the pictures you drew last time. Draw more details to add to the setting of your picture. Details help explain the text. Good writers use clear details to help the reader picture what is happening.

Think about the setting. Details are used to help the reader picture the setting. Remember, the setting is where the story happens. Think about how you can help your reader picture the setting. Can you add more details?
TEACHING NOTES

Guide your student as he or she adds details to the picture that he or she created in Lesson 1.

If your student struggles with this, display picture cards and have your student describe each picture using as many details as he or she can. Point out specific adjectives, adverbs, and phrases he or she is using.

In this lesson part, you used key details to understand the story better. You also revised your writing by adding details. Next time, you will use key details to retell a story. You will also add to your writing by retelling a story using key details.

PHONICS

The writing in books is organized so that we can understand what we read. We read the words from left to right. At the end of a line, we go down to the beginning of the next line and read the words left to right again. You are going to practice this with your Learning Guide today.

TEACHING NOTES

You will be using piece of text from "Where is Home Little Pip?" (p. 13) to demonstrate to your student where you start to read on a page and what you do when you get to the end of a line (return sweep).

Ask your student where we are supposed to begin reading. If your student does not point to the first word (where), point and show him or her. Point to the words as you read aloud the first line. At the end of the first line, ask your student, “Where do we read next?” He or she should point to the first word of the second line (Nobody). If your student cannot do that, point to “Nobody” and read the sentence aloud. Ask again, “Where do we read next? He or she should point to “So.” Now point to each and read the passage together demonstrating the return sweep. Ask your student to tell you how many words are in the first line (five). He or she should point and count each word. Do the same for the other two lines.

Now read the Student Reader “Cat and Dog at School” together. Start by looking at each page and talk about what is happening in the pictures. This book has rebus pictures (the small pictures above the words) in the text to stand for words. Look at these together and have your student tell you what the picture is. Go back to the beginning and have him or her read the book out loud. If it is too difficult, read each page out loud and have your student echo you and point to the words. Be sure he or she is pointing to the correct words as he or she is reading.
 RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Does Little Pip Find Her Home? - Part 3

**Objectives**
- To ask and answer questions about unknown words and key details in a text
- To use key details to retell a familiar story
- To add details to a narrative
- To count, pronounce, blend, and segment syllables in spoken words
- To identify and write uppercase and lowercase letters

**Books & Materials**
- ELA Journal
- Reading Log
- Computer
- Alphabet Cards Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn
- Web A
- Story Sequence B chart
- Picture Cards carrot, bus, feather, duck, hippo, bat

**Assignments**
- Count syllables and identify letters.
- Complete the interactive activity to create a story map.
- Complete a Key Details Web.
- Complete a Story Sequence chart.
- Complete the writing activity identifying parts of a story.
- Play the Sequencing game.
- Complete the writing activity providing details about a character.
- Identify uppercase and lowercase letters.

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**LEARN**

**GRAMMAR**

You have been learning how words give you details about what happens in a story.

Listen to your Learning Guide read this sentence from *Where Is Home, Little Pip?*

Pip couldn't think of anything else to do, so she thought of Mama and Papa and started to sing.

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:

- Pip couldn't think
- of anything else to do,
- so she thought
- of Mama and Papa
- and started to sing.

Display the chunks for your student in the sentence order.
When your student answers the question about what the sentence means, accept any answer. 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 why Pip started to sing.

**GRAMMAR**

This sentence gives details about something that happens in the story.

Your Learning Guide has divided this sentence into chunks. Look at the chunks.

Which chunks tell things that Pip did? Put those chunks together in a pile.

**TEACHING NOTES**

Your student should identify these chunks:

- so she thought
- and started to sing.

**GRAMMAR**

What words tell you actions that Pip did?

**TEACHING NOTES**

Your student should identify the words thought and sing.

**GRAMMAR**

These chunks tell you what Pip did. One chunk tells you that Pip thought. What chunk tells you what she thought? Put that chunk in your pile.
Which chunks tell things that Pip did? Put those chunks together in a pile.

Your Learning Guide has divided this sentence into chunks. Look at the chunks.

This preposition is used in another place in the sentence. Find the preposition and start to think. What does it tell you?

The word of is a preposition. Prepositions show what something relates to or is about. In this sentence, of shows what Pip's thoughts are about:

- She thought of Mama and Papa

This preposition is used in another place in the sentence. Find the preposition of in the beginning of the sentence. What does it tell you?

In the beginning of the sentence, of also shows what Pip's thoughts are related to or about.

Your student might write something like, “I have a photo of my dog.”

If your student struggles to write a sentence using the preposition of, offer this model:

Today I thought of ____________.

Put the sentence chunks back together in order. Listen to your Learning Guide read the first two chunks in the sentence.

The first two chunks give important details. They tell why Pip thought of Mama and Papa and started to sing. There is a word in the third chunk that tells you this. Can you find it?

Your student should identify the word so in the third chunk.
The word so shows a relationship between ideas in the sentence. The word so shows a reason for something happening. In this sentence, it tells you why Pip thought of Mama and Papa and started singing. She did those things because she couldn't think of anything else to do.

You looked at a sentence with many details. Some of the details are about what Pip did. Some of them are about why she did those things. The details in this sentence work together to help you understand an event in the story.

When you read, you can stop to break down big sentences. This helps you understand all the details in the sentence. It helps you understand how the details are related to each other.

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

Read this sentence to your student:

Pip couldn't think of anything else to do, so she thought of Mama and Papa and started to sing.

Then say, “Think about something you did recently. Write a sentence like the one from Where Is Home, Little Pip? Your sentence should tell details about what you did and why you did it. Your sentence should use the word so.”

Your student might write or dictate something like: “I couldn’t find my sweater, so I borrowed one from my sister.”

If your student struggles to write his or her sentence, offer this model:

I ____________, so I ____________.

Ask your student about the purpose of the word so (to tell the reason for something happening or someone doing something). Write so on an index card and put it on your word wall.

Last time, you used key details to understand the story. Now you will use the key details to retell the story. Retelling a story is a good way to check if you understand what happened in the story.

Now, you will read pp. 26–30 of Where Is Home, Little Pip?. As you read, think about this question:

- Why is Pip crying?
Discuss these questions with your Learning Guide to help you understand what is happening on these pages:

- On the first page that you read, which key details tell you how Pip is feeling?
- Which key details tell you why Pip starts to sing?
- How do the key details tell you what Pip hears?
- Which key details tell you what Mama and Papa do?

When readers retell a story, they use key details about characters, setting, and events.

Now, retell the events of these pages using the key details and sequence words. Use your answers from your discussion with your Learning Guide to help you retell this part of the story. You will complete a Story Sequence Chart. First, write the title (Where Is Home, Little Pip?), the main characters, (Pip, Mama, Papa), and the setting (cold, snowy place that is not home). Then, write the first event in this part of the story. Continue filling in the graphic organizer with your Learning Guide.
Guide students in retelling the story: First, Pip begins to cry because she wants her Mama and her Papa. Next, she sings their song. Then, she hears someone calling her and she sees her parents. Last, her parents rush to her, hug and kiss her. They dance and waddle around her.

COUNT AND IDENTIFY SYLLABLES

Words have parts called syllables. Say the word penguin. Count the word parts in the word penguin. The word penguin has two parts. When you say a word, you can hear the word parts, or syllables, in the word.

Say the words Mama, Papa, and Pip. How many words parts does each word have? How many syllables does each word have?

- Mama and Papa each have two parts and two syllables.
- Pip has one part and one syllable.

The last time you wrote, you revised your writing. You did this by adding details to your setting. This time, you will identify the parts of the story and draw pictures of them. Drawing pictures of the parts of a story can help you figure out how they go together.

Remember that the parts of a story are characters, setting, and events. Characters are who a story is about. The setting is the time and place of the story. Events are the things that happen in a story. They happen in a certain order. Writers use time words to help the reader understand the order of events.

- review characters, setting, and events with your student.
- provide examples from the story.
- review sequence words, such as yesterday, first, next, until, and then, and have your student add to the list.
Now, draw one picture each of the setting, a character, and a major event from Where is Home, Little Pip? Describe each drawing to your Learning Guide.

TEACHING NOTES
If your student needs more practice identifying elements of a story, guide him or her through identifying the characters, setting, and events of a familiar story, such as "Goldilocks and the Three Bears."

INTERACTIVE ACTIVITY
You can go online and create a character or setting map using information from the story.

Choose either a character map or the setting map. Then, fill in the information from Where Is Home, Little Pip?

QUICK CHECK
Please go online to view and submit this assessment.

MORE TO EXPLORE
Play this Sequencing game. Place the events that you see on the trains in the correct order.

Listen to this story. Then, retell it using sequence words.

In this lesson part, you used key details to retell a story. You also identified the elements of a story and drew pictures of them. Next, you decide what kind of text the story is. You will also write details about a character you make up.
# Does Little Pip Find Her Home? - Part 4

## Objectives
- To ask and answer questions about unknown words and key details in a text
- To use key details to retell a familiar story
- To add details to a narrative
- To count, pronounce, blend, and segment syllables in spoken words
- To identify and write uppercase and lowercase letters

## Books & Materials
- ELA Journal
- Reading Log
- Computer
- Alphabet Cards Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mn, Nn
- Web A
- Story Sequence B chart
- Picture Cards carrot, bus, feather, duck, hippo, bat

## Assignments
- Count syllables and identify letters.
- Complete the interactive activity to create a story map.
- Complete a Key Details Web.
- Complete a Story Details Web.
- Complete the writing activity identifying parts of a story.
- Play the Sequencing game.
- Complete the writing activity providing details about a character.
- Identify uppercase and lowercase letters.

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## LEARN

Before, you used key details to retell the story. Now you will decide what type of text *Where Is Home, Little Pip?* is. You can figure this out using what you know about the parts of stories. Good readers figure out the type of text to help them understand why the author wrote it.

Now, you will read the last two pages of *Where Is Home, Little Pip?* (pp. 30-31) As you read, think about the following:

- What is the setting of the text?
- Who are characters in the text?

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## TEACHING NOTES

Ask your student to identify the setting (Antarctic) and the characters (Mama, Papa, and Little Pip, who are penguins).

Discuss these questions with your Learning Guide to help you understand what type of text this is:

- What is the setting?
- Who are some of the characters?
- What is the main event?
TEACHING NOTES

- The setting is Antarctica.
- The characters include Mama, Papa, and Pip, who are penguins; a whale; and creatures, who are a man and his dogs.
- The main event is that Pip is lost and can't find her home.

As you try to figure out what kind of text a book is, you should look for clues in the words and the pictures. A storybook has characters, settings, and events in a sequence. If a text has those elements, it is a storybook.

Does *Where Is Home, Little Pip?* have all these elements?

TEACHING NOTES

Guide your student in identifying the following on the last two pages of the book:

- The characters: Mama, Papa, Pip
- The setting: nighttime in Antarctica
- The events: First, Mama and Papa hear singing; next, they say it is time to sleep; then, Pip wants to know if they are going home; and last, Mama and Papa tell Pip that home is wherever they are all together.

You can have your student revisit the [Key Events Chart](#) for reminders. Confirm that *Where Is Home, Little Pip?* is a storybook.

Letters *Kk, Ll, Mm, Nn*

Now, you will identify words that start with the letters *Kk, Ll, Mm,* and *Nn.* This will be great practice as you become a better reader.

Look at the cards that your Learning Guide shows you. Say each letter. Now, write the letters in your ELA Journal.

TEACHING NOTES

Display alphabet cards *Kk, Ll, Mm,* and *Nn.* Point to and name each letter. Then, have your student do the same. Then, have your student write the letters in his or her ELA Journal.
The last time you wrote, you drew pictures of the parts of a story. Characters are one of the parts of a story. Details in a story’s words and pictures help the reader understand what the characters look like. They also help the reader understand what each character says or does and how the character feels. This time, you will write details about a character you make up. This is a skill that will come in handy when you work on your project.

Think of a character that could live in the setting that you wrote about in the first part of this lesson. Give the character a name. Write or tell your Learning Guide at least three details about your new character. The details should explain what the character looks like, what the character says or does, or how the character feels. For example, you could write sentences like these: Sam is tall. When he gets excited, his face turns bright red. He laughs a lot and loves to tell jokes. He is happy when he is hanging out with his friends.

**TEACHING NOTES**

Note that your student may have "written" about the setting by drawing it. If your student struggles with identifying details about characters, have him or her look through familiar stories and find clues in the words and pictures that tell about the characters.

**TEACHING NOTES**

**ANOTHER WAY**

**CHARACTER DETAILS**

If your student struggles to describe a character’s appearance, have your student complete the following sentences and draw a picture of the character. Add additional sentences from the details of the picture:

My character is a _______(girl/boy).

My character has _______(short, long) _______(blond, brown, black) hair.

If your student struggles to describe what the character says, ask the following questions:

My character likes/dislikes ________________.

My character wants to go to/play ________________.

My character asks the animal in the story__________________.

My character asks his family to go to ____________________.
If your student is having difficulty identifying words to describe how the character feels, ask your student to complete the following sentences:

My character enjoys ________________________.
My character laughs when ____________________.
My character’s favorite activity is __________________.
My character gets angry when ____________________.

IDENTIFY UPPERCASE AND LOWERCASE LETTERS

Remember that the different forms of letters are called uppercase and lowercase. You see these forms when you read. You use them when you write. Now, you will look at the letters that your Learning Guide writes and say their name. You will then write the letters in your ELA Journal.

TEACHING NOTES

Write the uppercase and lowercase letters Kk through Nn. Point to each letter and say its name. Have your student repeat the name after you. Explain that when we write letters, we write from left to right. Show your student how to space the letters properly when writing them in a row. Then, have your student write the letters in his or her ELA Journal.

PHONICS

Letter Recognition Aa–Nn

You are doing so well learning the letters of the alphabet! We can play the game “Pack Up the Skills.” In this game, you have to match letters. Match the letters and put them on the cart. Drag matching letters to put them on the cart. If you match, they will go on the truck! Listen to the name of each letter. Make sure you know the name of each letter as you click it.

This time, you identified the kind of text that you have been reading. You also wrote about a character’s feelings. Next time, you will put the events of a story in the correct order.

QUICK CHECK

Please go online to view and submit this assessment.
In this session, you learned how writers put events in the order in which they happen. This helps readers understand what is happening in the story. Look back at the activity where you drew pictures of the setting, character, and major event and placed them in the correct order.

Look at the pictures in *Where Is Home, Little Pip?* Flip through each page of the book. Use the pictures to help you retell the story to your Learning Guide.

Think about the major events of *Where Is Home, Little Pip?* Then, place the events in the correct order.

**USE FOR MASTERY**

Choose the part of the story where each event happens.

<table>
<thead>
<tr>
<th>Event</th>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mama and Papa find Pip.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mama and Papa warn Pip not to wander.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pip cries because she is lost.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LEARN

PHONICS

PHONICS PRACTICE - LETTER RECOGNITION AA–NN

Let’s review our letters. Watch the video with your Learning Guide. Can you sing along? You can watch it again. We are going on a Letter Hunt! You will need paper and a pencil. On your paper write a letter pair Aa–Nn at the beginning of each line. Look at the words in the story “Does Little Pip Find Her Home? Find a word that starts with each letter and write it next to the letter on your paper. Did you find a word for each letter?

Please go online to view this video ►

TEACHING NOTES

Watch the video with your student. The video reviews letters and sounds for each letter of the alphabet. You can watch the video multiple times and encourage him or her to sing along. You will need paper, pencil, and the story “Does Little Pip Find Her Home?” Help your student write each letter pair Aa–Nn at the beginning of each line. Assist him or her to locate words in the text that begin with each letter. Write one word on each line. Your student may write more than one word for each letter, but be sure he or she finds at least one word for each letter. Note if your student is having difficulty forming any of the letters correctly. If so, take a moment to show him or her how to do it correctly.
In the last lesson, you looked at key details in order to find out what kind of text you were reading. In this session, as your Learning Guide reads *A House for Hermit Crab*, you will find details about the setting of the story. This will be good practice for your project because you will need to use details to describe and draw your setting.

As you read, think about the following question:

- Where does this story take place?

Now, your Learning Guide will read three pages of *A House for Hermit Crab*, in the *Text Collection*, (Unit 1, page 5). Look at the cover and tell your Learning Guide who wrote and illustrated the text.
VOCABULARY

- snug
- frightening
- wiggling
- waggling
- swayed
- flock
- prickly
- fierce
- grazed
- darting
- sturdy

Read the text in the above Learn card to your student. Pause frequently to check your student’s understanding and rephrase as needed. Make sure your student understands that you are the “Learning Guide” referred to in the text.

Guide your student in reading *A House for Hermit Crab*. 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.
- As appropriate, have your student repeat after you, whisper-read with you, or choral read with you.

Use the words in the story to draw pictures that answer these questions. Then, talk about your drawings with your Learning Guide:

- Where does Hermit Crab live?
- In what type of house does Hermit Crab live in?

Hermit Crab lives on the ocean floor.
Hermit Crab lives in a shell.
Remember that the setting of a story is when and where it happens. Now, you will complete a Setting web. Start with a Web B Graphic Organizer. Write “Setting” in the middle oval. Look at the words and pictures on the first two pages of the story and look for details about the setting. Write these details in the outside ovals.

**TEACHING NOTES**

Your student should recognize the following details about the setting from the words and pictures:
- It is “in the open sea,”
- there are fish swimming in the water,
- it is on “the floor of the ocean,” and
- there are wavy blue lines.

If your student is having trouble with this activity, model how to use the details from the text to draw the setting of *A House for Hermit Crab*. Read a clue from the text, such as “the floor of the ocean.” Draw a line along the bottom of a sheet of chart paper and explain that this shows the ocean floor. Have your student draw the ocean floor on his or her own sheet of paper. Review other details from the text and then draw them on the paper.

**CAPITALIZATION**

Look at the sentence that your Learning Guide writes. Name the first letter in the sentence. How is that letter written? Now look at the name Hermit Crab in the sentence. How are those letters written? Do you know why?

**TEACHING NOTES**

Write this sentence: *Whom does Hermit Crab see?* Read it out loud to your student. Point to the first letter in the first word. Have your student name the letter (uppercase W). Explain that the first word in a sentence is always capitalized. Have your student identify that Hermit Crab is also capitalized because it is the name of a character.

So far in this session, you have found details about the setting. The setting is one story element. Another is characters. You will find details about animal characters. Then, you will write your own describing words to tell details about the characters.

Details about characters tell the reader what characters look like, what they think, and how they feel. Details can be in the words or in the pictures of the story.
Choose a character from *A House for Hermit Crab*. Read the words and look at the pictures that show this character. Think about describing words you can use to tell details about the character. Write or dictate words that describe the character.

**TEACHING NOTES**

Guide your student as he or she brainstorms words to describe the character. Remind your student that describing words are called adjectives. Encourage your student to look at both the words and the pictures to find details. If necessary, write your student's details as he or she dictates them.

If your student struggles with describing words, point to a story illustration and offer adjectives that describe the characters, setting, and events. Repeat the describing words and explain that they describe, or tell more about, the picture. Encourage your student to offer similar words for another story illustration.

This time, you used details in the words and pictures to describe the setting and characters of a story. Next time, you will identify major events in a story and write details about an event.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.

**VOCABULARY**

**MAKING CONNECTIONS TO WORDS WE KNOW**

One of the new vocabulary words for this story is the word snug. Where have you heard this word before? Look back at your word wall. You added the word snuggled to “Action Words” when you read the lesson “Does Little Pip Find Home?” You also came up with a movement for the word snuggled. Do the movement.

Making connections to words you know or words that you learned about in other stories helps you understand new vocabulary words. Now that you remembered what snuggled means, tell your Learning Guide what you think snug means. Go back and read the sentence in “A Home for Crab” with the word snug. Did you come up with the correct meaning? Is snug an action word, a describing word, or a thing? Add it to the correct group on the word wall.

Challenge yourself: Can you make connections to other vocabulary words to help you understand what they mean?
Guide your student as he or she brainstorms words to describe the character. Remind your student that describing words are called adjectives. Encourage your student to look at both the words and the pictures to find details. If necessary, write your student's details as he or she dictates them.

If your student struggles with describing words, point to a story illustration and offer adjectives that describe the characters, setting, and events. Repeat the describing words and explain that they describe, or tell more about, the picture. Encourage your student to offer similar words for another story illustration.

This time, you used details in the words and pictures to describe the setting and characters of a story. Next time, you will identify major events in a story and write details about an event.

Please go online to view and submit this assessment.

**MAKING CONNECTIONS TO WORDS WE KNOW**

One of the new vocabulary words for this story is the word *snug*. Where have you heard this word before? Look back at your word wall. You added the word *snuggled* to "Action Words" when you read the lesson "Does Little Pip Find Home?" You also came up with a movement for the word *snuggled*. Do the movement.

Making connections to words you know or words that you learned about in other stories helps you understand new vocabulary words. Now that you remembered what *snuggled* means, tell your Learning Guide what you think *snug* means. Go back and read the sentence in "A Home for Crab" with the word *snug*. Did you come up with the correct meaning? Is *snug* an action word, a describing word, or a thing? Add it to the correct group on the word wall.

Challenge yourself: Can you make connections to other vocabulary words to help you understand what they mean?

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**TEACHING NOTES**

If your student is unable to remember what snuggled means or remember the movement for it, go back and reread the sentence where the word snuggled is used in “Does Little Pip Find Home?” You and your student can come up with a new movement for the word together after you reread the sentence.

If your student needs support making the connection between snuggled and snug, you can prompt him or her with a question such as: “In ‘Does Little Pip Find Home?’ snuggled means to cuddle closely. Do you think snug means something similar in “A Home for Crab”? Let’s read the sentence with snug in it and find out.”

Answer: Snug is a describing word and should be added to the group of “Describing Words” on the word wall.
In the last lesson part, you used details in the words and pictures to describe a setting and characters. You will now use details to describe a setting when you work on your project.

Now you will identify the major events in this part of the story. Good readers pay attention to what happens in a story, so they can understand how events are connected. As you read, think about the following:

- What is Hermit Crab doing on these pages?
- How does each event affect the next one?

Now, reread the first half of *A House for Hermit Crab*, in the Text Collection, (Unit 1, pages 5-17).

To ensure that your student is thinking, stop reading after the sixth page. Ask your student to describe what events have taken place so far. Point out that each of these events is told in a certain order, and they build on each other.
Discuss these questions with your Learning Guide to help you understand what is happening on these pages:

- What does Hermit Crab do after he leaves his old shell?
- Hermit Crab thinks his new shell is too plain. What does he do next?

**IDENTIFY INITIAL SOUNDS**

Words are made up of different sounds. As you read words, you blend these sounds together. Now, you will practice finding the first sound in a word.

Listen to the words that your Learning Guide says. Then, say them yourself. Look at the cards that your Learning Guide shows you and say the picture names. Tell what sound comes at the beginning of the word.

**TEACHING NOTES**

Say the words lake, lamp. Explain that they begin with the same sound. Then, display picture cards leaf, fox, loaf, hammer, lemon, and ladybug. Say the picture names, and ask your student to name the beginning sound.

- Hermit Crab begins looking for a new, bigger shell after he leaves his shell.
- Hermit Crab asks a sea anemone to live on his house so that it is not so plain. Then, he asks a flock of starfish if one would be willing to help him decorate his shell. He asks some snails that grazed on algae if they would help him clean his house.
Read the title of the story, *A House for Hermit Crab*, and ask your student which two words have the same beginning sound. *(House, Hermit)*

Say sets of words and have your student identify the words that begin with the same sounds in each set: *cat, cap, fan; bat, hit, box; run, map, mop.*

Before, you wrote details about a character you made up. Now you will write details about an event for the character and setting that you created.

Events usually tell what happens to the character or what the character does. Good writers include clear details about events. This helps the reader picture what is happening in the story.

Think about the character and setting that you created last time. Draw, write, or dictate an event for the character in that setting. As you write your event, you can add more characters if you need to.

**TEACHING NOTES**

Guide your student as he or she writes or dictates an event for his or her character and setting. The event should be relevant and make sense for the character and setting.

If your student is struggling with the concept of events, provide additional practice. Choose a short, familiar story from the classroom library and read it aloud. Ask your student to identify the first major event in the story. Continue with other major events, each time asking, "What happens next?" Guide your student to see how the events follow one another in a way that makes sense.

To extend this activity, ask your student to identify the major events of a familiar story and describe how each event builds on the last one.

**TEACHING NOTE**

**ANOTHER WAY**

**WRITING EVENTS**

If your student struggles to identify events in his or her story, ask your student to describe something that the character and animal can do together.

My character and my animal are ________________ (playing, drawing).

My character and my animal are at a ________________ (school, zoo, forest).
My character and my animal have a problem. They want to _______________ but they have to _______________.

This makes my character and my animal feel _______________.
My character says to my animal “ _______________.”
My animal says to my character “ _______________.”
My character and my animal decide to solve the problem by _______________.

In this lesson part, you identified major events in a story and used details to describe them. Next, you will relate pictures and words in a story. You will also write about a character’s feelings.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Before, you found the major events in the story. Now you will look at how the words and the pictures in a story work together to help the reader figure out what is happening in the story.

Now, reread the second half of *A House for Hermit Crab*, in the Text Collection, (Unit 1, pages 18-32). As you read, think about the following:

- What do the pictures and words tell you about places does Hermit Crab visit?
- What are some of the things Hermit Crab uses to decorate his new shell?

To ensure that your student is thinking, stop reading after few pages. Have your student look at the pictures and the words on the page.
SAMPLE ANSWERS:
- Hermit crab visits a forest of seaweed, a school of lanternfish, a pile of smooth pebbles.
- Hermit Crab decorates his shell with a sea anemone, starfish, sea urchin.

You can use a Web Graphic Organizer to create a Word Web to help you identify which words in the story go with each picture. In the center, draw or describe a picture from the story and then fill in the ovals with the related words from the story that go with the picture.

SAMPLE ANSWER:
Use the pictures on pp. 20–21 and have your student either describe or re-draw the pictures in the center oval. In the other four ovals, your student can identify which words on that page go with the picture (e.g., The dark green seaweed in the picture is “dim” and “gloomy,” is “like nighttime,” and the snail “can’t see”). To extend this activity, several more webs can be filled in for different pictures in the story.

ANOTHER WAY
We know that the pictures and words in a story work together to help us understand what is happening. Let’s take another look at the pictures and words on pp. 20-21. Read the words on the page and find the exact place in the picture where you see those words. The words and pictures work together to tell us the story!

TEACHING NOTES
If your student is struggling to identify words for his or her word web, go back to pp. 20–21. Read the following descriptions and have your student touch the place in the picture where he or she sees the description.

1. “A forest of seaweed” (student should touch the seaweed)
2. “How dim it is” (student should touch the dark parts of the picture; encourage student to explain what dim means)
3. “How murky it is” (student should touch the water and waves in the picture; encourage student to explain what murky means)
4. “It's like nighttime” (student should touch the darkest part of the picture)
Letters Oo, Pp, Qq, Rr, Ss

Now, you will identify words that start with the letters Oo, Pp, Qq, Rr, and Ss. This will be great practice as you become a better reader.

Look at the cards that your Learning Guide shows you. Say each letter. Now, write the letters in your ELA Journal.

The last time that you wrote, you wrote details about an event for your character and setting. This time, you will write about a character's feelings. Good writers carefully describe characters' feelings. This helps readers understand why characters do the things they do.

Stories tell how characters feel about events or other characters. First, you will look at how characters react to events in A House for Hermit Crab. To react means to act in response to something. Then, you will write about your own character’s reaction to the event that you wrote about last time.

If necessary, review with your student what the word react means. Offer examples from the reading (The pile of smooth pebbles reacted positively to the Hermit Crab's request to rearrange them by saying, “Not at all.”) or a familiar story. Point out that writers show a character’s reaction by telling what the character says or does or how the character feels in response to an event. Explain that every time a character reacts to something, the reader learns something about that character. For example, Hermit Crab is very nice when he meets different sea creatures. When meeting the sea anemones, he says, “How beautiful you are!”
Writers explain a character’s reactions using feeling words. Think of some words that describe feelings. Write or dictate the words.

Now, think about the character, setting, and event that you have written about. Write or dictate the character’s reaction to, or feelings about, the event. Remember to use one or more of the feeling words that you listed.

**TEACHING NOTES**

Guide your student as he or she creates a brief list of feeling words. If he or she is having trouble, ask guiding questions, such as these: “How do you feel if a friend shares crayons with you?” “If someone says that they don’t want to play with you, how do you feel?”

Write down your student’s character reaction if he or she is dictating it.

If your student is having a hard time writing about the character’s reactions, provide additional practice. Recall the major event in Where Is Home, Little Pip when Pip finds herself lost after chasing the feather. Ask your student how Pip reacts. What does she do after that major event? (She wanders around looking for help.) What does she say after that? (She asks others where home is.) How does she feel after that? (She is upset: “Pip frowned”; “tears dripped down her cheek.”) Make direct connections between the event and the character’s responses to help your student see that is how the character reacts to the event.

**ANOTHER WAY**

**FEELING WORDS**

If your student struggles to find feelings words, help your student create a feeling word list from everyday events that you can complete together. Ask your student to identify opposite words (antonyms) and similar words (synonyms) as a way to expand his or her vocabulary and to create a resource to use for writing.

Events Feeling Words

When I wake up in the morning I feel Tired/Sleepy/Energetic/Bouncy

When I finish my homework I feel Pleased/Content/Exhausted/Weary

When I win my soccer game I feel Excited/Thrilled

If your student is struggling to understand these words, ask your student to draw pictures of the feeling words next to the word.
will write about your own character’s reaction to the event that you wrote about last time. If necessary, review with your student what the word *react* means. Offer examples from the reading (The pile of smooth pebbles reacted positively to the Hermit Crab’s request to rearrange them by saying, “Not at all.”) or a familiar story. Point out that writers show a character’s reaction by telling what the character says or does or how the character feels in response to an event. Explain that every time a character reacts to something, the reader learns something about that character. For example, Hermit Crab is very nice when he meets different sea creatures. When meeting the sea anemones, he says, “How beautiful you are!”

Writers explain a character’s reactions using feeling words. Think of some words that describe feelings. Write or dictate the words.

Now, think about the character, setting, and event that you have written about. Write or dictate the character’s reaction to, or feelings about, the event. Remember to use one or more of the feeling words that you listed.

Guide your student as he or she creates a brief list of feeling words. If he or she is having trouble, ask guiding questions, such as these: “How do you feel if a friend shares crayons with you?” “If someone says that they don’t want to play with you, how do you feel?” Write down your student’s character reaction if he or she is dictating it.

If your student is having a hard time writing about the character’s reactions, provide additional practice. Recall the major event in *Where Is Home, Little Pip?* when Pip finds herself lost after chasing the feather. Ask your student how Pip reacts. What does she do after that major event? (She wanders around looking for help.) What does she say after that? (She asks others where home is.) How does she feel after that? (She is upset: “Pip frowned”; “tears dripped down her cheek.”) Make direct connections between the event and the character’s responses to help you student see that is how the character reacts to the event.

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

Play the game *Are You a Wordsmith?* Match words with their pictures.

Play the game *Matching Actions to Pictures*. Look at the pictures and read the sentences. Match each sentence to the correct picture.

This time, you looked for the connection between the words and pictures in a story. You also wrote about a character’s feelings. Next time, you will compare and contrast events in two stories. You will also write words that create vivid pictures in your reader’s mind.
Last time, you connected details in the words and the pictures of the story. Today, you will compare and contrast *Where Is Home, Little Pip?* and *A House for Hermit Crab* in the Text Collection. When you compare and contrast two stories, you tell how things in the stories are alike and different. This helps you understand details about the things you are comparing and contrasting.

First, you will reread parts of both stories. Read pp. 2–7 of *Where Is Home, Little Pip?* and Unit 1, pp. 6–8 of *A House for Hermit Crab*, in the Text Collection. As you read, think about these questions:

- What is Little Pip's home like?
- What kind of home is Hermit Crab looking for?

To ensure that your student is thinking, stop reading after you have described both animals' homes to allow your student to answer the questions.

- Pip lives in a cold, snowy place by the sea.
- Hermit Crab is looking for a new shell for his house.
Now, you will compare the adventures that the characters have in both stories. Discuss these questions with your Learning Guide to help you understand what is happening in the stories:

- Both Pip and Hermit Crab are wandering around. Why? Are they happy to be wandering around?
- What does Pip ask the whale? What does Hermit Crab ask the sea anemone?
- How does Pip feel at the end of the story? Why?
- How does Hermit Crab feel at the end of the story? Why?

**TEACHING NOTES**

- Your student should understand that Pip is trying to find her mama and papa. Hermit Crab is trying to find a bigger shell to live in. Both animals are afraid as they wander. Pip is lost and alone, and Hermit Crab is worried about being eaten.
- Pip asks the whale, "Can you tell me, where is home?" Hermit Crab asks the sea anemones, "Would one of you be willing to come and live on my house?"
- Pip is happy at the end of the story because she is back with her parents.
- Hermit Crab is excited because he finds a new shell and can't wait to start decorating it.

When you compare and contrast two stories, you can tell how the characters in the stories are alike and different.

Complete a Venn diagram to compare Little Pip and Hermit Crab. Write the title Comparing Pip and Hermit Crab above the Venn diagram. Write Pip in the circle on the left, Hermit Crab in the circle on the right, and Both in the middle. Put details about each character in their circles and details about both characters in the middle circle.

**TEACHING NOTES**

Guide students in completing the Venn diagram by asking questions about each character, such as these: What are both Pip and Hermit Crab looking for? Who do they meet? What happens at the end of the story? How are Pip and Hermit Crab's homes different? How are their experiences different?
The completed graphic organizer should look like the one below.

ANOTHER WAY

When we are comparing things, we look for what is the same, or how the things are alike. To start our ideas, we can say:

Pip and Hermit Crab are the same because ________________.

Or

Both Pip and Hermit Crab_______________.

When we are contrasting things, we look for what is different about them, or how the things are unique. To start our ideas, we can say:

Pip and Hermit Crab are different because Pip ________, but Hermit Crab ________.

Or

Only Pip ____________. Only Hermit Crab ________________.

TEACHING NOTE

If your student is struggling to compare and contrast, provide sentence starters to guide his or her ideas.

POSSIBLE ANSWERS:

- Pip and Hermit Crab are the same because they meet new creatures.
- Both Pip and Hermit Crab end up finding their way home in the end.
Pip and Hermit Crab are different because Pip lives on the land, but Hermit Crab lives in the water.

Only Pip is found by his parents. Only Hermit Crab has to leave his friends.

PUNCTUATION

Look at the sentences that your Learning Guide writes. Notice the different end punctuation of each sentence. Point out the punctuation marks at the end of each sentence.

Look at the sentence that your Learning Guide writes. Look at how your Learning Guide writes the word I. We use the pronoun I when we are speaking about ourselves.

In the last lesson part, you wrote about your character’s reaction to an event. Now you are going to use words that will create a picture in your reader’s mind. Words that help you picture what is happening in the story are called vivid details. They help make the story clear for the reader.

You will find details about the settings in Where Is Home, Little Pip? and A House for Hermit Crab in the Text Collection and then write about them. Make a list for each story. In each list, write or dictate details in the story that help you picture the settings or the animals’ homes.

Now, dictate or write about Pip’s home and Hermit Crab’s home. Use your lists to help you think about the vivid details that help you picture their homes. Include those details in your writing.

Remind your student that good writers use vivid words to describe the characters, settings, and events. Readers use the words to create pictures of these story parts in their minds. Vivid details help make a story clearer.
Prompt your student with specific questions as he or she writes a list of details about the story settings. Write a list of details if your student is dictating his or her description. Then, write your student’s details about the setting if he or she chooses to dictate that as well.

In this lesson part, you compared and contrasted events in two stories. You also wrote about Pip’s and Hermit Crab’s homes. Next, you will retell stories using key details. You will also write about things that your made-up character does.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
## A Home for a Crab - Part 5

### Objectives
- To identify key details about the setting and compare and contrast story elements
- To identify major events in a story and retell a story
- To describe the relationship between illustrations and the story
- To write about events and actions
- To identify capitalization of first words and I and to correctly use end punctuation

### Books & Materials
- A House for Hermit Crab by Eric Carle
- ELA Journal
- Reading Log
- Computer
- Index cards
- Alphabet cards Oo, Pp, Qq, Rr, Ss
- Web B (2)
- Venn Diagram
- Story Sequence A chart (2)
- Picture Cards leaf, fox, loaf, hammer, lemon, ladybug, jam
- index cards

### Assignments
- Read A House for Hermit Crab by Eric Carle.
- Complete a Setting web.
- Complete the Capitalization activity.
- Complete the activity identifying initial sounds.
- Complete the writing activity describing an event for the character and setting.
- Complete a Word Web.
- Complete the activity identifying letters.
- Complete the writing activity describing a character’s feelings.
- Complete a Venn diagram to compare two stories.
- Complete two Story Sequence charts.
- Complete the punctuation activity.
- Retell two stories using key details.

## LEARN

Before, you compared and contrasted the two stories you have been reading. Now you will retell the stories using key details. Good readers retell stories to check their understanding of what happened in them.

First, you will take a picture walk through *Where Is Home, Little Pip?* and *A House for Hermit Crab*, in the *Text Collection*, (Unit 1, page 5). As you look at the pictures, think about this question:

- What are the most important details of each story?

## TEACHING NOTES

To ensure that your student is thinking, stop periodically during your picture walks and ask your student to identify some of the important details in the stories.
Think about the key details in each story. After reading the page in Where Is Home, Little Pip? that begins, “Pip grew,” (page 8) answer these questions:

- Why do Mama and Papa always warn Pip not to wander far?
- Look at the last word. Why does the author end the page with “Until ...”? 

After reading the page in A House for Hermit Crab that begins, “In December, …”, (Unit 1, page 25) answer these questions:

- What do Hermit Crab and the little crab have in common?
- What must the little crab do if she wants to live in Hermit Crab’s house?

### TEACHING NOTES

- Your student should understand that Pip’s parents want to protect their little chick. If she wanders away, she might get lost or eaten.
- The author wants to let readers know that something is going to happen, something that makes Pip wander. She wants readers to have to turn the page to find out.
- Your student should understand that both crabs have outgrown their shells. They both have to find new homes.
- If little crab wants to live in Hermit Crab’s house, she must be good to his friends.

Now, retell A House for Hermit Crab and Where Is Home, Little Pip? using the key details you have gathered. Think about the details in the words and pictures that tell what happens in the beginning, middle, and end of the story.

Now, complete a Key Events Chart for each story. Place the title of each story on the line at the top of the page. Then, fill in details that describe the beginning, middle, and end of each story.

### TEACHING NOTES

Guide students in retelling the stories. If necessary, ask prompting questions. Your student should be able to identify these major story events:

**A House for Hermit Crab**

- Beginning: Hermit Crab leaves his shell. He finds a new shell, but it is too plain.
- Middle: Hermit Crab adds a sea anemone, a starfish, a coral, a snail, a lanternfish, and pebbles to his house to make it perfect.
- End: Hermit Crab grows too big for his shell. A little crab moves into his shell with his friends. Hermit Crab finds another shell to decorate.
Where Is Home, Little Pip?

- Beginning: Pip chases a feather and gets lost.
- Middle: Pip wanders around looking for her home and her Mama and Papa.
- End: Pip sings their song. She hears someone calling her and sees her parents. Her parents rush to her and then hug and kiss her. They dance and waddle around her.

IDENTIFYING INITIAL SOUNDS

Words are made up of different sounds. As you read words, you blend these sounds together. Now, you will practice finding the first sound in a word.

Think about the title of the book A House for Hermit Crab. Which two words in the title begin with the same sound?

Look at the first sentence in Where Is Home, Little Pip? Which two words in this sentence begin with the same sound?

As your Learning Guide shows you picture cards, identify which pictures begin with the same sound.

TEACHING NOTES

Review the title of the book A House for Hermit Crab. Ask your student which two words begin with the same sound. (House, Hermit)

Review the first sentence of Where Is Home, Little Pip? (Page 2) Ask your student which two words begin with the same sound. (Pip, pebbles)

Display picture cards leaf, jam, and lemon. Say the words. Point out that leaf and lemon begin with the same sound. Ask your student to stand up if he or she hears two words that begin with the same sound: pat, pen; leaf, fox; kitten, kite; mask, moon; bat, nest.

TEACHING NOTES

Last time, you wrote about settings using descriptive words. This skill will help you as you work on your project. This time, you will write about actions. Begin by finding details about the characters’ actions in the two stories that you are reading. What do the characters do?

Explain to your student that a character’s actions give a reader more information about that character. Point out that at the end of Where Is Home, Little Pip?, Pip’s parents rush to meet her. They hug and kiss her. This tells the reader that they are relieved and happy to see her.
Writers use action words, or verbs, to tell about what characters do. Think about some action words and make a list. You can also dictate the list to your Learning Guide. Look at the pictures to help you think of verbs. What are the characters doing in the pictures?

Now, think about the character you made up for your story. Write or dictate something that this character does in his or her home. You can use the action words that you listed.

**TEACHING NOTES**

Guide your student in coming up with a list of action words. If necessary, write what your student's character does in his or her home.

**ANOTHER WAY**

**ACTION WORDS**

If your student struggles to find action words, help your student create an action word list from everyday events that you can complete together. Ask your student to identify opposite words (antonyms) and similar words (synonyms) as a way to expand his or her vocabulary and to create a resource to use for writing.

Events Action Words

When I wake up in the morning I (Jump/Spring, Crawl/drag) out of bed.

When I finish my homework I (Race/Rush) to play outside.

When I win my soccer game I (Bolt/Dash) to my team.

If your student is struggling to understand these words, ask your student to draw pictures of the action words on index cards.

If your student needs practice learning these words, play games taking turns acting out the words while the other person guesses the action.

Feeling Words -

This time, you used key details to retell a story. You also wrote about your character's actions. Next time, you will match characters and events with the correct stories.
Writers use action words, or verbs, to tell about what characters do. Think about some action words and make a list. You can also dictate the list to your Learning Guide. Look at the pictures to help you think of verbs. What are the characters doing in the pictures?

Now, think about the character you made up for your story. Write or dictate something that this character does in his or her home. You can use the action words that you listed.

Guide your student in coming up with a list of action words. If necessary, write what your student's character does in his or her home.

This time, you used key details to retell a story. You also wrote about your character's actions. Next time, you will match characters and events with the correct stories.

Please go online to view and submit this assessment.
A Home for a Crab - Part 6

Objectives
- To identify key details about the setting and compare and contrast story elements
- To identify major events in a story and retell a story
- To describe the relationship between illustrations and the story
- To write about events and actions
- To identify capitalization of first words and I and to correctly use end punctuation

Books & Materials
- A House for Hermit Crab by Eric Carle
- ELA Journal
- Reading Log
- Computer
- Index cards
- Alphabet cards Oo, Pp, Qq, Rr, Ss
- Web B (2)
- Venn Diagram
- Story Sequence A chart (2)
- Picture Cards leaf, fox, loaf, hammer, lemon, ladybug, jam
- index cards

Assignments
- Read A House for Hermit Crab by Eric Carle.
- Complete a Setting web.
- Complete the Capitalization activity.
- Complete the activity identifying initial sounds.
- Complete the writing activity describing an event for the character and setting.
- Complete a Word Web.
- Complete the activity identifying letters.
- Complete the writing activity describing a character's feelings.
- Complete a Venn diagram to compare two stories.
- Complete two Story Sequence charts.
- Complete the punctuation activity.
- Retell two stories using key details.

USE

You have used details to talk about the settings, characters, and events in Where Is Home, Little Pip?

Now, you will sort the characters and events from Where Is Home, Little Pip? (page 2) and A House for Hermit Crab, in the Text Collection (Unit 1, page 5).

USE FOR MASTERY

Choose the story that matches each character.

<table>
<thead>
<tr>
<th>Character</th>
<th>Where is Home, Little Pip?</th>
<th>A House for Hermit Crab</th>
</tr>
</thead>
<tbody>
<tr>
<td>sea anemones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>snow dogs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mama and Papa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lanternfish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Choose the story that matches each event.

- A character outgrows his home.
  - Where is Home, Little Pip?
  - A House for Hermit Crab

- A character chases a feather.
  - Where is Home, Little Pip?
  - A House for Hermit Crab

- A character decorates his home.
  - Where is Home, Little Pip?
  - A House for Hermit Crab

- A character is alone and sings a song.
  - Where is Home, Little Pip?
  - A House for Hermit Crab

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DESCRIPTING SETTINGS

You have read two stories in this unit. Now, you will draw three settings from these stories.

You will use at least three words from the text and three words that you know to describe each of these settings. This activity will help you prepare for your project. Write each describing words on an index card. Save them to use in your project.

Review the rubric so that you are sure to cover everything.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Great</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures</td>
<td>Creates drawings of three settings that include key details from the words and pictures in the stories.</td>
<td>Creates drawings of settings that include some details from the words and pictures in the stories.</td>
<td>Creates drawings that do not include enough detail from the stories.</td>
<td>Does not include drawings with details from the stories.</td>
</tr>
</tbody>
</table>
Describe the settings using the words you wrote.

Describe the settings using the words you wrote.

Once you have completed your pictures and your word cards, show your Learning Guide. Explain the settings that are pictured in your drawings. Put the cards that go with each setting under each picture. Describe the settings using the words you wrote.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Is a Pond a Good Home? - Part 1

Objectives
- To identify the main topic and key details of an informational text
- To identify facts an author uses to support points in the text
- To write informative texts including a topic sentence, facts, and text elements
- To identify and pronounce initial sounds in words
- To identify initial sounds T, U, V, W, X, Y, and Z, and nouns for people and places

Books & Materials
- Life in a Pond by Carol K. Lindeen
- ELA Journal
- Reading Log
- Computer
- Alphabet cards Mm, Tt, Uu, Vv, Ww, Xx, Yy, Zz
- Web A
- Web B
- Picture cards moon, fox, cap, hen, man, fan, cat, hat, and mop
- Letter tiles
- Paper, pencils, crayons, and markers
- Main Topic and Key Details chart
- Index cards

Assignments
- Read Life in a Pond by Carol K. Lindeen.
- Identify and pronounce initial sounds.
- Create a pond picture.
- Identify, recognize, and write letters Tt, Uu, Vv, Ww, Xx, Yy, and Zz.
- Complete a Hands-on Activity.
- Complete a Main Topic and Key Details chart.
- Complete a Word Web.
- Complete the high-frequency words activity.
- Complete an Idea Web.
- Complete the initial Mm activity.

LEARN

In the last lesson, you found key details about the settings and characters in the stories you read. Now you will look at key details in a nonfiction text. Finding key details helps you figure out what a text is about.

Next, you will read Life in a Pond. Afterward, you will answer questions about key details in the text. As you read, think about these questions:

- What is a pond like?
- What is a lake like?

Now, read Life in a Pond. Tell your Learning Guide who wrote and illustrated the text.
When using key details to answer questions, think about the details in the words and pictures that tell what is happening in the story. Use key details from the text to answer these questions:

- Look at the front cover of the book. How do the title and picture help readers know what the text is about?
- How are ponds different from lakes?
- What animals live in a pond? How do all the animals move in the water?

Your student should recognize that the title is about life in a pond. The photograph on the front cover shows a pond, plants, and a turtle. Readers can use these clues to figure out that the text is about ponds and the plants and animals that live in them.

Ponds are smaller than lakes. Your student can use the key details on p. 6 to answer this question (e.g., “Ponds are smaller than lakes.”).

Fish, ducks, and frogs live in a pond, and they swim. Your student can use the key details on pp. 8–12 to answer these questions (e.g., “Ducks swim in the water.”).
IDENTIFY AND PRONOUNCE INITIAL SOUNDS

All the words that you read and write are made up of sounds. There is a sound in the beginning, the middle, and the end of every word. Now, you will identify the sounds at the beginning of words. Listen to the beginning sounds of the words that your Learning Guide says.

TEACHING NOTES

Read the title of the book Life in a Pond. Ask: Which word begins with the same sound as the word pail? (pond) Which word begins with the same sound as the word lake? (life) Explain that some words begin with the same sound. Say: A horse eats hay. Horse and hay begin with /h/.

Tell your student that many words begin with different sounds. Have your student listen to these sets of words and identify which word begins with a different sound. mouse, mom, dad; taxi, seven, ten; big, car, cow.

Display picture cards fox, cap, hen, man, fan, cat, hat, and mop. Ask your student to find two words that begin with the same sound.

As you read Life in a Pond, you paid attention to details. You used these details to answer questions. Now, you will use facts and details to write about a topic. One way to write about a topic is to make a list. What animals live in a pond? Make a list of these animals. Now think about the plants that live in a pond. With your learning guide, make a list of these plants. Make sure your list has at least three plants and animals.

Now, draw a picture of a pond. Include written details, such as information about ponds and the plants and animals that live in them. You will also create labels for your drawings. Use the words from your list to make labels for your drawing.

TEACHING NOTES

Guide your student as he or she creates or dictates the list. Possible answers include fish, ducks, frogs, water lilies, and cattails. Explain how he or she can find out what other kinds of plants and animals live in a pond. You can help your student find other books that talk about plants and animals that live in a pond or go online to look for information.
This time, you used details in a text to answer questions. You also listed animals and plants for a drawing of a pond. Next time, you will identify the main topic of a text. You will also draw and write details about a pond.

✓ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Last time, you used key details in a text to answer questions. Answering questions about key details can help readers figure out the main topic of a text. The main topic is what the text is mostly about. This time, you will identify the main topic of a text and write details about it. Understanding the main topic of a text helps you figure out how all of the details are related.

The topic can be named in a heading. This is a word or phrase at the top of a section of text that tells what the section is about. A topic sentence also tells about the topic.

As you reread the first section of the text, "What Are Ponds?" pp. 4-7, think about these questions:

- What are some key details about ponds?
- What is the main topic of this section?
Identify, Recognize, and Write Letters Tt, Uu, Vv, Ww, Xx, Yy, Zz

Words are made up of different sounds. As you read words, you blend these sounds. Now, you will identify certain letter sounds. As your Learning Guide shows you letter cards, say the name of the letter. Then, write the letters in your ELA Journal.
To ensure that your student is thinking, stop reading after the third page. Ask your student to identify some details that he or she has learned about ponds. Possible answers include the following:

- They are small bodies of still, shallow water.
- They are found in forests, on farms, and in cities.
- They are smaller than lakes.
- A pond is a small body of water.

Discuss these questions with your Learning Guide to help you understand the important details of the text and how they help you identify the main topic:

- Look at the photograph on the second page. How do you know that this is a pond?
- Look at the photograph on the last page that you read. Where do you think this pond is located?
- What is the main topic of this text?
- How does the heading of this section help you identify that main topic?

Your student should recognize that the photograph on the second page shows a pond because it looks like a small body of water, and the water looks still and shallow.

The picture of the pond on the last page is in a forest. The text says that ponds can be found in forests, and there are many trees in this picture.

Your student should identify “ponds” as the main topic of the text. Point out that where ponds are located and the plants and animals that live in them are the key details that help you figure out the main topic. If your student is having trouble identifying the main topic, display the cover of *Life in a Pond*. Model how to use the cover photograph and title to identify the main topic of the book.

Remind your student that the heading, “What Are Ponds?”, helps the reader determine the main topic.

Identify, Recognize, and Write Letters

Tt, Uu, Vv, Ww, Xx, Yy, Zz

Words are made up of different sounds. As you read words, you blend these sounds. Now, you will identify certain letter sounds. As your Learning Guide shows you letter cards, say the name of the letter. Then, write the letters in your ELA Journal.

TEACHING NOTES

Display alphabet cards *Tt, Uu, Vv, Ww, Xx, Yy, Zz*. Point to and name each letter. Then, have your student do the same. Ask your student to name the uppercase and lowercase letters.

Have your student turn to the first page of the section called “Pond Plants” in *Life in a Pond*. Ask your student to find words with the letter forms for *Tt* and *Ww*. Then, have your student turn to the first page of the section called “Living Together.” Have him or her find a word with one of the letter forms for *Tt* through *Zz*. Begin with the *Tt* in *Together* and *plants*.

Last time, you wrote a list of facts from the text. This time, you will draw and write details about a pond. When writing an informative text, writers use details to describe the main topic, or what the text is mainly about. The details help the reader understand the topic.

You see the words *small, shallow, still,* and *water* in the text. These details help you understand what a pond is like.

Now, write or dictate a list of details about what ponds look like. Then, go through your list of details to decide what you would like to include in the drawing to help show your reader what a pond looks like. Use the first detail and start drawing. Then, add to your picture as you go through the rest of your details to create your drawing of the pond. You will add animals and plants to your drawing next time.

TEACHING NOTES

Remind your student that details often describe what something looks like, sounds like, feels like, smells like, and/or tastes like.

Have your student look at the photographs and words in the text as he or she prepares to write. Encourage him or her to include as many details about what ponds look like as possible.

*Life in a Pond* is not a story. It is a text that gives information. It is about ponds and the plants and animals that live in them. That is the topic of the text. With your Learning Guide, find three texts that give information. For each text, answer these questions:

- What is the topic of the text?
- How do you know?
Display alphabet cards: Tt, Uu, Vv, Ww, Xx, Yy, Zz. Point to and name each letter. Then, have your student do the same. Ask your student to name the uppercase and lowercase letters.

Have your student turn to the first page of the section called “Pond Plants” in *Life in a Pond*. Ask your student to find words with the letter forms for Tt and Ww. Then, have your student turn to the first page of the section called “Living Together.” Have him or her find a word with one of the letter forms for Tt through Zz. Begin with the Tt in Together and plants.

Last time, you wrote a list of facts from the text. This time, you will draw and write details about a pond. When writing an informative text, writers use details to describe the main topic, or what the text is mainly about. The details help the reader understand the topic.

You see the words small, shallow, still, and water in the text. These details help you understand what a pond is like.

Now, write or dictate a list of details about what ponds look like. Then, go through your list of details to decide what you would like to include in the drawing to help show your reader what a pond looks like. Use the first detail and start drawing. Then, add to your picture as you go through the rest of your details to create your drawing of the pond. You will add animals and plants to your drawing next time.

Remind your student that details often describe what something looks like, sounds like, feels like, smells like, and/or tastes like. Have your student look at the photographs and words in the text as he or she prepares to write. Encourage him or her to include as many details about what ponds look like as possible.

*Life in a Pond* is not a story. It is a text that gives information. It is about ponds and the plants and animals that live in them. That is the topic of the text. With your Learning Guide, find three texts that give information. For each text, answer these questions:

- What is the topic of the text?
- How do you know?

Help your student find three informational texts. These may be in books your student owns but may also be in magazines or in textbooks for other subject areas. If necessary, go online and locate appropriate texts. One possible online source is [The Nonfiction Minute](#).

Your student should be able to recognize clues to the topic of each text in the title, the illustrations, and repeated mentions of the topic in the text itself. Encourage your student to point to each clue he or she discovers.

In this lesson part, you figured out the main topic of the text. You also started drawing your pond. Next, you will again use key details to understand the text. You will also add animals and plants to your pond.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Is a Pond a Good Home? - Part 3

Objectives
- To identify the main topic and key details of an informational text
- To identify facts an author uses to support points in the text
- To write informative texts including a topic sentence, facts, and text elements
- To identify and pronounce initial sounds in words
- To identify initial sounds T, U, V, W, X, Y, and Z, and nouns for people and places

Books & Materials
- Life in a Pond by Carol K. Lindeen
- ELA Journal
- Reading Log
- Computer
- Alphabet cards Mm, Tt, Uu, Vv, Ww, Xx, Yy, Zz
- Web A
- Web B
- Picture cards moon, fox, cap, hen, man, fan, cat, hat, and mop
- Letter tiles
- Paper, pencils, crayons, and markers
- Main Topic and Key Details chart
- Index cards

Assignments
- Read Life in a Pond by Carol K. Lindeen.
- Identify and pronounce initial sounds.
- Create a pond picture.
- Identify, recognize, and write letters Tt, Uu, Vv, Ww, Xx, Yy, and Zz.
- Complete a Hands-on Activity.
- Complete a Main Topic and Key Details chart.
- Complete a Word Web.
- Complete the high-frequency words activity.
- Complete an Idea Web.
- Complete the initial Mm activity.

LEARN

GRAMMAR
You have been looking at details in a text to figure out the main topic. You can break a sentence down to understand the details.

Listen to your Learning Guide read this sentence from Life in a Pond.

A cattail is a plant with a fuzzy, brown tip.

Now answer this question: What does this sentence mean?

TEACHING NOTE
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:

- A cattail
- is a plant
- with a fuzzy, brown tip.

Display the chunks for your student in the sentence order.
When your student answers the question about what the sentence means, accept any answer. 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 what a cattail is.

**GRAMMAR**

This sentence describes a plant that lives in a pond.

Your Learning Guide has divided this sentence into chunks. Look at the first two chunks. Listen as your Learning Guide reads them.

Imagine if the writer had just written those two chunks: A cattail is a plant.

This would be true. It tells a fact. It is a complete sentence. The first chunk is the subject. The second chunk completes the thought about the subject.

What if you have never seen a cattail? Would this sentence help you picture it? Why?

**TEACHING NOTE**

Your student might say no because there are many kinds of plants. The sentence doesn’t tell what a cattail looks like.

**GRAMMAR**

The sentence “A cattail is a plant” wouldn’t help you really understand what a cattail is. It doesn’t have enough details.

Authors write sentences with details to help you learn about new things.

Look at the sentence chunks. Point to the one that gives you more details about a cattail. What does it tell you about the cattail?

**TEACHING NOTE**

Your student should point to the third sentence chunk. He or she should say that it tells what a cattail looks like. It tells about the tip of a cattail.
GRAMMAR

Look at the word *with* in the third chunk. This is a preposition. It can be used to mean "has something." In other words, a cattail has a fuzzy, brown tip.

Can you write a sentence like the one from *Life in a Pond* using the preposition *with*?

![TEACHING NOTE]

Your student might write something like, "A mouse is an animal with small paws."

If your student struggles to write a sentence using the preposition *with*, offer this model:

A ______ is a _______ with ________.

![TEACHING NOTE]

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

Read this sentence to your student:

A cattail is a plant with a fuzzy, brown tip.

Then say, "Think about other plants and animals in *Life in a Pond*. Write a sentence like the one from *Life in a Pond* about one of those plants or animals. Your sentence should say what the plant or animal is and give a detail about it. Your sentence should use the word *with*."

Your student might write or dictate something like: "A duck is a bird with a flat beak."

If your student struggles to write his or her sentence, offer this model:

A ______ is a ______ with ________.

Ask your student about the purpose of the word *with* (to mean something has something). Write *with* on an index card and put it on your word wall.

In the last lesson part, you found the main topic of the text. Now, you will look at more key details in the text. Good readers pay attention to key details to figure out how ideas in a text are connected.
Now, you will reread the section called “Pond Animals”, pp. 8-13, in Life in a Pond. As you read, think about the following:

- What details in the text show what kinds of animals live in ponds?
- What details in the text show what the animals eat?

Discuss these questions with your Learning Guide to help you gather details and help you understand what is happening on these pages.

- Look at the picture on the fourth page of the section called “Pond Animals, (p. 11).” What details in the text tell you what these are? Where do they look for food? How do they do this? (p. 10)
- What details in the text tell you something that both ducks and fish do in a pond? (pp. 8&10)

Use the Main Topic and Key Details Chart to record details about pond animals and what they do in a pond. Think about how making note of these details helps you understand the text better.
The last time you wrote, you wrote and drew details about a pond. This time, you are going to draw plants and animals on your drawing of a pond. Then, you will write labels for your drawings. Sometimes a writer includes photographs or illustrations with labels in an informational text. A label is a word or phrase added to a picture. A label names the person, place, animal, or thing in the picture. The words and pictures that you write and draw work together to help your reader understand your drawing.

Look back at your picture so far. Think about the animals and plants that you have read about. Which ones do you want to add to your picture? Draw one plant and one animal on the picture. Write the name of the plant on a sticky note and place it on the picture next to the plant. Do the same thing for the animal. These are your labels.

Model adding labels to the photographs in the section called “Pond Animals.” Use self-stick notes to label the fish and the gills on the photograph of the fish. Point out that photographs help the reader understand what something looks like. Labels help the reader quickly understand what the picture shows. Explain that by adding labels to the drawing, your student will make sure that people who view the drawing will know what each plant or animal is.

Guide your student as he or she chooses and draws a plant and an animal. If necessary, write the names on self-stick notes after your student dictates them to you. Have your student place the labels in the correct places.

If your student has difficulty placing labels in the correct places on the drawing, have him or her point to the plants or animals one at a time and review their names. Then, have your student read the word on the label and place it next to the plant or animal.

To extend this activity, have your student look at the other photographs throughout the text and write or dictate labels for them.
Quick Check

Please go online to view and submit this assessment.

More to Explore

Use the Main Idea and Key Details Chart to record details from pp. 16–17 of the text. Think about how making note of these details helps you understand the text better.

Teaching Notes

Provide your student with a copy of the Main Idea and Key Details Chart. Change the Main Idea box to the Main Topic box. Guide your student as he or she completes the graphic organizer. Key Details: A cattail is a plant. Cattails have fuzzy, brown tips. They look like a cat’s tail. Main Topic: Cattails.

Point out that gathering and organizing these details helps a reader understand one of the plants that grows in a pond. The key details explain what a cattail is and what it looks like.

In this lesson part, you used key details to understand a text. You also wrote labels for images in your pond drawing. Next, you will look at the connection between words and pictures in a text. You will also continue working on your pond drawing.
### LEARN

Before, when you read, you used details to understand the text better. Now, you will look at the connection between words and pictures in the text. Writers use both pictures and words to help readers understand the text. Using both the words and pictures will help you better understand the details in a text.

Now, you will reread the section of *Life in a Pond* called “Pond Plants.” (pp. 14-19) As you read, think about the following:

- How do the words and pictures help you know what kind of plants grow in ponds?

### TEACHING NOTES

To ensure that your student is thinking, stop reading after the second page. Ask your student what plant he or she learned about on these pages. (water lilies) Have your student look at the picture and describe what the flowers look like. (They have white petals and are yellow in the middle. They grow on green leaves.) Remind your student that looking at both the words and pictures will help him or her understand what is happening in the text.
Connecting pictures and words will help you better understand what is happening in the text. Look at the words and pictures in the text to answer these questions:

- What are some of the words that are used to describe these plants? What do the pictures show?
- Why is it important that sunlight shines through pond water? How do the text and pictures show this?

**TEACHING NOTES**

- The text says that water lilies float on the water and their flowers **bloom**. The picture shows what water lilies look like. They have white petals and are yellow in the middle. They grow on green leaves. The text says that a cattail tip is fuzzy and brown and looks like a cat’s tail. The picture shows that cattails are tall and have green leaves on the bottom.
- The text says sunlight reaches plants that grown on the bottom of the pond. This is important because the plants that grow on the bottom of the pond need sunlight like other plants. The picture shows sunlight shining on the pond and plants that can be seen beneath the water.

Point out that the pictures on these pages add details to the information on the page. The pictures help the reader understand the words that describe the plants.

If your student is having a hard time identifying what some of the descriptive words in the text mean, review the meaning of each word. Use the meanings in sentences. Provide objects or pictures that display the meanings of the words, such as a table tennis ball in a cup of water for **float**, a cotton ball for **fuzzy**, and a silk flower for **bloom**. Have your student name familiar real-life examples for float, fuzzy, and bloom and provide additional detail about them.

If your student is familiar with the meanings of the descriptive words, have him or her review the meanings of the words float, fuzzy, and bloom. Ask your student to identify an object that can be described using each word. Then, have him or her use each of the words in complete sentences.

You can use Web Graphic Organizer to create a a Word Web to help you identify which words in the story go with each picture. In the center, draw or describe a picture from the story and then fill in the ovals with the related words from the story that go with the picture.

**TEACHING NOTES**

**SAMPLE ANSWER:**

Using pp. 16–17, student should either describe or re-draw the picture in the center oval. In the other four ovals, your student can identify which words on the page go with the picture (e.g., Cattails are plants; they grow in ponds; they have fuzzy, brown tips; their tips look like a cat’s tail). To extend this activity, several more Webs can be filled in for different pictures in the story.
ANOTHER WAY

We know that the pictures and words work together to help us understand what the book is telling us. Let's take another look at the pictures and words on pp. 16-17. Read the words on the page and find the exact place in the picture where you see those words. The words and pictures work together to tell us information!

TEACHING NOTE

If your student is struggling to fill out the word web, guide your student to revisit pp. 16-17. Have your student read the information, or read along with you, and point to the places in the picture where he or she sees the description. After your student has identified the details, have him or her add those words to the word web.

PHONICS

There are some words that you will come across often in your reading and writing. You will review some of these words with your Learning Guide. Look at the words your Learning Guide writes. Say and spell the words. Use the words in sentences.

TEACHING NOTES

Write the words the and little. Have your student say and spell the words with and without you. Sample sentences: The little dog was lost. I was happy that the little boy wanted to play a game with me.

You have been working on a drawing of a pond. Last time, you wrote labels for the plant and animal that you added to your drawing. This time, you are going to write facts about a plant or animal to go with your drawing.

Writers use facts in informational texts. Facts are things that can be proven true. You will look back at the text to find facts about plants and animals.

Begin by choosing a plant or animal that you drew in your picture last time. Then, either write or dictate a fact about it.
Writers use facts in informational texts. Facts are things that can be proven true. You will look back at the text to find facts about plants and animals.

Begin by choosing a plant or animal that you drew in your picture last time. Then, either write or dictate a fact about it.

Tell your student that someone conducted research to find facts for the text and information that is in *Life in a Pond*.

If your student is dictating his or her fact, write it down for your student under his or her drawing.

If your student is struggling with choosing a fact for his or her selected plant or animal, review one page from the book about an animal and one page about a plant. Explain that each sentence on the page is a fact and ask your student to explain why. (Each statement is a piece of information that can be proven true.)

In this lesson part, you looked at the connection between words and pictures in the text. You also wrote a fact about a plant or animal in your drawing. Next, you will connect ideas and facts in a text. You will also write a topic for your pond drawing.

**QUICK CHECK**

Please go online to view and submit this assessment.
In the last lesson part, you looked at how pictures and words in a text relate to one another. Now, you will connect ideas and facts in a text. Good readers pay attention to connections when they read. This helps them see how facts support an author's ideas.

Now, reread the section of Life in a Pond called "Living Together." (pp. 20-21) As you read, think about the following:

- Many plants and animals live together in ponds. What does it mean to live together?
- How do the animals and plants that live together help each other?
Discuss these questions with your Learning Guide to help you understand this section of the text. Connecting ideas with facts will help you answer these questions.

- Think back to what you have read in the text. Remember that animals need food to survive. What are some ways animals find food in a pond?
- Remember that plants need water to survive. What would happen if the plants could not get enough pond water?

TEACHING NOTES

- Your student has read that animals get food in a pond by diving underwater and finding insects.
- If plants could not get enough pond water, they would not grow.

Now, you will complete a Web Graphic Organizer to connect the ideas in this section of the text. Ideas can be connected in different ways. They can be put in a sequence or compared and contrasted. They can also be organized as main topics and supporting details. Making connections helps readers understand how facts support ideas in a text.

Add the heading Connecting Details above the Web. Look again at pp. 20–21. Place the main topic of this section of the text in the middle oval. Then, fill in the key ideas in the rest of the ovals.

TEACHING NOTES

To guide your student in completing the Connecting Details Web, ask the following questions: What animals live in a pond? What plants live in a pond? The completed graphic organizer should look like the one below.
NOUNS FOR PEOPLE AND PLACES

Nouns are words that name people, places, animals, and things. We use nouns in every sentence that we write and read. Teacher, man, and dancer are nouns that name people. School, library, and park are examples of nouns that name places.

Choose a place that you would like to visit. Draw a picture of it. Then, write or dictate a label that names the place.

### SAMPLE ANSWERS

If your student draws a picture of a playground, he or she would write or dictate a label that says playground.

### TEACHING NOTES

If your student is having trouble identifying nouns that name a person or place, ask prompting questions such as, “Where do you play when you go outside?” “Where do you go to play your favorite sport?” If necessary, write a label for your student’s drawing after he or she dictates the nouns.

Before, you wrote a fact about a topic. Now, you will write a heading and topic sentence for your pond drawing.

A topic is what a text is mostly about. Remember that the topic can be named in a heading. A topic sentence also tells about the topic. Choose a topic that tells about the drawing you have been working on. Write a heading for your drawing. Then, write or dictate a sentence about the topic of your drawing.

### TEACHING NOTES

Explain to your student that writers use headings and topic sentences to tell readers the topic of a text, or what the text is mostly about. Point out that Life in a Pond has a heading at the beginning of each sections: “What are Ponds?” (p. 4) “Pond Animals,” (p. 8) “Pond Plants,” “Living Together.” Explain that informational texts usually have headings and topic sentences that identify what each section will be about.

Ask your student to look at his or her drawing and identify possible topics. Encourage your student to list a few possible topics. Then, have your student choose one and dictate a heading for the drawing and a sentence that tells about the topic.
In this lesson part, you connected ideas and facts in a text. You also wrote a heading and topic sentence for your pond drawing. Next, you will find facts that support a certain point. You will also write a sentence that gives a detail about your pond drawing.

✅ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
Is a Pond a Good Home? - Part 6

**Objectives**
- To identify the main topic and key details of an informational text
- To identify facts an author uses to support points in the text
- To write informative texts including a topic sentence, facts, and text elements
- To identify and pronounce initial sounds in words
- To identify initial sounds T, U, V, W, X, Y, and Z, and nouns for people and places

**Books & Materials**
- Life in a Pond by Carol K. Lindeen
- ELA Journal
- Reading Log
- Computer
- Alphabet cards Mm, Tt, Uu, Vv, Ww, Xx, Yy, Zz
- Web A
- Web B
- Picture cards moon, fox, cap, hen, man, fan, cat, hat, and mop
- Letter tiles
- Paper, pencils, crayons, and markers
- Main Topic and Key Details chart
- Index cards

**Assignments**
- Read Life in a Pond by Carol K. Lindeen.
- Identify and pronounce initial sounds.
- Create a pond picture.
- Identify, recognize, and write letters Tt, Uu, Vv, Ww, Xx, Yy, and Zz.
- Complete a Hands-on Activity.
- Complete a Main Topic and Key Details chart.
- Complete a Word Web.
- Complete the high-frequency words activity.
- Complete an Idea Web.
- Complete the initial Mm activity.

**LEARN**

**GRAMMAR**
You have been reading to connect ideas and facts. Writers sometimes put many details in one sentence. These details help you understand the facts in a text.

Listen to your Learning Guide read this sentence from Life in a Pond.

Sunlight reaches plants that grow on the bottom of the pond.

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:

- Sunlight reaches plants
- that grow
- on the bottom
- of the pond.
When your student answers the question about what the sentence means, accept any answer. 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 me that plants at the bottom of a pond get sunlight.

For the next part, display only the first chunk of the sentence.

**GRAMMAR**

Your Learning Guide has divided this sentence into chunks. Listen as your Learning Guide reads the first one.

The first chunk gives a complete thought. Sunlight reaches plants.

Listen as your Learning Guide reads the second chunk. What does it describe?

**TEACHING NOTES**

As you go through the next few questions with your student, display the chunks one at a time. Put the second chunk next to the first one and read it.

Your student should recognize that this chunk describes the plants.

**GRAMMAR**

From the second chunk, you know that the plants grow. Your Learning Guide will show you the next chunk. Listen as your Learning Guide reads the next chunk. What does this chunk tell you?

**TEACHING NOTES**

Put the third chunk down in sentence order and read it.

Your student should recognize that this chunk tells where the plants grow.

**GRAMMAR**

Stop and think about this chunk of the sentence. It says “on the bottom.” What question do you have when you read this chunk?
Your student might ask something like, “On the bottom of what?” If your student does not raise this question, ask if the chunk really tells where the plants are growing. Ask your student what detail is missing.

Your Learning Guide will show you the next chunk. Listen as your Learning Guide reads the next chunk. How does this chunk answer your question.

Your student should recognize that this chunk answers the question “On the bottom of what?” It tells you that the plants grow on the bottom of the pond.

Look at the sentence chunks again. Point to the chunk that tells what plants do.

Your student should point to “that grow.”

Look at the last two chunks. How are these chunks related to the other ideas in the sentence?

These chunks are related to the second chunk because they tell where it happens.
**GRAMMAR**

The word *on* is a preposition. This preposition can tell you where something is. In this sentence, it tells you where the plants are.

Can you use the preposition *on* in a sentence about a plant or animal?

**TEACHING NOTES**

Your student might write something like, “The frog sits on a lily pad.”

If your student struggles to write a sentence using the preposition *on*, offer this template:

The ________ _________ on ____________.

Template key: The [plant or animal] [does something] on [something].

**TEACHING NOTES**

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

Read this sentence to your student:

Sunlight reaches plants that grow on the bottom of the pond.

Then say, “This sentence tells you about something that happens on the bottom of the pond. Think about what happens in other parts of the pond. Write a sentence like the one from Life in a Pond. Your sentence should tell details about something that happens in a part of the pond. Your sentence should use the word *on*."

Your student might write or dictate something like: “Frogs eat insects that fly on the top of the pond.”

If your student struggles to write his or her sentence, review each chunk from the sentence and guide your student in writing a new chunk mimicking the existing one. For example:

- Sunlight reaches plants: Water lilies grow flowers
- that grow: that sit
- on the bottom: on the surface
- of the pond: of the water

Ask your student about the purpose of the word *on* (to tell a location). Write *on* on an index card and put it on your word wall.
Last time, you found connections between ideas and facts in a text. This time, you will learn to find the point the author is making in a text.

An author uses facts to tell about a topic. The author’s point is the main detail, conclusion, or opinion about that topic that he or she wants you to know. The facts in a text help support the point the author is trying to make. Always pay attention to how an author supports a point. This will help you decide if the point makes sense or is a good argument.

Now, you will reread the section of *Life in a Pond* called “Living Together.” (p. 20) As you read, think about the following question:

- What point is the author making in this section?

**TEACHING NOTES**

To ensure that your student is thinking, stop after reading the first page. Ask your student to identify the heading of this section (Living Together). Then, ask your student if he or she can identify the point of the section (Possible answer: Animals and plants have important relationships that help them live together in a pond.).

**ANOTHER WAY**

The point that the author is trying to make can come from his or her opinion on the information. An opinion is what you think or feel about something. Answer the following questions to find the author’s point.

- What information did the author include?
- What does the author think about this information?
- How does the author feel about this information?
Discuss these questions with your Learning Guide to help you understand an author’s point.

- What do animals do in ponds? Why do plants need pond water?
- Listen to this sentence: "Ponds are full of life." This is a point about a topic. It tells what the author thinks about ponds. What detail on p. 20 tells us one way a pond is full of life?
- Authors write for different reasons. Why do you think the author included this section in the book? Find details to support your answer.

TEACHING NOTES

If your student is struggling to answer the question, “What point is the author making in this section?” explain again that the author’s point can come from his or her opinion. Explain that an opinion is what someone thinks or feels about something. Guide your student to p. 20 and reread. Ask, “Based on the information on this page, what does the author think about ponds?” (Possible answer: The author thinks that both plants and animals need the pond to survive.)

TEACHING NOTES

- Animals find food in ponds. Plants need pond water to grow.
- A detail that shows how a pond is full of life is that “Animals find food in ponds.” Animals are living things.
- Possible answer: The author wanted to inform readers about how plants and animals live together in ponds. The author tells an example of why some animals need a pond: They find food there. Then, she tells why some plants need a pond: They need water to grow.

Point out that authors use facts to tell about topics in a text. The facts support the point the author is making about the topic. The author makes the point that “Ponds are full of life.” The facts that animals live in ponds and plants grow in ponds support this point.

If your student is struggling to identify how an author supports a point in a text, write the statement “Animals find food at ponds.” Model how to use the rest of the book to find support for this statement. Turn to pp. 10–11. Read aloud how ducks find food. Write the support (“Ducks swim in the water. They eat insects. Ducks also dive underwater to look for food.”). Explain how those facts support the point that “Animals find food at ponds.”

The author makes the statement at the end of the book that ponds are full of life. In your ELA Journal, write the sentence “Ponds are full of life.”

“Full of life” means there are many living things in ponds. What are some facts the author uses to support this point? List these facts under the heading “Ponds are full of life.”
Look again at the heading and topic sentence that you wrote last time. Write or dictate a sentence that gives more information about a topic. More information about a topic helps readers understand the main idea of the text.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your work.

In this lesson part, you found facts that the author used to support a point. Next, you will think about the main idea of the text and write the heading and topic sentence that gives more information about the topic.

Before, you wrote a heading and a topic sentence. Both tell the reader about the topic of a text or the main idea of a text. The topic is what a text is mostly about.

You have learned to write all the letters of the alphabet. Listen to your Learning Guide say the name of each letter and write each letter neatly in your ELA Journal.

**PHONICS**

**PHONICS PRACTICE - LETTER RECOGNITION AA–ZZ**

You have learned to write all the letters of the alphabet. Listen to your Learning Guide say the name of each letter and write each letter neatly in your ELA Journal.

Your student should do this activity without your help. Say each letter one at a time and ask your student to write both the upper- and lowercase letters. If your student does not know one, just skip it and go to the next. Following this assessment you will know which letters your student knows and which letters he or she needs more support. Pick two missed letters to work on at a time. You can review the letters by watching the video together.

Please go online to view this video ▶
Before, you wrote a heading and a topic sentence. Both tell the reader about the topic of a text or drawing. The topic is what a text is mostly about. More information about a topic helps readers understand the topic better. Now, you will write a detail. You will add this detail to your drawing.

Look again at the heading and topic sentence that you wrote last time. Write or dictate a sentence that gives a detail about this topic. Remember that details are pieces of information about a main topic.

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

Have your student revisit the picture that he or she has created. Explain that he or she will add a sentence with a detail about the drawing. This detail will support the topic.

If your student has difficulty deciding what information to tell about the topic, suggest he or she ask questions about the topic. Model a topic, such as water lilies, and a question, such as "What do water lilies look like?" Explain that the answer to the question is a sentence that gives a detail, such as “Water lilies are big white flowers with yellow centers.”

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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In this lesson part, you found facts that the author used to support a point. Next, you will think about the plants and animals that are found in ponds.

### QUICK CHECK

Please go online to view and submit this assessment.
Is a Pond a Good Home? - Part 7

Objectives
- To identify the main topic and key details of an informational text
- To identify facts an author uses to support points in the text
- To write informative texts including a topic sentence, facts, and text elements
- To identify and pronounce initial sounds in words
- To identify initial sounds T, U, V, W, X, Y, and Z, and nouns for people and places

Books & Materials
- Life in a Pond by Carol K. Lindeen
- ELA Journal
- Reading Log
- Computer
- Alphabet cards Mm, Tt, Uu, Vv, Ww, Xx, Yy, Zz
- Web A
- Web B
- Picture cards moon, fox, cap, hen, man, fan, cat, hat, and mop
- Letter tiles
- Paper, pencils, crayons, and markers
- Main Topic and Key Details chart
- Index cards

Assignments
- Read Life in a Pond by Carol K. Lindeen.
- Identify and pronounce initial sounds.
- Create a pond picture.
- Identify, recognize, and write letters Tt, Uu, Vv, Ww, Xx, Yy, and Zz.
- Complete a Hands-on Activity.
- Complete a Main Topic and Key Details chart.
- Complete a Word Web.
- Complete the high-frequency words activity.
- Complete an Idea Web.
- Complete the initial Mm activity.

LEARN

PHONICS

PHONICS PRACTICE-PRINT CONCEPTS

Today you are going to read a story called Cat and Dog (page 364 Decodable Reader). Look at the front cover. The person who wrote the words is the author of the story. Who is the author of the story? The illustrator is the person who drew the pictures for the story. Who is the illustrator of the story? With your Learning Guide, do a picture walk of the book. What is in each picture? Look at the words. The author put little pictures of the tricky words to help us read them. Can you find any? What words do they go with? Read the story with your Learning Guide.

TEACHING NOTES

Look at the cover of the book with your student. Read the title aloud. Discuss who the author and illustrator are and point to the names on the cover. Look at each page and talk about what is happening in the pictures. Look at the words and talk about the rebus pictures and how they help us read tricky words. Point out the high-frequency words a and to. Ask your student to read these words in the text. Read the book together pointing to each word as you read it. Show your student how to read left to right and down the page. Next, have your student read the book aloud. Watch to see if your student is reading left to right and word by word. Have your student reread the book again the next day. Revisit any spots that were difficult for him or her.
PHONICS

PHONICS PRACTICE - HIGH-FREQUENCY WORDS - UNIT REVIEW

You are going to play the game “Follow the Road” to review the high-frequency words that you know. Your Learning Guide will put the words on the floor. As you read each word, hop to the next word. Play the game three times.

You will need 10 pieces of copy paper and a marker. Write one high-frequency word in large print in the middle of each piece. Write to, am, a, little, the, I, you, my, is, and do on the papers.

Place the papers on the floor and make a path. Your student must read each word one at a time and then hop to the next paper, read that word, and hop to the next paper. Repeat until he or she has made it to the end of the road. Play the game three times. If the game is too easy, change the order of the words each time you play.

USE

You have used details to find the main topic and understand a text better. You also connected ideas and facts in a text.

Now, think back to *Life in a Pond* and identify the plants and animals that live in ponds.

USE FOR MASTERY

Which of these animals live in a pond? Choose THREE correct answers.

- a fish
- a deer
- a horse
- a frog
- a duck

Write one sentence that includes a key detail from the story about water lilies.
If your teacher asked you to send files for this assessment, please put them in this upload box.

Which of these animals live in a pond? Choose THREE correct answers.

Write one sentence that includes a key detail from the story about water lilies.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
Is a Pond a Good Home? - Part 8

Objectives
- To identify the main topic and key details of an informational text
- To identify facts an author uses to support points in the text
- To write informative texts including a topic sentence, facts, and text elements
- To identify and pronounce initial sounds in words
- To identify initial sounds T, U, V, W, X, Y, and Z, and nouns for people and places

Books & Materials
- Life in a Pond by Carol K. Lindeen
- ELA Journal
- Reading Log
- Computer
- Alphabet cards Mm, Tt, Uu, Vv, Ww, Xx, Yy, Zz
- Web A
- Web B
- Picture cards moon, fox, cap, hen, man, fan, cat, hat, and mop
- Letter tiles
- Paper, pencils, crayons, and markers
- Main Topic and Key Details chart
- Index cards

Assignments
- Read Life in a Pond by Carol K. Lindeen.
- Identify and pronounce initial sounds.
- Create a pond picture.
- Identify, recognize, and write letters Tt, Uu, Vv, Ww, Xx, Yy, and Zz.
- Complete a Hands-on Activity.
- Complete a Main Topic and Key Details chart.
- Complete a Word Web.
- Complete the high-frequency words activity.
- Complete an Idea Web.
- Complete the initial Mm activity.

SHOW

DESCRIBING SETTINGS
You have read about another setting in this session—a pond. Now, you will reread Life in a Pond and find at least three words that describe a pond as a setting. Then, you will write each of the words on an index card.

You will add these index cards to the ones that you wrote when you finished in the last SHOW. You can use these words as you work on your project.

Review the rubric so that you are sure to cover everything.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Great</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reread</td>
<td>Pays attention during the reread of the text and identifies specific descriptive words.</td>
<td>Pays attention during the reread of the text and identifies some descriptive words.</td>
<td>Pays attention during the reread of the text and identifies words that may or may not apply to the pond as a setting.</td>
<td>Does not pay attention to the reread of the text.</td>
</tr>
</tbody>
</table>
Review the rubric so that you can use these words as you work on your project. You will add these index cards to the ones that you wrote when you finished in the last SHOW. You can write at least three words that describe a pond as a setting. Then, you will write each of the words on an index card.

Once you have completed your word cards, show your Learning Guide. Explain why you chose these words. Keep these cards with the cards you wrote in the last SHOW.

### TEACHING NOTES

Explain to your student that he or she should listen and follow along as you reread the text. Stop reading periodically so that your student can write or dictate the words that describe the pond as a setting.

The descriptive words can come from the text, by your student looking at and describing the photographs, and from your student’s prior knowledge. Remind your student that these should be words that help the reader picture the setting in his or her mind. They should describe color, size, sounds, location, etc.

Have your student write each word on an index card. These cards can be referenced during execution of the final project.

Once you have completed your word cards, show your Learning Guide. Explain why you chose these words. Keep these cards with the cards you wrote in the last SHOW.

### RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Show: Tell About Your Home - Part 1

Objectives
- To identify words that describe settings and use them to describe home

Books & Materials
- A House for a Hermit Crab by Eric Carle
- Life in a Pond by Carol K. Lindeen
- Computer
- ELA Journal
- Paper, pencils, crayons, and markers

Assignments
- Complete your project.

SHOW

In this project, you are going to describe your home. You have read about a few different settings. You have gathered information about them and words that describe them. Now, you will use those words and your knowledge of your home to draw a picture of it. The picture can show the city you live in or your actual house or apartment. You will use words to describe your home and why it is a great place to live.

Review the Project Rubric so that you are sure to cover everything in the description of your home.

TEACHING NOTES

Each text in this unit asks students to read about where animals live. The texts describe many “homes,” and the adjectives that describe those homes may or may not be used to describe the student’s home. Students have listed words to describe each of these settings. Appropriate and relevant words from these lists can be used to describe your student’s home and support his or her opinion about why it is a great place to live.

Now, you will begin your project by drawing a picture of your home. You can choose the outside or inside of your home. You can also choose one special thing about your home. Remember that your home can be where you actually live, or your city or town, or any place that you consider home.
In this project, you are going to describe your home. You have read about a few different settings. You have gathered information about them and words that describe them. Now, you will use those words and your knowledge of your home to draw a picture of it. The picture can show the city you live in or your actual house or apartment. You will use words to describe your home and why it is a great place to live.

Review the Project Rubric so that you are sure to cover everything in the description of your home. Each text in this unit asks students to read about where animals live. The texts describe many "homes," and the adjectives that describe those homes may or may not be used to describe the student's home. Students have listed words to describe each of these settings. Appropriate and relevant words from these lists can be used to describe your student's home and support his or her opinion about why it is a great place to live.

Now, you will begin your project by drawing a picture of your home. You can choose the outside or inside of your home. You can also choose one special thing about your home. Remember that your home can be where you actually live, or your city or town, or any place that you consider home.

**Objectives**

To identify words that describe settings and use them to describe home

**Books & Materials**

Where Is Home, Little Pip? by Karma Wilson and Jane Chapman

A House for a Hermit Crab by Eric Carle

Life in a Pond by Carol K. Lindeen

Computer

ELA Journal

Paper, pencils, crayons, and markers

**Assignments**

Complete your project.

**TEACHING NOTES**

Guide your student as needed as he or she chooses what to draw. If your student is having trouble, ask prompting questions, such as: “What is special about your home?” “What part do you like the most?” “What is your favorite part of town?” If necessary, help your student find pictures online that will help him or her create a picture of home.

**RATE YOUR PROGRESS**

Please go online to view and submit this assessment.
Show: Tell About Your Home - Part 2

Objectives
- To identify words that describe settings and use them to describe home

Books & Materials
- A House for a Hermit Crab by Eric Carle
- Life in a Pond by Carol K. Lindeen
- Computer
- ELA Journal
- Paper, pencils, crayons, and markers

Assignments
- Complete your project.

SHOW

Last time, you drew a picture of your home. Look at the picture that you drew. Then, look through the word cards that you created at the ends of Lessons 3 and 4. Which of these words can be used to describe your home? Write or dictate these words and place them under your picture. You may add other words that you do not have on your word cards.

TEACHING NOTES
If your student is dictating words, write them under the drawing.

RATE YOUR PROGRESS
Please go online to view and submit this assessment.
Previously, you chose descriptive words for your drawing of your home. Now, you will write an opinion about your home.

Write or dictate a sentence giving your opinion about why your home is a great place to live. Use the description words you wrote under your drawing for ideas.

Now, show your finished project to your Learning Guide. Use the descriptive words that you chose to explain what makes your home special. Point out how these words apply to the picture of your home.

**TEACHING NOTES**

If your student is having trouble coming up with an opinion and supporting reasons, ask questions such as these: “Why do you enjoy living in your home/your town?” “Why is it special?”

**COLLABORATION**

After completing the project, you can share pictures of your home with your group. You can also share the words that you used to explain why your home is wonderful. Look at the work of other students and let them know what you think about it.

**TEACHING NOTES**

Guide your student as he or she goes online to interact in the Flutterfeed forum. Encourage your student to view and comment on other students’ projects.
Now that you are finished with your project, write about your experience in your ELA Journal. Have you ever described your home before? Did this project change the way you think about your home? Did many of the words from your word cards apply to your home? Did this surprise you? Why or why not?

**FINAL PROJECT**

Upload your project below.

Supported file formats: PDF, JPG, GIF, PNG, Word, Powerpoint

0 / 12 File Limit
Some questions in this quiz require the student to listen to sounds or words. Read the following slowly and carefully to your student:

- Question 8: What is the beginning sound in the word "sit"? Is it /z/, /x/, or /t/?
- Question 9: What is the ending sound in the word "bat"? Is it /b/, /a/, or /t/?
- Question 10: Listen to these sounds: "t", "o", "p". What word does this make when you put the sounds together? Is it "top", "mop", or "tip"?
- Question 13: How many syllables do you hear in the word "window"?

Please go online to view and submit this assessment.
Today, you will read *The Little House* in the *Text Collection*, Unit 2, page 4. You will find the main events in the story. Good readers pay attention to the main events in a story, so they know what happens when.

Events are things that happen in a story. The main events are the most important events. Some events happen in the past, or “then.” Some events happen in the present, or “now.” As you read, think about these questions:

- What events in the story happened in the past?
- What events in the story are happening now?

Now, read *The Little House*, in the *Text Collection*, Unit 2, page 4. Before you read, find the author’s name. Next, find the illustrator’s name. Show these to your Learning Guide.
VOCABULARY
- country
- curious
- buds
- swell
- brook
- carriage
- cellars
- stories
- shabby
- shutter
- frost
- harvest
- gasoline
- glance
- twinkled

TEACHING NOTES
Read the instruction text to your student. Pause frequently to check your student’s understanding and rephrase as needed.

Guide your student in reading The Little House in the Text Collection, Unit 2, page 4. 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.
- As appropriate, have your student repeat after you, whisper-read with you, or read along with you.

Pause to allow your student to point to events that happened in the past (e.g., Little House was way out in the country then, p. 5; Little House cannot see the sky now, p. 20).

VOCABULARY
WORDS WITH THE SAME MEANING

The story Life in the Little House has some words that you might not hear every day. One way to help us remember what these words mean is to find another word that means the same or almost the same. For example, another word for swell is grow or the phrase “get bigger.” Words that have almost the same meaning are called synonyms.

Write the words glance, brook, twinkled, and shabby on the front of an index card. Turn the card over and on the back, write a synonym or word with almost the same meaning. For example, write the word swell on the front of the index card and the word grow or the phrase “get bigger” on the back.
Challenge yourself: Look back in the story. Can you pick three more words that you want to learn? Write those words on the front of an index card and their synonyms on the back.

**TEACHING NOTES**

If your student needs support coming up with synonyms for a vocabulary word, ask your student what he or she thinks the word means. Go back and reread the sentence with the vocabulary word in *Life in the Little House* but replace the vocabulary word with the word your student suggests. Ask your student at the end, “Did that make sense?” If so, then it is a synonym. If not, ask your student, “What word do you think would make more sense?” Reread the sentence to see if it makes sense.

**Synonyms:**

- glance (look)
- brook (creek or stream)
- twinkled (sparkled)
- shabby (not nice or old)

Continue adding the new vocabulary words to the word wall under the groups “Action Words”, “Describing Words,” and “Things.”

Talk to your Learning Guide about this question:

- Look at the pictures on pp. 8 and 21. What happens to change Little House’s surroundings?

**TEACHING NOTES**

- Subways, apartment houses and tall buildings were built around Little House. Her surroundings have changed from a meadow to a city.

An event is something that happens in a story. Authors tell events in order. The order of events in a story is called the sequence of events. Readers can retell the events in a story in order to show that they understand the story.

Your Learning Guide will help you write the main events of the story in order. Tell your Learning Guide the title of the story. Then, tell your Learning Guide the setting. This is where the story happens. This
story takes place in two different places. Tell your Learning Guide about how the setting changes. Next, tell your Learning Guide about the two most important events in the story. Retell the events using the words “first” and “next.”

**TEACHING NOTES**

**Title:** The Little House

**Character:** Little House

**Setting:** The setting changes from the country to the city and then to the country again.

**First:** The Little House is in the country. She watches the seasons change.

**Next:** The Little House is in the city. People have built roads, buildings, and different kinds of transportation.

**INTERACTIVE ACTIVITY**

You can listen to a story and retell the main events in order. Listen to the story about Henry and the Sugarbugs. Then, retell the main events of the story in order. Use words like first, next, and then to show when the events happen in the story.

Please go online to view this video ►

You told about events in a story. You told about the events in the order they happened. Now, you will write to tell about then and now. Good writers use words like this to help readers understand when things happen in a story.

Writers tell about things then and now in a story. Writers often tell about how things now are different from things then. Things that happened then happened in the past. This could be a long time ago or just this morning. Things that happen now are happening in the present, or right now.

Write some words to tell about the changes Little House experiences. Write some words to tell about how Little House was then, or in the past. Then, write some words to tell about how Little House is now, or in the present. You can also draw a picture to show Little House then and now.
TEACHING NOTES

Allow your student to dictate words to you instead of writing if he or she is not able to write the words. Your student can also draw pictures instead of writing. If your student chooses to draw pictures, have him or her tell you about the pictures. Guide your student to pp. 8, 13, 18, and 20 to find details to tell about then and now. Your student might say that then Little House sat in an open meadow, and now Little House sits in the middle of a city.

In this lesson part, you read a story and told what happened in it. You also wrote about then and now. Next time, you will read to link words and pictures in a story. You will also draw and write about changes.

PHONICS

We are going to review our high frequency words today. These are words that you need to learn to read quickly. Your Learning Guide will show you each word on a card. How fast can you read each word? Put the words you know in one pile. If you do not know a word, put that card in another pile. Listen as your Learning Guide helps you read the words. Write each word two times in your ELA Journal. Be sure to form each letter correctly and put a space between each word.

TEACHING NOTES

Use the high frequency word cards (on index cards or small pieces of paper) that you created in Unit 1 for this activity. These cards should include the words the, of, to, you, she, my, is, are, do, does, a, am, little, I, have. Children need to read high frequency words quickly to be good readers. Note which words your student reads instantly and which words he or she needs some time to read. Make two piles and practice the slower pile two or three times. Your student should write the words two times each in the ELA Journal. Encourage your student to hold the pencil correctly, form letters correctly, and put a finger space between each word. Note any letters that are not formed correctly, and review as needed.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
## Life in the Little House - Part 2

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
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</tr>
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</table>
| • To identify the main events in a story  
• To connect words and pictures in a story  
• To draw and write using “then” and “now”  
• To identify details about setting  
• To retell the events in a story  
• To ask and answer questions about key details  
• To write about past and present  
• To write about actions using verbs | • The Little House by Virginia Lee Burton  
• In the Garden  
• ELA Journal  
• Computer  
• Picture cards  
• Alphabet cards | • Read The Little House by Virginia Lee Burton.  
• Listen to and retell Henry and the Sugarbugs.  
• Write about events in The Little House.  
• Draw and write about changes in The Little House.  
• Write to retell events in The Little House.  
• Write about past and present. |

### LEARN

In the last lesson part, you read to tell about the events in a story. Now, you will read to connect words and pictures in a story. Good readers use pictures to help them understand details from the words in a story.

Now, you will read *The Little House* again. *The Little House* has both words and pictures. The pictures show what the words tell. Understanding how the pictures show what the words tell help you understand the characters, setting, and events in a story. As you read, think about these questions:

- What do the words tell about what happens to Little House?
- What do the pictures show about what happens to Little House?

Now, read pp. 4–11 *The Little House*, in the *Text Collection*.

### TEACHING NOTES

Pause to allow your student to make observations about what the words say and pictures show about what happens to Little House (e.g. on p. 5, the picture shows Little House in the country and the words say she is strong and built well).
After reading, talk about these questions with your Learning Guide:

- Look at the picture on p. 8. How do you know it is spring?
- Look at the picture on p. 9. Your Learning Guide will read some of the words on the page. Point to the part of the picture that shows each part as he or she reads. How are the words and picture connected?

**TEACHING NOTES**

- There is some green grass. Some leaves are growing on the trees.
- Read the words “watched the trees cover themselves with leaves.” Your student should point to the pictures of the trees.

**INITIAL AND MEDIAL A**

Look at the Picture Cards with your Learning Guide. Say the words. Think about where you hear the /a/ sound in each word. Is it at the beginning or middle of the word?

Look at the next set of Picture Cards. Say each word with your Learning Guide. Tell which words have the /a/ sound.

Now, think of a word that has the /a/ sound. Draw a picture showing this word.

**TEACHING NOTES**

Display Picture Cards ant, bat, fan, apple, map, cat, astronaut. Emphasize the /a/ sound as you read each word. Say two words, such as map and mop, and have your student tell which word has the /a/ sound.

Next, display Picture Cards cap, van, red, map, pen, jam. Your student should identify that cap, map, and jam have the /a/ sound. If your student struggles to come up with a word to draw, suggest hat or ham.

Look at the card your Learning Guide Shows you. What letter is this?

Look at the next card your Learning Guide shows you. What does the picture show? Say the word with your Learning Guide. What letter spells the beginning sound in astronaut?

Look at the next card. Say the word with your Learning Guide. What letter spells the middle sound in this word? Write the letter.
You looked at the pictures in Little House and saw how they are connected to the words in the story. Now, you will draw and write about changes.

Writers use details in a story to tell about things. The writer might tell about how something changes during the story. Now, you will draw pictures and write about the changes in Little House.

The author of The Little House shows how the setting changes in each season of the year. Look at the pictures on pp. 8–11. Talk about the answers to these questions with your Learning Guide:

- What is the same about the seasons? What is different about the seasons?
- How do the pictures show how the seasons change in the country?

Now, draw pictures that show the changes that happen each season in the story. Draw the pictures in the order the seasons happen in the story. Write the season under each picture.

Your student should draw and label pictures to show spring, summer, fall, and winter. Have your student use the text to check his or her spelling of the seasons.

We are going to read a new book today! Look at the front cover of In the Garden. See the picture on the cover and read the title. The person who wrote the words is the author of the story. Who is the author of the story? With your Learning Guide, do a picture walk of the book. What is in each picture? Look at the words. The author put little pictures of the tricky words in the book to help us read them. Can you find any? What words do they represent? Read the book with your Learning Guide.
Verbs are words that tell about things that we can do. Jump, run, and swim are verbs. These words tell about actions.

- The children *swim* in the pool.
- The flowers *grow* on the hill.

Tell your Learning Guide two sentences. Your Learning Guide will write these sentences. Circle the verb in each sentence.

**TEACHING NOTES**

Your student might say, “The cat sleeps on the floor.” Your student should circle *sleeps*.

In this lesson part, you saw how pictures and words in a story are connected. You also drew pictures to tell about changes in a story. In the next lesson part, you will find details about the setting in *The Little House*. You will also retell the events in the story.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Life in the Little House - Part 3

**Objectives**
- To identify the main events in a story
- To connect words and pictures in a story
- To draw and write using “then” and “now”
- To identify details about setting
- To retell the events in a story
- To ask and answer questions about key details
- To write about past and present
- To write about actions using verbs

**Books & Materials**
- The Little House by Virginia Lee Burton
- ELA Journal
- Computer
- Picture cards
- Alphabet cards

**Assignments**
- Read The Little House by Virginia Lee Burton.
- Listen to and retell Henry and the Sugarbugs.
- Write about events in The Little House.
- Draw and write about changes in The Little House.
- Write to retell events in The Little House.
- Write about past and present.

**LEARN**

Before, you saw how pictures and words in a story are connected. You also drew pictures to tell about changes in a story. Now, you will find details about the setting in *The Little House*. Good readers pay attention to details about the setting because the setting can effect what happens in a story.

The setting of a story is when and where the story takes place. Authors use details to tell about the setting. Finding those details about the setting helps you understand the characters and events in the story. For example, in *The Little House*, Little House’s feelings change as the setting changes. As you read, think about these questions:

- Where do the events in the story happen?
- What details does the author use to tell about the setting?


**TEACHING NOTES**

Pause while reading and ask your student to show you details in the pictures that show what the words tell about the setting. (e.g. “The air was filled with dust and smoke…” p. 17. The picture on p. 17 show Little House surrounded by apartments and an elevated train.)
Talk to your Learning Guide about these questions:

- How do you think Little House feels as she watches things change around her?
- Why is the road there?

### TEACHING NOTES

- Possible answer: I think she is excited then sad.
- The road lets trucks and cars go back and forth to the city.

The setting is when and where a story takes place. You know that “then” means in the past. “Now” means in the present. You will now talk about the setting in *The Little House* “then” and “now.”

The setting in a story sometimes changes. Think about how the setting in *The Little House* changes. Think about how it stays the same. Tell your Learning Guide one sentence that describes how the setting in the story was then. Next, tell about how the setting is now. Tell one sentence that describes how the setting in the story stays the same.

### TEACHING NOTES

Guide your student to pp. 6–11 and 12–19 to find details about the setting then and now. Your student should recognize the following:

- Then: The setting was in the country with open land all around.
- Now: The setting is in the city with a lot of buildings, people, and transportation all around.
- Same: The Little House is in the same place. It does not move.

Look at the card your Learning Guide shows you. Say the word with your Learning Guide. Do you hear the /a/ sound in the word? The /a/ sound is in the middle of the word. Write the word and say it again.

Listen to the other words your Learning Guide says and writes. Point to and say the words that have the /a/ sound.
Why is the road there?

Possible answer: I think she is excited then sad.

The road lets trucks and cars go back and forth to the city.

The setting is when and where a story takes place. You know that “then” means in the past. “Now” means in the present. You will now talk about the setting in The Little House “then” and “now.”

The setting in a story sometimes changes. Think about how the setting in The Little House changes. Think about how it stays the same. Tell your Learning Guide one sentence that describes how the setting in the story was then. Next, tell about how the setting is now. Tell one sentence that describes how the setting in the story stays the same.

Guide your student to pp. 6–11 and 12–19 to find details about the setting then and now. Your student should recognize the following:

Then: The setting was in the country with open land all around.

Now: The setting is in the city with a lot of buildings, people, and transportation all around.

Same: The Little House is in the same place. It does not move.

Look at the card your Learning Guide shows you. Say the word with your Learning Guide. Do you hear the /a/ sound in the word? The /a/ sound is in the middle of the word. Write the word and say it again.

Listen to the other words your Learning Guide says and writes. Point to and say the words that have the /a/ sound.

You have told about how the setting changes in The Little House. Now, you will retell the events in this story.

Writers usually tell about story events in in order. The order is called a sequence. It takes many pages for writers to tell about all of these things. Every page tells a part of the story. The pages work together to tell the whole story. Now, you will write to retell what happens on one page of the story.

Talk to your Learning Guide about what you know about the character and setting in the story. What do you know about the events?

Listen as your Learning Guide rereads p. 19. You will retell the events on this page. When you retell the events, answer the following questions:

- Who is the character?
- What is the setting?
- What events happened?

Now, write to retell the events on this page. Draw a picture to show the events.
Why is the road there?
Possible answer: I think she is excited then sad.

The road lets trucks and cars go back and forth to the city.

The setting is when and where a story takes place. You know that “then” means in the past. “Now” means in the present. You will now talk about the setting in *The Little House* “then” and “now.”

The setting in a story sometimes changes. Think about how the setting in *The Little House* changes. Think about how it stays the same. Tell your Learning Guide one sentence that describes how the setting in the story was then. Next, tell about how the setting is now. Tell one sentence that describes how the setting in the story stays the same.

Guide your student to pp. 6–11 and 12–19 to find details about the setting then and now. Your student should recognize the following:

Then: The setting was in the country with open land all around.
Now: The setting is in the city with a lot of buildings, people, and transportation all around.
Same: The Little House is in the same place. It does not move.

Look at the card your Learning Guide shows you. Say the word with your Learning Guide. Do you hear the /a/ sound in the word? The /a/ sound is in the middle of the word. Write the word and say it again.

Listen to the other words your Learning Guide says and writes. Point to and say the words that have the /a/ sound.

In this lesson part, you told about how the setting in *The Little House* changed. You also wrote to retell the events on one page of the story. Next, you will and ask and answer questions about the story. You will write about past and present.
In the last lesson part, you told about how the setting in *The Little House* changed. You also wrote to retell the events on one page of the story. Now, you will and ask and answer questions about the story. Good readers ask and answer questions as they read to check their understanding of a story.

You know that the order of events in a story is the sequence of events. You can ask and answer questions about the words and pictures in a story to understand the order of the main events in a story. As you read, think about these questions:

- What question can you ask about the events in the story?
- What is the answer to that question?

Now, reread pp. 20–28 of *The Little House*, in the *Text Collection*.

Authors use capital letters at the beginning of sentences and when they write a character’s name. Point to the capital letters you see on the page as your Learning Guide reads.
Pause while reading to ask your student what question he or she has about the events in the story. Ask your student for the answer to the question when you are through reading. Possible responses:

- Why did the woman stop to look at Little House?
- Because Little House reminded her of her grandmother’s house (p. 21).

Have your student say the name of the capital letters he or she finds on p. 28.

Talk about these questions with your Learning Guide:

- Look at the picture on p. 21. How does the picture help tell part of the story?
- Look at the picture on p. 24. How does the picture help you understand this part of the story?

It shows how much the Little House’s surroundings have changed. It shows how shabby she looks.
- I can see how far they took the Little House from the city.

Readers can ask and answer questions about a text to check their understanding as they read. This helps make sure you don't miss any important details. Look at p. 21. Think about what you and your Learning Guide talked about when answering the questions after reading. Now, think of one question you can ask about the details about Little House or what happens in the story. Tell the question to your Learning Guide. Then, find the answer to the question in the words of the story.

Your student might ask, “Why did the woman stop to look at the little house?” The answer is, “It looked like the house her grandmother lived in when she was little.”
/a/ Spelled Aa

Look at the letters your Learning Guide writes. What are these letters? Say the word ant. What sound do you hear at the beginning of the word? What letter spells this sound? Now, say the word bat. Where do you hear the /a/ sound in this word?

Now, look at the word hot. What change can you make to this word to make a word with an /a/ sound in the middle?

Listen as your Learning Guide tells you some words. If the word has the /a/ sound, write the word down.

Phonics
INITIAL AND MEDIAL /A/

We have been talking about the sound of /a/. Today we are going on a word hunt looking for words that have the /a/ sound. Look at the story “The Little House” and reread page 5. Can you find the words that have the sound of /a/ like in astronaut? Did you find them? Write each word in your ELA Journal. Now look at the next page. Are there any words with the sound of /a/? Work with your Learning Guide. How many did you find? Write them in your ELA Journal.

Help your student locate words with the /a/ sound at the beginning of words and in the middle of words on p. 5 of “The Little House” (and, man, shall, grand). Read the page aloud for your student if he or she has difficulty reading it. Guide your student to write each word in the ELA Journal. Read other pages of the book and find more words. Be sure the words have the correct sound of /a/ as in cat and not the sound of /a/ as in cake. Remind your student that /a/ has more than one sound.
Earlier, you learned about how to ask and answer questions to understand a story. Now, you will write about past and present.

Writers tell about things “then” and “now.” Things that happened “then” happened in the past. Things that happen “now” are happening in the present. The writer of The Little House wrote about Little House in the past and in the present. You will write to tell about something you could not do in the past but can do now.

Think about something you can do now but could not do in the past. Write sentences to tell about what you can do. Make sure you write about not being able to do it in the past. Draw a picture to show what your words tell.

**TEACHING NOTES**

Allow your student to dictate sentences if he or she cannot write them. Your student might say, “I could not ride a bike when I was younger. Now, I know how to ride a bike.” A picture might show him or her riding a bike.

You asked and answered a question to understand The Little House better. You also wrote to tell about something you could not do in the past but can do now. Next time, you will use what you have learned to answer questions about the setting in a different story.

**QUICK CHECK**

Please go online to view and submit this assessment.
Use

You learned about how to tell about characters, events, and setting in a story. You used details to tell about the different parts of the story. Now, you will use what you have learned to answer a question about the setting in *The Little House*.

Look at the pictures in the story. Talk to your Learning Guide about what the pictures show about the setting. Describe the setting to your Learning Guide in your own words.

Now, answer the question.

✅ Use for Mastery

Select the details that tell about the setting in *The Little House*. Choose all the correct answers.

- [ ] in a forest
- [ ] by a brook
- [ ] next to a train
- [ ] behind a school
What Are the Seasons in a Year? - Part 1

Objectives
- To understand key details and sequence
- To write a personal narrative

Books & Materials
- Four Seasons Make a Year
- ELA Journal
- Computer
- Picture cards
- Children's dictionary
- Sequence Chart Graphic Organizer
- Web Graphic Organizer

Assignments
- Read Four Seasons Make a Year.
- Complete the interactivity Sequence Game.
- Complete a Sequence Chart to order events.
- Complete a Key Details Web to analyze text and illustrations.

LEARN

LEARN ABOUT
In the last lesson, you read about life in the little house. In this lesson you will read about the seasons. Do you already know the seasons in a year? Listen to the song, 4 Seasons in a Year, with your Learning Guide. You can play the song as many times as you would like.

Please go online to view this video ▶

After you listen, tell your Learning Guide the answers to these questions:

- What are the four seasons in a year?
- Pick one season. Describe that season to your Learning Guide.

TEACHING NOTES

The purpose of the song, 4 Seasons in a Year, is to introduce your student to the seasons in a year before he or she reads. You may wish to teach your student the song in the video. As your student answers the two questions, make sure he or she speaks at a volume and pace that is easily understood.

Possible answers:
- What are the four seasons in a year? Spring, Summer, Fall, Winter
- Pick one season. Describe that season to your Learning Guide. Summer is warm, there is no school, and we can go swimming
Today, your Learning Guide is going to read to you about the four seasons in the year. You will ask and answer questions about key details. This will help you better understand the seasons in a year. Think about this question as you listen to your Learning Guide read:

- What things change when the seasons change?

Now, listen to your Learning Guide read *Four Seasons Make a Year*, in the *Text Collection*, Unit 2, page 29.

VOCABULARY
- spring
- droops
- plow
- sprouts
- flutters
- bouquets
- shrivel
- ripe
- frantically
- crackle
- twirling
- slippery
- peck

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**TEACHING NOTES**

Read the text aloud to your student. Have your student read along with you, following from left to right and from the top of the page to the bottom. When you get to the end of a page, ask your student what you should do next. (Go to the top of the next page.)

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**VOCABULARY**

**WORDS WITH MORE THAN ONE MEANING**

In the lesson Life in the Little House you learned that the word *harvest* means a time when farmers pick crops. Tell your Learning Guide: In this story, was the word *harvest* a describing word, an action word, or a thing?
In the story Four Seasons Make a Year, you saw the word harvest again, but it meant something different. This time it was an action word: “Farmers harvest their crops.” Sometimes words have more than one meaning. The same word can be a thing or an action word. It is important to know both so when you are reading, you understand what the word means.

Come up with a sentence where the word harvest is a thing. Share it with your Learning Guide. Come up with a sentence where the word harvest is an action word. Share it with your Learning Guide.

Challenge yourself: the words spring and plow also have more than one meaning. They can be things and action words. Can you come up with sentences using these words as things and action words?

In the story Life in the Little House, the word harvest is a thing.

If your student needs support creating sentences with the word harvest, you can model sentences where harvest is a thing or action word. For example, “Farmers collect their harvest in August.” Or “He harvested tomatoes in the summer.” You can support your student further by showing him or her the sentences in Life in the Little House and Four Seasons Make a Year where the words harvest and harvested are used.

Continue adding the new vocabulary words to the word wall under the groups “Action Words,” “Describing Words,” and “Things.”

Tell your Learning Guide the answer to this question:

- How does the farm change as the seasons change?

Your student should explain that plants grow and are harvested on the farm as the weather changes throughout the seasons.

The author is the person who writes the story. The illustrator is the person who draws the pictures. Sometimes, the author and the illustrator are the same person. Look at p. 29. Find the name of the author and the illustrator. Show your Learning Guide these names. Look at pp. 36–37. Show your Learning Guide the part of the pages the author created. Next, show your Learning Guide the part of the pages the illustrator created.
Now that we know the /a/ sound, we can make words! We will use letter tiles to make our words. Make the word can with your letter tiles. Did you make the word can? Read it out loud, stretching the word.

Can you hear the sounds of the c, a and n? Now make more words by changing the first letter. Make fan, man, Dan, pan, Nan, ran, van and tan. Why do Dan and Nan begin with an uppercase letter?

If you do not have letter tiles, use this link. You will need to print and cut out the letters prior to the lesson. Your student should make the word and then read the word slowly, stretching the word to hear the sound each letter makes. You may need to speak each letter sound slowly so your student can hear each sound. Assist if necessary and monitor your student. If he or she needs more practice, try making Jan and ban. Your student should answer that Dan and Nan begin with uppercase letters because they are names. Keep the letter tiles for future phonics activities.
You found the author and illustrator in *Four Seasons Make a Year*. Now, you will write about events in order. Good writers tell about events in order so the reader can follow when events happen.

Writers tell about events in a sequence. A sequence is the order that events happen. In *Four Seasons Make a Year*, the author tells about the seasons in the order they happen in the year. Look at this sentence on p. 30: “March twenty-first is the first day of spring.” This tells the reader that spring starts in March. Summer comes after spring. The author tells the reader on p. 36 that June twenty-first is the first day of summer. The author tells about spring before summer because spring comes before summer in the year.

You can make a sequence chart to tell about the order of events in your day. Look at the [Sequence Chart](#). Tell your Learning Guide six things that you do during the day. Tell them in the order that you do them. At the beginning, you will write the time you wake up. At the end, you will write the time you go to bed.

Now, fill in the [Sequence Chart](#).

### TEACHING NOTES

Write the sentences your student dictates to you. Provide feedback on the order of events your student dictates. Possible list of events:

- Event 1: 7:00 AM – I get up.
- Event 2: I get dressed and eat breakfast.
- Event 3: I do my schoolwork.
- Event 4: I play outside with my friends.
- Event 5: I eat dinner and help Mom clean up.
- Event 6: 8:00 PM – I go to bed.

### INTERACTIVE ACTIVITY

You can play a game to help you understand sequence of events. In this game, you will put the events in the correct order to tell a story.

Now, play [Sequence on Jr. BrainPOP](#).

In this lesson part, you found the author and illustrator of *Four Seasons Make a Year*. You also made a sequence chart about your day. Next time, you will retell a story. Then, you will tell about something that happened when you were younger.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
What Are the Seasons in a Year? - Part 2

### Objectives
- To understand key details and sequence
- To write a personal narrative

### Books & Materials
- Four Seasons Make a Year
- ELA Journal
- Computer
- Picture cards
- Children's dictionary
- Sequence Chart Graphic Organizer
- Web Graphic Organizer

### Assignments
- Read Four Seasons Make a Year.
- Complete the interactivity Sequence Game.
- Complete a Sequence Chart to order events.
- Complete a Key Details Web to analyze text and illustrations.

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#### LEARN

Last time, you found the author and illustrator of *Four Seasons in a Year*. Then, you made a sequence chart about your day. Today, you will retell a story. Retelling a story is a good way to check how well you understand what happened in it.

Your Learning Guide will read pages from *Four Seasons Make a Year*. As your Learning Guide reads, look at the pictures. Think about this question as your listen to your Learning Guide read:

- How do the pictures help tell about the words?

Now, listen to your Learning Guide read pp. 30–35 of *Four Seasons Make a Year* in the Text Collection, Unit 2.

Tell your Learning Guide the answers to these questions:

- Which flowers bloom in spring?
- Look at the pictures on pp. 30–31. How do the words connect to the pictures?

#### TEACHING NOTES

Your student should explain that crocuses and daffodils bloom in spring. Your student should explain that the pictures show what the words say.
Authors use words to add key details to a story. Illustrators use pictures. The details are pieces of information that make a story more interesting. You can use the key details to retell the story. You will use a Web Graphic Organizer to tell the key details from the text and pictures about spring. Then, you will use your Web to help you retell the story about spring. Add this title to your Web: Key Details.

The words in the text tell that March twenty-first is the first day of spring. You can add that to your Key Details Web. You can also add the answers to these questions:

- What flowers do you see in the pictures?
- What is a detail about the weather in the text and pictures?
- What detail do you see about animals?

Tell your Learning Guide the details you would like added to the Key Details Web.

Add the details your student dictates to the Key Details Web. See the completed web below.

ANOTHER WAY

You know that key details are the important ideas from the story. The author tells you key details in the words. The illustrator tells you key details in the pictures. Key details are the most important ideas in a text. There are other ideas in a text, too! Not all details are key details.

One way to find key details is by looking at the words AND the text. If an idea is in both the words and the text, it might be a key detail. Read each sentence on pp. 30–35 with your Learning Guide. Stop after each sentence. Each time you stop, look at the pictures. Are the ideas from the sentence in the pictures? If they are, that might be a key detail. Add it to your web!
If your student is struggling to pull ideas from the text, use this strategy with him or her. Your student may be struggling by saying singular words from the text or not relating what he or she is seeing in the illustrations with the words, such as simply saying, “bird” or “house.”

Read each sentence on pp. 30–35 to your student. Pause at the end of each sentence and ask, “Is this idea in the illustrations? Can you point to the illustration that shows this idea?” Your student might find the following ideas:

- P. 30: “Daffodils and crocuses pop up through the melting snow,” supported by the illustration on the bottom of p. 30
- P. 30: “Leaves sprout on the trees.” Supported by the illustration on p. 31, some trees in the picture have small leaves, and some are already green.
- P. 30: “It’s time to plow the field.” Supported by the illustration on p. 31 by the tractor in the field
- P. 33: “Spring showers come.” Supported by the rain in the illustration on p. 32
- P. 33: “The pear tree we planted by the porch is covered with white blossoms.” Supported by the largest tree in the picture on p. 32
- P. 33: “A robin sings as it hunts for worms in the ground.” Supported by the robin under the pear tree in the illustration on p. 32
- P. 33: “I plant one sunflower seed by the back door.” Supported by the two illustrations on p. 33
- P. 34: “Breezes blow blossoms from the pear tree into the sky.” Supported by the illustration on p. 35
- P. 34: “Every day the air gets warmer. The earth gets warmer, too.” Supported by the two illustrations on p. 34

If your student is able to relate the idea in a sentence to the illustration, congratulate him or her on connecting the ideas in the text to the ideas in the pictures, and then ask if he or she would like to add the idea to the key details chart.

Your student does not need to identify all of the above examples. Some vocabulary might prevent your student from relating a key detail to the illustrations, such as crocuses, sprout, and plow. Your student can still practice this skill on the examples that he or she does understand.
PHONICS

Now, use your Key Details Web to tell your Learning Guide the story about spring.

INITIAL /s/

Look at the word sun. Say it out loud. Listen for the beginning sound. The beginning sound in sun is /s/. Look at the picture cards your Learning Guide shows you. Which pictures show words that begin with the /s/ sound, like sun? Tell your Learning Guide another word that begins with the /s/ sound.

The /s/ sound is spelled with the letter s. Do you see any words in the story that begin with s?

TEACHING NOTES

Display picture cards six, kite, seal, soap, boat, and sock. Display the cards one by one. Your student should identify that six, seal, soap, and sock begin with the /s/ sound.

QUICK CHECK

PRINT CONCEPTS MICRO-ASSESSMENT

Let's look back at the story “The Little House.” Open to p. 5. Listen to your Learning Guide to complete the task.

TEACHING NOTES

You are checking your student's understanding of print concepts. Read the first line on p. 5, pointing to each word as your student reads along. At the end of the line, ask, “Where do I read next?” Your student should point to the beginning of the next line.

Read the next line aloud as your student points to each word as you read it. Ask him or her to count the words. Your student should show that he or she understands where a word starts and ends. If more practice is needed, repeat the activity using the text on p. 6.

You previously retold a story using key details. Did you notice that the little girl in the story is also telling the story? Now, you will tell about something you remember. You will start with an experience you remember, like going to a fair. Then, in the next few lessons, you will add details to make your story more interesting.
Writers sometimes write stories about themselves. They write about things that have happened in their own lives. They describe things they have seen or done. They also tell what they think and feel. This kind of story is called a personal narrative.

Think about something that happened when you were younger. Tell your Learning Guide a sentence about this experience. Use words like I and me to tell about what happened.

You also retold a story using a Key Details Web. Then, you wrote a personal narrative sentence. Next, you will ask and answer questions about the story. Then, you will add an event to your personal narrative.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
What Are the Seasons in a Year? - Part 3

**Objectives**
- To understand key details and sequence
- To write a personal narrative

**Books & Materials**
- Four Seasons Make a Year
- ELA Journal
- Computer
- Picture cards
- Children's dictionary
- Sequence Chart Graphic Organizer
- Web Graphic Organizer

**Assignments**
- Read Four Seasons Make a Year.
- Complete the interactivity Sequence Game.
- Complete a Sequence Chart to order events.
- Complete a Key Details Web to analyze text and illustrations.

**LEARN**

In the last lesson part, you used a Key Details Web to retell a story. Then, you wrote about something that happened to you. Now you will ask and answer questions about key details in the story. Good readers ask and answer questions as they read. This helps them check how well they understand a story.

When you read a story, you can ask questions about the characters, setting, and events. The words and pictures can help answer the questions. As your Learning Guide reads Four Seasons Make a Year, think about this question:

- What are the main events in the story?

Now, listen to your Learning Guide read pp. 36–41 of Four Seasons Make a Year, in the Text Collection, Unit 2.

**TEACHING NOTES**

Encourage your student to read along silently, following the words from left to right and top to bottom. Allow time for your student to study illustrations and make the connection between words and pictures.

Tell your Learning Guide the answer to this question:

- What happens to the girl’s sunflower seed?
Authors give details about the characters, setting, and events. Readers can ask questions and look for the answers as they read. Look at the picture on p. 36. You can ask the question, “What are these insects?” The text tells that the insects are bees and butterflies. Tell your Learning Guide two questions you have about the pictures or words in the story. Work with your Learning Guide to find the answers.

Help your student find the answers to the questions he or she tells you. Write the questions and answers down for your student.

Look at this word: have. Listen as your Learning Guide reads the word to you. Sound out the word with your Learning Guide. Now, look at this word: is. Sound out the word with your Learning Guide. Write these words down three times each. Then, tell your Learning Guide a sentence that uses each word.

Segment and blend have and is with your student.

You previously asked and answered questions about Four Seasons Make a Year. Now, you will add an event to your personal narrative. This detail will make your story more interesting.

When writers write about a personal experience, they tell about events. Most writers tell the events in the order in which they happened. This is called a sequence of events. Sometimes, writers use words like first, then, and last to help tell the sequence. These are called sequence words.

Listen to this personal narrative: When I was younger, my family and I went to the state fair. First, we played with the animals in the petting zoo. Next, we ate special treats: caramel apples on a stick and fried chicken. Then, we went home.
The writer used the words first, next, and then to tell the sequence of events in this day at the fair.

You will use sequence words to add an event to the personal narrative you wrote last time. Look at the sentence you told your Learning Guide last time. What happened during that experience? Think of an event that you can add to your sentence. Use a sequence word to tell the sequence of events in your personal narrative.

**TEACHING NOTES**

Read the sentences back to your student as your student follows along. If your student struggles with this task, share a sentence about something you have done. Then, model adding an event with a sequence word.

**TEACHING NOTES**

**ANOTHER WAY**

**PERSONAL NARRATIVE: SEQUENCE OF EVENTS**

If your student is finding it difficult to apply a sequence word, re-read the sentence placing the word first before the sentence.

First, when I was younger I________.

Read the following sentence and have your student finish the sentence.

Then, when I (grew up/got older/practiced more) I _______.

If your student is struggling to identify a sequence word, create four index cards with the words first, next, then and last and have your student number the cards, 1, 2, 3, and 4. Then ask your student to put the cards in number order and read the sequence words aloud.

**QUICK CHECK**

**HIGH FREQUENCY WORDS MICRO-ASSESSMENT**

We are going to play the game Follow the Road! Your Learning Guide will write each high frequency word on a large sheet of paper and place them on the floor. Read the first word. Are you right? If so, hop on it! Read the next word. Are you right? If so, hop on it! Follow the road to the end.
Watch the video 2nd Grade Sequencing of Events (02:58) about how writers use sequence words to tell a sequence of events. Think about how you can use sequence words to tell a story.

Why is it important to use sequence words when writing a story? Tell your Learning Guide your answer.

You asked and answered questions about Four Seasons Make a Year, in the Text Collection, Unit 2. You also added an event to your personal narrative. Next, you will ask and answer questions to understand words. Then, you will revise your writing.
Before, you asked and answered questions about *Four Seasons Make a Year*. Today, you will ask and answer questions to understand words. Asking and answering questions is a good way to check that you understand what you’re reading.

Now, you will read part of *Four Seasons Make a Year*. You will ask and answer questions about key details in the text and pictures. This will help you find the meaning of words you don't know. As you listen to the story, think about this question:

- What do the details tell about what happens during fall?

Now, read *Four Seasons Make a Year*, in the *Text Collection*, Unit 2, pp. 42–51.

**TEACHING NOTES**

Read pp. 42–51 of *Four Seasons Make a Year* aloud to your student. Explain to your student that sentences begin with a capital letter and end with a period. Have your student identify the capital letters and end punctuation on p. 42.

Answer this question with your Learning Guide:

- What happens to the leaves on the trees in fall?
Your student should explain that the leaves on trees change color from green to gold to red in the fall.

Sometimes, readers find words they don’t know in a text. The question they ask is, “What does this word mean?” Readers can look at pictures and other words in the text to help them answer that question.

Listen to this sentence from the story: “Pears hanging from the pear tree are big and golden. I bite into one that’s ripe, sweet, and juicy.” Think about the word *golden*. What do the other words in the sentence tell you about *golden*? The other words tell that *golden* tells about the pear. If you look closely at *golden*, you can see the word *gold*. You know that gold is a color. The pictures show that the pears are a yellow color. Now you can see that *golden* means “a yellow color.”

Are there any other words you see that you do not know? Work with your Learning Guide to figure out the meaning of those words.

Guide your student in determining the meaning of unfamiliar words using the text and pictures.

Look at the picture card. Say the word *sun*. Listen to the beginning sound. *Sun* begins with the /s/ sound. Now, look at this picture card. Say the word *bus*. The end sound of *bus* is the same as the beginning sound of *sun*. The /s/ sound is spelled with the letter s. Look at the pictures cards your Learning Guide shows you. Which show pictures of words that begin or end with the /s/ sound?

Draw a picture to show a word that begins or ends with the /s/ sound.

Display picture card *sun* and picture card *bus*. Next, display picture cards *goose*, *soap*, *moose*, *vase*, *sock*, and *octopus*. Ask your student to tell you which cards show words that begin or end with /s/.
PRINT CONCEPTS

We are reading another book about Tam today! Look at the cover. Read the title with your Learning Guide. Who is the author? Who is the illustrator? Take a picture walk and look at the pictures on each page. Do you have a prediction about what will happen in the story? The author has drawn a little picture called a rebus next to the tricky words to help you read. Read the story with your Learning Guide.

TEACHING NOTES

Read Student Reader K.2.2 “Tam and Sam Look Around” with your student. Discuss the title, author, and illustrator. Discuss what is happening in each picture and the rebus words. Ask your student to make a prediction about what will happen in the story. Read the first page aloud, pointing to each word. Ask your student to echo and point to each word. Continue this procedure on each page. If your student is doing well, ask him or her to read the last two pages aloud by him- or herself.

You asked and answered questions to find the meanings of words you did not know. Now, you will revise your personal narrative.

Writers usually revise their writing to make it clearer and easier to understand. To revise, they go back and read what they wrote. Then, they add details or take away details to make the story better. You have written about something you did when you were younger. Today, you are going to revise your personal narrative. You will add more details about the events.

Listen to this personal narrative: When I was younger, my family and I went to the state fair. First, we played with the animals in the petting zoo. Next, we ate special treats: caramel apples on a stick and fried chicken. Then, we went home.

Some details will make this personal narrative more interesting. The writer could tell which state she was in when she went to the fair. Or, she could tell which animals she played with in the petting zoo.

Listen to your Learning Guide read the personal narrative you have been working on. What details could you add to help a reader see and enjoy your experience more? Imagine you are painting a picture of it with words. Tell your Learning Guide where to add details.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.
Add the details your student tells you to the personal narrative. Read the narrative back to your student.

Take this opportunity to assess your student’s writing using this Kindergarten Narrative 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.

ANOTHER WAY

PERSONAL NARRATIVE: ADDING DETAILS

If your student is struggling to add details to his or her narrative, read the first sentence of the narrative again using the sequence word first, and ask your student how that sentence made him or her feel. For example:

- First, when I was younger I (use to/would/went,played)__________.
- This made me feel ________(happy, sad, angry, thrilled).

Explain that writing about how you feel is a way to add details to a story.

Read the next sentence, being sure to include the sequence word then, next or later.

Then, when I grew up, I ____________.

Ask your student again how that made him or her feel and write another sentence.

I felt so ____________.

If your student is struggling to find feeling words, review some of the words you have already discussed.

- happy/delighted
- tired/exhausted
- sad/upset
- angry/annoyed

Create or add more words to a feeling word list to use as a resource for all your student’s writing.
You asked and answered questions to find the meaning of words you did not know. Then, you added details to your personal narrative. Next time, you will connect words and pictures in a text. Then, you will tell about something that is happening now.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last lesson part, you asked and answered questions to find the meaning of words you did not know. Now, you will connect words and pictures in a text.

Readers can use both the words and pictures in a story to help learn about the characters, setting, and important events. Today, you are going to read more of *Four Seasons Make a Year*. As you listen to the story, think about this question:

- What do the pictures and the words tell about winter?

Now, read *Four Seasons Make a Year*, in the *Text Collection*, Unit 2, pp. 52–59.

Answer this question with your Learning Guide:

- What is winter like? How do people stay warm during winter?
Your student should understand that winter is snowy and cold. People stay warm by sitting inside by a fire and wearing warm clothes when they go outside.

You know that an event is something that happens in a story. Authors tell readers details about the most important events in a story. The pictures in a story give details about the events the words describe. What details do the pictures give about winter? On pp. 52–53, you can see that big snowflakes are falling. Look at the other pictures in the pages you read today. What do the details in these pictures show? Tell your Learning Guide three more details about winter that you see in the pictures.

Your student might note that the trees have no leaves, people build snowmen, and wear coats, scarves, and mittens.

You have learned that key details are the important ideas from the story. The author tells you key details in the words. The illustrator tells you key details in the pictures. You have practiced finding key details by finding the same idea in both the words and pictures.

Read each sentence on pp. 52–59 with your Learning Guide. Stop after each sentence. Each time you stop, look at the pictures. Are the ideas from the sentence in the pictures? If they are, that might be a key detail. Tell these details to your Learning Guide!

If your student is struggling to pull ideas from the text, use this strategy with him or her. Your student may be struggling by saying singular words from the text such as simply saying, “bird” or “house.” Your student is struggling if he or she is describing the pictures but not relating the ideas in the pictures to the ideas in the words.
Read each sentence on pp. 52–59 to your student. Pause at the end of each sentence and ask, “Is this idea in the illustrations? Can you point to the illustration that shows this idea?” Your student might find the following ideas:

- P. 52: “That very night, snow starts to fall.” Supported by the illustration on p. 53
- P. 52: “We watch the flames leap and glow and listen to logs crackle.” Supported by the illustration on the bottom of p. 52
- P. 54: “The roads are slippery, too covered with snow for the big yellow bus to travel safely.” Supported by the illustration on the top of p. 54
- P. 54: “A bright red cardinal hops onto a snowbank.” Supported by the illustration on the bottom of p. 54
- P. 57: “I put on my snowsuit, scarf, and mittens and boots and go outside in our cold white yard. Deep snow comes to my knees as I toss sunflower seeds to the hungry cardinals. Chickadees come to eat them, too.” Supported by the illustration on p. 56
- P. 58: “I’m building a bright white snowman.” Supported by the illustration on p. 59

If your student is able to relate the idea in a sentence to the illustration, congratulate him or her on connecting the ideas in the text to the ideas in the pictures.

PHONICS
INITIAL LETTER S

Today, we are going on a word hunt using the Student Reader “Tam and Sam Look Around.” Reread the story with your Learning Guide. Look for words that begin with the letter s and write them in your ELA Journal. How many did you find? Now read the story again and look for words that end with the letter s and write them in your ELA Journal. How many did you find?

TEACHING NOTES

Your student will be looking for words that begin and end with an s in the story “Tam and Sam Look Around” and recording them in the ELA Journal. Encourage your student to read aloud on his or her own. Assist if necessary. Watch to make sure your student is holding the pencil and forming letters correctly. Reteach if necessary.
Your student should understand that winter is snowy and cold. People stay warm by sitting inside by a fire and wearing warm clothes when they go outside.

You know that an event is something that happens in a story. Authors tell readers details about the most important events in a story. The pictures in a story give details about the events the words describe. What details do the pictures give about winter? On pp. 52–53, you can see that big snowflakes are falling. Look at the other pictures in the pages you read today. What do the details in these pictures show? Tell your Learning Guide three more details about winter that you see in the pictures.

Your student might note that the trees have no leaves, people build snowmen, and wear coats, scarves, and mittens.

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Your student will be looking for words that begin and end with an s in the story "Tam and Sam Look Around" and recording them in the ELA Journal. Encourage your student to read aloud on his or her own. Assist if necessary. Watch to make sure your student is holding the pencil and forming letters correctly. Reteach if necessary.

We are going to play a game called Snake! The word snake begins with the letter s. Your Learning Guide will read words out loud. If the word begins or ends in an s, wiggle like a snake. If it doesn’t, just stand still. Let’s have some fun!

Use Picture Cards (bus and soap) to review the /s/ sound and words that end with an s and begin with an s. Snake also begins with s. Read the words below out loud. If the word begins or ends with an s, have your student wiggle like a snake. If the word does not have an s, your student should stand still.

Silk, kite, seed, gate, save, dogs, turtle, soil, soccer, phone, kiss, hand, sink, sound, pants

Look at the picture of soap. Say the word. Can you hear the /s/ in the beginning? Look at the picture of a bus. Say the word. Can you hear the /s/ at the end?

We are going to play a game called Snake! The word snake begins with the letter s. Your Learning Guide will read words out loud. If the word begins or ends in an s, wiggle like a snake. If it doesn’t, just stand still. Let’s have some fun!

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Silk, kite, seed, gate, save, dogs, turtle, soil, soccer, phone, kiss, hand, sink, sound, pants

Look at the picture of soap. Say the word. Can you hear the /s/ in the beginning? Look at the picture of a bus. Say the word. Can you hear the /s/ at the end?

We are going to play a game called Snake! The word snake begins with the letter s. Your Learning Guide will read words out loud. If the word begins or ends in an s, wiggle like a snake. If it doesn’t, just stand still. Let’s have some fun!

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Look at the picture of soap. Say the word. Can you hear the /s/ in the beginning? Look at the picture of a bus. Say the word. Can you hear the /s/ at the end?

We are going to play a game called Snake! The word snake begins with the letter s. Your Learning Guide will read words out loud. If the word begins or ends in an s, wiggle like a snake. If it doesn't, just stand still. Let's have some fun!

Use Picture Cards (bus and soap) to review the /s/ sound and words that end with an s and begin with an s. Snake also begins with s. Read the words below out loud. If the word begins or ends with an s, have your student wiggle like a snake. If the word does not have an s, your student should stand still.

Silk, kite, seed, gate, save, dogs, turtle, soil, soccer, phone, kiss, hand, sink, sound, pants

The Letter Ss

Look at these letters: Ss. Do you know these letters? Say the word sun with your Learning Guide. You know that sun starts with the /s/ sound. The letter s makes the /s/ sound.

Look at the word fix. Say the word with your Learning Guide. How can you change the word fix to make the word six? You change the f to an s. Write the word fix. Now, write the word six.

Now, look at the word yet. Can you change one letter to make the word yes? Write the word yes.

As you read the lesson to your student, write each word as you say it and have your student read the word with you. Write the words mad, hat, net, and zip. Have your student change the first letter of each word to s to form new words.

Benchmark Vocabulary

Sometimes, readers find words that they do not know. Sometimes, they can find clues about the meaning of the word in the text. Another way to find the meaning is to look in a dictionary.

Find the word crackle on p. 52 of Four Seasons Make a Year. Work with your Learning Guide to find the meaning of this word from clues in the text.

If your student cannot determine the meaning of crackle through context clues, look in a dictionary for the definition. Repeat this exercise with the words twirling (p. 52), slippery (p. 54), and peck (p. 58).

You found details about the main events in Four Seasons Make a Year in the pictures. Now, you will write a new personal narrative.

A personal narrative is a kind of story. It is a story that tells about the writer’s experiences. You have written a personal narrative about something that happened to you in the past. Now, you are going to write a personal narrative about something that is happening now, or in the present.

The first step is to come up with an idea for your personal narrative. What is something that is happening now? Do you play any sports? Is there an activity you enjoy doing? Do you go to any special classes? You can write about anything that you are doing now.

Now, write a personal narrative about something that is happening now. Use complete sentences.

You looked for details about Four Seasons Make a Year in the pictures and wrote a narrative. Next, you will use what you have learned to ask questions about Four Seasons Make a Year.

Rate Your Enthusiasm

Please go online to view and submit this assessment.
What Are the Seasons in a Year? - Part 6

LEARN

QUESTION WORDS

You know that a sentence begins with a capital letter. It has a subject and verb. It ends with a period.

A question is a kind of sentence. Like other sentences, it begins with a capital letter. But it is different from other sentences because it ends with a question mark. Look at this sentence:

Can we play outside in the snow?

This sentence asks a question. It begins with a capital C and ends with a question mark.

Write a question. Show your question to your Learning Guide.

TEACHING NOTES

Allow your student to dictate a question if necessary. Make sure it is a complete sentence. Have your student point out the capital letter at the beginning and the question mark at the end.

PHONICS

HIGH FREQUENCY WORD REVIEW

We are using our high frequency words to write sentences. Your Learning Guide will read a sentence to you. Write it in your ELA Journal. Be sure to put a space between each word. Pick one sentence and draw an illustration in your ELA Journal.
Write this sentence on a piece of paper.

The cat is sad.

Show your student the uppercase letter at the beginning of the sentence and the period at the end.

Read the sentences below and have your student write them in the ELA Journal. Remind him or her that sentences begin with an uppercase letter and end with punctuation. If your student has difficulty spelling the words correctly, write the sentences on a piece of paper for him or her to copy.

I have a cat.
My cat is little.
She does not sleep.
The cat can see the dog.

Ask your student to pick one sentence to illustrate.

PHONICS PRACTICE- BEGINNING SOUNDS

Let’s review beginning letter sounds today. Play the game “Pack Up the Skills- Zone 1 Sorting Beginning Sounds” with your Learning Guide. To play, look carefully at each box. Click or tap on each picture to hear the word that goes with that picture. Drag each box under the tube that makes the most sense. Click or tap “Ready” to send the boxes on their way.

Play the game “Pack Up the Skills” with your student to review beginning sounds. Note any difficulty he or she has completing the task and review sounds as needed.
In this lesson, you learned how to ask questions about details in a story. This helps you understand the story better. Now, you are going to ask two questions about the details in *Four Seasons Make a Year*.

Listen as your Learning Guide reads *Four Seasons in a Year*, in the *Text Collection*, Unit 2, page 29.

Now, tell your Learning Guide two questions about key details in the story. Your Learning Guide will type the questions in the box.

**USE FOR MASTERY**

Review your questions with your Learning Guide before submitting them.

Did you:

- Write two questions that can be asked and answered by the key details in the text?
Where Does Food Come From? - Part 1

Objectives
- To identify main topics and key details
- To choose a topic for writing
- To identify the elements of a book
- To write an opinion
- To connection information in a text
- To write a reason for an opinion
- To use words to understand a text
- To use key details to understand a text
- To write supporting reasons for an opinion
- To expand sentences

Books & Materials
- Farming Then and Now
- ELA Journal
- Computer
- Picture cards
- Alphabet cards
- Index cards
- graphic organizer
- paper
- pencil

Assignments
- Read Farming Then and Now by Charles R. Smith, Jr.
- Choose a topic for an opinion.
- Complete a Parts of a Book chart.
- Write an opinion.
- Complete a Venn diagram.
- Write a reason for an opinion.
- Complete a Word Meanings chart.
- Revise an opinion.
- Write an opinion about Farming Then and Now.

LEARN

Last time, you read *Four Seasons Make a Year*. You learned about how to use the details in the pictures and the words to understand the book. Now, you will read to find the main topic and key details in a new kind of text. Good readers pay attention to details in a text, so they can figure out what the text is about.

You will read *Farming Then and Now*. This book contains facts. It is an informational text. The main topic of a book is what the book is mostly about. The key details are the most important details in a text. The main topic and key details in this text will help you learn about farming. You will learn about farming long ago and farming today. You will learn how they are different and the same.

As you read, think about these questions:

- What is this book mostly about?
- What are the most important details?

Now, read *Farming Then and Now*.

The author is the person who wrote a book. The illustrator is the person who drew the pictures. Find the names of the author and the illustrator. Point to each for your Learning Guide.
VOCABULARY

farm  changed
rises  work
starts  sheep
things  spin
machines  drive
faster  glad
easier  think
crops

OPPOSITES

In the lesson Life in the Little House, you practiced learning new words by finding their synonyms, or words with the same meaning. Now you are going to learn a new strategy. This time, you are going to think of words that mean the opposite. For example, the opposite of changed is the word same or the phrase “stayed the same.” Opposite words are called antonyms. Knowing a word and its antonym makes a strong connection in your mind and helps you remember both words.

Take a piece of paper and fold it in half. On one side, write the words rises, starts, easier, and harder. On the other side, write their antonyms. For example, the word changed is on one side of the paper and the word same or the phrase “stayed the same” is on the other side.

Challenge yourself: Practice folding the paper in half so you can only see one set of words. Can you remember the antonyms for the words on that side? Now turn the paper to the other side and practice again.

TEACHING NOTES

Pause to allow your student to comment on what the book is mostly about (farming in the past and present). You student should point out a few important details (e.g., there are lots of chores on a farm, p. 4, and most cow milking was done by hand long ago, p. 6).

If your student needs support coming up with antonyms for rises, starts, faster or slower, you can ask questions such as: “Which one is faster? A cheetah or a turtle? Which one is slower? A cheetah or a turtle?” If your student needs further support, you can prompt him or her with
sentences such as: “If cheetahs are faster than turtles, then turtles are ___ than cheetahs.” Your student should answer “slower.”

Words and their antonyms:
- rises (sets or falls)
- starts (ends or finishes)
- faster (slower)
- easier (harder)

Continue adding the new vocabulary words to the word wall under the groups “Action Words,” “Describing Words,” and “Things.”

Talk about these questions with your Learning Guide:
- What does the title tell you about the book?
- Look at pp. 8–9. What is the main topic of these pages?

The main topic of an informational text is what the text is mostly about. Key details tell about the main topic. Think about the details in Farming Then and Now. What do most of the details in the text tell about? This is the main topic. Write the main topic in your ELA Journal. Under the main topic, write three key details in the text that tell about it.

Your student should identify “Farming in the past and today” as the main topic of the text. Key details might include:
- Farming starts early and ends late. Farmers have lots of chores.
- Animals used to eat root vegetables in the winter. Today, animals eat silage in the winter.
- It used to take two people to shear a sheep. Today, it can be done by one person with electric clippers.
The title can help you find the main topic of a book. So can key details. Read the title with your Learning Guide. Find the watches on the pages that say then and now. Can you put the title together with the key details to find the main topic?

The main topic of a book is what the book is mostly about. You know that authors and illustrators include details in the text. The details help readers find the main topic. The main topic is not a detail. Look at the text box on the bottom of p. 4. It has the title “Did you know?” Sometimes, texts have details in boxes like this one. These details help you understand the main topic, but they are not the main topic. Can you find other Did You Know? boxes?

Tell your Learning Guide the main topic now.

Your student is struggling if he or she is naming details rather than the main topic of the text. Your student might be naming key details, such as how people use machines to help with farm work, or supporting details such as the world record for shearing sheep is 866 in 9 hours. Ensure your student understands that the Did You Know? text boxes are supporting details. They are not key details; they are just interesting facts for readers about the main topic.

The text in this book is broken up by several text features. Preview these features with your student. Show your student the titles of each section: Time to Wake Up, Time to Milk the Cows, Time to Feed the Animals, Time to Harvest, Time to Shear the Sheep, Then or Now? Show your student where the text related to these headings appears in the text. Point out the pictures and Did You Know? boxes that support the text. Show your student the repetition of the Then and Now pocket watch graphics. Ask your student to use the headings and the title to tell the main topic of the text.

If your student is still naming details rather than the main topic, ask him or her to tell you the main details from the text and write them in his or her ELA Journal:

- Cows used to be milked by hand but now are milked by machines.
- Animals have different food now than they did 100 years ago.
- Harvesting is done by machines now and is faster.
- Sheep are sheared with electric clippers now, and it is faster and requires fewer people.

Say, “These are the key details, but remember that key details are not the main topic. What topic do all of these details tell you about?” Your student should notice a pattern that the text describes an aspect of farming 100 years ago, then describes farming now. Ask, “How does this connect to the pocket watches on the pages?”
Remind your student that the title of a book will help him or her find the main topic. Collecting key details and “adding them up” to a main topic is a strategy to find main topic that your student can use frequently.

/k/ Spelled Cc

Look at the picture card your Learning Guide shows you. Say the word out loud. What letter spells the /k/ sound? Look at the Alphabet card your Learning Guide shows you. What letter spells the beginning sound in cactus? Look at the next cards your Learning Guide shows you. Say the word for each. Point to the cards that begin with the /k/ sound.

Display picture card cap, then alphabet card Cc. Then, show your student picture cards cat, mug, cap, can.

During this lesson, you are going to write an opinion. Writing an opinion gives you a chance to tell people how you feel about a topic. You will begin by choosing a topic.

Sometimes, writers tell an opinion about a topic when they write. The topic is what a writer writes about. An opinion tells what the writer thinks about the topic. The first step to writing an opinion is to choose the topic. Next, you will choose a topic to write an opinion about.

Draw a picture of the place where you live. You can draw a picture that shows the house or apartment where you live. You could draw a picture of the city or state. The place you choose will be the topic of your opinion writing. In your ELA journal, write a sentence about what is in the picture you drew. This sentence will name the topic for your opinion writing. You will write your opinion about this topic another time.

Allow your student to dictate the sentence if he or she cannot write it. Your student’s response should include:

- a picture showing a location
- a sentence telling about the picture
ANOTHER WAY

OPINION WRITING

If your student is finding it difficult to understand what an opinion is, help him or her practice by completing the following sentences:

- I think ____ is the best color.
- I think ______ is my favorite food.
- I like playing ______.

If your student is having difficulty identifying a topic to express an opinion about, introduce your student to this opinion writing graphic organizer and use this as a resource to support each part of this unit.

![Opinion Writing Graphic Organizer](Image)
PHONICS

HIGH FREQUENCY WORDS - WE, LIKE, MY

We are adding three more words today to our list of high-frequency words. Look at the cards we, like, my that your Learning Guide is showing you. Add these new cards to the deck. Read all the words in your deck. How fast can you read the high-frequency words?

TEACHING NOTES

You are adding three more cards to the high-frequency word flash card deck today. Write the words we, like, my on index cards or pieces of paper. Read each word aloud to your student. Emphasize the first letter sound of each word. Add the new cards to the deck and review all the cards with your student. It is essential that your student learn to read these words instantly. If there are any words that are not known instantly, pull them from the deck. Emphasize the beginning sound of each one to assist. Say “Get your mouth ready,” and demonstrate by saying the first sound followed by the rest of the word, such as mmmm my.

You found the main topic and key details in a text. You named a topic for opinion writing. Next time, you will find the parts of a book. You will also write an opinion.

QUICK CHECK

Please go online to view and submit this assessment.
Previously, you found the main topic and key details in a text. Now, you will find the parts of a book. Understanding the parts of a book will help you understand what is in the book. Parts of a book include things like the front and back cover, section titles, and page numbers. Think about this question as you read:

- What different parts of the book do you see on these pages?

Now, read *Farming Then and Now*.

Follow along as your Learning Guide reads. Notice how the words are separated by spaces. Read the last sentence on p. 4 with your Learning Guide. Point to the letters in the first few words. Then, point to the spaces between the words.
Talk about these questions with your Learning Guide:

- Find the front and back cover of the book. What do you see on the front cover?
- What does the author of a book do? What does the illustrator do?

**TEACHING NOTES**

- The title of the book, the author’s and illustrator’s names are on the front of the book.
- The author writes the words in the book. The illustrator draws the pictures in the book.

A book has an author and an illustrator. A book also has front and back covers and a title page. You will look at these parts of *Farming Then and Now* and fill out a chart with your Learning Guide to tell about the parts of the book.

Now, complete a **Parts of a Book chart**. Begin with a **Four-Column chart**. Your Learning Guide will fill in the headings. The headings will describe the parts of a book. Then, you will tell your Learning Guide what to write in each column. You will tell what can be found in each part of the book.

**TEACHING NOTES**

Write the headings as shown in the sample chart below. Have your student dictate what each part of the book tells readers. Then, have your student describe each part of *Farming Then and Now*. Write your student’s responses in the columns.
INTERACTIVE ACTIVITY

Try this Identify Book Parts activity.

TEACHING NOTES

Help your student navigate the questions on the website. Read the words aloud to your student, or show your student how to have the words read aloud using the speaker button.

PHONICS

INITIAL P

Look at the Pp card. The animal in the picture is a penguin. The word penguin begins with the letter p. What sound does Pp make? Can you think of other words that have the same beginning sound? Listen as your Learning Guide reads word pairs out loud. Which word begins with the /p/ sound?

TEACHING NOTES

Use the alphabet card Pp to demonstrate the letter sound. Ask your student to name other words that begin with the same sound. Some possible answers are: pop, pie, pig, puppy. Say each word pair below aloud and ask your student to identify the one that begins with a p. Emphasize the beginning sound of each word.

Set, pet, paw, saw, sink, pink, pat, mat, feel, peel, pail, tail

PHONICS

PRINT CONCEPTS

We are going to read another story today about Tam and Sam. Look at the cover. What is the title of the story? Where do you think this story will take place? Who are the author and illustrator of this story? Take a picture walk with your Learning Guide. Look at the pictures. What is happening on each page? Look for the rebus pictures. What are the words the pictures help you read? Listen as your Learning Guide reads each page, and then you echo and read it too. Point to each word as you read.
Help your student identify the setting, title, author, and illustrator from the cover of the story. Assist in the picture walk, but let your student take the lead. Make sure that he or she is looking carefully at each page and talking about what is happening in the picture. Look for the rebus pictures and talk about the words for each one. Read the first page aloud, pointing to each word. Ask your student to echo you and read pointing to each word. Does your student point at the right words as he or she reads? If not, show the correct way. If your student can echo read the first three pages correctly, encourage him or her to read the rest of the book aloud.

You have been working on writing your opinion. Last time, you chose a topic. Now, you will write an opinion about that topic. Remember, an opinion is what a writer thinks or feels about a topic.

Look back at the picture and sentence you made last time. Remember that this tells the topic for your opinion writing. Now, you will write an opinion about the place you live. The words you use will help show that you are sharing an opinion. The words “I think” and “I feel” show that you are stating an opinion.

Now, draft your opinion in your ELA Journal. Next time, you will write a reason to support your opinion.

Allow your student to dictate the opinion sentence if he or she cannot write it independently. Your student might write, “I feel like my house is the most comfortable place in the world.”

In this lesson part, you found the parts of a book. You also wrote an opinion. Next, you will connect information in a text. You will also write a reason for your opinion.

Please go online to view and submit this assessment.
Before, you found the parts of a book. Now, you will connect information in a text.

You find links between details when you connect information in a text. Connecting ideas and information can help you understand the point the author is making about those ideas. Think about these questions as you read:

- What do these pages tell about farming then?
- What do they tell about farming now?

Now, read pp. 6–7 of *Farming Then and Now*.

Headings tell what the words in a section will be about. Find the heading on p. 6. Listen as your Learning Guide reads the heading. From the heading on p. 6, what will the next section be about?

**TEACHING NOTES**

Pause while reading to allow your student to comment on what the pages tell about farming then (almost all milking was done by hand) and now (machines milk cows).

Talk about these questions with your Learning Guide:

- How were cows milked one hundred years ago? How are cows milked now?
Writers connect ideas and information in a text. Readers can look for the connections authors make. They can also make their own connections. Connections help readers understand the ideas in a text. You can connect an event that causes another. You can also connect ideas by comparing and contrasting them. This means you look at how they are the same and how they are different. You will fill out a Venn diagram with your Learning Guide to connect the ideas in the pages you read earlier.

Now, complete a **Compare and Contrast Venn diagram**. Label the left circle “Then,” the right circle “Now,” and the shared space between them “Both.” Under “Then” write details about farming in the past. Under “Now” write details about farming in the present. Under “Both” write a detail that was the same then as it is now.
You have been working on writing your opinion. Last time, you wrote an opinion about the topic. Now, you will write a reason for that opinion.

You know that an opinion is the way you think or feel about something. When good writers share opinions, they make sure to support them. They do this by giving reasons. A reason is a fact or detail that supports the opinion. Authors use reasons they think will get readers to agree with their opinion. You will write a reason for the opinion you wrote about the place you live.

You will write a reason for that opinion. Authors use reasons they think will get readers to agree with their opinion.
On p. 7 of Farming Then and Now, the boy tells an opinion about milking cows. “Milking a cow is a lot easier now.” This is something that is not a fact. It tells how the boy feels about milking cows. The details in the text on p. 7 support this opinion by telling that milking cows is faster now.

Look at the opinion you wrote about the place you live. You will now write a reason for that opinion. Think about the things that happened in that place. You can use one of these experiences as a reason for your opinion. Write your reason on the same sheet of paper as your opinion sentence.

**TEACHING NOTES**

Allow your student to dictate a sentence if he or she is unable to write one independently. If your student wrote an opinion last time that stated, “I feel like my house is the most comfortable place in the world,” your student's reason might be, “My room is set up exactly as I like it.”

You learned about how ideas in a text are connected. You wrote a reason for your opinion. Next time, you will use words to understand text. You will also revise your writing.
Where Does Food Come From? - Part 4

**Objectives**
- To identify main topics and key details
- To choose a topic for writing
- To identify the elements of a book
- To write a reason for an opinion
- To use words to understand a text
- To write supporting reasons for an opinion
- To expand sentences

**Books & Materials**
- Farming Then and Now
- ELA Journal
- Computer
- Picture cards
- Alphabet cards
- Dictionary
- 3 Column chart

**Assignments**
- Read Farming Then and Now by Charles R. Smith, Jr.
- Choose a topic for an opinion.
- Complete a Parts of a Book chart.
- Write an opinion.
- Complete a Venn diagram.
- Write a reason for an opinion.
- Complete a Word Meanings chart.
- Revise an opinion.
- Write an opinion about Farming Then and Now.

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**LEARN**

Last time, you learned about how ideas in a text are connected. Now, you will use words to understand text. Good readers define words they don’t know in a text, so they can better understand the ideas in it.

You will read more of *Farming Then and Now*. You will not know all of the words you see in some texts. Asking questions about the meaning of words can help you understand the ideas in a text. As you read, think about this question:

- Are there any words I don’t know in this text?

Now, read pp. 8–11 of *Farming Then and Now*.

Follow along as your Learning Guide reads. Follow the words from left to right and top to bottom. Turn the page as your Learning Guide finishes each one.

Talk about these questions with your Learning Guide:

- What do cows and sheep eat in the winter today?
- What does the word *silage* mean? Why do you need to know what *silage* is?
They eat silage.

Silage is a type of food made from grass crops. I need to understand the meaning of “silage” to understand what the cows and sheep are eating.

All readers come across words they do not know. The author may tell a word’s meaning. Readers may find clues about the meaning in the text or pictures. They may need to look up the meaning in a glossary or dictionary. You will fill out a chart with your Learning Guide about words in *Farming Then and Now*.

Now, complete a **Word Meanings chart**. Start with a **Three-Column chart**. Use these column headings: Word, Meaning, What I Did. Under “Word” you should write words you do not know. Under “Meaning” write the meaning of the word. Under “What I Did” write how you found the meaning.

Provide your student with access to a children’s dictionary to complete this activity. See below for an example of a completed chart.

![Word Meanings Chart](image)
They eat silage. Silage is a type of food made from grass crops. I need to understand the meaning of “silage” to understand what the cows and sheep are eating.

All readers come across words they do not know. The author may tell a word’s meaning. Readers may find clues about the meaning in the text or pictures. They may need to look up the meaning in a glossary or dictionary. You will fill out a chart with your Learning Guide about words in Farming Then and Now.

Now, complete a Word Meanings chart. Start with a Three-Column chart. Use these column headings: Word, Meaning, What I Did. Under “Word” you should write words you do not know. Under “Meaning” write the meaning of the word. Under “What I Did” write how you found the meaning.

Provide your student with access to a children’s dictionary to complete this activity. See below for an example of a completed chart.

/k/ Spelled Cc

Look at the word your Learning Guide writes. Say the word with your Learning Guide. What sound do you hear at the beginning?

Now, look at the next word writes. Listen as your Learning Guide asks you to make a new word.

Write the word cap. Next, write the word dot. Ask your student to tell you how to change dot to cot. Your student should answer that the first letter should be changed to c. Have your student write cot under dot.

You have been writing an opinion. Last time, you gave a reason to support your opinion. Now, you will revise your writing. Good writers take time to revise their writing to make sure all of their ideas are clear.

When you write an opinion, you are telling how you feel about a topic. You wrote an opinion about the place where you live. You also wrote a reason for the opinion. Now you will revise it. One way to revise is to add details.

You will add details to your opinion writing. Look at the opinion and reason you wrote. Think about what you liked or disliked about the place you live. Now, think of another detail you can add. You might also add another reason if it makes your opinion stronger.

If your student dictated his or her sentences, read them aloud. Have your student tell you what to revise. If your student wrote, “I feel like my house is the most comfortable place in the world. My room is set up exactly as I like it,” he or she might add another sentence that reads, “My favorite stuffed animals are piled on my bed.”

/p/ SOUND SPELLED Pp

Look at the picture cards. What is the picture of? Can you hear the /p/ sound? Where is the sound in the word pan? Where is the sound in the word top? Listen as your Learning Guide reads some words. Where do you hear the /p/ sound? Is it at the beginning of the word or the end of the word?
Display the word cards **pan** and **top**. Emphasize that the /p/ sound is at the beginning or the end of the words. Read the list of words below one by one. Ask your student to listen carefully and identify where the /p/ sound is in each word.

Pet, pail, zip, pack, cup, mop, pin, lip

You found the meaning of words you did not know. You also revised your opinion writing. Next time, you will use key details to understand a text. You will also name a book and write an opinion.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Where Does Food Come From? - Part 5

Last time, you found the meaning of words you did not know. This time, you will look at key details. Good readers pay attention to key details to understand the main topic of a text.

You will read more of Farming Then and Now. You will find the key details. Key details tell about the main topic. In this text, the key details tell about how farming long ago is the same and different from farming today. Think about these questions as you read:

- What do the key details tell about farming long ago?
- What do the key details tell about farming today?

Now, read pp. 12–13 of Farming Then and Now.

Pause while reading to allow your student to point out key details that tell about farming long ago (it took two people to shear a sheep, p. 12) and today (one person can shear a sheep with electric clippers, p. 13).
Talk about these questions with your Learning Guide:

- How many people does it take to shear a sheep today?
- What is different about how people shear sheep today and how it was done long ago?

**TEACHING NOTES**

- It takes one person to shear a sheep today.
- Shearing a sheep is different today than it was long ago because it used to take two people to shear a sheep and now it only takes one.

Good readers ask and answer questions about key details as they read. Finding key details help readers understand what they are reading.

Make a list of the key details on the pp. 12–13. The topic on these pages is shearing sheep. All of the key details are about this topic. You can find the key details by asking questions. For example, you can ask, “When do people shear sheep?” The words tell you that sheep are sheared in the spring. Work with your Learning Guide to ask more questions to find key details.

**TEACHING NOTES**

Allow your student to dictate the key details for the list. If your student struggles to complete this task, model asking questions about the key details. Ask, “Why do farmers shear sheep?” and “How do farmers shear sheep today?” Here is a partial list of key details your student might identify:

- Farmers shear sheep to keep them cool.
- Two people used to shear sheep together.
- One person can shear sheep today with electric clippers.

**BENCHMARK VOCABULARY**

Sometimes readers find words that they do not know. Sometimes, they can find clues about the meaning of the word in the text. Another way to find the meaning is to look in a dictionary.

Find the word *spin* on p. 12 of *Farming Then and Now*. Work with your Learning Guide to find the meaning of this word from clues in the text.
If your student cannot determine the meaning of *sheep* through context clues, look in a dictionary for the definition. Repeat this exercise with the word *drive* (p. 12).

Last time, you finished writing an opinion about the place you live. Now, you will write an opinion about the book you are reading. Writing an opinion gives you a chance to share how you feel about something.

You will write an opinion about *Farming Then and Now*. Think about something you liked or did not like in the text. Don't write your opinion about the whole book. Pick a specific part of it. You can start your sentence with one of these phrases:

- I like...
- I do not like...
- I think...

Now, write an opinion of *Farming Then and Now* in your ELA Journal. Be sure to name the title of the book in your sentence. You will write a reason to support your opinion later.

Allow your student to dictate an opinion if he or she is unable to write one independently. Your student might write, “I like the pictures in *Farming Then and Now*.”

**PHONICS**

**PHONICS PRACTICE: HIGH FREQUENCY WORDS: we, like, my**

Please go online to view this video ▶

Look at the word *we*. Say the word slowly, stretching it out so that you can hear the /w/ and /e/ sounds. Look at the word *like*. Say the word slowly, stretching it out. Can you hear the sounds? Look at the word *my*. Say the word, slowly stretching it out. Can you hear the sounds? Read the sentences below with your Learning Guide.

We like my farm.

My farm has cows.
Help your student read the sentences. The word farm may be tricky. Ask your student to point to each high-frequency word in the sentence. “Where is the word like?” “Point to the word my.” “Do you see the word like?”

In the ELA Journal write: We like my _____.

Ask your student to fill in the blank and draw a picture to illustrate the sentence. Possible answers could be cat, dog, house, tree, brother.

PHONICS

PHONICS PRACTICE- INITIAL SOUNDS

Let’s review beginning letter sounds today. Play the game “Pack Up the Skills- Zone 1 Sorting Beginning Sounds” with your Learning Guide. To play look carefully at each box. Click or tap on each picture to hear the word that goes with that picture. Drag each box under the tube that makes the most sense. Click or tap ready to send the boxes on their way.

You found key details in Farming Then and Now and wrote an opinion about the book. Next time, you will find reasons to support a point and write a supporting reason for your opinion.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Where Does Food Come From? - Part 6

**Objectives**
- To identify main topics and key details
- To choose a topic for writing
- To identify the elements of a book
- To write an opinion
- To use connection information in a text
- To write a reason for an opinion
- To use words to understand a text
- To use key details to understand a text
- To write supporting reasons for an opinion
- To expand sentences

**Books & Materials**
- Farming Then and Now
- ELA Journal
- Reading Log
- Computer
- Venn Diagram
- Picture cards
- Alphabet cards

**Assignments**
- Read Farming Then and Now by Charles R. Smith, Jr.
- Choose a topic for an opinion.
- Complete a Parts of a Book chart.
- Write an opinion.
- Complete a Venn diagram.
- Write a reason for an opinion.
- Complete a Word Meanings chart.
- Revise an opinion.
- Write an opinion about Farming Then and Now.

**LEARN**

Last time, you found key details in Farming Then and Now. This time, you will find reasons to support a point. Good readers pay attention to reasons an author gives for a point. This helps them figure out if the point is convincing.

You will read more of Farming Then and Now. You will find a point the author makes and a reason that supports it. A point is an opinion or something the author thinks is true. The words and pictures in a text give clues to the author's point or opinion. The author also gives reasons for these points. The reasons are found in the pictures and text, too. As you read, think about this question:

- What does the author want me to think?

Now, read pp. 14–15 of Farming Then and Now.

**TEACHING NOTES**

Remind your student that headings and pictures help readers make sense of the text. For each section, read the section heading with your student (Time to Wake Up, Time to Milk the Cows, Time to Feed the Animals, Time to Harvest, Time to Shear the Sheep). After you read each section heading, review the pictures in each section with your student. Ask, "What is similar about these pictures?"
LEARN

Last time, you found key details in *Farming Then and Now*. This time, you will find reasons to support a point. Good readers pay attention to reasons an author gives for a point. This helps them figure out if the point is convincing.

You will read more of *Farming Then and Now*. You will find a point the author makes and a reason that supports it. A point is an opinion or something the author thinks is true. The words and pictures in a text give clues to the author's point or opinion. The author also gives reasons for these points. The reasons are found in the pictures and text, too. As you read, think about this question:

What does the author want me to think?

Now, read pp. 14–15 of *Farming Then and Now*.

Remind your student that headings and pictures help readers make sense of the text. For each section, read the section heading with your student (Time to Wake Up, Time to Milk the Cows, Time to Feed the Animals, Time to Harvest, Time to Shear the Sheep). After you read each section heading, review the pictures in each section with your student. Ask, “What is similar about these pictures?”

Possible answers include:

- On pp. 6–7, cows are milked in both pictures.
- Pp. 8–9 show what kind of foods animals are eating.
- Pp. 10–11 both show fields of crops being harvested.
- Pp. 12–13 both show people shearing sheep.

If your student has trouble seeing the similarities, provide him or her with a Venn diagram. Ask him or her to fill in what is different on each of the page groupings above. For example, your student might note that the cow on p. 6 is being milked by hand but on p. 7 several cows are being milked by machines. Then, ask, “What is similar in these two pictures?” Your student, in this example, would identify that cows are being milked. Write that in the middle of the Venn diagram. At the end of the exercise, look at what is in the center of the diagram with your student. Ask him or her, “Are these reasons that prove the author’s point that some things never change on a farm?” Your student should indicate that since these activities happened 100 years ago and are still happening, some things do never change.

### ANOTHER WAY

Good readers learn words that they do not know. One way to help you learn words is a glossary. A glossary is a list of words and what they mean in a book. Usually, glossaries are at the back of a book. Turn to the glossary of *Farming Then and Now* on p. 16.

Look at the words in the glossary. Listen as your Learning Guide reads the words. Repeat the word to your Learning Guide. Then, listen to each word’s definition. On an index card, draw a picture that shows the definition of the word. Ask your Learning Guide to write the word under each picture you draw. Keep your pictures next to you while you read the book!

### TEACHING NOTES

This exercise is meant to preview important vocabulary with your student before he or she begins reading the book. Note that the vocabulary in the glossary appears in alphabetical order, not in the order that students will read the words. Your student will encounter the words on the following pages:

- Alfalfa – p. 8
- Crops – p. 9
- Nutritious – p. 8
After reading, talk about these questions with your Learning Guide:

- Who likes living on a farm now? How do you know this?
- What is the boy’s opinion of living on a farm now? How do you know this?

**TEACHING NOTES**

- The girl likes living on a farm now. I know this because on p. 14 she says “Life on a farm was hard before there were machines.
- The boy is not glad that he lives on a farm now. He thinks that a farm in the past would have had more people for him to talk to.

Look at the point the author states on p. 15: *Some things on the farm never change.* Authors give reasons and facts to support their points. You will find the reasons the author gives to support this point.

Look through the book again. Look for facts and reasons that support this point. Look at p. 15. The author says, “... getting up at daybreak and **working** until the sun goes down.” Working long hours is something that never **changes**.

In your ELA journal, write a list of reasons for the point, “Some things on the farm never change.”

**TEACHING NOTES**

The points your student might find include milking cows, harvesting crops, working long hours, and feeding animals. Your student can draw **Venn Diagram** to keep track of the information.
ANOTHER WAY

An author’s point is what he or she thinks. It is not a fact. The sky is blue is a fact. Facts do not need reasons to support them. Points do need reasons.

You might have a point about your favorite kind of ice cream. You might have reasons to support your point. In this book, the author makes the point that some things on a farm never change. The author gives examples to show that his point is true.

Think about the headings of each section in this book. Then, review the pictures in each section. What was true about farms 100 years ago that is still true now? You might want to use a Venn diagram to help you organize your thoughts.

TEACHING NOTES

Pause to allow your student to talk about what he or she thinks the author wants the reader to think. (e.g. The author wants me to think that some things on a farm always stay the same.)

TEACHING NOTES

Review your student's Reading Log with your student. Ask your student to tell you one reason he or she did or did not like each book read since the last time you reviewed the Reading Log.

INITIAL AND MEDIAL /i/

Look at the picture card your Learning Guide shows you. Say the word out loud. Listen to the beginning sound. Look at the next picture card. Say the word out loud. What is the middle sound? The sound at the beginning of inch is the same as the sound in the middle of six. The /i/ sound is made by the letter i.

Listen to the words your Learning Guide says. Write the words that have the /i/ sound.

TEACHING NOTES

Display picture cards inch and six. Next, say pairs of words—such as tip/tap, pick/pack, and lit/lot—that have one word with the /i/ sound and one without. Spell the words with /i/ for your student to write if he or she cannot spell them independently.

Remember to read books on your own for fun. Write the title and author of books you read in your Reading Log. Write a few words to tell how feel about each book that you read.
Last time, you wrote an opinion about *Farming Then and Now*. Now, you will write a supporting reason for the opinion. Good writers always support their opinions so they can be convincing.

A reason is a fact or detail that the writer thinks will get readers to agree with the opinion.

Look at the sentence you wrote stating your opinion about *Farming Then and Now*. Think about why you feel this way about the book. Write a reason to support your opinion.

**TEACHING NOTES**

Allow your student to dictate a sentence telling the reason to support the opinion if he or she cannot write it independently. If your student wrote that he or she likes the pictures in the book, a supporting reason might be, “The pictures help me imagine what it would be like to live on a farm.”

**EXPAND SENTENCES**

A sentence tells a complete thought. When you expand a sentence, you add a detail or information to make the sentence tell more. This also makes the sentence longer.

A telling sentence is one kind of sentence. It tells what something or someone is or does. A telling sentence begins with a capital letter and ends with a period. Look at this telling sentence:

The flower grows.

You can add a detail and expand the sentence to tell more about how the flower grows:

The flower grows *quickly*.

Look at the first sentence again: *The flower grows*. Add a different detail to expand this sentence. Write the new sentence in your ELA Journal.

**TEACHING NOTES**

Your student might dictate or write: *The flower grows tall.*

**PHONICS**

**PHONICS: /k/ SPELLED CC**

The letter Cc makes a /k/ sound. Look at the picture card. It is a picture of a cap. Say the word and listen. Do you hear the first sound, /k/? Can you think of other words that are spelled with a Cc and make the /k/ sound? Use your letter tiles to make more words with the /k/ sound spelled with a Cc.
TEACHING NOTES

Read the word pairs below aloud. Ask your student to identify which word begins with a /k/ sound.

Goat/coatsame/camenow/cowpuff/cuffcall/hall

Using letter tiles, have your student make each word below and then read it. He or she should stretch the word as they read and listen to each sound. If additional practice is needed, tap the sounds as the word is slowly spoken.

Cat, cut, cot, cab, can

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.

This time, you found reasons that support points. You also wrote a reason for your opinion of this book. Next time, you will use what you have learned to write an opinion of a book you read on your own.
You have learned about how authors support opinions and points in a text. You have also practiced writing your own opinion about a text. Now, you will use what you have learned to write an opinion about a book you have read on your own.

Choose a book that you have read on your own. You can look at your Reading Log to find a book. You will tell your Learning Guide an opinion of the book. You will also tell one reason for your opinion. Your Learning Guide will type your answer in the box below. Be sure to tell the name of the book in your opinion. You can look back at the book to help you write your opinion and reason.
USE FOR MASTERY GUIDELINES & RUBRICS

Did you:

- Choose a book that you have read and tell your opinion about the book?
- Use writing, dictation, and drawing in your answer?
Before, you read *Farming Then and Now*. Now, you will read a new text, *The Old Things*. You will find the link between the words and pictures in the book.

You will read *The Old Things*. This text has both words and pictures. Finding the link between the words and pictures will help you answer questions about the facts in the text. As you read, think about these questions:

- What do the pictures show about the words in the text?

Find the front cover of the book. Point to the title and the author’s name as your Learning Guide reads them.

Now, read *The Old Things*. 
VOCABULARY
- e-mail
- moving
- played
- typed
- call
- look
- write

TEACHING NOTES

Read the instruction text to your student. Pause frequently to check your student’s understanding, and rephrase as needed. Make sure your student understands that you are the “Learning Guide” referred to in the text.

Guide your student in reading The Old Things. 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.
- As appropriate, have your student repeat after you, whisper-read with you, or read along with you.

Pause while reading to allow your student to talk about what the pictures show about the words (e.g. on p. 6 the words say that the camera needs film and the picture shows a roll of film.)

Talk about these questions with your Learning Guide:

- Look at the picture on p. 9. What words in the text tell about the picture?

TEACHING NOTES

- The picture shows a laptop. The words “I type on Mom’s laptop” tell about the picture.

VOCABULARY

TALKING ABOUT THE PAST: THE “-ED” ENDING

In the text The Old Things, you read about things that happened a long time ago, in the past. You may have noticed that when we are talking about the past, we add an “-ed” ending to action words. This shows that the action happened in the past or a long time ago.
Here is an example using the word look. Which sentence is talking about the past, and which one is talking about today? Tell your Learning Guide: How did the word look change when it was talking about the past?

Example: A long time ago, people looked at pictures in photo albums. Today, people look at pictures on their phone.

You learned the words play, type, call and look. Can you make sentences about the past using these words? Remember to add the ending “–ed.”

Challenge yourself: Look at your word wall. Are there other action words with the “–ed” ending? Can you make a sentence about the past using action word with an “–ed” ending?

If your student struggles to use the words play, type, call and look in a sentence, you can support him or her by modeling an example such as: “Yesterday, I called my friend on the phone.” Then have your student come up with a sentence using the same action word that you modeled.

As you and your student look at the word wall for examples of action words with the “–ed” ending, highlight the ed in one color. This will give your student a visual reminder that “–ed” is an ending. It will also help your student make connections later on that words can have different endings.

The pictures in a book give readers information about the ideas and facts in the words. The front cover of The Old Things has a photograph. The title and the photograph give readers clues about what the book will be about. Talk about the title and photograph with your Learning Guide. What can you tell about the book by looking at the title and the photograph together?

The title mentions old things. The picture shows a boy holding a typewriter. I can use these clues to figure out that the text tells about things people used to use but don’t use anymore.

/i/ Spelled Ii

Look at the letter and picture on the alphabet card your Learning Guide shows you. Name the picture on the card. What letter spells the beginning sound in igloo?
Look at the picture card. Say this word with your Learning Guide. Do you hear the middle sound? The middle sound in *six* is spelled the same way as the beginning sound in *igloo*. They are both spelled with an *i*.

Listen to the words your Learning Guide tells you. Write the words that have the same /i/ sound as *igloo* and *six*.

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**TEACHING NOTES**

Display alphabet card *Ii* and picture card *six*. Say pairs of words for your student—such as *bat/bit*, *set/sit*, and *let/lit*—in which one of the words has the middle /i/ sound. Spell the words for your student to write after he or she chooses the word with the /i/ sound.

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You saw how the words and photograph on the front cover of *The Old Things* together tell what the book will be about. Now, you will use opinion words to write about one of the objects in the text.

An opinion is what a person thinks or the way a person feels about something. When writers write about an opinion, they tell reasons for the opinion. You will give an opinion about an old thing in the book. You will write a sentence about that thing.

A fact is something that can be proven to be true. "Years ago, people used typewriters for writing" is a fact. An opinion tells a person's thoughts or feelings. An opinion cannot be proven to be true. "It is easy to use a *typewriter*" is an opinion. The word easy shows that this is an opinion and not a fact. Another person might think it is hard to use a typewriter. Here are some other words that can show that a writer is telling an opinion: *fun*, *best*, *worst*, *weird*, *interesting*, *awesome*, and *ugly*.

Choose an object from *The Old Things*. Write a sentence to tell an opinion about the object. Use at least one opinion word. Then give the reason you think that. Start with the word *because*. Write your sentence in your ELA Journal.

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**TEACHING NOTES**

Allow your student to dictate a sentence if he or she cannot write independently. Your student might write, "I think it would be fun to listen to music on a record player because you can watch the record move."
Look at the picture card. Say this word with your Learning Guide. Do you hear the middle sound? The middle sound in *six* is spelled the same way as the beginning sound in *igloo*. They are both spelled with an *i*.

Listen to the words your Learning Guide tells you. Write the words that have the same /i/ sound as *igloo* and *six*.

Display alphabet card *Ii* and picture card *six*. Say pairs of words for your student—such as *bat/​bit*, *set/sit*, and *let/lit*—in which one of the words has the middle /i/ sound. Spell the words for your student to write after he or she chooses the word with the /i/ sound.

You saw how the words and photograph on the front cover of *The Old Things* together tell what the book will be about. Now, you will use opinion words to write about one of the objects in the text. An opinion is what a person thinks or the way a person feels about something. When writers write about an opinion, they tell reasons for the opinion. You will give an opinion about an old thing in the book. You will write a sentence about that thing.

A fact is something that can be proven to be true. "Years ago, people used typewriters for writing" is a fact. An opinion tells a person's thoughts or feelings. An opinion cannot be proven to be true. "It is easy to use a typewriter" is an opinion. The word *easy* shows that this is an opinion and not a fact. Another person might think it is hard to use a typewriter.

Here are some other words that can show that a writer is telling an opinion: *fun*, *best*, *worst*, *weird*, *interesting*, *awesome*, and *ugly*.

Choose an object from *The Old Things*. Write a sentence to tell an opinion about the object. Use at least one opinion word. Then give the reason you think that. Start with the word *because*. Write your sentence in your ELA Journal.

Allow your student to dictate a sentence if he or she cannot write independently. Your student might write, "I think it would be fun to listen to music on a record player because you can watch the record move."

**TEACHING NOTES**

**ANOTHER WAY**

**FACT OR OPINION**

If your student is struggling to determine the difference between opinion and fact, explain that people can have different opinions on the same topic.

Demonstrate using the topic "dogs."

Someone might say: I like dogs. Dogs are fun to play with in the house and outside.

Another person might say: I do not like dogs. You need to feed them and walk them.

Opinions can be different. Facts, however, do not change. A fact about dogs is they have four legs and a tail.

If your student is having difficulty expressing an opinion, ask your student to look for the opinion words used in the following sentences:

- I like ice cream.
- I feel tired.
- I believe cookies are better than cupcakes.
- Some cookies have chocolate chips.

If your student is having difficulty writing an opinion sentence with an opinion word, use a sentence starter.

I believe ________________ because ______________
I think ________________ because ______________
I feel ________________ because ______________

**PHONICS**

**MICRO-ASSESSMENT PHONICS: PRINT CONCEPTS**

We are going to read the story *Winter Fun* today. Look at the cover. Who is the author? Who is the illustrator? Take a picture walk and look at each picture. What do you predict will happen in the story? Look for the rebus pictures. What tricky word does each picture help you read? Read the story with your Learning Guide. Was your prediction correct?
MICRO-ASSESSMENT: PHONICS: PRINT CONCEPTS

We are going to read the story Winter Fun today. Look at the cover. Who is the author? Who is the illustrator? Take a picture walk and look at each picture. What do you predict will happen in the story? Look for the rebus pictures. What tricky word does each picture help you read? Read the story with your Learning Guide. Was your prediction correct?

Guide your student to answer the questions. Encourage your student to read the story on his or her own. Note any difficulties he or she has. Look to see that your student reads from left to right, top to bottom, and points correctly to each word as it is read. If your student has any difficulty, echo reread the story together.

You saw how the words and photograph on the front cover of The Old Things gave clues about the book. You also used opinion words to write a new opinion. Next time, you will answer questions about key details in a text. You will also write about a preference.
You saw how the words and photograph on the front cover of *The Old Things* gave clues about the book. Now, you will answer questions about key details in a text. Good readers note the most important details in a text, so they can understand the point the author is making.

You will read more of *The Old Things*. Answering questions about the key details in a text can help you understand the most important ideas in the text. Key details are the most important details in a text. You can ask and answer questions about the key details shown in the pictures and words. As you read, think about these questions:

- What are the most important details in the words?
- How do the pictures tell about the important details?

Now, read pp. 2–7 in *The Old Things*.

Follow along as your Learning Guide reads. Notice that your Learning Guide reads the words from left to right and top to bottom. Turn the pages for your Learning Guide.
Talk about these questions with your Learning Guide:

- Why can’t Gran take all her things with her?
- What can you tell about how to play records from the photograph on p. 4?

Writers give facts and details about a topic in informational texts. Readers ask questions and look for answers as they read. You can ask and answer questions about the key details in The Old Things to help you understand the text. For example, you might ask, “What old things does Gran have?” Her email on p. 4 tells that she has a record player. The email on p. 6 tells that she has a camera.

Look at pp. 2–3 with your Learning Guide. Think of two questions you can ask about the details on these pages. Write the questions in your ELA Journal. Write the page where you found the answer. Then talk about the answers with your Learning Guide.

Allow your student to dictate questions if he or she is unable to write them independently. Possible questions and answers:

- What is a record player? Something that plays music. (p. 4)
- What do you need film for? To take a picture with an old camera. (p. 6)
INITIAL AND MEDIAL /i/

Look at the picture card your Learning Guide shows you. Say the words. Where do you hear the /i/ sound in each word?

Look at the next set of cards. Name the picture on each. Point to the cards that show words that have the /i/ sound.

TEACHING NOTES

Display picture cards inch and six. Next, display picture cards pig, dog, quilt, nut, brick, wig, and top. Have your student point to the words that have the /i/ sound.

Before, you wrote about your opinion of something in the text The Old Things. Now, you will write to tell about a preference.

A preference tells which of a group of things a person likes better or best. A preference is a kind of opinion. Now, you will choose two things named in The Old Things and tell which you like better. When writing a preference, you should:

- name a topic
- think about the choices
- write to tell which you like better

The details in The Old Things tell about pairs of things. In each pair is something from long ago and something from now. Choose one pair of things from the text. Write a sentence to tell about the pair of things you chose. Then write a sentence to tell about the thing you like better. You can also draw a picture to show which thing you like better.

TEACHING NOTES

Allow your student to dictate sentences if he or she is unable to write independently. Your student might write the following sentence:

- People used to listen to music on record players but now use mp3 players. I like mp3 players better because they are easier to carry.
Look at the next set of cards. Name the picture on each. Point to the cards that show words that have the /i/ sound.

Display picture cards inch and six. Next, display picture cards pig, dog, quilt, nut, brick, wig, and top.

Have your student point to the words that have the /i/ sound.

Before, you wrote about your opinion of something in the text The Old Things. Now, you will write to tell about a preference.

A preference tells which of a group of things a person likes better or best. A preference is a kind of opinion. Now, you will choose two things named in The Old Things and tell which you like better. When writing a preference, you should:

1. Name a topic
2. Think about the choices
3. Write to tell which you like better

The details in The Old Things tell about pairs of things. In each pair is something from long ago and something from now. Choose one pair of things from the text. Write a sentence to tell about the pair of things you chose. Then write a sentence to tell about the thing you like better. You can also draw a picture to show which thing you like better.

Allow your student to dictate sentences if he or she is unable to write independently. Your student might write the following sentence:

People used to listen to music on record players but now use mp3 players. I like mp3 players better because they are easier to carry.

ANOTHER WAY

OPINION AND PREFERENCES

If your student is having difficulty understanding the difference between opinion and preference, explain that a preference is a kind of opinion that involves making a choice between two or more things.

If your student is only identifying one item in the text and is unable to identify a pair of things, ask him or her to identify things that come in pairs. Provide an example:

A pair (two) of shoes.
A pair (two) of _______.
A pair (two) of _______.

If your student is struggling to demonstrate a preference between two items, then provide him or her with the following sentence starter.

I like __________ better/more than __________because_____________________.
I prefer ______________________because _________________________________.

Emphasize the words better, more and prefer as opinion words that show a preference between two items.

PHONICS

HIGH FREQUENCY WORDS HE, FOR

We are adding two words to our High Frequency Word flash cards today. Look at the word he. Say the word slowly, stretching it out. Do you hear the /h/ and /e/ sounds? Look at the word for. Say the word slowly, stretching it out. Do you hear the sound each letter makes?

Using an index card or small piece of paper, make a flash card for the words he and for. Write the sentences below on a piece of paper and read them aloud. Ask your student to point to the word will and point to the word it. Practice stretching the words by saying them slowly /w/ /i/ /l/ and /i/ /t/.

Tom will get it.
Ask your student to point to the word he and the word for. Stretch these words and listen for the sounds of each letter.

He will get it for me.

Add these new words to the high-frequency word flash card deck.

You asked and answered questions about The Old Things. You also wrote to tell a preference. Next time, you will use words to understand ideas in The Old Things. You will also write to state an opinion.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
What Is This? - Part 3

Objectives
- To relate words and pictures in a text and analyze key details
- To write to express various opinions
- To find the meaning of words to understand a text
- To compare and contrast ideas in texts
- To use prepositions correctly in sentences

Books & Materials
- The Old Things by Diana Noonan
- ELA Journal
- Computer
- Four-Column chart
- Picture Cards

Assignments
- Read The Old Things by Diana Noonan.
- Use opinion words to write an opinion.
- Write to tell a preference.
- Complete a Word Meaning chart.
- Write to state an opinion.
- Complete a Connecting Information Venn diagram.
- Write to show agreement or disagreement.
- Play the Prepositions game.
- Write to compare and contrast information.
- Write an opinion with a supporting reason.

LEARN

Before, you asked and answered questions about The Old Things. Now, you will use words to understand ideas in The Old Things. Good readers stop to define unknown words, so they don’t miss important details in a text.

Now, you will read more of The Old Things. Sometimes readers come across words in a text they do not know. You can use clues in the text to find the meanings of these words. As you read, think about these questions:

- Are there any words I do not know?
- Does the author include definitions for any of these words?

Now, read pp. 8–11 of The Old Things.

TEACHING NOTES

While reading, pause to allow your student to point out any words he or she does not know (e.g., typewriter, p. 8).

Talk about these questions with your Learning Guide:

- What is a laptop? Show your Learning Guide the picture that shows what a laptop is.
A laptop is a small computer you can carry around with you. It fits on your lap. The picture on p. 9 shows what a laptop is.

When readers see words they don't know, they can ask, “What does this word mean?” They can look at other words in the text and in pictures to help them find the answer. You will fill out a chart with words from *The Old Things* and their meanings. Understanding the meaning of words is important to understanding the ideas in a text. In the chart, you will tell the meaning of the words and what clues you used to find them.

Now, complete a Word Meanings chart. Start with a Four-Column Chart. Fill in these headings: Word, Picture Clues, Text Clues, Meaning. Write the word you do not know in the correct column. Then write the picture clues to the meaning of the word. Next, write the text clues about the meaning of the word. Write the meaning of the word in the last column.

Allow your student to dictate the entries in the chart if he or she is unable to write them independently.

### Word Meanings Chart

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture Clues</th>
<th>Text Clues</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>typed</td>
<td>words on paper</td>
<td>letters</td>
<td>wrote letters and words with a typewriter or computer use a phone to talk with someone</td>
</tr>
<tr>
<td>call</td>
<td>cell phone</td>
<td>I can call you on Dad’s cell phone</td>
<td></td>
</tr>
</tbody>
</table>
PHONICS

MEDIAL /i/ SPELLED ii

Look at the alphabet card for the letter $ii$. The picture is an igloo. Say the first sound of the word igloo. Can you hear the /i/ sound? We also hear the /i/ sound in the middle of words. Look at the picture card "six." Say the word six slowly. Can you hear the /i/ sound? It’s the same as the first sound in igloo, but it is in the middle of the word.

/i/ Spelled ii

Look at the letters $I$ and $i$. What are these letters? Say the word inch. Do you hear the /i/ sound at the beginning of the word? This sound is spelled $i$. Say the word six. Do you hear the /i/ sound in this word?

Look at the word your Learning Guide writes. Follow your Learning Guide’s instructions to make a new word.

TEACHING NOTES

Show your student the picture cards for six, wig, boat, quilt, mop, and pig. First, ask him or her to tell you what each picture shows. Then look at each one and ask, "Does this word have the /i/ sound in the middle? If it does, write the word in the ELA Journal." Some students have difficulty hearing sounds in the middle of a word. If so, then say the word slowly, stretching the word out so that he or she can hear all the sounds.

TEACHING NOTES

Write the word bag. Have your student say the word with you. Ask your student to tell how to change bag to big. Your student should recognize that the letter "a" should be changed to the letter "i." Have your student write big.

QUICK CHECK

Please go online to view and submit this assessment.
MORE TO EXPLORE

Clues in the text that help readers find the meaning of words they don't know are called context clues. Watch the video Context Clues (02:39) for more information on how to use context clues to find the meaning of words you don't know.

Please go online to view this video ▶

Before, you wrote to state a preference about something in The Old Things. Now, you will write to state an opinion about the photographs in the text. Good writers base their opinions on evidence, such as what's found in photographs.

Photographs can show information about a topic. Writers can use photographs to tell information about the topic of a text.

Look at the photograph on p. 8. It shows a big machine. It has many parts. You can see that a writer must put a sheet of paper in the machine to type. The text doesn’t tell how to use a typewriter, but the details in the photograph show how it is used. You can form an opinion about the typewriter based on the details in the photograph. Do you think a typewriter would be easy or hard to use? You answer is an opinion. Words like easy, hard, like, and think help show that you are writing an opinion.

Choose one photograph from the text. It can be of an old thing or a new thing. Look at the details in the photograph. Form an opinion about it. Now, write a sentence to tell your opinion. Remember to name the thing in your sentence. Also use at least one word to show that your sentence tells an opinion. Write your sentence in your ELA Journal.

Allow your student to dictate a sentence if he or she is unable to write independently. Your student might write, “I think it would be fun to use a camera that needs film.”

You found the meaning of words you did not know in The Old Things. You also wrote an opinion about one of the things in a photograph in the text. Next time, you will make connections between ideas. You will also write to tell your opinion about a statement in the text.
Before, you found the meaning of words you did not know in The Old Things. Now, you will make connections between ideas. Good readers make connections between ideas because it helps them understand the point an author is making.

You will read more of The Old Things. The details in this text show that some things have changed over time. You can make connections between the old things and new things to understand the text. As you read, think about these questions:

- How are the old things like the new things?
- How are the old things different from the new things?

Now, read pp. 12–16 of The Old Things.

While reading, pause and ask your student how the old things are like the new things. After reading, talk to your student about how the old things are different from the new things. Your student might note that:
• the old and new things are alike because Tom needs something to write with at school, and so did Gran
• they are different because Tom uses colored pencils and Gran used a pen and ink pot

After reading, talk about these questions with your Learning Guide:

• What does Gran mean when she says some things stay the same?
• What is something that Gran did that Tom does now?

**TEACHING NOTES**

• People used mail when Gran was a girl, and they still use mail.
• Gran used to go to school. Tom goes to school now.

Ideas in a text are often connected. This means they are linked in some way. One way readers can find connections is by comparing and contrasting details. To compare means to tell how things are alike. To contrast means to tell how they are different. You can use a Venn diagram to compare and contrast the new and old things in the pages you read.

Now, complete a Connecting Information Venn diagram Label the left circle “Old,” the right circle “New,” and the shared space between them “Both.” Write details about an old thing under “Old.” Write details about the new thing under “New.” Write details that tell about both the old and new things under “Both.”

**TEACHING NOTES**

Write the details if your student is unable to write independently. See below for a completed diagram.
You found a connection between ideas in *The Old Things*. Now, you will write to show that you agree or disagree with a statement and give a reason. Good writers support their opinions with reasons so they are more convincing.

You have been writing opinions. One way to tell an opinion is to tell whether you agree or disagree with what the writer says about a topic. When you agree, you have the same opinion. When you disagree, your opinion is different. You will write to tell whether you agree or disagree with a statement in *The Old Things*.

Look at this statement: *Some things stay the same!* Think about whether you agree or disagree. Think about the reason Gran gives for this opinion. Look at the other examples. Write a sentence to tell whether you agree or disagree with the statement. Use the word “because” to give a reason for your opinion.

Allow your student to dictate the sentence if he or she cannot write independently. Your student might write, “I disagree with this statement because almost everything we use now is different than the things people used in the past.”

**TEACHING NOTES**

**TEACHING NOTES**

**TEACHING NOTES**

**PHONICS**

**PRACTICE DECODABLE READER**

Today we will read the story *Where Is Home, Little Pip?*. Look at the cover. Who are the author and illustrator of this story? Who is Pip? Look closely at the word Pip and say it. Did you hear the /i/ sound in the middle?

Take a picture walk and look at each page. Are there any rebus pictures to help us with the tricky words? What do you think will happen in the story? Read the story with your Learning Guide to find out if your prediction was right!

We have read many Student Readers, and your student should be becoming more independent with these tasks. Assist your student as necessary.

Discuss the word Pip and the sound that i makes in the word. Reread the story. Have your student identify all the words with the /i/ sound in the story and record them in the ELA Journal.
**INTERACTIVE ACTIVITY**

A preposition is a word that shows how a noun relates to another word in a sentence. Words like *in*, *to*, and *behind* are prepositions.

Play the [Preposition game](#) to practice using prepositions. Your Learning Guide can help you correctly place the object based on the preposition in the sentence.

Afterward, write a sentence in your ELA Journal using one of the prepositions from the game.

**TEACHING NOTES**

Assist your student by reading the sentences in the game. Type in the correct answers, or show your student which letters to type to enter the words.

You found connections between ideas in *The Old Things*. You also wrote to tell your opinion about a statement in the text. Next time, you will compare and contrast texts. You will also compare and contrast two texts.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Before, you found connections between ideas in *The Old Things*. Now, you will compare and contrast two texts about the same topic. Good readers compare and contrast ideas in multiple texts about the same topic. This helps them understand how different people feel about the same topics.

Remember, when you compare things you tell how they are alike. When you contrast things, you tell how they are different. You will read part of *Farming Then and Now* and *The Old Things*. As you read, think about these questions:

- How are the details in the two texts the same?
- How are the details in the two texts different?

Now, reread *Farming Then and Now* and *The Old Things*.

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### TEACHING NOTES

Pause to allow your student to comment on similarities and differences between the details in the texts. For example, your student might note that:

- the texts are similar because they are about how things were done long ago and how things are now.
- they are different because *Farming Then and Now* is about farms and *The Old Things* is about things people have in their homes.
Talk about these questions with your Learning Guide:

- What is the main topic of *Farming Then and Now*?
- What is the main topic of *The Old Things*? How is the main topic of *The Old Things* like the main topic of *Farming Then and Now*?

### TEACHING NOTES

- Farms long ago and farms now.
- Old things and new things. Both topics compare life long ago and life now.

The key details in a text tell about the main topic. You can ask and answer questions about the key details in both texts.

You can use the answers to these questions to tell how the details are alike. To tell how things are alike is to *compare*. You can also tell how the details are different. To tell how things are different is to *contrast*.

Write two questions about the details in each text. Then find the answers.

Use the answers to the questions to compare and contrast. Tell your Learning Guide two things that are the same in the texts and two things that are different.

### TEACHING NOTES

Allow your student to dictate the questions if he or she is unable to write independently. If your student struggles with this task, suggest the following questions:

*Farming Then and Now:* How is milking cows different now than it was in the past? (It is faster because machines can milk many cows at once.)

*The Old Things:* How is using a camera different now than it was in the past? (In the past you used to have to use film and could not see the pictures right away. Now, you can see a picture right after you take it.)

Guide your student in a conversation about how the answers to these questions reveal similarities and differences between the texts. Your student should recognize that both texts include details about how things have changed over time. Your student might note that the details in *Farming Then and Now* are all related to farming. The details in *The Old Things* are related to things most people have in their homes.
INITIAL AND MEDIAL /I/
Look at the picture cards your Learning Guide shows you. Say each word. Tell whether each word has the /i/ sound at the beginning or the middle.

TEACHING NOTES
Display picture cards inch, igloo, wig, insect, quilt, pig, iguana, and brick.

PHONICS
PRACTICE PHONICS REVIEW: LETTER SOUNDS
Let’s play a game and review the sounds that letters make. Play “Pack Up Your Skills.” Read or listen to the instruction for each game. Select all the boxes that you think are correct. Click or tap each picture to hear the word that goes with each picture. When you are ready, click or tap “Check your answers” to find out how you did.

TEACHING NOTES
Play “Pack Up Your Skills” with your student. Assist if necessary. Note any areas of difficulty that require reteaching.

QUICK CHECK
MICRO-ASSESSMENT HIGH FREQUENCY WORDS
Learning to read high-frequency words really fast helps you be a good reader. Read each card your Learning Guide shows you as fast as you can. See how many words you can read lightning fast!

TEACHING NOTES
Using all the high-frequency flash cards, show your student each card one at a time. Your student must read each word instantly. Keep a pile of the words that are not known instantly and a pile of those known instantly.

Review each word in the “not known instantly” pile. Discuss the initial sound of each word and have your student read the words again. Then have him or her write each word three times in the ELA Journal. As your student writes the word, have him or her read the word.
You compared and contrasted the topics of two texts. Now, you will write to compare and contrast information.

Comparing and contrasting means telling how things alike and how they are different. Writers can use words to show readers that they are comparing and contrasting. Words like better and best show that two or more things are being compared. Usually, when you have an opinion it is based on comparing and contrasting things.

When you tell that you like one thing better than another, you are comparing those things. Read this sentence: I like swimming better than running. The writer has an opinion based on comparing and contrasting swimming and running. The word better shows that the writer is telling an opinion. Can you think of other words or phrases you might use to compare things?

Now you will write an opinion to compare and contrast two things in Farming Then and Now or The Old Things. First, name the two things you are comparing. Then, name the text you found the things in. Remember to use words that show that you are comparing. Now, write an opinion comparing and contrasting two things from one of the texts.

Allow your student to dictate an opinion if he or she is unable to write independently. Your student’s response might be, “I read about a record player and MP3 player in The Old Things. I think the MP3 player is easier to use because you do not need anything else to listen to the music on it.”

ANOTHER WAY

If your student is having difficulty understanding the difference between comparing and contrasting, explain that when you are comparing things, you are talking about how they are alike or similar. When you are contrasting things, you are identifying ways they are different, or unalike.

If your student is struggling to identify words to use when comparing and contrasting, create a word list identifying words that are used when comparing things and contrasting things.

For example:

Compare & Contrast
Same & Different
Alike & Unalike
Similar & Dissimilar
Similarly & Contrastingly

If your student is having difficulty comparing and contrasting items, provide him or her with this Venn diagram with opinion statement graphic organizer.

You compared and contrasted *The Old Things* and *Farming Then and Now*. You also wrote an opinion to compare two things from one of these texts. Next time, you will connect pictures and words in texts. You will also write about life in the past.

✅ QUICK CHECK

Please go online to view and submit this assessment.
## What Is This? - Part 6

### Objectives
- To relate words and pictures in a text and analyze key details
- To write to express various opinions
- To find the meaning of words to understand a text
- To compare and contrast ideas in texts
- To use prepositions correctly in sentences

### Books & Materials
- The Old Things by Diana Noonan
- Farming Then and Now by Charles R. Smith, Jr.
- ELA Journal
- Reading Log
- Computer
- Dictionary

### Assignments
- Read The Old Things by Diana Noonan.
- Use opinion words to write an opinion.
- Write to tell a preference.
- Complete a Word Meaning chart.
- Write to state an opinion.
- Complete a Connecting Information Venn diagram.
- Write to show agreement or disagreement.
- Play the Prepositions game.
- Write to compare and contrast information.
- Write an opinion with a supporting reason.

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### LEARN

Before, you compared and contrasted *The Old Things* and *Farming Then and Now*. Now, you will connect pictures and words in texts. Good readers pay close attention to the pictures in a text because it helps them understand what the words say.

Writers uses the pictures and words in a text to tell what he or she thinks or feels about a topic. You will look at the pictures in *Farming Then and Now* and *The Old Things*. Think about this question as you review these texts:

- What do the pictures show about what the authors think and feel about the topics?

Now, review the cover and pictures in *Farming Then and Now* and *The Old Things*.

### TEACHING NOTES

Guide your student as he or she looks at the front cover and pictures in each text. Have your student tell you the author of each. Ask your student to tell if each text has an illustrator and to name the illustrator if there is one. Pause to allow your student to talk about what the pictures show about what the authors think and feel about the topics. Your student may point out the following:

- On p. 3 of *The Old Things*, the picture shows Gran is smiling. This tells that author wants readers to think that she is happy about giving Tom her old things.
Talk about these questions with your Learning Guide:

- Look at the photographs on pp. 12 and 13 of Farming Then and Now. What do they show you about the meaning of the words “shearing a sheep?”
- Look at the letter Tom wrote Gran on p. 15 of The Old Things. What clues can you find about whether it was easy or hard for Tom to write the letter with the pen?

**TEACHING NOTES**

- They show that shearing a sheep means to cut off its fur, or wool.
- The ink spots on the paper show that it was hard to write the letter with the pen.

**BENCHMARK VOCABULARY**

Sometimes readers find words that they do not know. Sometimes, they can find clues about the meaning of the word in the text. Another way to find the meaning is to look in a dictionary.

Find the word easier on p. 7 of Farming Then and Now. Work with your Learning Guide to find the meaning of this word from clues in the text.

**TEACHING NOTES**

If your student cannot determine the meaning of easier through context clues, look in a dictionary for the definition. Repeat this exercise with the word e-mail in The Old Things (p. 3).

**PHONICS**

**PRINT CONCEPTS AND HIGH FREQUENCY WORDS**

Let’s read a new book today! We will read Tim’s Garden. Look at the title. Do you see a word with an /i/ sound? Did you say Tim? Then you are right! Look at each page of the story and find the other words that have the letter i in them. How many did you find? Write each one in your ELA Journal.

Take a picture walk. Look at each picture. What do you think the story will be about? Read the story. Was your prediction right?
Assist your student as he or she looks for words with the letter i in the story. Monitor letter formation and pencil grip as he or she writes the words in the ELA Journal. Assist your student as needed as he or she reads the story aloud.

PHONICS

Look at the picture cards insect and wig.

INITIAL AND MEDIAL II

Look at the picture cards and say the words aloud. Which word starts with the /i/ sound? Which word has the /i/ sound in the middle? Let's play a game!

Ask your student to stand by a chair. Read the following words aloud. If the word has an /i/ sound at the beginning or in the middle, sit down. If the word does not have an /i/ sound at the beginning or in the middle of the word stay standing.

Pick sit
Topstand
Endstand
Digsit
Footstand
Mixsit
Hitsit
Gotstand
Run stand
Win sit
Tentstand
Remember to read for fun. Find books about topics you want to learn more about. Write about them in your Reading Log.

You answered questions to tell what pictures show about the words in *Farming Then and Now* and *The Old Things*. These texts tell you about life in the past. Now, you will write an opinion about life in the past. You will give a reason for your opinion. Good writers support their opinions with reasons that are based on facts. This makes their opinions more believable.

You will write an opinion about life in the past. You will also give a fact or detail to support the opinion.

The authors of *Farming Then and Now* and *The Old Things* tell about how people lived in the past. Think about the details the authors give of life in the past. What is your opinion about life in the past? Write a sentence to tell your opinion. Then, write another sentence to tell a reason for your opinion. Use a fact or detail from one of the texts. Write your opinion and reason in your ELA Journal.

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

Allow your student to dictate the sentences if he or she is unable to write independently. Your student might write, “I think it would have been hard to live on a farm in the past. Chores like milking cows took much longer than they do now.”

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 answered questions about how the pictures in the texts you read told about the details. You also wrote to tell an opinion about life in the past. Next time, you will use what you have learned to compare and contrast details from *Farming Then and Now* and *The Old Things*.

### RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
What Is This? - Part 7

Objectives
- To relate words and pictures in a text and analyze key details
- To write to express various opinions
- To find the meaning of words to understand a text
- To compare and contrast ideas in texts
- To use prepositions correctly in sentences

Books & Materials
- The Old Things by Diana Noonan
- Farming Then and Now by Charles R. Smith, Jr.
- Computer

Assignments
- Read The Old Things by Diana Noonan.
- Use opinion words to write an opinion.
- Write to tell a preference.
- Complete a Word Meaning chart.
- Write to state an opinion.
- Complete a Connecting Information Venn diagram.
- Write to show agreement or disagreement.
- Play the Prepositions game.
- Write to compare and contrast information.
- Write an opinion with a supporting reason.

USE

You have been reading Farming Then and Now and The Old Things. You will use what you have learned about comparing and contrasting to tell how the details in these texts are alike and different.

Review Farming Then and Now and The Old Things.

USE FOR MASTERY

Choose the details that match Farming Then and Now; The Old Things; or Both.

<table>
<thead>
<tr>
<th>Some things do not change over time.</th>
<th>Farming Then and Now</th>
<th>The Old Things</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shearing a sheep used to take two people.</td>
<td>Farming Then and Now</td>
<td>The Old Things</td>
<td>Both</td>
</tr>
<tr>
<td>A typewriter is used to type letters.</td>
<td>Farming Then and Now</td>
<td>The Old Things</td>
<td>Both</td>
</tr>
<tr>
<td>Detail</td>
<td>Option 1</td>
<td>Option 2</td>
<td>Both</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Many cows can be milked at once now.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old cameras need film to take pictures.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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0 / 12 File Limit
Unit Quiz: Reading About Then and Now

TEACHING NOTES

Some questions in this quiz require the student to listen to sounds or words. Read the following slowly and carefully to your student:

- Question 8: What is the beginning sound in the word "zip"? Is it /i/, /z/, or /p/?
- Question 9: What is the beginning sound in the word "pig"? Is it /g/, /p/, or /c/?

UNIT QUIZ

Please go online to view and submit this assessment.
Unit 3 - Weather in the World
What is your favorite kind of weather? Do you like the playing in the sunshine? What about playing in the snow or splashing in rain puddles? Soon, you will write your own book! It will tell all about weather. You will even get to choose pictures. First, you will read about different kinds of weather. You will learn new weather words and ideas about weather. Then, you will write about four kinds of weather in your own book.

Watch and listen to the video *Big Rain Cloud* (01:35) to get you started. You may listen more than once. As you watch, think about what the video teaches you about how rain happens.

After watching, talk with your Learning Guide about what you learned from the video. Did you learn something you might be able to put in a book on weather? Write your idea in your ELA Journal.

Your student should understand that clouds are formed by water in the air. When the cloud is big enough, it rains.

In this unit, you will be learning about all kinds of weather. Then, you will write your own book about weather. You will choose pictures and tell what your favorite weather is.

Here is what your project needs to include:

- At least four sentences (one for each kind of weather)
- Details and weather words
- Pictures that go with the text you have written
- One sentence and one picture on each page

**PROJECT RUBRIC**

The [Project Rubric](#) will help you understand how your project will be scored. Your goals should be to earn all points for each part.
In this project, your student will write four sentences, one about each type of weather. He or she must add details and weather vocabulary to each sentence. Your student must write the sentences. He or she cannot dictate them. However, your student may dictate them to be typed into the digital publishing platform. The book must have at least four pages, each with a sentence and an illustration. The illustrations should support the text your student has written. Your student will choose four different kinds of weather and write a sentence about each, including his or her reaction to each kind of weather. He or she should demonstrate correct understanding and use of initial capital letters, ending punctuation, and spelling.

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

What is your favorite kind of weather or season? When do you like to play outside the most? What do you do when the weather is too bad to go outside? Share your ideas with your group.

Guide your student through the use of the online forum to answer the questions above.

Please go online to view and submit this assessment.
In this unit, you will learn about different types of weather. You will learn new weather words. Then, you will use what you have learned to write your own book. Now, your Learning Guide will read you a story about rain. In the story, a girl and her mother hope for rain because it is so hot. When you read the story, you will find details about the characters and how they feel. Good readers pay attention to the details authors give about characters. This helps them understand why characters do the things they do.

As you listen to your Learning Guide read, think about these questions:

- What do you learn about Tessie?
- Why does she want it to rain?

Now, listen to your Learning Guide read *Come On, Rain!* in the Text Collection (p. 5).
VOCABULARY
- squinting
- listening
- soothe

TEACHING NOTES
Read the instruction text to your student. Pause to check your student's understanding and rephrase as needed. Make sure your student understands that you are the “Learning Guide” referred to in the text.

Guide your student in reading Come On, Rain! 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.
- As appropriate, have your student repeat after you, whisper-read with you, or choral read with you.

While your student listens, assess his or her engagement. Is your student following along in the text?

VOCABULARY

ACTIONS RIGHT NOW: THE “–ING” ENDING
You have probably heard the word hope before, but did you notice that the word hope was in the lesson title Hoping for Rain? What do you notice about the word hope in the lesson title that is different from usual? In the title Hoping for Rain, the word hope has a special ending on it, “–ing.” You can add this ending to action words when you want to talk about something that is happening right now.

Here are some examples:

1. I am eating my breakfast.
2. He is reading a book.
3. They are jumping rope.

In the story Come on, Rain! you learned two new vocabulary words that have the “–ing” ending: squinting and listening. Can you use these words in a sentence to talk about something happening right now?

Challenge yourself: Look back at your word wall. What other action words have the “–ing” ending? Can you make a sentence using those words?
TEACHING NOTES

If your student struggles to use the words squinting and listening in a sentence, you can support him or her by modeling an example such as: “He is listening to the radio.” Then have your student come up with a sentence using the same action word that you modeled.

As you and your student look at the word wall for examples of action words with the “–ing” ending, highlight the “–ing” ending in a color that is different from the color you highlighted words ending in “–ed” during Unit 2.

Tell your Learning Guide the answer to these questions:

- What do you know about Tessie?
- Why does Tessie want it to rain?

TEACHING NOTES

Your student should understand that:

- Tessie is a girl. She has friends who live nearby. She is home with her mother.
- Tessie wants it to rain so she can wear her swimsuit outside.

Writers tell what characters look like, what they do, and how they feel. How does Tessie feel at the beginning of the story? How does she feel at the end? Work with your Learning Guide and use a Two-Column Chart to complete a Character Chart. Tell how Tessie changes from the beginning of the story to the end.

TEACHING NOTES

Write “At the Beginning” at the top of the first column. Write “At the End” at the top of the second. Add the information your student dictates to the Character Chart. See the completed chart below.

### Character Chart

<table>
<thead>
<tr>
<th>At the Beginning</th>
<th>At the End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tessie is hot. She is squishing like a hot potato. Tessie is slick with sweat.</td>
<td>Tessie is wet from the rain. She feels new, purely soothed, and fresh as dew.</td>
</tr>
</tbody>
</table>
A story has three important elements, or parts: **characters**, **settings**, and **events**. You have just read about the character Tessie. You found out where she lives. You learned what happens when it rains.

Now, you will choose a character, a setting, and one event to write about in your own original story. To begin, choose a character. It can be you or an imaginary person or animal. Where does the character live? What is happening to the character? Next, think of a setting for your story. Where does your story happen? Finally, what is the first thing that happens to your character in this setting? Work with your Learning Guide to write sentences about each story element. Next, you will begin writing a story using these elements.

### TEACHING NOTES

Help your student brainstorm answers to the questions. Write down ideas as he or she says them. If your student struggles to come up with an event, suggest something related to weather. This supports the unit project. Provide sentence frames for your student's sentences: *The main character is _____. The setting is _____. The first thing that happens is _____.* Your student may find it helpful to use a story-mapping resource such as [Story Map](#), which offers interactive graphic organizers for character, setting, and events.

### TEACHING NOTES

**ANOTHER WAY**

**STORY ELEMENTS**

If your student is struggling to identify the elements of a story, help him or her make three lists entitled “people,” “places,” and “things that happen.” Explain that writers write about things they know and experience in their own lives. Use the lists to identify a character, setting, and event.

If your student is struggling with identifying events, discuss things that happened today and record the events. Ask your student what happened today. For example: You ate breakfast. You helped your little brother with lunch. You walked to school in the rain.

Explain to your student that these are events he or she can write about.

If your student struggles to correctly define story elements, review who, where, and what question words and connect them to character, setting, and events. Practice applying the words to people, places, and events in their own lives.
Look at this sentence: *Rain fell.* Point to the uppercase *R* at the beginning of the word *Rain.* You always write an uppercase letter at the beginning of a sentence. Next, write this sentence in your ELA Journal: *The girls shouted.* Circle the uppercase letter at the beginning of the sentence. Tell your Learning Guide what the letter is. Explain why it is an uppercase letter. Now, write your own sentence.

If your student struggles with the concept, repeat the activity with other simple sentences. Then, write a sentence that begins with a lowercase letter and have your student correct it. Remind your student to end sentences with proper punctuation.

Today, you read and wrote about Tessie and how her character changes by the end of the story. You wrote sentences about story elements for your own story. Next, you will look more closely at how weather affects characters in *Come On, Rain!* Then, you will use your story elements to begin writing a story.

Please go online to view and submit this assessment.
LEARN

Before, you read and wrote about Tessie and how her character changes by the end of the story. Now, you will look closely at how the weather affects the characters in the story. This will help you understand when and why the characters in the story change.

As you read, think about this question:

- How do the characters feel about the weather?

Now, listen to your Learning Guide read pp. 6–12 of Come On, Rain!, in the Text Collection.

After reading, talk about the answers to these questions with your Learning Guide.

- Why do Tessie and Mamma want it to rain?
- How does Mamma feel about the weather?
- How does Tessie feel when she sees gray clouds rolling in?
It has not rained in three weeks, and it is hot and dry.
Mamma feels “uneasy.”
Tessie feels a “creeper of hope” when she sees rain clouds.

**PHONICS**

Read this sentence from *Come On, Rain!* with your Learning Guide: *Mamma looks over at me.* Say the word *me.* Spell *me* aloud. Listen to the beginning sound. Next, say and spell the words *with, she,* and *little.* These are words you will read many times. Now, read these sentences aloud with your Learning Guide:

*Liz is little. She is with me.*

Draw a picture to show what the sentences mean. Tell your Learning Guide about your picture.

After reading the sentences with your student, ask your student to point to the words *me, with, she,* and *little.* Encourage your student to use these words as he or she tells you about the picture.

As you read *Come On, Rain!,* you may have found some words that were new to you. Sometimes, you can use parts of words to understand their meaning. Follow along as your Learning Guide reads this sentence from p. 8 of *Come On, Rain!: Uneasy, Mamma looks over at me.*

Look at the word *uneasy.* You can break the word *uneasy* into parts. *Un* means not. *Easy* means free from worry. *Uneasy* means not free from worry. Mamma is worried.

Now, write the word *end* on a sticky note. Write *less* on another note. Read this sentence from p. 6: “*Come on, rain!* I say, *squinting* into the endless sun." How can you figure out what the word *endless* means? Tell your Learning Guide.

Guide your student as needed through the above process. Explain that the suffix *less* means "without." *End* means a "stopping point." Tessie says the heat is endless because she feels it’s never going to stop.
Read and listen to *Unthingables* (01:11) by Daniel Errico.

What does the *un* in the title mean? Tell your Learning Guide.

Your student should understand that *un* in the title is a prefix meaning “not.” Explain to your student that *able* is a suffix meaning “can be done.” A *thing* is an object that has no specific name. So, *unthingables* are unnamed objects or creatures in the book that are not able to be real things.

We look at the different parts of words because each part of a word can have its own meaning. To help you understand those different parts and to help you be able to find them when you are reading, practice breaking the word into its parts and putting it back together.

Write these words on separate pieces of paper: unhappy, retell, dislike, fearless. Cut or rip the words into their two parts and explain what each part means. Then put the word back together and explain what the whole word means.

If your student is struggling to understand the different parts of a word, use this hands-on activity with words that he or she is already familiar with to practice talking about word parts.

Write words on separate pieces of paper. Then cut or rip the words into their two parts. Have your student explain the meaning of each part.

For example: *un* and *happy*. “Un-” means “not,” and “happy” is the feeling you have when you’re feeling good; dis and like. “Dis-“ means “not,” and I know that “like” means something that you enjoy.

Then have your student push the parts back together to create the whole word. Have your student explain the meaning of each word. (For example: “Unhappy” means “not happy”; “dislike” means “do not like.”)
Last time, you wrote sentences about story elements for your own story: a character, a setting, and an event. Now, you will use these story elements to write the first two sentences of your story. Your first sentence should name the character and about the setting. Your second sentence should tell what happened to the character.

**TEACHING NOTES**

Your student may write or dictate sentences. Model an example. Use the character Goldilocks; the setting of the Bears’ house. Write: *Goldilocks goes to the Bears’ house.* (character and setting) *She takes a nap in Baby Bear’s bed.* (event) Your student’s sentences should reflect all three story elements.

Today, you thought about how characters feel in *Come On, Rain!* You defined words in the story by looking at their parts. You also used story elements to write your own story sentences. Next, you will retell events in *Come On, Rain* in your own words.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Before, you thought about how characters feel in *Come On, Rain!* Now, you will retell a part of the story in your own words. Retelling a story is a good way to check that you understand what happened in it.

Look at the pictures in *Come On, Rain!* Think about what happens in the story.

Now, think about these questions:

- What event happens first in this part of the story?
- What happens after that?

As you read to your student, pause to assess his or her comprehension by asking questions.

Talk about these questions with your Learning Guide:

- Retell the first thing that happens in this part of the story.
- What event does the picture on p. 14 show you?
- Retell happens on pp. 15–17 of the story. Use the illustrations to help you retell this part.

INITIAL /B/

Listen as your Learning Guide says three words that start with the letter b. Repeat those words. Do they begin with the same sound? That sound is /b/. Now, look at the picture cards. Pick pictures that start with that sound. Now, write an uppercase and a lowercase b.

Use picture cards bed, bat, boat, box, mop, bus, bag, jet, bubble. Read bed, boat, bat. Have your student repeat them and identify the /b/ sound. Have your student identify the other words beginning with /b/. Then, read aloud this sentence on p. 16 of the text: The breeze blows the thin curtains into the kitchen..." Ask your student to identify words with the /b/ sounds that he or she hears.

Some words in Come On, Rain! have more than one meaning. When you read, you can figure out which meaning is right. You try out the different meanings to see which one makes sense. Work with your Learning Guide to complete a Three-Column Chart. Find out the meanings for the words slip and past as they are used in the story.
After reading, you retold events that happened in *Come On, Rain!* When writing stories, writers tell about events in order. You can use pictures in a story to help you remember what the words tell you about these events. Look back at pp. 6–12 of *Come On, Rain!* What happens in this part of the story? Tell your Learning Guide. Use the pictures and words to help you remember. Then, choose one event from these pages. Draw, dictate, or write to retell that event.

### TEACHING NOTES

Display pp. 6–12 of the text and review the events. Ask your student what happens first, what happens next, and so on. Your student should choose one specific event to retell. The description should include story elements of character, setting, and event.

### ANOTHER WAY

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

- **Beginning**

- **Middle**
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 his or her retell. Your student can cross off each piece as it is 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...

Now, it's time to add an event to your own story. Look back at the sentences you have written. What happens next? What event could end your story? Work with your Learning Guide to come up with some ideas. Then, write or dictate the middle of your story and a final event that will complete your story.

Model adding an event to the Goldilocks example: Goldilocks goes to the Bear's house. She takes a nap in Baby Bear's bed. Middle and ending event: The bears come home and see Goldilocks. They are angry. Goldilocks runs away.
Today, you retold parts of the story *Come On, Rain!* You also found the right word meaning for multiple-meaning words. You also added an event that completed your own story. Next, you will look at some big events in the story. You will also write about events that change a character.

✅ QUICK CHECK

Please go online to view and submit this assessment.
Before, you retold parts of the story *Come On, Rain!* You also added a final event to your story. This time, you will think about the most important things that happen in *Come On, Rain!* Good readers think about which events are most important in a story. This helps them understand why and how characters change.

As you listen to your Learning Guide read, think about this question:

- What is the biggest event that happens in this part of the story?

Look at p. 18 in *Come On, Rain!* What word do you read first? Point to it. In which direction do you read? Trace this with your finger. Now, read the page with your Learning Guide. Now, listen and follow along as your Learning Guide reads pp. 18–23 of *Come On, Rain!, in the Text Collection.*
If needed, remind your student to start at the top left and move across and down. As you read the page together, guide your student to accurately point to the words.

As you read to your student, point out events: the friends meeting in the alleyway; the rain beginning to fall; the girls running, playing, and chasing each other in the rain.

Tell your Learning Guide the answers to these questions:

- Why is the coming of the rain a big event?
- What events happen because the rain comes?
- What are some words that tell you how the girls react to the rain?

It’s been sizzling hot for three weeks, without a drop of rain.

The girls run, play, and chase each other in the rain.

Words like squealing, whooping, and splashing show the girls are happy and excited.

Last time, you retold an event that happens after Tessie gets back home. This time, you will look at the events you just read about in Come On, Rain! You will use a Sequence of Events Chart to show the big events that happen in this part of the story. These are big events that answer the questions: What happened that changed things? What happened next? Work with your Learning Guide to complete the chart. Begin by filling in Characters and Setting. Then, enter your first event, when the girls meet in the alley. What happened that changed things in the story? List four big events that happen in order.

Set up the Story Events Chart with headers to match the chart below. Then, help your student write or dictate information for Characters and Setting as shown. Characters: Tessie, Jackie-Joyce, Rosemary, Liz. Setting: Tessie's neighborhood. Then, add the events your student dictates to the Story Events Chart. Allow your student to look back at pp. 18–23. Your student's completed chart should look something like this:
Please go online to view and submit this assessment.

**MORE TO EXPLORE**

Play the Picture Sequencing game. Put the pictures in order to learn more about how authors choose what goes first.

Play the Train Car Sequencing game to practice putting events in order. Remember that authors put events in order so stories make sense.

/b/spelled Bb

Listen as your Learning Guide says bat and bit. Repeat the words. Do they begin with the same /b/ sound? Look at the picture cards. Put the cards that begin with /b/ in one pile. Put the cards that end with /b/ in another pile. Now, write an uppercase and lowercase b.
Start with picture card bat to introduce the /b/ sound. Use picture cards bag, rib, cob, bear, bottle, rub, boom, box, and big. Read bed, boat, bat and have students repeat, pointing out the /b/ sound. Have your student sort the picture cards by beginning or ending sound.

You have identified major events in a story. You looked at how events cause changes in the story. Important events cause changes that affect the plot and characters. Things are different afterwards. Now, you will write about two events. You will write about a past event and a present event. They happen to the same character. Think of a new character and setting. Then, think of something that happened to your character in the past. Think of something that is happening to your character now. Write them down with help from your Learning Guide. Then, tell your Learning Guide how these events changed things for your character in the past or will change things for your character in the future.

Write down the events your student dictates. Your student’s sentences should contain the three story elements of character, setting, and event. Sample sentences: Last summer, Tom learned how to swim in a swimming pool. Now, Tom is taking diving lessons at the beach.

ANOTHER WAY

CHARACTERS CHANGE

If your student is struggling to understand how an event can change a character, review events he or she has written in the “things that happen” list and ask your student if that caused him or her to do anything different. Then discuss how (at first, in the past, yesterday) he or she may have been one way, but (now, presently, currently) he or she is ______.

If your student is struggling to identify past and present events, provide examples using today’s events: Yesterday the weather was sunny, so I went out and played soccer. Today the weather is rainy, so I read a book inside my room.

Demonstrate how the change in weather caused your student to change his or her actions.

If your student is struggling to write down a past event and a current event, guide him or her with a sentence starter:

Yesterday I ___________. It made me feel ___________. Today I ___________.

TEACHING NOTES

TEACHING NOTES

TEACHING NOTES
Today, you found the main events in a story. You wrote about a past and present event. Next, you will use key details to retell the last part of *Come On, Rain!* in the order the events happen. You will also write to tell the beginning, middle, and end of an event.
Last time, you found some main events in Come On, Rain! You also wrote about a past and present event. This time, you will read the end of Come On, Rain! Then, you will use key details to retell an event in this part of the story. You will tell those key details in the order they happen. This will help you figure out how the details work together to create an event in the story.

As you read, think about the following question:

- What big events happen at the end of the story?


As you read with your Learning Guide, point to where you should begin on the page. Show in which direction you should continue to read.
While your student is reading, assess whether he or she follows in the correct direction.

Tell your Learning Guide the answers to these questions:

- What do the mammas do first when it starts to rain?
- What do they do after that?
- What the girls to after their mammas come outside?

The mammas rush outside to see what all the noise is about.
- They smile, fling off their shoes and stockings, and dance down the steps in the rain.
- The girls grab their mammas’ hands and dance with them.

/n/ Spelled Nn, /b/ Spelled Bb

Look at the picture your Learning Guide is holding. What does it show? Now, listen as your Learning Guide pronounces word pairs. Repeat the words. Which ones begin with the same /n/ sound?

Display picture card net. Use word pairs rod-nod, nest-vest, nine-dine. Then, display picture card bed. Repeat the activity with focus on the /b/ sound. Use word pairs bet-get, rest-best, bell-well, book-hook.

Stories tell about important events. When you retell a story, you tell about the main events in order. To describe a single event, you use key details and tell what happens in the beginning, middle, and end of the event. Let’s look at one event in Come On, Rain! Think about what happens when the mammas come outside. What do they do? Use a Key Events Chart to create a Retell Chart to retell the important parts of this event. Give your chart the title Come On, Rain! Then, tell what happens in the beginning, the middle, and the end of the event. Your Learning Guide will help you.
Allow your student to look back at pp. 24–30. Add the information your student dictates to the Retell Chart. See the completed chart below.

![Retell Chart]

**BENCHMARK VOCABULARY**

You may have read new words in the last part of the story. Do you know what **racket**, **wordless**, or **sparkles** mean? Reread the sentences in the story that contain those words. Can you figure out what they mean? Work with your Learning Guide to look up the words. Then, write a sentence for each.

- **Racket** and **wordless** appear on p. 24. **Sparkles** appears on p. 27. Definitions: **racket**: rowdy noise or hubbub; **wordless**: without words or speech; **sparkles**: shines brightly with flashes of light. Sample sentences: *I can’t make a racket inside the house. I was so scared that I was wordless. My mother has a ring that sparkles.*
The story of *Come On, Rain!* has many different events. Each of those events has a beginning, middle, and end. Now, you are going to write about a single event. It must have all three story elements of character, setting, and event. Also, it must have a beginning, middle, and end. Work with your Learning Guide to think of a new character and setting. Then, talk about what could happen to the character in this setting. It can be serious or silly. Think up a beginning, middle, and end of a single event. Your Learning Guide will help you write down your story.

### TEACHING NOTES

Your student will need to write or dictate a minimum of three sentences telling the beginning, middle, and end of an event. Sentences should contain story elements of character, setting, and event. Sample sentences: *I was playing in the garden. A beautiful butterfly came and sat on my finger. Then, it flew away and I was sad.*

### TEACHING NOTES

ANOTHER WAY

A STORY ABOUT A SINGLE EVENT

If your student is struggling to begin his or her story, have your student review the lists he or she made and choose a character, setting, and event.

If your student is having difficulty creating events in the beginning, middle, and end, discuss how "things that happen"/events can change characters/people, and tell a story (real or imagined) about how one event can cause a character to change. Record these events using sentence starters.

First, (the character) ________________________(did something, went somewhere).

Then something happened. (it rained, friends went home, lunch was over)______________.

Finally, the character was different. He or she was ________________________________.

If your student is having difficulty remembering all the story elements and sequencing of events, have your student create his or her own story element graphic organizer in his or her notebook.

- Characters (who)
- Setting (where)
- Events (what happened)
- Beginning (first)
Today, you used key details to retell an event in a story. Then, you wrote about an event with a beginning, middle, and end. Next time, you will think about the special words the author uses to tell the story. You will also write about how you would feel during an event.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Hoping for Rain - Part 6

Objectives
- To identify key details about characters
- To identify major events in a story
- To use key details to retell a story
- To ask and answer questions to find the meaning of unknown words
- To use new words in speech and writing
- To identify and say initial /n/ and /b/ sounds
- To spell the /n/ and /b/ sounds Nn and Bb
- To capitalize first words in sentences and the pronoun I
- To write narrative pieces about rainy days

Books & Materials
- Come On, Rain! by Karen Hesse
- ELA Journal
- Computer
- T-Chart
- Three-Column Chart
- Sequence of Events Chart
- Key Events Chart
- Word Web
- Picture cards net, nut, goat, rock, nest, and nose
- Alphabet card Nn
- Picture cards bed, bat, boat, box, mop, bus, bag, jet, and bubble
- Picture cards bat, bag, rib, cob, bear, bottle, rub, boom, know, box, and big
- Sticky notes
- Drawing materials such as markers or crayons
- Paper

Assignments
- Read Come On, Rain! by Karen Hesse.
- Complete a Character T-Chart.
- Watch and listen to Unthingables by Daniel Errico.
- Write and draw about changes in a character.
- Complete a Three-Column Multiple Meanings Chart.
- Complete a Story/Sequence of Events Chart.
- Play a sequencing game.
- Write about past and present events.
- Complete a Retell/Key Events Chart.
- Complete a Word Web.
- Complete a Three-Column Word Part and Meaning Chart.
- Listen to and retell Henry and the Sugarbugs by Michelle Vivaldi Tocci.
- Read Where is Home, Little Pip? by Karma Wilson.

LEARN

GRAMMAR
You have been reading to understand what happens in a story. Authors can put many details in one sentence. You can break down details to understand a sentence.

Listen to your Learning Guide read this sentence from Come On, Rain!

A breeze blows the thin curtains into the kitchen, then sucks them back against the screen again.

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:

- A breeze blows
- the thin curtains
• into the kitchen,
• then sucks them back
• against the screen
• again.

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 attend the text, reread the sentence to him or her. 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 the air is moving in the kitchen.

GRAMMAR
This sentence gives details about something that happens 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.

Your student may make observations such as:
• In the sentence, the breeze is doing things.
• I think into is a preposition.
• The word thin describe the curtains.
• I think the air is moving fast.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them. If your student is struggling to make observations, ask him or her questions, such as, “What words tell us about the curtains?” or “What does the room feel like? How do you know?”
Your Learning Guide has broken the sentence into chunks. Read the chunks. Two of these chunks have verbs. Verbs show actions. Verbs show what someone or something is doing.

Which chunks have verbs? Pull these chunks out of the sentence.

Your student should pull out these chunks:

- A breeze blows
- then sucks them back

If your student struggles to identify verbs, remind him or her that they show actions. Guide your student in finding the chunks that show an action.

Point to the verbs on the two chunks. The action on the first chunk is blows. The action on the second chunk is sucks.

Can you act out their meanings? Act out blows, then act out sucks”

What do you notice when you act out these verbs?

Did you notice that they are opposites? When two words are opposites, they are called antonyms. The antonym of blows is sucks.

Put the sentence back together. With your Learning Guide, read the sentence. What does the breeze blow and suck? Point to the chunk that shows the answer.

The breeze is blowing and sucking the curtains. It blows them into the kitchen. It sucks them against the screen.

Pretend you are the curtains. Use your body to show what is happening in the sentence. Show what happens when the breeze blows you into the kitchen. Then show what happens when the breeze sucks you against the screen.

Did you notice that your movements are opposites? This is because blows and sucks are antonyms.

Acting this out helps you understand what is happening in the story. Does it help you picture what the air is like when a storm is coming?
If your student struggles to connect the words to actions, use a piece of fabric or a napkin to demonstrate. Hold the fabric or napkin in front of your face. Blow so it moves away from your face, then suck air back to make it move toward you. Ask your student to use his or her body to mimic what happened to the fabric.

You can write sentences with antonyms.

Think of two verbs that are opposites. Write a sentence using those verbs. If you like, you can use the sentence from Come On, Rain! as a model. This sentence also includes prepositions after the verbs.

Your student might write something like, “The balloon rises in the sky, then sinks to the ground.”

If your student struggles to write a sentence using verbs that are opposites, offer this template:

The _______ __________, then __________.

Template key: The [thing] [verb and optional prepositional phrase], then [opposite verb and optional prepositional phrase].

If your student does not recall prepositions, allow him or her to write a sentence with verbs only, for example: “The balloon rises, then sinks.”

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

Read this sentence to your student:

A breeze blows the thin curtains into the kitchen, then sucks them back against the screen again.

Then say, “This sentence uses verbs that are antonyms. The actions ‘blows’ and ‘sucks’ are opposites. You can show how actions are different by acting out their meanings.”

Read this list of verbs to your student:

walk
march
strut
jog
stomp
prowl

Then say, “Can you act out the meanings of these words?”

Have your student act out the meaning of each word on the list. Then talk to your student about how his or her actions were similar and different. You might discuss how all of these words mean a way of moving. You might discuss how the ways of moving are different.

Last time, you used key details to retell an event in Come On, Rain! Then, you wrote about an event with a beginning, middle, and end. This time, you will find the meaning of special words in the text. Good readers pay attention to the words an author uses to describe story elements. This helps them picture exactly what is happening in a story.

As you read, think about these questions:

- What words does the writer use to describe the setting?
- How do the illustrations help you understand the words?

Now, follow along as your Learning Guide reads pp. 8–11 of *Come On, Rain!,* in the *Text Collection.*

**TEACHING NOTES**

As you read the text, pause to point out that all the sentences begin with a capital letter. Then, have your student find the word I. Point out that the word I is also always capitalized.

Talk about these questions with your Learning Guide:

- Which words in the story help you picture where Tessie lives?
- What words tell you about the weather where Tessie lives?
Sometimes words mean almost the same thing, but not quite. The words **march** and **waddle** both mean “to walk.” But they are different kinds of walking. **March** means “to walk in time.” **Waddle** means “to walk rocking from side to side.” These two words help you “see” how someone is walking. Some words in *Come On, Rain!* help you “feel” the weather. Work with your Learning Guide and use a **Web Graphic Organizer** to complete a **Word Web**. Write the word **hot** in the middle. Find words that mean almost the same as **hot** on pp. 8–11 in *Come On, Rain!* For example, on p. 8, what words does Tessie use to describe how she is feeling? Write that word in one of the outside circles. Continue finding other words for the remaining circles. When you are finished, tell your Learning Guide how the words in the outer circles are related to the word **hot**.

**TEACHING NOTES**

- These words include: **block, tar patches, alleyway, rooftops,** and **chimney**.
- These words include: **sizzling, broiling, crackling, dry,** and **stuffy**.

**/b/ Spelled Bb**

Listen as your Learning Guide says a word. What sound does it begin with?

**TEACHING NOTES**

Say the word **bat**. Have your student identify the /b/ sound. Write the word. Have your student read it with you. Write the word **hit**. Say hit. Write hit. Ask your student how to change hit to bit. Repeat to change the word **cat** to **cab**.

**TEACHING NOTES**

Help your student find words on pp. 8–11. Have your student write or dictate words to complete the **Word Web**. See the completed web below.
ANOTHER WAY

If finding words to add to your word web is challenging, use this activity with your Learning Guide to find words that relate to hot.

TEACHING NOTES

If your student is struggling to identify words that are related to hot, go back to pp. 8-11 and reread only the sentences that include the word related to hot.

"I am sizzling like a hot potato" (p. 8)

“You'll burn all day out in this sun” (p. 8)

“Heat wavers off tar patches in the broiling alley way” (p. 9)

“playing the same notes over and over in the dim, stuffy cave of her room” (p. 11)

After reading a sentence, ask your student, “Which word from this sentence is related to the word hot?”

If your student continues to struggle, read a sentence and offer a choice of words.

For example: “Which word is related to the word hot: sizzling or potato? How do you know?”

INTERACTIVE ACTIVITY

You have been practicing retelling parts of Come On, Rain! Now, listen to Henry and the Sugarbugs by Michelle Vivaldi Tocci. Then, retell the story to your Learning Guide.

Please go online to view this video ▶

TEACHING NOTES

Listen with your student. Your student should recall how Henry’s favorite food, the sugarbugs, multiply and what happens when Henry brushes his teeth.
You learned how Tessie feels when she sees the gray clouds roll in. In your book about weather, you will write about your reaction to different types of weather. Now, draw or write how you would feel if you saw gray clouds rolling in. If you write, use feelings words like happy, sad, excited, or scared. If you draw, show these words in the face that you draw. Tell your Learning Guide about your work.

**TEACHING NOTES**

Check your student’s writing or drawings to ensure that your student has described feelings related to the weather.

Today, you thought about special words that help you “feel” the weather in *Come On, Rain!* Next, you will learn how to figure out the meaning of new words in the story. Then, you will add more events to your own story.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Hoping for Rain - Part 7

Objectives
- To identify key details about characters
- To identify major events in a story
- To use key details to retell a story
- To ask and answer questions to find the meaning of unknown words
- To use new words in speech and writing
- To identify and say initial /n/ and /b/ sounds
- To spell the /n/ and /b/ sounds Nn and Bb
- To capitalize first words in sentences and the pronoun I
- To write narrative pieces about rainy days

Books & Materials
- Come On, Rain! by Karen Hesse
- Where is Home, Little Pip? by Karma Wilson
- ELA Journal
- Computer
- T-Chart
- Three-Column Chart
- Sequence of Events Chart
- Key Events Chart
- Word Web
- Picture cards net, nut, goat, rock, nest, and nose
- Alphabet card Nn
- Picture cards bed, bat, boat, box, mop, bus, bag, jet, and bubble
- Picture cards bat, bag, rib, cob, bear, bottle, rub, boom, know, box, and big
- Sticky notes
- Drawing materials such as markers or crayons
- Paper

Assignments
- Read Come On, Rain! by Karen Hesse.
- Complete a Character T-Chart.
- Watch and listen to Unthingables by Daniel Errico.
- Write and draw about changes in a character.
- Complete a Three-Column Multiple Meanings Chart.
- Complete a Story/Sequence of Events Chart.
- Play a sequencing game.
- Write about past and present events.
- Complete a Retell/Key Events Chart.
- Complete a Word Web.
- Complete a Three-Column Word Part and Meaning Chart.
- Listen to and retell Henry and the Sugarbugs by Michelle Vivaldi Tocci.
- Read Where is Home, Little Pip? by Karma Wilson.

LEARN

Before, you learned how words help you picture what is happening in a story. Now, you will learn how to find the meaning of unknown words in a story. Good readers stop to define unknown words because this helps them understand every detail of a story.

In a moment, you will reread part of Come On, Rain! Think about the following question:

- How can words and pictures help you find the meaning of a new word?


After reading, find the word senseless on p. 13. Look at the other words and the picture. What do they tell you about meaning of senseless? Find the word spoonful on p. 14. What can you learn about this word from other words and the picture?
Talk about these questions with your Learning Guide:

- What do the words and pictures tell you about the meaning of *senseless*?
- What do the words and pictures tell you about the meaning of *spoonful*?

### TEACHING NOTES

#### POSSIBLE RESPONSES

- Some words on p. 13 tell me that the day is hot and sizzling. In the pictures, the colors are hot. Mamma is so hot she doesn't notice Tessie slip by. The words say she is senseless in the heat. *Senseless* may mean she is mindless and almost passed out with the heat.
- The picture on p. 14 shows Tessie with a spoon to her mouth. The words say she is putting sugar in her mouth and in the tea. *Spoonful* must mean the amount of something that will fill a spoon.

Sometimes readers can use parts of words as clues to the meaning of the words. Look again at the words *senseless* and *spoonful*. Use a [Three-Column Chart](#) to create a *Word Part and Meaning Chart* to break them into parts. Write *Word* at the top of the first column, *Word Part* at the top of the second, and *Word Meaning* at the top of the third. Write *sense* and *spoon* under *Word*. Write *-less, without* and *-ful, full of* under *Word Part*. Can you find the meaning of these words now? Work with your Learning Guide.

### TEACHING NOTES

Assist your student in labeling the chart and placing the terms in their correct column. Your student's completed chart should look something like this:
Before, you thought of a character and setting. Then, you wrote about something that happened to the character. The event had a beginning, middle, and end. Now, you will answer the question "Then, what happened?" Write about a new event. You may also draw a picture to add to your writing. Remember that events happen in order. First there is an event. Then, something else happens to change things for the character. What happens and what does your character do?

Help your student brainstorm ideas for what might have happened then, or next. Remind your student that events are told in the order they happen. This new event must follow the first one and be connected somehow. Remind your student observe proper use of capital letters and punctuation.

You have learned how to use words and pictures to find the meaning of a new word. Now, you will reread a text from an earlier unit: *Where Is Home, Little Pip?*

Choose three words that you don’t know from the story. For each one, write a question about its meaning. Then, try to answer the questions using details from the story. You can use your *Word Parts and Meaning Chart* to help you.

Have your Learning Guide type your words and questions in the box below.
USE FOR MASTERY GUIDELINES & RUBRICS

Did you:

- Choose three words from the story that you don't know the meaning?
- Write a question about its meaning and then answer it?
- Use correct punctuation?
You have read about characters who are waiting for rain. Now, you will read about a boy named Peter. You will retell what happens to him on a snowy day. Retelling a story helps you check that you understand everything that happened in it.

Think about these questions as you listen to your Learning Guide read:

- What kind of day is it?
- What happens to Peter when he goes outside?

Now, listen to your Learning Guide read *The Snowy Day* by Ezra Jack Keats, in the *Text Collection*, Unit 3, p. 31.
VOCABULARY
- piled
- dragged
- crunch
- smacking
- heaping
- handful
- firm
- adventures
- melted
- squinting
- slice

TEACHING NOTES
Read the instruction text to your student. Pause frequently to check your student's understanding, and rephrase as needed. Make sure your student understands that you are the “Learning Guide” referred to in the text.

Guide your student in reading The Snowy Day in the Text Collection, Unit 3, p. 31. 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.
- As appropriate, have your student repeat after you, whisper-read with you, or choral read with you.

While your student is reading, assess his or her engagement. Is your student following along with the text?

VOCABULARY
SORTING ACTION WORDS: “–ING” “–ING” AND “–ED” “–ED” ENDINGS
You have been doing a lot of work with action words over the past three units! In Unit 1: Tell About Your Home, you practiced sorting action words into groups and coming up with a movement to help remember them. In Unit 2: Then and Now, you learned how to add the ending “–ed” to an action word when you were talking about something that happened in the past. In Unit 3: Lesson 2: Hoping for Rain, you learned how to add the ending “–ing” to action words to talk about something happening right now.

Now you are going to use all of the skills and knowledge you have about action words to look at the vocabulary words for the story Snow Day!
Get a pack of sticky notes. What words end in “–ed”? What words end in “–ing”? Write each word on its own sticky note. For example, the word melting would be on one sticky note and the word melted would be on a different sticky note. On your table, stick all of the words that end with “–ing” on the left and stick all of the words that end in “–ed” on the right.

Pick a word on the “–ing” side. Can you change the ending and make it an “–ed” word? Now look at the words on the “–ed” side and pick a word. Can you change the ending and make it an “–ing” word?

For example, melting[Symbol]melted.

Challenge yourself: Try to come up with a sentence using an “–ing” word. Then have your Learning Guide come up with a new sentence using the same word but with an “–ed” ending.

For example:

Student: “The bear is smacking his lips.”

Learning Guide: “She wasn't looking where she was going and she smacked into the wall.”

### TEACHING NOTES

If your student is unsure where to begin, refer back to your word wall. You can show your student an example of an action word with an “–ing” ending then ask him or her to find the words in the vocabulary list that have the same ending. You can also show your student an example of an action word with an “–ed” ending then ask him or her to find the words in the vocabulary list that have the same ending. If your student is able, allow him or her to write the words. If not, you can write the words.

Changing “–ing” to “–ed” endings:

- smacking to smacked
- heaping to heaped
- melting to melted

Changing “–ed” to “–ing” endings:

- dragged to dragging
- melted to melting

Continue adding vocabulary words to the word wall and highlighting the endings “–ed” and “–ing.”
Tell your Learning Guide the answer to these questions:

- What does Peter do when he goes out in the snow?
- What details help you understand what Peter is doing?

**TEACHING NOTES**

- Peter makes tracks in the snow, smacks a tree, and watches a snowball fight.
- The words and pictures on pp. 36–39 help me understand how Peter makes tracks. The picture on p. 40 shows me how Peter smacked the tree. The pictures on pp. 40–41 show the snowball fight Peter watched.

Your student may say that Peter plays. Encourage him or her to provide more details to describe the events in the story.

**INITIAL /R/**

Listen as your Learning Guide reads this sentence from *The Snowy Day*: He put on his snowsuit and ran outside. The word ran begins with the /r/ sound. Now, listen as your Learning Guide pronounces another word. Listen to the beginning sound /r/. Repeat the word. Listen to and repeat the other words your Learning Guide says. Which ones begin with the /r/sound?

**TEACHING NOTES**

Say rug. Emphasize the /r/ sound. Have your student repeat it. Then, continue with rope, rain, tank, road, radio, soap, rabbit, and rooster.

Stories tell about important events and their details. What happens when Peter goes outside to play in *The Snowy Day*? You can use a Sequence of Events Chart to tell the details of what happened on pp. 36–45. Be sure to tell them in the order they happen. Your Learning Guide will help you fill in your chart. Find the word Title at the top and write *The Snowy Day* next to it. Find the word Characters. Write the name Peter next to it. Find the word Setting. Write outside Peter’s house. In the next row of boxes below, write Events in the first small box. Add a number and label like this: 1. First. Label the small boxes below it like this: 2. Next; 3. Then.

Now, tell what happens to Peter when he goes outside to play. Write the details of this event in the order they happened.
Focus your student’s attention on pp. 36–45. Write the sentences your student dictates to you. Your student’s completed chart should have answers like these: 1. First: Peter makes tracks in the snow with his feet and stick. 2. Next: Peter hits a tree with the stick. 3. Then: Watches older boys have a snowball fight.

BENCHMARK VOCABULARY

Read this sentence from p. 35 of The Snowy Day in the Text Collection: The snow was piled up very high along the street to make a path for walking. Look at the pictures on pp. 34–35. What does the word piled mean? Tell your Learning Guide.

Read this sentence: Then, he dragged his feet s-l-o-w-l-y to make tracks. What does dragged mean? What other word in the sentence helps you understand its meaning? Tell your Learning Guide.

Now, write sentences in your ELA Journal using the words piled and dragged.

In the last lesson part, you learned how writers put events in order. You also learned about details, or small pieces of information in a story. Now, you will think about events and details in The Snowy Day in the Text Collection, Unit 3, p. 31. You will create a storyboard of three events. To make a storyboard, you draw pictures of events in the story in the order they happen. Then, you write details about the event, sort of like a comic strip.

Choose three events from The Snowy Day. Draw a picture of each event. Then, write a sentence telling what is happening in the picture. Make sure the events are in order. Look back at the story to help you. Begin on p. 46.
Focus your student’s attention on pp. 36–45. Write the sentences your student dictates to you.

Your student’s completed chart should have answers like these:
1. First: Peter makes tracks in the snow with his feet and stick.
2. Next: Peter hits a tree with the stick.
3. Then: Watches older boys have a snowball fight.

BENCHMARK VOCABULARY
Read this sentence from p. 35 of The Snowy Day in the Text Collection:
The snow was piled up very high along the street to make a path for walking.

Look at the pictures on pp. 34–35. What does the word piled mean? Tell your Learning Guide.

Read this sentence:
Then, he dragged his feet s-l-o-w-l-y to make tracks. What does dragged mean? What other word in the sentence helps you understand its meaning? Tell your Learning Guide.

Now, write sentences in your ELA Journal using the words piled and dragged.
Piled (p. 35) means laid on top of each other.
Dragged (p. 38) means pulled along slowly. Use guiding questions to help your student use context clues to discover and explain the meaning of these words. For example, ask:

Is the snow taller than Peter? How do you think the snow got so high? How would he have to move his feet to make long lines in the snow? Could he move his feet very fast?

In the last lesson part, you learned how writers put events in order. You also learned about details, or small pieces of information in a story. Now, you will think about events and details in The Snowy Day in the Text Collection, Unit 3, p. 31. You will create a storyboard of three events. To make a storyboard, you draw pictures of events in the story in the order they happen. Then, you write details about the event, sort of like a comic strip.

Choose three events from The Snowy Day. Draw a picture of each event. Then, write a sentence telling what is happening in the picture. Make sure the events are in order. Look back at the story to help you.

Begin on p. 46.

Writers revise their writing to make it clearer for readers. One way to revise is to add more details. Read your storyboard sentences aloud. Choose one sentence to revise by adding more details.

TEACHING NOTES
Your student should focus on later events not yet explored, beginning on p. 46. Your student’s pictures should follow the sequence of events. Sentences should support the pictures. Sample sentences based on story events: Peter made a snowman. Peter made snow angels. Peter climbed a mountain of snow.

If your student struggles to add details to a sentence, suggest descriptive words that add color, a sense of size or shape, or other details. For example: Peter made a funny snowman with a smile.

You found key details about events in The Snowy Day in the Text Collection, Unit 3, p. 31. Then, you made a storyboard of events and revised a sentence. Next, you will look for details about the setting. You will also write a story about an event that happened to you.

RATE YOUR UNDERSTANDING
Please go online to view and submit this assessment.
Before, you found key details about events in *The Snowy Day*. Now, you will look at the setting of the story. The setting is where the story happens. Good readers think about how the setting of a story affects the events. This helps them understand why things happen in a story.

Think about this question as you listen to your Learning Guide read:

- What do the words and pictures tell you about Peter’s neighborhood?

Now, listen to your Learning Guide read pp. 31–43 of *The Snowy Day* in the *Text Collection*, Unit 3.
Tell your Learning Guide the answers to these questions:

- Which words help you understand what it was like outside Peter’s house?
- How do the pictures on pp. 34–37 help you understand where this part of the story takes place?

**TEACHING NOTES**

Responses may include the following:

- [The snow] covered everything. The snow was piled very high along the street.
- In the pictures, there are many other buildings or houses with fences. There is a stoplight.

**INITIAL /R/**

Listen as your Learning Guide reads a sentence about *The Snowy Day*: *Peter found a stick that was just right for smacking a tree.* The word *right* begins with the /r/ sound. Look at the picture card your Learning Guide is holding. Say the word *rug*. Listen to the beginning sound. Rug begins with the /r/ sound. Look at the picture cards your Learning Guide shows you. Which show pictures of words that begin with the /r/ sound?

**TEACHING NOTES**

Display the picture card *rug*. Say the word. Emphasize the /r/. Next, display picture cards *rabbit, tent, roof, red, goat,* and *rake.* Ask your student to tell you which cards show words that begin with /r/.

When you read *The Snowy Day,* in the *Text Collection,* Unit 3, p. 31, you thought about where the story happened. You also thought about when it happened. Where a story happens and when the story happens is called the setting of the story.

Writers provide details to help readers picture the setting. You can use a Web Graphic Organizer to help you show setting details. Look at pp. 32–33. What are the details of this setting? Work with your Learning Guide to complete the Web Graphic Organizer. On the *Title* line, write Setting Details. In the middle oval, write Setting. Now, think of four words or phrases that tell details about the setting in this part of the story.
So far in this unit, you have read about two kinds of weather: rain and snow. Now, you will read *All Kinds of Weather* by Della Cohen. This book will help you with weather words. You will need some of these words for your weather book project.

After you read, write about what you learned in your ELA Journal. Write down words that will help you with your project. Ask your Learning Guide for help if you need it.

Guide your student to the concept words at the beginning of the book for use in his or her project.

In *The Snowy Day*, in the *Text Collection*, Unit 3, p. 31, Peter runs, walks, and smacks a tree with a stick. These are actions. Verbs are words that tell about actions. Verbs also tell when the action happened.

*I look* means the action is happening right now, or in the present.

*I looked* means the action happened in the past.

Often, verbs that happened in the past have the ending *-ed.*
Change these sentences into the past by adding the correct ending. Sometimes, you must remove the ending -s before you add -ed.

*They jump.*  *The dogs bark.*  *He walks.*

**ANSWERS:**
jumped; barked; walked. Be sure your student removes the -s before adding -ed to walks.

You have learned that writers put events in order. You have thought about details in a story setting. Now, you will write your own story about an event that happened to you. Think of an event that happened today. Who are the other characters in your story? Where did the event take place? Write a sentence about your event.

**TEACHING NOTES**
Check and provide feedback for spelling, capitalization, and punctuation in your student's writing. Have your student rewrite the past tense verb(s) in his or her sentence in the simple present tense. Have your student explain how this changes the meaning of the verb from telling about then to telling about now.

You learned about details that can help you picture the setting of a story. You also wrote about something that happened to you. Next, you will think about how words and pictures work together in a story. You will also add details to the story you started writing.

**QUICK CHECK**
Please go online to view and submit this assessment.
Before, you focused on the words that help you picture the setting in *The Snowy Day*. Now, you will think about how words and pictures work together to add to the story. Looking at the pictures in a story can help you better understand details in the words.

Think about this question as you listen to your Learning Guide read:

- What does Peter want to do but cannot do?
- How do the words and pictures help you understand that?

Now, listen to your Learning Guide read pp. 44–50 of *The Snowy Day*, in the *Text Collection*, Unit 3.

Remember where reading begins. As your Learning Guide reads, follow along in the correct direction.
You learned from words and pictures on pp. 44–45 how Peter felt about the snowball fight. Now, use a **Three-Column Chart** to tell how the pictures help you understand what is happening in the story. Talk about the headings your Learning Guide writes on the chart. Then, work with your Learning Guide to fill in the chart. Tell how the words and pictures explain why Peter did not join the snowball fight.
**TEACHING NOTES**

Set up the chart headers as follows: Title: *Relate Pictures and Story*; Column Headings: *Words; Pictures; Relationship*. Discuss each heading with your student to help your student understand the focus of this activity. Then, add the details your student dictates to the chart. See the completed chart below.

<table>
<thead>
<tr>
<th>Relate Pictures and Story</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>Peter knew he wasn’t old enough to join the big boys.</td>
</tr>
</tbody>
</table>

**ANOTHER WAY**

We use both the words and the pictures of a book to understand exactly what the author wants us to understand. When we use both text and pictures, we can understand the story deeply and we can learn things about the story that the author might not have written in the text. Work with your Learning Guide to understand the relationship between words and pictures on pp. 44-45 in the *Text Collection*, Unit 3, p. 31. Then try it again on pp. 32-33.

**TEACHING NOTES**

If your student is struggling to explain the relationship between the words and the picture, model your thought process as you look at pp. 44-45 and fill out the 3-column chart.

Model for your student by saying, “I notice that in the picture there are kids throwing snowballs and Peter is sitting on the ground after he got hit with one. Let me add that to the chart. I also notice that the words are telling me that Peter isn’t old enough yet to play with the big kids. Let me add that to my chart, too. I can understand from thinking about both the pictures and the words that Peter is having a hard time playing this game. He got hit and it looks like he’s stuck on the ground. This must be because he is too small and young to play yet.”

Then, have your student discuss the relationship between the pictures and the words on pp. 32-33. Fill in the 3-column chart with his or her dictation to you.
Set up the chart headers as follows: Title: Relate Pictures and Story; Column Headings: Words; Pictures; Relationship. Discuss each heading with your student to help your student understand the focus of this activity. Then, add the details your student dictates to the chart. See the completed chart below.

We use both the words and the pictures of a book to understand exactly what the author wants us to understand. When we use both text and pictures, we can understand the story deeply and we can learn things about the story that the author might not have written in the text. Work with your Learning Guide to understand the relationship between words and pictures on pp. 44-45 in the Text Collection, Unit 3, p. 31. Then try it again on pp. 32-33.

If your student is struggling to explain the relationship between the words and the picture, model your thought process as you look at pp. 44-45 and fill out the 3-column chart.

Model for your student by saying, “I notice that in the picture there are kids throwing snowballs and Peter is sitting on the ground after he got hit with one. Let me add that to the chart. I also notice that the words are telling me that Peter isn’t old enough yet to play with the big kids. Let me add that to my chart, too. I can understand from thinking about both the pictures and the words that Peter is having a hard time playing this game. He got hit and it looks like he’s stuck on the ground. This must be because he is too small and young to play yet.”

Then, have your student discuss the relationship between the pictures and the words on pp. 32-33. Fill in the 3-column chart with his or her dictation to you.

(Possible answer: “I see Peter is looking out the window to all of the snow that’s outside. I know the words say that Peter woke up and saw snow that has fallen during the night. By looking at both the pictures and the words, I can tell that Peter is interested in the snow. He is feeling curious or wants to go outside.”)

✅ QUICK CHECK

Please go online to view and submit this assessment.

💡 MORE TO EXPLORE

Play this game to write a picture book where pictures and words work together.

For more practice matching words to pictures, play this game.

Before, you wrote a sentence about an event that happened to you. Read that sentence again. Is it clear what happened to you?

You can revise your writing to make it more descriptive. This will help your reader make a picture in his or her mind. What detail could you add to describe the setting or the event? Add at least one detail that will make your sentence more descriptive.

Now, what happened next? Add an event to your story.

_possible answer: “I see Peter is looking out the window to all of the snow that’s outside. I know the words say that Peter woke up and saw snow that has fallen during the night. By looking at both the pictures and the words, I can tell that Peter is interested in the snow. He is feeling curious or wants to go outside.”

Help your student brainstorm at least one detail and an event to add the story. Provide feedback and guidance on the correct use of capitalization and punctuation as he or she writes a new sentence.
the pictures and the words, I can tell that Peter is interested in the snow. He is feeling curious or wants to go outside.)

Please go online to view and submit this assessment. Play this game to write a picture book where pictures and words work together. For more practice matching words to pictures, play this game.

Before, you wrote a sentence about an event that happened to you. Read that sentence again. Is it clear what happened to you?

You can revise your writing to make it more descriptive. This will help your reader make a picture in his or her mind. What detail could you add to describe the setting or the event? Add at least one detail that will make your sentence more descriptive.

Now, what happened next? Add an event to your story.

Help your student brainstorm at least one detail and an event to add to the story. Provide feedback and guidance on the correct use of capitalization and punctuation as he or she writes a new sentence.

ANOTHER WAY

DESCRIPTIVE WRITING

If your student is struggling to make his or her writing more descriptive, ask him or her to go back to the “things that happened” list and add five columns after the event. The columns should be labeled: Looks, Sound, Smell, Taste, Touch. Then for a few events, write the descriptive sensory details in the appropriate column. For example, if the event was “it snowed,” then add “wet” under “Touch” and “white and fluffy” under “Looks.” Ask your student to do the same for the event he or she wrote about.

If your student is having difficulty identifying descriptive sensory details in his or her list, ask your student the following questions and record the answers in the appropriate column.

- Was there a sound?
- Was there a taste?
- What color was it?
- How would it feel if you touched it?
- Did it smell?

Explain that adding these descriptive sensory details is part of revising his or her writing.

You saw how words and pictures work together to make a story. You added details and an event to your own story. Next, you will think about characters and how they feel. You will also revise your writing.
You have learned how to find the details about events and setting. Now, you will think more about the Peter in *The Snowy Day*. You will think about details that describe his character. Good readers pay attention to how a character is described. This helps them understand how the character acts in the story.

As your listen to the story, think about these questions:

- What makes Peter feel sad at the end of the day?
- What does Peter dream about that night?

Now, read pp. 51–59 of *The Snowy Day*, in the *Text Collection*, Unit 3.
Talk about these questions with your Learning Guide:

- Why did Peter feel sad when he checked his pocket before going to bed?
- Why does Peter dream that all the snow is melted away?
- How does the picture on p. 57 help you understand how Peter feels when he sees more snow falling?

Peter feels sad because his snowball has melted away.
Peter is worried that the snow will be gone in the morning.
The picture shows Peter looking out the window and smiling at the snow. I can see he is happy.

INITIAL /D/

Look at the picture your Learning Guide is holding. Say the word dog. Listen to the beginning sound. Dog begins with the /d/ sound. What letter spells the same sound? Listen and repeat the words your Learning Guide says. Which words begin with the /d/ sound?

Display picture card dog. Say the word. Emphasize the /d/. Next, display picture cards doll, rock, duck, goat, and desk. Ask your student to tell you which cards show words that begin or end with /d/.

You have learned how details help you understand the setting and events of a story. Now, you will look for details to help you learn about the character Peter.

Look at pp. 51–59 again of The Snowy Day in the Text Collection, Unit 3. Use a Character Details Chart to tell details about Peter. Start with a Four-Column chart. At the top of the chart, write this title: Character Details. In the first column (top row), write Looks Like. In the second, write Says. In the next, write Does. In the last column, write Feels. Fill in the chart with details you know about Peter. Remember to use the words and pictures to help you. Your Learning Guide will help you.
Assist your student as needed in labeling the Character Details Chart. Model adding details as entered in the partially completed chart below. Then, add the details your student dictates. Sample answers: Does column: Peter thinks about his adventures. He looked in his pocket for the snowball. Feels column: He feels very sad. He feels happy to see the snow.

### Character Details

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Says</th>
<th>Does</th>
<th>Feels</th>
</tr>
</thead>
<tbody>
<tr>
<td>small, active boy</td>
<td>tells his mom all about his day in the snow</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BENCHMARK VOCABULARY**

You may have read new words in the last part of *The Snowy Day*. Do you know what *adventures* and *melted* mean? Reread the sentences in the story that contain those words. Can you guess what they mean? Work with your Learning Guide to look up the words. Then, write a sentence for each.

**ANOTHER WAY**

If coming up with describing words for your character is challenging, remind your brain of some different ways to talk about characters by looking back at characters from stories that we've already read. Go back to the text Come On, Rain! and think about Tessie, the main character. What is she like? What does she look like? What does she do and say? Practice filling in your character detail chart.

**TEACHING NOTES**

If your student is struggling to come up with descriptive words for Peter, model or have your student practice filling out the character detail chart with a character that he or she knows well, like Tessie from Come on, Rain!
Previously, you wrote about an event, and then added a detail and a new event. Now, you will look at your sentences and think about your reaction, or feeling, about the events. Then, you will revise your sentences to tell how you felt about one event.

Look at this example: My friend and I played a new video game today. This sentence tells what happened. It does not tell how the writer felt about the event. How can the writer add words to show how he or she felt about the event? Look at the revised sentence: I had a really good time when my friend and I played a new video game today. The sentence can also be written like this: My friend and I played a new video game today. I had a really good time.

How can you tell or show how you felt about an event in your story? Work with your Learning Guide to brainstorm ideas. Then, revise one of your sentences or add a new sentence about your reaction. Remember: when you revise your writing, you help the reader understand the story better.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.

Have your student choose one event in his or her story to revise. Ask your student how he or she felt about the event. If your student struggles to find a word, suggest possibilities, based on the event (scared, happy, sad, excited, and so on). Assist your student as needed to revise his or her writing by revising a sentence or writing a new sentence that tells about reaction to the event. Check that your student has observed writing conventions of capitalization, punctuation, and spelling.

Take this opportunity to assess your student’s writing using this Kindergarten - Narrative 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.

Now, write your revised story in your ELA Journal.
You thought about Peter and how he feels. You learned that it is important to understand a character's feeling in a story. Then, you wrote about your reaction to an event in your own story. Next, you will compare and contrast different character's feelings. You will also write sentences about different kinds of weather.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In a previous lesson, you read *Come On, Rain!* In that story, a little girl waits for rain. In this lesson, you have been reading *The Snowy Day*. Both stories are about weather. Now, you will be rereading these stories. Then, you will compare and contrast characters. This means you will tell what is alike and what is different about them. Comparing and contrasting helps you understand why characters react in different ways to similar situations.

As you listen to the stories and follow along, think about these questions:

- How are the characters similar and different?
- How are their feelings about weather similar and different?

Now, read *Come On, Rain!* (Unit 3, p. 5) and *The Snowy Day* again, each in the *Text Collection*, (Unit 3, p. 31).

### TEACHING NOTES

Reread aloud to your student both *Come On, Rain!* in the *Text Collection*, (Unit 3, p. 5) and *The Snowy Day* in the *Text Collection*, (Unit 3, p. 31). Pause to ask questions that assess your student’s comprehension. Encourage your student to read aloud familiar parts with you.
Write the answers to these questions in your ELA Journal. Your Learning Guide may help you:

- How are Tessie's feelings and Peter’s feelings about the weather the same?
- How are they different?
- How do you know?

TEACHING NOTES

Look for this or a similar response:

- They both are happy and excited about the weather.
- Tessie is hoping for a change in weather, but Peter is surprised by it.
- They both go outside to play in the weather.

Initial /d/ Spelled Dd

Look at the alphabet card your Learning Guide is holding. Can you name the picture? Listen as your Learning Guide says the word. Listen to the beginning sound. Say the word dolphin. Dolphin begins with the /d/ sound. What letter spells the same sound? Listen to the word pairs your Learning Guide says. Which words begin like dolphin with the sound the letter d stands for?

TEACHING NOTES

Display alphabet card Dd. Use word pairs wig-dig, dip-rip, den-ten, dock-tock, real-deal, hug-dug, and day-way.

You compared and contrasted Tessie and Peter's feelings about weather. This means you figured out how they are the same and different.

You can use a Venn diagram to compare and contrast these characters. For example, Tessie is a girl. Peter is a boy. They both are children. Work with your Learning Guide to label your Venn Diagram. Then, put things that are the same about Tessie and Peter in the middle. Put things that are different about Tessie on the left. Put things that are different about Peter on the right.
Help your student label the circles Tessie and Peter, with the shared center labeled Both. Then, add the details your student dictates. The completed diagram contains possible answers to the activity. Your student may have additional ideas such as Tessie lives in a city/apartment and Peter lives in a house.

**Compare and Contrast Characters**

![Venn Diagram](image)

**ANOTHER WAY**

When we are comparing things, we look for what is the same, or how the things are alike. To start our ideas we can say:

Peter and Tessie are the same because....

Or

Both Peter and Tessie...

When we are contrasting things, we look for what is different about them, or how the things are unique. To start our ideas we can say...

Peter and Tessie are different because Peter _________, but Tessie _________.

Or

Only Peter ___________. Only Tessie ___________.

---

Grade K Calvert English Language Arts
Now, use your chart to talk about the characters. How are the characters alike and how they are different? What do you think is the most important difference? Why? Tell your Learning Guide.

INTERACTIVE ACTIVITY

You see words like see and look many times when you read. Play Sight Word Bingo to practice some of them.

You have learned about rain and snow. You also know that characters react to changes in the weather. You can understand this by reading what they say and do. You can learn more by looking at the pictures. In Come On, Rain! and The Snowy Day, you compared and contrasted how the characters react.

Now, it's your turn to write sentences about weather. You will compare and contrast weather-related activities. Think of two kinds of weather. With your Learning Guide, make a list of two or three activities you can do in each kind of weather. What activity can you do in both kinds of weather? Write that down, too.

Now, choose your favorite activity for each kind of weather. Write a sentence about each one. You may use a sentence frame: In _____ weather, I like to _____. (or) When it _____, I usually _____.

Next, tell about the activity you can do in both kinds of weather. You may use this sentence frame: In _____ and _____ weather, I can _____.

Think about how you feel about both kinds of weather. Write a final sentence the tells how you feel. You can use this sentence frame: I like ____ because _____. (or) I don't like ____ because _____.

If your student is struggling to compare and contrast, provide sentence starters to guide his or her ideas.

Possible answers:

- Peter and Tessie are the same because they play outside.
- Both Peter and Tessie have friends and family member throughout their stories.
- Peter and Tessie are different because Peter plays in the snow, but Tessie plays in the rain.
- Only Peter is a boy. Only Tessie is a girl.

In _____ weather, I like to _____.

Play Sight Word Bingo
Possible answers:

Peter and Tessie are the same because they play outside.
Both Peter and Tessie have friends and family members throughout their stories.

Peter and Tessie are different because Peter plays in the snow, but Tessie plays in the rain.
Only Peter is a boy. Only Tessie is a girl.

Now, use your chart to talk about the characters. How are the characters alike and how they are different? What do you think is the most important difference? Why? Tell your Learning Guide.

You see words like see and look many times when you read. Play Sight Word Bingo to practice some of them.

You have learned about rain and snow. You also know that characters react to changes in the weather. You can understand this by reading what they say and do. You can learn more by looking at the pictures. In Come On, Rain! and The Snowy Day, you compared and contrasted how the characters react.

Now, it's your turn to write sentences about weather. You will compare and contrast weather-related activities. Think of two kinds of weather. With your Learning Guide, make a list of two or three activities you can do in each kind of weather. What activity can you do in both kinds of weather? Write that down, too.

Now, choose your favorite activity for each kind of weather. Write a sentence about each one. You may use a sentence frame: In _____ weather, I like to _____.

(or) When it _____, I usually _____

Next, tell about the activity you can do in both kinds of weather. You may use this sentence frame: In _____ and _____ weather, I can _____.

Think about how you feel about both kinds of weather. Write a final sentence that tells how you feel. You can use this sentence frame: I like _____ because _____.

(or) I don't like _____ because _____.

In this lesson part, you compared characters. You thought about their reactions to rain and snow. Next, you will learn more weather words. This will help you get ready to write your weather book.

RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
Before, you compared characters and their reactions to different kinds of weather. Now, you will play a game to learn more weather words. This will help you when you write your weather book.

Play Cloudy Day, a game with weather words.

Point out words to your student that he or she might want to use in the weather book project.

You have read The Snowy Day and Come On, Rain! You also learned about comparing.

Now, you will compare the settings of the two stories. You will sort details about the settings.
Read each detail. Choose whether it describes the setting in *Come On, Rain!, The Snowy Day*, or **both**.

<table>
<thead>
<tr>
<th></th>
<th><em>Come On, Rain!</em></th>
<th><em>The Snowy Day</em></th>
<th>both</th>
</tr>
</thead>
<tbody>
<tr>
<td>alleyway</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>outdoors</td>
<td></td>
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<td>clouds</td>
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<td>bedroom</td>
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<tr>
<td>bathtub</td>
<td></td>
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</tbody>
</table>

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
**Beginning Your Weather Book**

You have read about two kinds of weather. You have thought about how characters react to it. You have learned weather words. You also have learned about capital letters and end punctuation. Now, you will put together what you know to begin writing your own book about the weather.

In this activity, you will pick two kinds of weather. You will brainstorm words that describe each kind of weather and your reaction to it. Then, you will write a short sentence about each kind of weather and your reaction to it.

Review the rubric. It tells you what you need to think about as you write.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Great</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather words</td>
<td>There are three or more weather words.</td>
<td>There are two weather words.</td>
<td>There is only one weather word.</td>
<td>There are no weather words.</td>
</tr>
<tr>
<td>Feeling words</td>
<td>There are three or more feelings words.</td>
<td>There are two feelings words.</td>
<td>There is one feelings word.</td>
<td>There are no feelings words.</td>
</tr>
</tbody>
</table>
You have read about two kinds of weather. You have thought about how characters react to it. You have learned weather words. You also have learned about capital letters and end punctuation. Now, you will put together what you know to begin writing your own book about the weather.

In this activity, you will pick two kinds of weather. You will brainstorm words that describe each kind of weather and your reaction to it. Then, you will write a short sentence about each kind of weather and your reaction to it.

Review the rubric. It tells you what you need to think about as you write.

### Criteria

<table>
<thead>
<tr>
<th>Complete sentences</th>
<th>Great</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both sentences are complete and tell about weather and reaction to weather.</td>
<td>One sentence is complete and tells about weather and reaction to weather.</td>
<td>Both sentences are missing a weather or reaction part.</td>
<td>Only one weather part or one reaction part is present.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Great</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>All words are spelled correctly.</td>
<td>There is one spelling mistake.</td>
<td>There are two spelling mistakes.</td>
<td>There are three or more spelling mistakes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capitals and end punctuation</th>
<th>Great</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>All capitals and end marks are correct.</td>
<td>One capital or end mark is missing.</td>
<td>Two capitals or end marks are missing.</td>
<td>Three or more capitals or end marks are missing.</td>
<td></td>
</tr>
</tbody>
</table>

### TEACHING NOTES

Review the rubric with your student. Then, help your student prepare to write by brainstorming weather and feelings words.

---

Think about two kinds of weather. This can be weather you have read about or different weather.

Now, think of words that describe the two kinds of weather. Write them down. Now, write words that tell your reaction to the weather.

Now, use those words to write two sentences. Each sentence will tell about one about one type of weather and how you feel about it.

Don't forget to use capital letters and ending punctuation!

Finally, review your work and check it against the rubric.

### TEACHING NOTES

Encourage your student to look back at the completed graphic organizers for help with weather and feelings words as well as spelling. If your student struggles to create sentences, provide a sentence frame such as the one below and have your student fill in the blanks.

- Sometimes the weather is _________ and then I feel ____________________.
SAMPLE SENTENCES
- I like rainy weather because I get to play inside.
- When the weather is hot and sticky, I feel uncomfortable.

Provide feedback as your student checks his or her completed sentences against the rubric.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.

SAMPLE SENTENCES
- I like rainy weather because I get to play inside.
- When the weather is hot and sticky, I feel uncomfortable.

Provide feedback as your student checks his or her completed sentences against the rubric.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
What Will the Weather Be? - Part 1

**Objectives**
- To identify the main topic and key details of a text
- To ask and answer questions and use key details to draw conclusions about a text
- To use words to understand a text
- To compare and contrast types of weather
- To acquire and use weather words in written sentences
- To identify and say initial /f/ sound
- To spell the /f/ sound Ff
- To explain how prepositions connect ideas in sentences

**Books & Materials**
- What Will the Weather Be? by Lynda DeWitt
- Red Fans by Nikki Latham
- ELA Journal
- Computer
- Main Idea and Key Details Chart
- T-Chart
- Three-Column Chart
- Alphabet card Ff
- Picture cards fan, mop, fox, rock, and five
- Drawing materials such as markers or crayons, and paper

**Assignments**
- Read What Will the Weather Be? by Lynda DeWitt.
- Complete a Main Topic and Key Details Chart.
- Watch The Letter F Song for Kids video.
- Complete a Picture and Words T-Chart.
- Complete a Three-Column Key Details Chart.
- Complete a Questions and Answers Three-Column Chart.
- Write or draw weather observations.
- Read Red Fans by Nikki Latham.
- Play the Word Toss game to practice antonyms.
- Complete a Weather Wheel activity.
- Write weather sentences.

**LEARN**

You read about rain and snow. You also practiced finding key details to help you understand the stories. Next, you will identify the main topic and key details in a text. Good readers pay attention to how key details work together. This helps them figure out the main topic of a text.

You will read What Will the Weather Be? by Lynda DeWitt. Think about this question as your listen to your Learning Guide read:

- What is the text mostly about?

Now, listen to your Learning Guide read What Will the Weather Be? (p. 3).
Now answer this question: What does this sentence mean?

Listen to your Learning Guide read this sentence from What Will the Weather Be? to understand the main topic of a text. Details in a sentence can help you understand new meanings for familiar words.

When cold air pushes against warm air, we say there is a cold front.

You have been using key details to understand what happens in a story. Today you will use key details to remember what they mean. However, it is hard to come up with a movement for the word howl. Another way you can remember an action word like howl is to make the sound. Can you howl like a dog or wolf?

Close your eyes and listen to your Learning Guide reread the sentence in What Will the Weather Be? where the word howl is used. Can you imagine what the wind sounds like? Tell your Learning Guide: How does the word howl help you imagine what the wind sounds like?

VOCABULARY
- sinking
- puffy
- forecast
- predicting
- howl
- wispy
- drizzle
- measure
- temperature
- force
- collapses
- prepare

WORDS WITH MORE THAN ONE MEANING

When you hear the word howl you probably think of the sound a dog or a wolf makes. In Unit 1: Does Little Pip Find Home? you learned how coming up with movements for action words helps you remember what they mean. However, it is hard to come up with a movement for the word howl. Another way you can remember an action word like howl is to make the sound. Can you howl like a dog or wolf?

Please go online to view this video.

In the story What Will the Weather Be? the word howl is used in a different way. Instead of describing the sound a dog or wolf makes, the author uses the word howl to describe what the wind sounds like. Close your eyes and listen to your Learning Guide reread the sentence in What Will the Weather Be? where the word howl is used. Can you imagine what the wind sounds like? Tell your Learning Guide: How does the word howl help you imagine what the wind sounds like?
Challenge yourself: Are there other action words that you could use to describe what wind or a storm sounds like? Do these action words have a sound that you can make to help you remember their meaning?

**TEACHING NOTES**

If your student is not sure what a wolf howling sounds like, watch the video clip.

If your student needs support describing how the word howl helps him or her imagine what the wind sounds like, play a part of the video clip. Then ask your student: "In this video, how does the wind sound like a wolf howling?" You can play the sound clip of a howling wolf again to help him or her compare the sounds.

Some other action words you could use to describe a storm or wind are whispered, hissed, or wailed.

Continue adding the new vocabulary words to the word wall under the groups "Action Words," "Describing Words," and "Things."

**GRAMMAR**

You have been using key details to understand what happens in a story. Today you will use key details to understand the main topic of a text. Details in a sentence can help you understand new meanings for familiar words.

Listen to your Learning Guide read this sentence from What Will the Weather Be?

When cold air pushes against warm air, we say there is a cold front.

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:

- When
- cold air pushes against warm air,
- we say
- there is a cold front.
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 match the text, reread the sentence to him or her. 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 how different kinds of air work. Your student might be confused by the word front in this sentence, as he or she might be used to a more familiar meaning having to do with position.

**GRAMMAR**

Your Learning Guide has broken the sentence into chunks. Read the last chunk. It says “there is a cold front.”

What does the word front mean to you? Show your Learning Guide the front of something in the room.

This chunk might be confusing. You know one meaning for the word front, but there is another meaning. The other chunks in the sentence can help you understand this new meaning.

Look at the sentence chunks. Which chunks do you think give the meaning of front? Put those chunks together.

Tell your Learning Guide this new meaning of front. How is it different from the meaning you already knew?

**TEACHING NOTES**

Your student should identify these chunks:

- When
- cold air pushes against warm air,

Possible answer: A front is when cold air pushes against warm air. This meaning is different because it is about the weather and the meaning I knew is about a side of a person or thing.

**GRAMMAR**

How did you know that the chunk you picked gives the meaning of front?

Two other chunks signal that this chunk gives the meaning of the word.
The chunks “When” and “we say” work together. These chunks connect the meaning and the word. They let you know that the description and the word mean the same thing.

If you wanted to tell about the other meaning of front, you could write this:

“When” part of something faces out, “we say” it is the front.

Sometimes you see unfamiliar words while reading. You can look for sentence chunks that connect those words to their meanings.

Look again at the chunks “When” and “we say.” Think about how they connect the meaning and the word front.

Can you use these chunks to connect other meanings and words? Try writing a sentence that uses “When” and “we say” to connect a description to a word.

### TEACHING NOTES

Your student might write something like, “When lighting is in the sky and we hear thunder, we say there is a storm.”

If your student struggles to write a sentence connecting a description to a word, offer this template:

When __________, we say __________ _________.

Template key: When [description], we say [it is/there is/etc.] [word that description defines].

### TEACHING NOTES

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

Read this sentence to your student:

When cold air pushes against warm air, we say there is a cold front.

Then say, “This sentence explains a new meaning for a familiar word. It uses ‘When’ and ‘we say’ to connect a meaning to a word. Do you know other words that have more than one meaning? Write two sentences that give the different meanings of the word. Your sentences should look like the one you read today.”

Your student might write or dictate something like: “When an animal lives in a cave and comes out at night, we say it is a bat. When a baseball player uses something to hit a ball, we say it is a bat.”

If your student struggles to come up with words that mean the same thing, offer suggestions such as bowl, bark, pet, play, or others.
Tell your Learning Guide the answer to these questions:

- What happened because the weather forecast was wrong?
- Why is predicting the weather important?
- Look at p. 18. What does the word meteorologist mean?

TEACHING NOTES

- The forecast called for only one or two inches of snow, but there was a lot more. People were surprised and not prepared for bad weather.
- If people know what kind of weather to expect, they can prepare for that weather and any problems it might cause.
- Meteorologists are people who study weather.

You read about a surprise snow storm in What Will the Weather Be? But that is not the main topic of the book. You can figure out the main topic by asking yourself: What is the book mostly about?

Pieces of information, called key details, can help you discover the main topic of a text. Key details will point to the main topic. They will support, or tell you more, about the main topic.

A Main Idea and Key Details Chart can help you figure out the main idea and key details of What Will the Weather Be? (p. 3). Work with your Learning Guide. Decide on the main topic of the text. Think about what the book told you about. The title of the book can help you. Then, tell your Learning Guide three key details that support, or tell you more, about the main topic.

TEACHING NOTES

Write the information your student dictates. Provide feedback on the topic or key details your student dictates. Does the topic reflect what the text is mostly about? Do the key details support the topic? If your student struggles to find the main topic, page through the text. Point to illustrations of people, weather instruments, diagrams, and maps. Ask: What do the people use all these things for? While key details may vary, your student’s completed chart should look something like this:
Now let’s look at the letter f and listen to the sound it makes. Watch and listen to the video: The Letter F Song for Kids (01:08). What words start with the letter f?

After watching, in your ELA Journal, write the words you heard that start with the letter f.

**TEACHING NOTES**

The video features the words fish and flower.

You are writing your own weather book. Spelling will be important. When you are spelling words, listen to the sounds in the word. Then, write the letter for each sound you hear. Listen to the words your Learning Guide says. Write down the letter sounds you hear to spell the word.

**TEACHING NOTES**

Say the word fit. Segment the sounds as you repeat the word. Have your student write down the sounds he or she hears. Repeat with the word rib and fan.

You read What Will the Weather Be? (p. 3). The title of the book is a question. Questions begin with question words like who, what, where, when, how and why. A question ends with a question mark.

Good readers ask questions about what they’re reading. They look for answers in the text. This helps them to understand what they are reading and to learn more about the topic.

Write three questions you have about What Will the Weather Be? Then, look for answers in the text.

**TEACHING NOTES**

You may need to model asking and answering a question. Then, write the questions your student dictates. Provide feedback. Finally, work with him or her to find answers in the text. Questions should:

- begin with a question word (who, what, when, where, why, how).
- end with a question mark.
- relate to the text.

Sample Question: What kind of front brings rain? Answer: A cold front (pp. 12–14).
Good readers ask questions about what they're reading. They look for answers in the text. This helps them to understand what they are reading and to learn more about the topic.

Write three questions you have about *What Will the Weather Be?* Then, look for answers in the text.

You may need to model asking and answering a question. Then, write the questions your student dictates. Provide feedback. Finally, work with him or her to find answers in the text. Questions should:
- begin with a question word (who, what, when where, why, how).
- end with a question mark.
- relate to the text.

Sample Question:

**Question:** What kind of front brings rain?

**Answer:** A cold front (pp. 12–14).

Today, you learned about *predicting* weather. You practiced writing questions. Next, you will look at pictures and words in the text. You will see how they work together to give you information. You will also write to describe weather.

✔️ **RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
What Will the Weather Be? - Part 2

Objectives
- To identify the main topic and key details of a text
- To ask and answer questions and use key details to draw conclusions about a text
- To use words to understand a text
- To compare and contrast types of weather
- To acquire and use weather words in written sentences
- To identify and say initial /f/ sound
- To spell the /f/ sound Ff
- To explain how prepositions connect ideas in sentences

Books & Materials
- What Will the Weather Be? by Lynda DeWitt
- Red Fans by Nikki Latham
- ELA Journal
- Computer
- Main Idea and Key Details Chart
- T-Chart
- Three-Column Chart
- Alphabet card Ff
- Picture cards fan, mop, fox, rock, and five
- Drawing materials such as markers or crayons, and paper

Assignments
- Read What Will the Weather Be? by Lynda DeWitt.
- Complete a Main Topic and Key Details Chart.
- Watch The Letter F Song for Kids video.
- Complete a Picture and Words T-Chart.
- Complete a Three-Column Key Details Chart.
- Complete a Questions and Answers Three-Column Chart.
- Write or draw weather observations.
- Read Red Fans by Nikki Latham.
- Play the Word Toss game to practice antonyms.
- Complete a Weather Wheel activity.
- Write weather sentences.

LEARN

Last time, you learned about predicting weather. You practiced writing questions. This time, you will see how pictures and words work together to give you information in a text. Good readers use the pictures in a text to help them check their understanding of the words.

Your Learning Guide will read pages from What Will the Weather Be? As your Learning Guide reads, look at the pictures. Think about this question as you listen to your Learning Guide read:

- What do the pictures tell you about what happened?

Now, listen to your Learning Guide read pp. 3–9 of What Will the Weather Be?
Tell your Learning Guide the answer to these questions:

- What season is it in the illustration on pp. 6–7?
- What words in the text go with the picture?

The season is winter. Your student should point out words in the text such as snow, storm, cars and buses were stuck.

/f/ Spelling Ff

Look at the alphabet card your Learning Guide is holding. What does it show? What sound does the word fountain begin with? What letter spells the /f/ sound? Listen to the words your Learning Guide says. Which ones begin with the same /f/ sound?

Display alphabet card Ff. Be sure your student connects the /f/ sound with the letter f. Then, pronounce word pairs feet-meet, found-round, race-face, fun-sun, find-mind, fish-dish, car-far, fast-last. Have your student identify the words beginning with /f/.

You know that pictures and words in a book work together. The pictures show what the words tell. Pictures may add more information. Think about the pictures and words on the pages you just read. What do the pictures show? What do the words say?

You can use a Pictures and Word Chart to show how pictures and words work together. Start with a T-chart. Give your chart the title Picture and Words Chart. Label the two columns of your chart Picture and Words. Write a description of the picture in the first column. Write words from the text that go with the picture in the second column. Your Learning Guide will help you.
You are learning about weather words. Now, you will practice some other words. These are words you will see many times as you read.

Read these words with your Learning Guide: see, look, for

Now, read these sentences with your Learning Guide. Point to the words you just read:

- I see the snow.
- Look at all the snow.
- We can look for more snow.
Soon you will be writing your own weather book. Now, you will think of weather words you may use in your book.

To begin, complete these sentences. Use words that describe the weather. Think about words you learned while reading *Come On, Rain!* and *The Snowy Day*.

- Yesterday, the weather was ______________.
- In the morning, it was ______________.
- In the afternoon, it was ____________.
- By the time I went to sleep, it was ______________ outside.

Now, draw a picture that goes with one of your sentences.

Help your student brainstorm some weather words. Then, guide him or her in completing the sentences. Provide feedback and additional guidance as needed. Sample answers:

- *Yesterday, the weather was* hot.
- *In the morning, it was* cool.
- *In the afternoon, it was* sizzling.
- *By the time I went to sleep, it was* warm outside.

Today, you saw how pictures and words go together. You also wrote some weather sentences. Next, you will look at how key details help you understand a text. Then, you will write about two different types of weather.

Please go online to view and submit this assessment.
What Will the Weather Be? - Part 3

**Objectives**
- To identify the main topic and key details of a text
- To ask and answer questions and use key details to draw conclusions about a text
- To use words to understand a text
- To compare and contrast types of weather
- To acquire and use weather words in written sentences
- To identify and say initial /f/ sound
- To spell the /f/ sound Ff
- To explain how prepositions connect ideas in sentences

**Books & Materials**
- What Will the Weather Be? by Lynda DeWitt
- Red Fans by Nikki Latham
- ELA Journal
- Computer
- Main Idea and Key Details Chart
- T-Chart
- Three-Column Chart
- Alphabet card Ff
- Picture cards fan, mop, fox, rock, and five
- Drawing materials such as markers or crayons, and paper

**Assignments**
- Read What Will the Weather Be? by Lynda DeWitt.
- Complete a Main Topic and Key Details Chart.
- Watch The Letter F Song for Kids video.
- Complete a Picture and Words T-Chart.
- Complete a Three-Column Key Details Chart.
- Complete a Questions and Answers Three-Column Chart.
- Write or draw weather observations.
- Read Red Fans by Nikki Latham.
- Play the Word Toss game to practice antonyms.
- Complete a Weather Wheel activity.
- Write weather sentences.

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**LEARN**

Last time, you looked closely at pictures and words in *What Will the Weather Be?* This time, you will look at key details to understand the information in the text. You will learn how one kind of weather happens. Good readers think about how key details connect to each other. This helps them understand what the author wants them to learn about the main topic.

As your Learning Guide reads *What Will the Weather Be?*, think about these questions:

- What details about weather fronts do the words in the text tell you?
- What details about weather fronts do the pictures tell you?

Now, listen to your Learning Guide read pp. 10–17 of *What Will the Weather Be?*.

As you follow along, notice that every sentence begins with a capital letter and ends with punctuation.

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**TEACHING NOTES**

Allow your student time to look at the illustrations. Point to and read the labels on the illustrations. Point out that labels provide key details to help a reader understand the information in the text.
Talk about these questions with your Learning Guide:

- How do clouds form? Use the words and illustrations on pp. 12–13 to tell your Learning Guide.
- What kinds of weather happen when a cold front passes? Use words and illustrations on pp. 14–15 to tell your Learning Guide.

**TEACHING NOTES**

- The cold front pushes into the warm air. The pink arrow shows the warm air with water vapor moving up to a cloud. The text says the water vapor in the air "turns to liquid." The drops of liquid "clump together" high in the sky to make clouds.
- Rain, thunder, lightning, snow happen when a cold front passes. (Have your student point to the picture that shows each kind of weather.)

**INITIAL /F/**

What is your Learning Guide showing you? What sound do the words begin with?

Now, look at the picture card. Does that word begin with the same sound as four fingers? Look at the picture cards your Learning Guide shows you. Which show pictures of words that begin or end with the /f/ sound?

**TEACHING NOTES**

Show your student four fingers. Have your student tell you how many fingers he or she sees. Have your student identify that the words four fingers begin with /f/. Display the fan picture card. Confirm your student recognizes the initial /f/ sound. Then, display picture cards feather, mop, fox, rock, five. Ask your student to tell you which cards show words that begin with /f/.

You are reading an informational text about weather. An informational text includes key details about a topic. These key details are pieces of information that help you understand the topic. Key details can be in words or in pictures.

You have just read about clouds and air fronts that change weather. Now, use a Three-Column Chart to create a Key Details Chart to write down some details. At the top, write front in the first column. Write cold front in the next column. Write warm front in the last column. Then, find details about fronts to complete the chart.
Assist your student in labeling the columns in the chart. Add the details your student dictates to the Key Details Chart. See the completed chart below.

**Key Details Chart**

<table>
<thead>
<tr>
<th>front</th>
<th>cold front</th>
<th>warm front</th>
</tr>
</thead>
<tbody>
<tr>
<td>place where new air pushes against old air weather changes happen on fronts</td>
<td>cold air against warm air move fast cause storms</td>
<td>warm air against cold air move slowly bring warmer weather</td>
</tr>
</tbody>
</table>

Correct choices:
- Warm water rises above the cold water.
- Cold water sinks and undercuts the warm water.

By the end of the video, your student should understand the following:
- *Warm* air is lighter than *cold* air.
- When warm air and cold air meet, *warm* air rises above the cold air.

Please go online to view and submit this assessment.

Watch Experiment #4: Weather Fronts (01:52) to find out what happens when warm air and cold air meet.

Please go online to view this video ▶

**TEACHING NOTES**

Correct choices:
Warm air is lighter than cold air. When warm air and cold air meet, warm air rises above the cold air.

You have learned about different kinds of weather fronts. Now, you will compare and contrast them. This means you will decide what is alike and what is different about them.

Writers use informational text to tell readers about a topic. They provide details. Sometimes readers can use details to compare and contrast people, places, things, events, or ideas. You read about cold fronts and warm fronts on pp. 12–17 of *What Will the Weather Be?* Think about how cold fronts and warm fronts are alike and different.

Write two sentences. In one sentence, tell how cold fronts and warm fronts are alike. In the other sentence, tell how they are different.

**TEACHING NOTES**

Write the sentences your student dictates. Read them back to your student and provide feedback. Encourage your student to use weather words from the text. Sample sentences: *Cold fronts and warm fronts both happen when old air and new air come together. Cold fronts move quickly, but warm fronts move slowly.*

Today, you learned about weather fronts. You compared and contrasted details in a text. Next, you will ask and answer questions about the text. Then, you will write about the weather around you.
Before, you learned how weather fronts change weather. You compared different kinds of fronts. This time, you will ask and answer questions about details in the text. Asking and answering questions about details will help you check your understanding of the topic of a text.

As you read *What Will the Weather Be?*, think about this question:

- How do the illustrations help answer questions you may have about the topic?

Now, listen as your Learning Guide reads pp. 18–21 of *What Will the Weather Be?*.

Point to where your Learning Guide should start reading. Trace with your finger the direction to read.

### TEACHING NOTES

Have your student look at the illustrations and follow along as you read. Point to and read the text in the speech bubbles on pp. 19, 20, and 21. Explain that this text provides additional information.

Tell your Learning Guide the answers to these questions:

- Look at p. 19. What information do details in the pictures show and tell you?
- How do the illustrations on p. 20 support the words in the text?
TEACHING NOTES

- The pictures show a thermometer and tell that a thermometer measures temperature.
- The text says meteorologists watch to where the air moves. The picture shows that a weather vane tells what direction the air moves. The text says meteorologists measure how fast the air goes. The picture shows that an anemometer measures wind speed.

/f/ Spelled Ff

What letters are on the card your Learning Guide is holding? Listen to the other words your Learning Guide says. Do they start with the same sound as the letter on the card? If so, hold up four fingers. If not, hide your fingers.

TEACHING NOTES

Display alphabet card Ff. Pronounce these words: fan, feet, pen, fast, fancy, bird, farm, car, funny, fur, food. Ask your student to tell you with a show of fingers which words begin with /f/.

Readers ask questions to help them understand a text. You can use a T-Chart to create a Questions and Answers Chart to ask and answer a question about What Will the Weather Be?

First, label the columns of your chart Questions and Answers. Then, listen as your Learning Guide reads pp. 18–19 of the text. What question about meteorologists does the text answer? Try this practice question: Why do meteorologists use thermometers? Write this in the Questions column. Use information from the text to answer the question. Write your answer in the Answers column. Now, listen as your Learning Guide reads pp. 20–21. Add a new question to your chart. Then, answer the question with information from the text. Your Learning Guide will help you.

TEACHING NOTES

Help your student label the chart. Then, use the first question to model the process. Write the answer your student dictates in the Answers column. Sample answer: Thermometers measure temperatures. Meteorologists use them to find out where cold air and warm air are. This helps them know where fronts will form. Provide clarification of the information, as needed. Proceed by reading pp. 20–21. Sample questions and answer: How do meteorologists measure wind speed? They use an anemometer.
PREPOSITIONS

A *preposition* is a connecting word. It tells how a noun is related to another word in a sentence. A preposition is the first word in a group of words called a *prepositional phrase*. *To, from, in,* and *out* are prepositions. Find the prepositions in these sentences. Point them out to your Learning Guide:

- Sam walks to school.
- The dog ran out the door.
- Jan got a balloon from Dad.
- The cat sits in the window.

Tell your Learning Guide how the prepositions connect words in the sentences.

**TEACHING NOTES**

Your student should identify *to, out, from,* and *in.* Encourage your student to explain how each preposition connects words in the sentence:

- *To* points to where Sam walks (to school).
- *Out* points to where the dog ran.
- *From* points to the person who gave Jan a balloon.
- *In* points to where the cat sits.

So far, you have learned about weather from books. Now, you will observe weather conditions in your community. This means you will study what is happening with the weather right now. Then, you will write something about it. Read and discuss the weather forecast your Learning Guide gives you. Find information about *temperature,* possible rain, and anything else related to weather. Then, go outside to see if the weather matches the forecast.

Now, draw, dictate, or write to tell if the forecast matches what is happening with the weather. You are making an observation about the weather!
Now, draw, dictate, or write to tell if the forecast matches what is happening with the weather. You are making an observation about the weather!

Use print or computer sources to find a local weather forecast which lists current weather conditions, such as temperature, precipitation, wind speed, and so on. Guide your student in a study of the conditions outside. Write the observation statement your student dictates to you. Your student’s statement should provide feedback on the following:

- incorporate weather words
- reflect current weather conditions in the community
- demonstrate understanding of writing conventions (punctuation, spelling, capitalization)

**ANOTHER WAY**

**WRITING ABOUT OBSERVATIONS**

If your student is struggling to write an observation, ask him or her to review the weather forecast you provided and to use it as a writing example, substituting weather words from his or her observations.

If your student is struggling to make an observation, prompt him or her to look at the details with the following questions:

- What does it look like? (sunny, cloudy, lightning)
- What does it feel like? (hot/cold, wet, warm, windy, dry)
- What does it smell like? (cut grass, wet dirt, flowers in a garden)
- What can you hear? (thunder, rain)

If your student is struggling to remember weather words, review the vocabulary in the story and make a list with pictures of the different types of weather.

Today, you asked questions about a text. You learned about making observations. Next, you will discover how to figure out new words and understand a text better. Then, you will write a picture label that names an object and tells how it is used.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
What Will the Weather Be? - Part 5

Objectives
- To identify the main topic and key details of a text
- To ask and answer questions and use key details to draw conclusions about a text
- To use words to understand a text
- To compare and contrast types of weather
- To acquire and use weather words in written sentences
- To identify and say initial /f/ sound
- To spell the /f/ sound Ff
- To explain how prepositions connect ideas in sentences

Books & Materials
- What Will the Weather Be? by Lynda DeWitt
- Red Fans by Nikki Latham
- ELA Journal
- Computer
- Main Idea and Key Details Chart
- T-Chart
- Three-Column Chart
- Alphabet card Ff
- Picture cards fan, mop, fox, rock, and five
- Drawing materials such as markers or crayons, and paper

Assignments
- Read What Will the Weather Be? by Lynda DeWitt.
- Complete a Main Topic and Key Details Chart.
- Watch The Letter F Song for Kids video.
- Complete a Picture and Words T-Chart.
- Complete a Three-Column Key Details Chart.
- Complete a Questions and Answers Three-Column Chart.
- Write or draw weather observations.
- Read Red Fans by Nikki Latham.
- Play the Word Toss game to practice antonyms.
- Complete a Weather Wheel activity.
- Write weather sentences.

LEARN

Last time, you asked and answered questions to help you understand the text. You observed weather in your community. This time, you will look more closely at unfamiliar words in the text. You will learn how to use other words and illustrations to figure out their meaning. Good readers stop to define unknown words in a text. This helps them understand all of the ideas in the text.

Your Learning Guide will read from What Will the Weather Be? As you listen and follow along, think about these questions:

- What do the illustrations on these pages show you?
- How do the illustrations help you understand words in the text?

Now, listen as your Learning Guide reads pp. 22–25 of What Will the Weather Be?.

After reading, tell your Learning Guide the answers to these questions:

- How does the illustration on p. 22 help you understand how air pressure works?
- How do other words and illustrations on p. 23 help you find the meaning of the word collapse?

TEACHING NOTES

- The arrows on the illustration show how air pushes out from the inside of the girl's body and pushes in from the outside.
- Your student may point to words on p. 23 such as "take the air out" and "flattens," and point to the collapsed basketball in the third illustration at the top of the page.
/f/ Spelling Ff

Listen as your Learning Guide says the word *fan*. What sound does *fan* begin with? What letter does *fan* begin with? Now, listen to and repeat the words *fun* and *fin*. What sound do they begin with? What letter? Look at the words *fax* and *fix*. What is different about them? What is the same?

TEACHING NOTES

Pronounce each word clearly, emphasizing the /f/ sound. Repeat as needed to stress the vowel differences. Be sure your student relates the /f/ sound to the letter *Ff*.

When readers do not know the meaning of a word, they look for clues in the text. They look at pictures and other words around the new word. This helps them to better understand what they are reading. With your Learning Guide, reread p. 22 from *What Will the Weather Be?* What does the phrase *air pressure* mean? Ask and answer these questions to help you figure this out: What do other words in the text say about *air pressure*? What do the illustrations show me about *air pressure*? Look for answers to these questions on p. 22. Work with your Learning Guide to figure out the meaning of the phrase *air pressure*.

Now, use questions and answers to figure out the meaning of *puffy* on p. 25. What do other words in the text tell you? What do the illustrations show you? Write a definition and draw a picture to show its meaning.

TEACHING NOTES

Guide your student to use words and illustrations to determine the meaning of the phrase *air pressure*. Your student should point to words on p. 22 such as “weight,” “presses” and “force,” and point to the arrows in the illustration. Sample definition: *The weight of air pressing down on the earth.*

Encourage your student to work independently to determine the meaning of the word *puffy*. Accept any reasonable definition, such a *fluffy, like cotton balls.*
**ANOTHER WAY**

If using context clues to understand new words is challenging, practice using context clues to explain words you already know. Then use context clues to try to figure out a word that is new for you.

Go to p. 5. What does the term “weather forecast” mean? What in the story helps you understand the meaning of that phrase?

Go to p. 7. What does the word “prepared” mean? What in the story helps you understand the meaning of that word?

**TEACHING NOTES**

If your student is struggling to use context clues to understand new words and phrases, practice using context clues with words your student already knows to get more practice before trying this reading skill with brand new vocabulary.

*(Possible answers: “Weather forecast” means the prediction that the meteorologist is making about the weather. I know because the picture shows a meteorologist talking about the weather, and because the words around “weather forecast” say “inches of snow,” which is what happens later in the book. “Prepared” means ready. I know because the text says that schools and airports had to close because they were not ready for the snow”)*

You have been learning about the letter F. Now, read *Red Fans* by Nikki Latham. Remember: you can use the sound of each letter to read the word.

**TEACHING NOTES**

Prompt your student to sound out words if he or she is struggling. Remind him or her of the letter sounds if necessary. Have your student read the story more than once to improve fluency. Fluency includes proper speed, accuracy, and proper expression. If your student struggles to read with fluency, try reading sentences aloud together or having your student echo read sentences.

You have been learning about the letter F. Now, read *Red Fans* by Nikki Latham. Remember: you can use the sound of each letter to read the word.
Encourage your student to work independently to determine the meaning of the word *puffy*. Accept any reasonable definition, such as fluffy, like cotton balls.

You have been learning about the letter F. Now, read *Red Fans* by Nikki Latham. Remember: you can use the sound of each letter to read the word.

Prompt your student to sound out words if he or she is struggling. Remind him or her of the letter sounds if necessary. Have your student read the story more than once to improve fluency. Fluency includes proper speed, accuracy, and proper expression. If your student struggles to read with fluency, try reading sentences aloud together or having your student echo read sentences.

You have learned how to find the meaning of a word from clues in the text. Writers also put clues in the labels on pictures. Labels tell readers what a picture is about.

Look around the room. Find something you use. Draw a picture of it. Next, write a label for your picture. Last, write a sentence that tells what the thing is and how it is used.

Sample drawing: a chair, labeled *Chair*.

Sample sentences: This is a chair. I sit in it when I do my lessons.

Today, you learned how to find the meanings of words using clues in the text. You also learned that writers label pictures to add information. Next, you will learn how to use antonyms to figure out the meaning of words in a text. Then, you will add to the list of weather words you are learning. These words will be helpful when you write your weather book.

Please go online to view and submit this assessment.
Last time, you learned how to find the meaning of words using clues in the text. You also learned that writers label pictures to add information. Now, you will learn about antonyms and how they can help you figure out the meaning of difficult words in a text.

In your reading, you have learned about air pressure and how it works. Now, you will learn more about meteorologists, or people who study weather. As you read, think about the following questions.

- What tools do meteorologists use to measure weather?
- Why are weather forecasts important to our everyday lives?

Now, listen and follow along as your Learning Guide reads pp. 26–32 of *What Will the Weather Be?*. 

### TEACHING NOTES

Have your student choose a sentence to read aloud. Ask your student what the words are made of (letters) and what the words are separated by (spaces). While your student is reading, assess his or her fluency (proper speed, accuracy, and expression).
Talk about these questions with your Learning Guide:

- Why do meteorologists use so many different tools?
- Which tools do they use to take measurements over the ocean?
- How do weather forecasts help people in their everyday lives?

**TEACHING NOTES**

- Meteorologists need to measure many different things in many different places, so they need many different kinds of tools.
- Your student should use illustrations on pp. 26–27 to determine that meteorologists use weather buoys, airplanes, satellites, and balloons to take measurements over water.
- They tell people what kind of weather is coming and what kind of weather to expect.

### INITIAL /F/

Look at these word parts:

__it __og __ed __in __at

Listen as your Learning Guide says a word. What sound do you hear at the beginning? What letter makes that sound? Write it on the blank with other letters in the word. Complete all the words your Learning Guide says.

**TEACHING NOTES**

Add /f/ to the beginning of each word part as you say it. Mix up the order in which you say the words.

Words that have opposite meanings are called **antonyms**. Sometimes readers can understand the meaning of a word by matching it with its opposite. This helps the reader understand the words and information in the text. There are antonyms in *What Will the Weather Be? Clear* and *cloudy* are antonyms. Listen as your Learning Guide reads a sentence from the book. Listen for the words that have opposite meanings. Write the antonyms in your ELA Journal.

**TEACHING NOTES**

Read this sentence from p. 26: “They see where air is warm or cold, damp or dry.” Your student should identify the antonyms warm/cold; damp/dry.
**ANOTHER WAY**

If finding antonyms in the text What Will the Weather Be? is challenging, start by practicing pairing antonyms that you already know. Write the following words on pieces of paper or sticky notes. Then move the papers to match the pair of opposites. You can draw a picture of the word to help you understand the meaning.

- tall
- slow
- fat
- sad
- open
- short
- happy
- good
- thin
- fast
- closed
- bad

**TEACHING NOTES**

If your student is struggling to identify antonyms in the text, start with discussing antonyms that he or she is already familiar with. Use a kinesthetic game (like moving the pieces of paper to match the opposites) as a way for your student to deeply understand that antonyms are different but still go together with their opposite word. After practicing with familiar words, have your student go back to the text to identify antonyms of weather words.

**INTERACTIVE ACTIVITY**

You just learned what an antonym is. Now, play the game [Word Toss](#) to practice using antonyms.

**TEACHING NOTES**

Follow this link to the general game. Click on antonyms and then basic. Help your student read the words as they go by.
You have learned about meteorologists. You have practiced finding antonyms. Keep these in mind when you begin writing your own weather book. You may be able to use an antonym to help describe a type of weather.

List weather words you learned. Now, use them to answer these questions:

- What is the weather today?
- What will the weather be tomorrow?

Now, use your answers to the questions to write a weather forecast.

- Draw a picture of what the weather is today. Then, write a sentence to describe the picture.
- Draw a picture of what the weather will be like tomorrow. Then, write a sentence for that picture.

Assist your student as needed with compiling a list of weather words and writing sentences. Your student can use the weather map on p. 29 to get ideas for the kind of words and information that will be useful. Read sentences aloud and provide feedback. Sample sentences: Today, the weather is warm and sunny, with a warm front pushing up from the Gulf of Mexico. Tomorrow, the temperature and humidity will rise.

Today, you learned more about meteorologists and the tools they use. You learned about antonyms and how they can help you figure out the meaning of difficult words. You wrote a weather forecast. Next, you will use what you have learned about identifying the main idea and details in a text.

Please go online to view and submit this assessment.
You have learned that writers use key details to help readers understand the main topic. Now, you will match key details from *Farming, Then and Now* to the two main topics. First, reread the text with your Learning Guide. While you are answering, remember that you can look back at the text whenever you need to.

**USE FOR MASTERY**

Choose if each detail describes farming then or farming now.

- **One person is needed to shear a sheep**
  - then
  - now

- **Vegetables are animal food.**
  - then
  - now
If your teacher asked you to send files for this assessment, please put them in this upload box.

One person is needed to shear a sheep.

Vegetables are animal food.

Work is done by hand.

Work is done by a machine.

Choose if each detail describes farming then or farming now.

Work is done by hand.  ○ then  ○ now

Work is done by a machine.  ○ then  ○ now

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0 / 12 File Limit
You have learned some new weather words. Next, you will learn more about weather words and their meanings. This will help you understand what you read. Later, it will help you add details to your own weather book.

You’ll be reading a new book. It is called Weather Words and What They Mean. Before reading, look closely at the front cover, back cover, and title page of the book. What do they tell you about the book you are going to read? Tell your Learning Guide.
VOCABULARY
- fair
- rises
- sets
- boundary
- position
- evaporates
- motion
- freezes
- combinations
- floods
- expands
- sunbeams
- direction
- damage
- twists
- predicting
- prepare

TEACHING NOTES
Ask your student to identify by name these three parts of the book. Have your student point to the title. Read this with your student. Your student should understand that the title provides a good clue that the book will be about the meaning of weather words.

Now, as you read, think about this question:

- How do the illustrations help me understand words in the text?

Listen as your Learning Guide reads Weather Words and What They Mean.

TEACHING NOTES
Read the instruction text to your student. Pause frequently to check your student’s understanding and rephrase as needed. Make sure your student understands that you are the "Learning Guide" referred to in the text.
Guide your student in reading *Weather Words and What They Mean*. 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.
- As appropriate, have your student repeat after you, whisper-read with you, or choral read with you.

Answer these questions in your ELA Journal:

- Look at p. 3. What do the weather words in the speech bubbles explain?
- How do the pictures on p. 8 help you understand the word *temperature*?
- What does the word *temperature* mean?

### TEACHING NOTES

- The weather words explain what the weather is like outside.
- The pictures on p. 8 show the sun going up and down. The text says that temperature goes up and down with the sun. The speech bubbles in the pictures show that the temperature is mild when the sun is up and chilly when the sun goes down.
- *Temperature* means how warm or cool the air is.

You have learned that readers can ask and answer questions to find out the meaning of words in a text. Pictures and other words in the text can be clues. You can use what you learn to understand the text better.

Find the word *cooler* on p. 8 of the text. Use a *Questions and Answers Chart* to tell what *cooler* means. To make your *Questions and Answers Chart*, start with a T-Chart. Write the word *Questions* at the top of the first column. Write *Answers* at the top of the second column. Then, in the *Questions* column, write a question about the meaning of *cooler*. Then, use clues in the text and picture to help you answer the question. In the *Answers* column, write down words in the text that give you a clue to the answer. Then, write your own definition of the word. Your Learning Guide will help you.

### TEACHING NOTES

Assist your student as needed to set up the chart with title and headings. Write the question and answers your student dictates to you. Provide feedback on the question or answers and any necessary guidance. Your student’s selected clues and definition should answer his or her question.
Help your student either revise his or her question or find clues that more clearly lead to the answer. Your student’s completed chart should look something like this:

### Questions and Answers Chart

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the word cooler mean?</td>
<td>When the sun sets, the temperature goes down.</td>
</tr>
<tr>
<td></td>
<td>“having a lower temperature”</td>
</tr>
</tbody>
</table>

You will be writing your own weather book. It is important to print well when you write. Copy these sentences into your ELA Journal. Use your best printing.

- It is sunny.
- The rain falls.
- Snow feels cold.

Remember that sentences begin with a capital letter and end with punctuation. Also, be sure to put spaces between words.

### TEACHING NOTES

Guide your student as he or she writes. Remind your student that putting a finger between words can help to get the correct spacing.

You have learned that antonyms are words that mean the opposite of each other. For example, the antonym for hot is cold. Now, you will act out some antonyms. Then, you will make a list of antonyms.

Act out these antonyms for your Learning Guide: sit and stand; in and out; high and low; back and front; up and down. Write these antonyms in your ELA Journal.

### TEACHING NOTES

Model the activity for your student if necessary. Use antonyms such as on/off; awake/asleep.
Now, you will add to your list of antonyms. Here are three words to help you begin: stop; day; dark. Can you think of the opposite word for each one? Try to think of other antonyms.

**TEACHING NOTES**

Answers for the prompt: go; night; light. Antonym examples: hot/cold; short/long; big/little; hard/soft; quiet/noisy; first/last.

Today, you read about more weather words and used words and pictures to find out what they mean. You added to your list of antonyms. All these words will help you write your weather book. Next, you will learn more weather words and will add details to your sentences about weather.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Wonderful Weather Words! - Part 2

**Objectives**
- To identify the front cover, back cover, and title page of a book
- To identify the main topic and key details of a text
- To ask and answer questions about unknown words in a text
- To use pictures and words to create an informational text
- To acquire and use weather words in written sentences
- To revise writing by adding details
- To compare and contrast texts
- To identify and say the /o/ sound in CVC words
- To spell the /o/ sound Oo

**Books & Materials**
- Weather Words and What They Mean by Gail Gibbons
- What Will the Weather Be? by Lynda DeWitt
- ELA Journal
- Reading Log
- Computer
- T-Chart
- Main Idea and Key Details Chart
- Three-Column Chart
- Venn Diagram
- Picture cards ox, box, top, block, octopus, otter, olive, frog, doll, mop, hat, pen
- Drawing materials such as crayons, markers, colored pencils, paper

**Assignments**
- Read Weather Words and What They Mean by Gail Gibbons.
- Complete a Questions and Answers Chart.
- Complete a Main Topic and Key Details Chart.
- Complete Benchmark Vocabulary activity.
- Complete a Word Meanings Chart.
- Read What Will the Weather Be? by Lynda DeWitt.
- Complete a Compare and Contrast Chart.
- Play the Same & Different Donut Game.
- Complete USE.
- Complete SHOW.

**LEARN**

**GRAMMAR**
You have been reading to learn about a topic. Sometimes authors put many details about a topic in one sentence. You can break down the sentence to understand all of the details. This helps you understand new ideas.

Listen to your Learning Guide read this sentence from Weather Words and What They Mean.

Air pressure is the force produced by the weight of the air pressing down on the earth.

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:

- Air pressure is
- the force produced
- by the weight
- of the air
• pressing down
• on the earth.

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 attend the text, reread the sentence to him or her. 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 air pressure is created.

GRAMMAR

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

These chunks work together to tell how air pressure is produced. There are many different ideas in the chunks. You can answer questions about the topic using the chunks.

What produces the force? Pull out the chunk that answers this question.

What does the weight belong to? Pull out the chunk that answers this question.

Where does the weight press down? Pull out the chunk that answers this question.

TEACHING NOTES

ANSWERS:

What produces the force?

• by the weight

What does the weight belong to?

• of the air

Where does the weight press down?

• on the earth.
GRAMMAR
Take a look at the chunks that are left in the sentence. Push them together. What do they tell you?
Why are the chunks you pulled out important?

Possible response: They tell me that air pressure is made by force pressing down.
Possible response: They give more details about how the force happens.

GRAMMAR
The chunks you pulled out give important details that help you understand the topic of the sentence.
Review the questions they answer. Point to the chunk that answers each question:
What produces the force? (by the weight)
What does the weight belong to? (of the air)
Where does the weight press down? (on the earth.)

Each of these chunks starts with a special word that shows a relationship. Read the words that start the chunks: by, of, and on. By, of, and on are prepositions. These prepositions show relationships between ideas.
By shows a person or thing that does something. The weight produces the force.
Of shows to whom something belongs. The weight belongs to the air.
On shows where something happens or where something is. The earth is the place the weight presses down.

Understanding the relationships between the ideas helps you understand the full sentence. Put the sentence back together. Can you explain what the sentence means in your own words using these relationships in the chunks:

- Relationship between weight and earth
- Relationship between weight and air
- Relationship between weight and force
Your student should point to these chunks:

What produces the force?
- by the weight

What does the weight belong to?
- of the air

Where does the weight press down?
- on the earth.

Possible response: Weight pushes down on the earth. The weight belongs to the air. The weight pushing down makes force. The force is air pressure.

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**GRAMMAR**

You can use prepositions to show relationships when you write.

Pick one of the prepositions: by, of, or on. Write a sentence that shows a relationship. Use the preposition you picked.

Then tell your Learning Guide about the relationship in your sentence.

---

Your student might write something like: Dinner was made by my sister.

If your student struggles with understanding how the prepositions are used, offer the following reminders: By shows a person or thing that does something. Of shows to whom something belongs. On shows where something happens or where something is.

If your student struggles to write his or her sentence, offer this template for writing a sentence with the preposition on:

The _______ _______ on the _________.

Template key: The [person or thing] [action] on the [place].

Ask your student to describe the relationship in the sentence. Possible answer: My sentence shows the person who did something. It shows who made dinner.
What produces the force?
by the weight
What does the weight belong to?
of the air
Where does the weight press down?
on the earth.
Possible response: Weight pushes down on the earth. The weight belongs to the air. The weight pushing down makes force. The force is air pressure.

You can use prepositions to show relationships when you write.
Pick one of the prepositions: by, of, or on. Write a sentence that shows a relationship. Use the preposition you picked.
Then tell your Learning Guide about the relationship in your sentence.

Your student might write something like: Dinner was made by my sister.
If your student struggles with understanding how the prepositions are used, offer the following reminders: By shows a person or thing that does something. Of shows to whom something belongs. On shows where something happens or where something is.
If your student struggles to write his or her sentence, offer this template for writing a sentence with the preposition on:
The ________ ________ on the __________.
Template key: The [person or thing] [action] on the [place].
Ask your student to describe the relationship in the sentence. Possible answer: My sentence shows the person who did something. It shows who made dinner.
Ask your student to identify the preposition he or she used in the sentence. Ask your student about the purpose of the preposition (to show a relationship). Write the preposition from the sentence on an index card and put it on your word wall.

TEACHING NOTES
You might extend the above activity with your student by having your student repeat the preceding activity with the other two prepositions by following the process outlined above. If your student completes this extension, add the other two prepositions to your word wall.

You might further extend the activity with your student by doing the following:
Read this sentence to your student:
Air pressure is the force produced by the weight of the air pressing down on the earth.
Then say, “This sentence uses prepositions to show relationships between ideas. Earlier, you wrote a sentence that showed one relationship. You can write sentences that show multiple relationships, just like the one you read. You can write about the ideas in Weather Words and What They Mean. Write a sentence showing at least two relationships. Use prepositions to show the relationships.”
Your student might write or dictate something like: “The leaf on the tree was moved by the wind.”
Ask your student to point to the prepositions in his or her sentence. Have your student explain the relationships these prepositions show. For example, your student might say that on shows where the leaf is and by shows what moved the leaf.

You used words and pictures to help you understand new weather words in a text. Now, you will think about the main topic and key details of Weather Words and What They Mean. Identifying an informational text’s key details helps you understand what the author wants you to know about the main topic.

As you listen to your Learning Guide read, think about the following questions.

- What are some details you learn about weather in this part of the book?

Now, read pp. 3–13 of Weather Words and What They Mean.
TEACHING NOTES

As you read pp. 3–13 to your student, point out how pictures and speech bubbles show details that support words in the text.

Talk about these questions with your Learning Guide:

- What is the book mostly about?
- Look at p. 11. What is the author telling about on this page?
- Why do you think the writer shows a picture of storm clouds and rain on this page?

TEACHING NOTES

- The book is mostly about weather words and their meanings.
- The author is telling about low pressure.
- The words say that low pressure often brings bad weather. The picture shows bad weather.

INITIAL AND MEDIAL /o/

Look at the picture cards. Say the words with your Learning Guide. What sound do you hear at the beginning of the word ox? What sound do you hear in the middle of the word top? The beginning sound of ox is the same as the middle sound of top. Look at the picture cards your Learning Guide shows you. Listen to the words. Which show pictures of words that begin with the /o/ sound? Which show pictures of word have the /o/ in the middle?

TEACHING NOTES

Display picture cards ox and top. With your student, say each word clearly, stressing the /o/ sound. Then, continue with picture cards block, octopus, otter, frog, olive, doll. Help your student identify the sound. Help your student write the words in his or her ELA Journal and underline the o.

The main topic of an informational text is what the text is mostly about. The key details support, or tell more about, the main topic. You can use a Main Idea and Key Details Chart to show the main topic and key details in the text you just read. This will help you understand how ideas are related and tell more about a main topic. What is the main topic you read about? Use the title of the book to help you. Write it in the top box. What are three key details that tell more about the topic?
Add the topic and details your student dictates to the Main Idea and Key Details Chart. See the completed web below.

### BENCHMARK VOCABULARY

Do you know what the words *evaporates* and *motion* mean? Look at pp. 6–7 in *Weather Words and What They Mean*. Look for clues in the text and pictures. Tell your Learning Guide what the words mean.

Your student should pick up from the text and illustrations that *evaporates* means that water heats up and becomes water vapor in the air. *Motion* means the act of moving from one place to another. In this case, that movement is caused by wind.

You have looked at how the author of *Weather Words and Their Meaning* uses details in her writing. You have written sentences about two kinds of weather for your book about the weather. You can revise, or change, your sentences to make them better. You will revise them by adding details. Details make your ideas clearer and more interesting to your reader. You will use these sentences later in your weather book.

Before you start, practice adding details to these sentences.

- *The sun is big.* What else can you say about the sun? Add details to the sentence.
- *The snow is cold.* What else can you say about the snow? Add details to the sentence.
Brainstorm words that describe the sun and the snow. Sample responses:

- The sun is big, yellow, and very hot.
- The snow falling today is cold, white, and crunchy.

Now, add details to your weather sentences. A detail can be a new fact about or word describing the weather. It can also be more detail about how you feel about the weather. You can add details to the end of a sentence or anywhere else they make sense.

Review your student's weather sentences about two kinds of weather and your student’s reaction to them from the interim Show in Lesson 2. Your student can also use the words you brainstormed to add details to his or her sentences. Use guiding questions to help your student revise and add details to the sentences. Revised sentences should:

- be complete sentences.
- have at least one added detail.
- demonstrate understanding of writing conventions (spelling, capitalization, punctuation).

You identified main topics and key ideas. You used words and pictures to understand difficult words in the text. This helped you understand the text better. You revised your writing. Next, you will create a final copy of your work.

Please go online to view and submit this assessment.
Before, you found the main topic and key details in the text. Now, you will ask and answer questions about the text. Asking and answering questions helps you check your understanding of details in a text.

You will reread part of *Weather Words and What They Mean*. As you read think about these questions:

- What is the topic of this part of the book?
- What do details in the words and pictures tell you about the topic?

Now, listen as your Learning Guide reads pp. 14–24 of *Weather Words and What They Mean*.

Talk about these questions with your Learning Guide:

- What is this part of the book mostly about?
- What do you learn about the topic from the details in the pictures?
- How does asking questions help you understand the topic better?
/o/ Spelled Oo

Look at these letters: Oo. What letters are they? Listen as your Learning Guide says the word ox. What sound do you hear at the beginning of the word? What letter spells the beginning /o/ sound in ox? What sound is in the middle of the word mop? What letter spells that sound? Now, listen as your Learning Guide says some words. If the word has the /o/ sound in the middle, write it down.

Check for and clarify any misconceptions about beginning and medial /o/ spelled Oo. Then, ask your student to write the /o/ words from the following list: hot, top, mat, nod, lot, cab, fox, not, rug, cot.

Readers can ask questions about information in a text in order to understand the text better. If the answer is not in the text, the reader can look in the library or on the internet.

You can use a Questions and Answers Chart to help you understand what you read. Begin with a T-chart. At the top, write the title Questions and Answers Chart. Label the first column Questions. Label the second column Answers. Your Learning Guide can help you. Now, look at the pages you just read. Ask a question about the text. Add the question to your chart. See if you can find the answer in the text. Add the answer to your chart.

Assist your student as needed in labeling the chart and entering his or her question and answer. This completed chart shows one possible question and answer. Guide your student to other resources if the questions cannot be answered by the text.
The position of the sun changes the temperature. Watch the video *How Does the Sun Help Us?* (02:29) to follow the sun as it changes the temperature during one day. After you watch, write two questions that you can answer using details in the video. Explain to your Learning Guide what parts of the video answer the questions.

You know that the position of the sun changes temperature. Watch the video *I Wonder Why?* (02:12) to find out why we have seasons.

So far, you have been writing sentences about two types of weather. You have also practiced revising sentences. When writers work, they follow a process. First, they plan. Then, they draft. Next, they revise. Finally, they publish.

When good writers publish, they create the best copy of their work that they can. They write with their best handwriting. Then, check for capital letters and end punctuation. They check spelling and put spaces between words.
Now, you will draw two pictures to go with the sentences you revised. Each picture will go on a different piece of paper. Next, write your revised sentences one last time. Write each one on a different piece of paper. Remember to use your best handwriting with spaces between words. Check for spelling, capitalization, and end punctuation. You will use these pictures and sentences in the weather book you will complete soon.

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**

Review your student’s writing to make sure he or she has done the following:

- Drawn two pictures that match the sentences.
- Written each sentence on a separate piece of paper.
- Spaced the words appropriately and used correct spelling, capitalization, and end punctuation.

Today, you asked and answered questions about *Weather Words and What They Mean*. Then, you created pages for your weather book that are ready to publish. Next, you will look more closely at words and illustrations to understand what weather words mean in the text. You will also add details to sentences.

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.
Before, you asked questions about your reading. You used the text to answer them. Now, you will try to find the meanings of words by looking for clues in the text. This will help you understand what the text means.

As you read *Weather Words and What They Mean*, think about the following questions:

- What are the different ways that snow falls to Earth?
- What are the different kinds of wind?

Now, listen as your Learning Guide reads pp. 25–32 of *Weather Words and What They Mean*.

As you follow along, notice that letters right next to each other form words. When there is a space between letters, a new word is starting.
Understanding how words are different will help you as you read and write about weather. Some words have meanings that are alike but are also a little different. Whisper, speak, and shout are kinds of talking. But each one is different from the others. Act out each one with your Learning Guide.

Talk about these questions with your Learning Guide:

- Look at the text and pictures on p. 28. How are snowstorms different from blizzards?
- Look at the pictures on p. 29. What kind of damage do windstorms cause?

Your student should use pictures and text to explain that snowstorms are not as strong as blizzards. A snowstorm has lots of snow and wind, but a blizzard is much worse, with deeper snow and stronger wind.

Your student should discern from the pictures on p. 29 that a gale causes little damage; a hurricane looks stronger and can bend trees and cause big ocean waves; a tornado can tear up trees and take the roof off a house.

/o/ Spelled Oo

Say the word ox with your Learning Guide. What letter spells the beginning sound? Now, say the word fox. What sound do you hear in the middle of the word? What letter spells that sound? Read these words aloud: hot, got, cot, dot, lot, not, pot. Which sounds are the same in each word? Which sounds are different? Tell your Learning Guide.

Your student should explain that the middle /o/ sound and ending /t/ sound are the same in each word, and the initial sound/letter changes. For more practice, provide a word frame __op. Say the following words and have your student write what he or she hears: mop, pop, hop.

Some words have meanings that are alike but are also a little different. Whisper, speak, and shout are kinds of talking. But each one is different from the others. Act out each one with your Learning Guide. How are the words different? Weather words can also have meanings that are similar, but not exactly the same. Understanding how they are different will help you as you read and write about weather. You will know the difference between weather conditions like sleet or hail, or a wind gale and a tornado.
You can use a Word Meaning Chart to explore this idea. Start with a T-Chart. Your Learning Guide will help you set up your chart. Write this title at the top: Word Meaning Chart. Label the first column Words and the second column Meaning. Now, use the words breezy, windy, and gusty. Look back at p. 28 of Weather Words and What They Mean to find clues to their meanings. Work with your Learning Guide to look up the words in a dictionary or online. Discuss how these weather conditions are similar and different. Use the pictures on p. 28 to support your ideas. How does understanding these differences help you understand types of wind?

![TEACHING NOTES]

Assist your student as needed to title and label the Word Meaning Chart. Add the definitions/shades of meaning your student dictates. See the completed chart below.

In the discussion of p. 28: Your student should explain that understanding shades of meaning helps him or her understand in what way types of wind are different. To extend this activity, have your student next use gale, tornado, and hurricane from p. 29 in Weather Words and What They Mean. Definitions: gale: a strong wind; tornado: a storm with powerful rotating winds that forms over land and reaches from the clouds to the ground; hurricane: a large rotating storm with fast winds that forms over water.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>breezy</td>
<td>having light, gentle wind</td>
</tr>
<tr>
<td>windy</td>
<td>having much wind</td>
</tr>
<tr>
<td>gusty</td>
<td>having sudden, strong wind</td>
</tr>
</tbody>
</table>

You have learned about words that are alike, but also different. Now, see if you can find interesting words to add detail to the sentences below. When you add details, you help your reader create a picture in his or her mind. Details help your reader understand a topic. Use your Word Meaning Chart and Weather Words and What They Mean to help you.

- *The wind is gusty today.* What other word could describe a gusty wind? Add your idea to the sentence.
- *Snow fell yesterday.* What word could describe how the snow fell? Add your idea to the sentence.
Encourage your student to look back through the text on pp. 25–29 for inspiration. Help your student add details to the sentences. Sample responses: The wind is gusty and warm/cool/dry today. Snow fell lightly/heavily/in flurries yesterday.

When you read information in a book, you can write and draw definitions to help you remember what words mean.

There are many new weather words in *Weather Words and What They Mean*. Work with your Learning Guide to make a list of some new weather words. Then, choose two words and make a word card for each one. A word card has a picture of the word on one side and its definition on the other.

If necessary, allow your student to look through the text in search of words. Sentences should be complete and demonstrate understanding of writing conventions of spelling, capitalization and punctuation.

Today, you learned about words with meanings that are alike, but also different. You also made word cards for weather words. Next, you will compare and contrast the two weather books you have read. Then, you will write sentences that tell how the books are alike and how they are different.

Please go online to view and submit this assessment.
Before, you learned that word meanings can be similar, yet different. Now, you will reread *What Will the Weather Be?* and *Weather Words and What They Mean*. You will compare and contrast the books. In other words, you will look at how the two books are alike and different. Comparing and contrasting two books on the same topic helps you understand how different authors see the same topic.

Before reading, find and read the title page of each book to your Learning Guide. How are the titles alike? How are they different? Tell your Learning Guide. As you listen to your Learning Guide read, think about these questions:

- What is the main topic of each book?
- Do both books talk about the elements that make up weather?

Now, reread *What Will the Weather Be?* and *Weather Words and What They Mean*. 

This is a long reading session. To keep your student engaged, pause to discuss illustrations and descriptions. Ask your student what he or she remembers about illustrations or the text, including definitions of weather words.
After reading, answer these questions:

- How are the topics of both books alike? How are they different?
- Both books talk about weather fronts. Which book tells more about fronts?

**TEACHING NOTES**

- Your student should say that the topic of both books is weather. One is about weather forecasting. The other is about weather words and their meaning.
- *What Will the Weather Be?* gives more information about weather fronts. Have your student show you the number of pages on the topic in each book.

**INITIAL AND MEDIAL /O/**

Look at the picture card. Say the word *ox* with your Learning Guide. What sound does the word begin with? Look at the next picture card. Say the word *box*. What sound is in the middle of the word? Now, look at the cards your Learning Guide shows you. Say them. Tell where the words have the /o/ sound.

**TEACHING NOTES**

Display the picture cards for *ox* and *box* one at a time. Emphasize the /o/ sound. Display picture cards for *otter, doll, hat, mop, pen, olive* one at a time.

You have reread *What Will the Weather Be?* and *Weather Words and What They Mean*. You looked for ways they were alike and different. When readers look for ways things are alike and different, they **compare** and **contrast**. When readers **compare**, they find things that are alike. When they **contrast**, they find things that are different. This helps them better understand the information in both texts.

You can use a **Venn diagram** to compare and contrast the texts.

Label the middle of the diagram *Both*. What is one way the books are alike? Label the circles with the titles of the books. When you fill in those parts, think about what one book has that the other does not have. Now, think of more ways to describe how the books are alike or different. Add your ideas to the chart.
After reading, answer these questions:

- How are the topics of both books alike? How are they different?
- Both books talk about weather fronts. Which book tells more about fronts?

Your student should say that the topic of both books is weather. One is about weather forecasting. The other is about weather words and their meaning.

**What Will the Weather Be?** gives more information about weather fronts. Have your student show you the number of pages on the topic in each book.

**INITIAL AND MEDIAL /O/**

Look at the picture card. Say the word *ox* with your Learning Guide. What sound does the word begin with? Look at the next picture card. Say the word *box*. What sound is in the middle of the word? Now, look at the cards your Learning Guide shows you. Say them. Tell where the words have the /o/ sound.

Display the picture cards for *ox* and *box* one at a time. Emphasize the /o/ sound. Display picture cards for *otter*, *doll*, *hat*, *mop*, *pen*, *olive* one at a time.

You have reread **What Will the Weather Be?** and **Weather Words and What They Mean**. You looked for ways they were alike and different. When readers look for ways things are alike and different, they compare and contrast. When readers compare, they find things that are alike. When they contrast, they find things that are different. This helps them better understand the information in both texts.

You can use a **Venn diagram** to compare and contrast the texts. Label the middle of the diagram **Both**. What is one way the books are alike? Label the circles with the titles of the books. When you fill in those parts, think about what one book has that the other does not have. Now, think of more ways to describe how the books are alike or different. Add your ideas to the chart.

Write the information your student dictates on the chart.

Your student's chart should look similar to this:

Possible additional answers:

- Both: tell about weather; explain how clouds form.
- **What Will the Weather Be?** tells about meteorologists; tells about tools for measuring weather.
- **Weather Words and What They Mean** tells about different kinds of rain, snow, and wind; shows what happens during rain, snow, or wind storms.

**INTERACTIVE ACTIVITY**

For more practice with compare and contrast, play the **Same & Different Donut Game**.

You have been comparing and contrasting **What Will the Weather Be?** and **Weather Words and What They Mean**. Now, read pp. 9 and 22 of **What Will the Weather Be?** How does the writer name the topics and give information? Then, read pp. 3 and 5 of **Weather Words and What They Mean**. Compare how the writer names the topic and gives information. Tell your Learning Guide.
Now, write three sentences about how the books are alike and different. You may also use your completed **Compare and Contrast** chart to write three more sentences about the books.

**TEACHING NOTES**

Read and discuss the pages from each book. Pair them for easier comparison. The topics of *What Will the Weather Be?:* weather forecasts (p. 9); air pressure (p. 22). The topics of *Weather Words and What They Mean:* weather words (p. 3); air pressure (p. 5).

If your student has trouble writing the compare/contrast sentences, offer sentence frames such as the following: The books are the same because they both ______. The books are different because only [name of book] has ______. Both books ______. Only [name the book] has ______.

Your student’s sentences should be complete and demonstrate understanding of writing conventions of spelling, capitalization, and punctuation.

Today, you reread two books about weather! You compared and contrasted the books. Next, you will tell which book you liked better and why.

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
Wonderful Weather Words! - Part 6

You read two books about the weather. You learned how writers add key details to help readers understand the topic better. In your ELA Journal, write some things you liked about *What Will the Weather Be?* Then, write some things you liked about *Weather Words and What They Mean.*

Which book did you like better? Write or dictate 2–3 sentences saying which book you liked better and why. Use examples from the book to explain your reason. Remember to be careful about spelling, punctuation, and spaces between words.

Upload your answer below.

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**TEACHING NOTES**

**ANOTHER WAY**

**WRITING WITH EXAMPLES AND EVIDENCE TO SUPPORT REASONS**

If your student is struggling to identify an example in the text to support his or her opinion, guide your student to the page where the author provides an example and use the following prompt:

On p. __ it says “________.” This is a reason why I think________________.

If your student is struggling to understand how examples and evidence from a story can support his or her opinion, explain that providing reasons directly from a story helps make an opinion
stronger. Have your student practice this concept by reviewing things he or she likes and explaining why.

For example: Fruit is the best snack because fruit is healthy. Providing a reason is more convincing than just saying fruit is the best snack.
Wonderful Weather Words! - Part 7

**Objectives**
- To identify the front cover, back cover, and title page of a book
- To identify the main topic and key details of a text
- To ask and answer questions about unknown words in a text
- To use pictures and words to create an informational text
- To acquire and use weather words in written sentences
- To revise writing by adding details
- To compare and contrast texts
- To identify and say the /o/ sound in CVC words
- To spell the /o/ sound Oo

**Books & Materials**
- Weather Words and What They Mean by Gail Gibbons
- What Will the Weather Be? by Lynda DeWitt
- ELA Journal
- Reading Log
- Computer
- T-Chart
- Main Idea and Key Details Chart
- Three-Column Chart
- Venn Diagram
- Picture cards ox, box, top, block, octopus, otter, olive, frog, doll, mop, hat, pen
- Drawing materials such as crayons, markers, colored pencils, paper

**Assignments**
- Read Weather Words and What They Mean by Gail Gibbons.
- Complete a Questions and Answers Chart.
- Complete a Main Topic and Key Details Chart.
- Complete Benchmark Vocabulary activity.
- Complete a Word Meanings Chart.
- Read What Will the Weather Be? by Lynda DeWitt.
- Complete a Compare and Contrast Chart.
- Play the Same & Different Donut Game.
- Complete USE.
- Complete SHOW.

**How Do You Feel About the Weather?**

You have learned how weather forms. You have also written your own weather forecast. In the lesson Snow Day!, you wrote sentences about two types of weather to put in your book. Previously in this lesson, you drew pictures and added details to your sentences to make them better. After you revised your sentences, you prepared them for publishing.

Now, you will write about two more types of weather. These types of weather should be different than the first two types you chose for your project. Write a sentence about the first type of weather and your reaction to it. Now, write about the second type of weather and your reaction to it. Use new weather words you have learned. Use capital letters and ending punctuation. Finally, review your sentences. Read them aloud. What details can you add to make them better? Add at least one detail to each weather sentence. This can be a descriptive word or fact about the weather or how you feel about the weather. You can add details to the end of a sentence or anywhere else they make sense.

Review the rubric. It tells you what you need to think about as you write.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Great</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>All words are spelled correctly.</td>
<td>There is one spelling mistake.</td>
<td>There are two spelling mistakes.</td>
<td>There are three or more spelling mistakes.</td>
</tr>
</tbody>
</table>
### TEACHING NOTES

Review the rubric with your student. In revising sentences, your student should add at least one detail that describes weather or feelings and improves the clarity or descriptive quality of the sentence. Encourage your student to look back at the texts in the lesson for weather words to use in his or her sentences.

Sample sentences: *I think snowstorms are scary because the snow gets very deep. On warm, windy days, it's fun to go outside and fly a kite.*

### ANOTHER WAY

**WRITING ABOUT TWO TYPES OF WEATHER**

If your student is struggling to write about two kinds of weather, have him or her complete this [graphic organizer](#) and sentence starters.
RATE YOUR PROGRESS

Please go online to view and submit this assessment.
In the next three sessions, you will complete your own weather book. You have already done a lot of the work. Now, you will return to your sentences. You will write your last two weather sentences in your best handwriting. Then, you will draw a picture to match each sentence. Finally, you will check all your sentences one last time for spelling, capital letters, and end punctuation. At this point, you will be ready to publish your weather book! You will publish your book online using Storybird. (You should register for Storybird as a "regular" user.)

Review the Project Rubric so you are sure to cover everything in your Write Your Own Weather Book project.

Now, reread the weather sentences you wrote and revised. Have you used weather words you learned in this unit? Is there any detail you want to add? Make any changes now. Then, check your sentences against the rubric. Did you begin each sentence with a capital letter and end with a period? Are the words spelled correctly?
Review the rubric with your student. Guide your student as he or she reviews and possibly revises the last two weather sentences completed in Lesson 4. Suggest places for improvement based on the rubric.

Now, write your two weather sentences a last time. Use your best handwriting. Make sure there are spaces between each word.

Please go online to view and submit this assessment.
Last time, you reviewed the rubric for your project. Then, you looked closely at the last two weather sentences for your book. They should be ready to be published. But first, they need pictures!

Now, you will draw pictures to go with your last two weather sentences. To start, review the rubric part that says *Pictures*. Then, look at your first two sentences about weather. Read them aloud and look at the pictures. Each picture should match its sentence. Your new pictures should do the same thing.

Read aloud your last two weather sentences for your book. Now, draw a picture for each sentence on separate pieces of paper.

**TEACHING NOTES**

With your student, read aloud the rubric criterion for *Pictures*. Then, review with your student the work he or she has done. Provide your student with drawing materials. If he or she struggles with ideas for pictures to match the sentences, have your student page through the unit texts for inspiration.

Now, you have completed four sentences about weather and your reaction to it. You have added pictures to your sentences. Next time, you will publish your finished work!

**RATE YOUR PROGRESS**

Please go online to view and submit this assessment.
Show: Weather in the World - Part 3

Objectives
- To revise and publish a four-page weather book with words and pictures describing weather and your reaction to it

Books & Materials
- Computer
- ELA Journal
- Two polished weather sentences with matching pictures
- Two new weather sentences
- Drawing materials such as markers or crayons
- Paper

SHOW

You have completed four sentences about weather and your reaction to it. You have added pictures to your sentences. Look over your work one last time. Check for capital letters at the beginning of sentences, end punctuation, and correct spelling. Then, show your finished sentences and pictures to your Learning Guide.

TEACHING NOTES

Your student's sentences should include new weather words from the unit and demonstrate understanding of the weather concepts. Your student should also state a reaction to the weather. Check for capital letters at the beginnings of sentences, end punctuation, and correct spelling.

TEACHING NOTES

Now, you have four sentences and pictures you are proud of. You are ready to publish your weather book! Use Storybird and type in your sentences if you wish to publish your book online. You can use the pictures you drew as ideas for choosing illustrations online. You might choose to publish your book by hand. If you do, put in the pictures you have drawn to go with your sentences.

Show your finished project to your Learning Guide. Read your sentences aloud and tell how the sentences match the pictures.

TEACHING NOTES

Assist your student as needed to use Storybird successfully. Your student may dictate the sentences to be typed into the digital publishing platform.
Now that you are done with your project, write about your experience in your ELA Journal. What did you like most about exploring different kinds of weather?
Please go online to view and submit this assessment.
Unit 4 - Reading About the World and Each Other
Today, you will learn about the differences between poems and stories. Then, you will learn some words that rhyme. Good readers notice differences between types of text because those types present ideas in different ways.

Do you know what a poem is? Talk with your Learning Guide.

Before you read, look at the pictures. What might happen in this text?

As you read, think about these questions:

- What is this text about?
- Who are the characters and what happens to them?

Now, follow along as your Learning Guide reads "The Crayon Box That Talked," in the Text Collection, Unit 4, poems (pp. 56-59). Tell your Learning Guide who wrote and illustrated the text.

We read texts from left to right and top to bottom. Watch as your Learning Guide moves his or her finger from word to word as he or she reads.
VOCABULARY
- fireworks
- customers
- straighten
- videos
- sample
- few
- rooftop
- crowd
- show

TEACHING NOTES

Explain to your student that a poem is a special type of text that often rhymes and is very descriptive. Tell him or her descriptive words tell what something is like. Poems can tell a story with characters and events that happen to them, but they don’t have to. They do not follow the same writing rules as the writing in storybooks. For example, each line may be capitalized, and the poem is often written in phrases grouped in stanzas rather than sentences grouped in paragraphs.

Read the instruction text to your student. Pause frequently to check your student’s understanding, and rephrase as needed. Make sure your student understands that you are the “Learning Guide” referred to in the text.

Guide your student in reading "The Crayon Box That Talked.” 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.
- As appropriate, have your student repeat after you, whisper-read with you, or choral read with you.

DRAW AND LABEL A PICTURE

A fun way to remember more than one new vocabulary word is to find two or three words that you can connect and draw a picture using all the words. Look at the vocabulary list for the story at the beginning of this lesson part. Pick two or three words that you could connect. Draw a picture using all the words. For example, you could pick the words crowd, rooftop and fireworks and draw a picture of a crowd of people watching fireworks from the rooftop of a building. After you draw your picture, label it using the new vocabulary words.

Challenge yourself: Are there other words in the poem “The Crayon Box that Talked” that you could use to add more details to your picture? Draw the picture and label the added details.
Now you will use the poem to identify rhyming words. What makes two words rhyme? Tell your Learning Guide.

Reread "The Crayon Box That Talked" with your Learning Guide. Listen for rhyming words. Stop when you come across words that rhyme. Say them aloud. What rhyming sound do they share? Write the two words in your ELA Journal. Repeat this activity as you and your Learning Guide read the rest of the poem.

Answer these questions in your ELA Journal:

- Is “The Crayon Box That Talked” a story or a poem? How do you know?
- What is this text about?
- How do the different colors learn to get along?

Record your student’s answers.

- This is a poem. Even though it tells a story, it doesn’t follow the rules for a storybook. It has short lines. Each line starts with a capital letter. It has words that rhyme.
- This text is about crayons that don’t get along with each other.
- The colors don’t get along at first. Then, they see how each adds to a picture. They learn that they all are special and work well together.

RHYMING WORDS

Now you will use the poem to identify rhyming words. What makes two words rhyme? Tell your Learning Guide.

If your student has difficulty picking two or three words to draw a picture about, model selecting a few words that go together. You can support your student further by drawing a picture using the words you selected.

Example words for pictures:
- show-customers-videos
- rooftops-fireworks-crowd
- customers-few-samples

If your student is able, allow him or her to write the labels. If not, you may write them for your student.
Reread “The Crayon Box That Talked” with your Learning Guide. Listen for rhyming words. Stop when you come across words that rhyme. Say them aloud. What rhyming sound do they share? Write the two words in your ELA Journal. Repeat this activity as you and your Learning Guide read the rest of the poem.

Confirm that rhyming words share the same ending sound but might not be spelled the same way. Answers may include: I, why; along, wrong; me, see; green, between; sky, by; new, through; away, say; I, sky; unique, complete.

Now, write your own rhyming sentences. Say your sentences out loud so your Learning Guide can write them down. The last word of both sentences should rhyme. For example, “Mary wanted to go to the park. But it was late and it was dark.” Park and dark rhyme.

If your student struggles with this activity, suggest he or she begins by choosing a pair of rhyming words from the following list: go/slow, fast/past, yes/dress, chase/race, mouse/house. Then, help him or her construct the first sentence. Prompt him or her to construct the last sentence independently.

**TEACHING NOTES**

**PHONICS**

Initial /h/

We are talking about a new sound today, the /h/. Look at the Picture Card hat. Say the word slowly, /h/ /a/ /t/, hat. Do you hear the /h/ sound at the beginning of the word? Now look at the other Picture Cards. Which pictures are words that begin with the /h/? Say each word slowly aloud. Listen to the sound each letter makes. Do you hear the /h/?

**TEACHING NOTES**

Assist your student, if needed, to complete the activity. Be sure that your student is identifying each card correctly and stretching the word so that all letter sounds are heard.

- hen (yes)
- cat (no)
- hose (yes)
- roof (no)
PHONICS

HIGH FREQUENCY WORDS - ARE, THAT, DO

We are adding three more words to our high-frequency flash card deck today. Remember, high-frequency words are words that you need to read quickly as soon as you see them. Our new words are: are, that, and do. Look at each word. What letters are in the word? Spell the word aloud. Use the word in a sentence, such as: “We are going to bed.” Write it three times in your ELA Journal.

Read all the high-frequency flash cards aloud with your Learning Guide. How many can you read in a flash? We have learned many high-frequency words.

TEACHING NOTES

Write are, that, and do on index cards on small pieces of paper. Add the words to the high-frequency flash cards. Review all the high-frequency words. What words does your student know in a flash? What words does your student need to practice? Watch the video to learn more about teaching high-frequency words.

Today, you read a poem and identified rhyming words. You also wrote rhyming sentences. Next, you will read a new text and learn more rhyming words. You will write more rhyming sentences.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Before, you learned about the differences between storybooks and poems. You also learned how to identify rhyming words. Now, you will read the poem "Kids." You will look at details in the poem. Good readers pay attention to all the details in a poem so they understand what ideas are important to the author.

Before you read, look at the pictures. What do you think this poem is about? Tell your Learning Guide.

As you read, think about these questions:

- Is "Kids" a story or a poem?
- What is "Kids" about?

Now, follow along as your Learning Guide Reads "Kids" in the Text Collection, Unit 4, poems (pp. 62-63). Point to the author's name and the poem's title in the text.

After reading, answer these questions in your ELA Journal:

- Is "Kids" a story or a poem? How do you know?
- What does the author tell about the kids?
Look at the Alphabet Card

Now, it's your turn to write rhyming sentences. Say your sentences out loud so your Learning Guide can grade them.

Think: Where have you heard the word line before? How was that line different than a line in a poem? Poems have lines. A line isn't always a complete sentence and often has rhyming words at the end.

In Lesson 1 of Apple Pie 4th of July, you started learning about the differences between a storybook and a poem. One of the differences you learned is that storybooks have complete sentences and poems have lines. A line isn't always a complete sentence and often has rhyming words at the end.

Think: Where have you heard the word line before? How was that line different than a line in a poem? Tell your Learning Guide.

If your student seems unsure about the difference between a sentence and a line, show him or her examples of lines from the poem "Kids." Remind your student how the lines in "Kids" are short sentences and have rhyming words. Have your student practice finding the rhyming words at the end of each line.

A possible student answer for where your student has heard the word line before: "I heard the word line at the grocery store. We wait in line to buy our groceries."

If your student has difficulty making a connection to the word line, you can prompt him or her with questions such as: "When I go to the grocery store, do I go straight up to the cashier? What do I need to wait in before I pay for my groceries?"

RHYMING WORDS

Now, you will use the poem "Kids" to identify rhyming words. Tell your Learning Guide what you know about words that rhyme.

Reread Kids with your Learning Guide. Listen for rhyming words. Stop when you come across words that rhyme. Say them aloud. What rhyming sound do they share? Write the two words in your ELA Journal. Repeat this activity as you and your Learning Guide read the rest of the poem.
Now, it’s your turn to write rhyming sentences. Say your sentences out loud so your Learning Guide can write them down. The last word of both sentences should rhyme. Here’s an example: “Daisy is a dog. But sometimes she hops like a frog.” *Dog* and *frog* rhyme.

**TEACHING NOTES**

**ANOTHER WAY**

**Rhyming Words**

If your student struggles with this activity, write the following prompt: "It is such a rainy ____. We went inside to ____." Read it aloud to your student. Have them fill in the blanks with appropriate words, such as *day/play, day/stay, night/fight, night/write*.

If your student is struggling to fill in the sentence starters, read examples out loud, having him or her clap if the end of the sentences. For example, the cat (clap) wears a hat (clap). The boy (clap) plays with a toy (clap). Write these sentences for your student and ask him or her to underline the rhyming word.

- If your student is finding it difficult to make a rhyme, have him or her write the words *cat, hat, boy,* and *toy* on index cards.
- Ask your student to cut out each letter of the word.
- Place the *a* and *t* together and practice placing a *c* in front of the *at*.
- Ask your student to read the word *cat*.
- Change the *c* to an *h* and ask him or her to read the word.
- Ask your student: What sound was different (beginning sound)?
- Ask your student: What sound was the same (ending sound)?
- Discuss how rhyming words make the same ending sound.
- Continue with *oy* adding the *b* to make *boy* and then the *t* to make *toy*.
PHONICS

/h/ Spelled Hh

Look at the Alphabet Card Hh. The word helicopter starts with the /h/ sound. We are going to read and sing a song today. Listen and point to the words as your Learning Guide reads the song “We’re Hiking Home.” Read it together again. Do you see any words that begin with Hh? Write the Hh words you find in your ELA Journal. Sing the song and listen to the /h/ sound in the words that begin with Hh.

TEACHING NOTES

Read the poem aloud, pointing to the words. Your student should be looking at the words as you read them. Reread the poem and have your student read along with you. Point out the Hh words and discuss the /h/ sound in each word. As your student writes the Hh words in the ELA Journal, make sure he or she is using correct letter formation and leaving spaces between the words.

Sing the song together. It is sung to the tune of “The Ants Go Marching.” See the video for the tune.

PHONICS

INITIAL /H/

What do you have on your head? That’s right, it’s hair. Hair begins with the /h/ sound. Can you think of other parts of your body that start with the /h/?

Let’s use our letter tiles to make words that have the /h/ sound. We can make new words by adding or changing sounds in the word hat. Spell the word hat with your letter tiles, and then say the sounds /h/ /a/ /t/ and then say the word hat. Take the /t/ off and add /d/. What word have you made? That’s right, you made had. Now let’s take the /a/ out and put /i/ in the middle. Your new word is hit. If you take the /a/ out and replace it with /o/, what new word have you made?

TEACHING NOTES

Parts of the body that begin with the /h/ sound include the head, hand, heart, and hip. Print and cut out the letters to make letter tiles to use with this activity.

Assist your student in making the words (hat, had, hid, hit, hot) using letter tiles. Emphasize the letters and sounds they make. Your student should say each letter sound and then put them together, saying the word such as: /h/ /a/ /d/ - had.” See this video for another example.

Keep the letter tiles for future activities.
Today, you practiced identifying words that rhyme. You also came up with your own rhyming sentences. Next, you will use words to understand a story. You will also write your own story.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last lesson part, you found rhyming words in the poem "Kids." Remember that a poem is different from a story. Think about how it's different. Today, you will read the text *Apple Pie 4th of July*. You will use words to understand the story. Good readers stop to define words they don't know. This helps them understand all the ideas in a story.

Before you read, look at the pictures. What might happen in this text?

As you read, think about these questions:

- What is the Fourth of July?
- How do the characters in this story feel?

Now, follow along as your Learning Guide reads *Apple Pie 4th of July*, in the *Text Collection*, Unit 4 (pp. 5-32). Show your Learning Guide where you can find the name of the story's author and the name of the story's illustrator.
What do you do if you don't know a word? You can ask and answer questions to figure out words you don't know. You can use clues in pictures and words you do know.

Touch the word customers on p. 14. You can ask, "What does customers mean?" Then, look for clues. You can see people and money in the store. You can read the words "for soda and potato chips." These clues show that customers are people who buy things at a store.

Touch more words that are new to you. Ask, “What does that word mean?” Look for clues in pictures and from words you do know. Try breaking the words into smaller parts that you do know. You can also look up the words in a dictionary. Talk with your Learning Guide about what these new words mean.

You can keep track of new words in a T-Chart. Write "New Words" at the top of the page. Then, write "Word" at the top of the left column. Write "Meaning" at the top of the right column. When you find a new word, add it to your chart. In the right column, draw a picture or write a sentence that will help you remember what it means.
and from words you do know. Try breaking the words into smaller parts that you do know. You can also look up the words in a dictionary. Talk with your Learning Guide about what these new words mean.

You can keep track of new words in a T-Chart. I can also draw a picture of noodles. I bet chow mein is a noodle dish. I can write the word 'noodles' in my T-Chart. I can also draw a picture of noodles. Assist your student with any other words they have difficulty defining.

Instruct your student to learn a new word from a self-selected text and write it in his or her Reading Log.

Support your student as he or she discovers clues to the meanings of unfamiliar words by directing them to words and pictures that provide context clues. Model asking and answering questions about words such as, "I'm not sure what this word means, so I need to look at the pictures," "How do the words ______ help us understand this new word?" or "Let's try breaking the word into smaller parts." Encourage your student to apply these vocabulary skills to his or her Independent Reading books.

Review your student's T-Chart. If he or she has difficulty filling in the right column, direct him or her to the words chow mein on p. 10. Say, "I don't know what chow mein is. This picture shows a woman rinsing noodles. I bet chow mein is a noodle dish. I can write the word 'noodles' in my chart. I can also draw a picture of noodles." Assist your student with any other words they have difficulty defining.

Instruct your student to learn a new word from a self-selected text and write it in his or her Reading Log.

It is so important to think deeply about any words in a text that are brand new to you! When you understand new words, you will be able to read and understand them in other stories as well. If you find a word in Apple Pie Fourth of July that is especially challenging to understand, make sure you add it to your T-Chart and include where you learned it and use it in a new sentence that is not in the book. This will help you really understand the meaning of the word.

If your student is struggling to define a word for the T-Chart or needs your help to define it, help your student to learn the word by having him or her use it in a new sentence. Have your student add that sentence to the T-Chart and include the sentence or example of the word that is straight from the text.

/l/ Spelled Ll

What are these letters? L,l

Listen as your Learning Guide reads these words: *lamp, bat, ladder, lion, key*. Tell which words begin with /l/.

Change these words so they begin with /l/ and write them in your ELA Journal: *map, mad, zip, bit, kid*.

**TEACHING NOTES**

Display the alphabet card /l/. Read the given words. Answers: lap, lad, lip, lit, and lid.

**PHONICS**

**PRINT CONCEPTS**

Today we will read the story *A Day to Play*. Look at the cover of the story. Who is the author? Who is the illustrator? Let's take a picture walk. Look at each picture. What is happening? Do you see any rebus pictures? The author used rebus pictures to help us read the tricky words. What do you think will happen in the story? Read the story and find out if your prediction was correct.

**TEACHING NOTES**

Watch the video about picture walks. It explains why they are important to beginning readers.

Please go online to view this video ▶

Assist your student in reading the story as needed. Do not jump right in and help at the first sign of confusion. Give your student a moment or two to try to fix errors on his or her own. Use prompts such as “Check the picture,” “Try that again,” “Did that make sense,” and “Were you right?” at places of difficulty instead of telling your student the word. This encourages your student to be more independent.

Make sure your student is reading left to right, top to bottom, and the left page before the right page. Some children will still have difficulty with this and will need reminders. Does your student point to each word as he or she reads? Encourage your student to point until you are sure that he or she is looking closely at each word.
Today, you read a story. You are going to write your own story. First, you need a plan. Writers follow steps in a plan when they write a story. They decide what the story will be about. They choose characters, a setting, and events.

Next, they draft, or write, the story. They tell about the events in the order they happen. They use words like first, next, and last to tell when things happen.

In Apple Pie 4th of July, everything happens on one day, the 4th of July. The story begins in the morning and ends at night. The author uses time words like one o'clock and four o'clock to tell when things happen.

Look at the pictures on pp. 16–17. What is happening? Who is telling the story? The girl is telling the story. She is the narrator. She says I, me, and we in the story. That means she is telling about her own experiences.

Now, you are going to plan a story that tells about your experiences.

Think about something you and your Learning Guide have done together, such as going on a field trip, taking a nature walk, or caring for a pet. Pick the event you think will make the most interesting story. You will narrate your own story. First, you need a plan. Writers choose characters, a setting, and events.

You can use a Three-Column Chart to plan your story. Write "Setting" at the top of the left column. Write "Characters" at the top of the middle column. Write "Events" at the top of the right column.

Tell your Learning Guide when and where the event happened. That’s the setting. Next, tell your Learning Guide who was with you. The people are your characters. Last, tell your Learning Guide what happened. Those are the events. Make sure you list the events in the order they happen.

Now, tell your Learning Guide your story. Your Learning Guide will write it down. Be sure to tell the events in order and add details to make it interesting. You are an author!
Today, you used words you know to figure out what happens in a story. You also wrote a story about your own experience. Next time, you will learn more about characters. You will also add details to your story.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Apple Pie 4th of July - Part 4

**Objectives**
- To differentiate rhyming poetry and narrative text
- To identify rhyming words
- To identify and say the Ll sound
- To analyze story sequence
- To write and revise a story

**Books & Materials**
- Apple Pie 4th of July by Janet S. Wong
- ELA Journal
- Reading Log
- Computer
- Web A Graphic Organizer
- Ll Alphabet Card
- Letter Tiles

**Assignments**
- Read "The Crayon Box That Talked" by Shane DeRolf.
- Write rhyming sentences.
- Read "Kids" by Bobbi Katz.
- Write more rhyming sentences.
- Read Apple Pie 4th of July by Janet S. Wong.
- Complete a T-Chart.
- Complete hands-on activities for letter and sound Ll, /l/.
- Complete a Three-Column Chart.
- Write a story.
- Complete a Character Details Web.
- Add a character’s reaction to a story.
- Complete a Story Sequence Chart.
- Play a Picture Sequencing game.
- Complete a Drawing Conclusions activity worksheet.
- Read Celebrating the New Year by Elyse Schwartz.

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**LEARN**

**GRAMMAR**

You have been reading to understand what happens in a story. Authors can put many details in one sentence. You can break down details to understand a sentence.

Listen to your Learning Guide read this sentence from *Apple Pie 4th of July*.

> Even though my father has lived here since he was twelve, even though my mother loves apple pie, I cannot expect them to know Americans do not eat Chinese food on the Fourth of July.

Now answer this question: What does this sentence mean?

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**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:

- Even though
- my father has lived here
- since he was twelve,
- even though
my mother loves apple pie,
I cannot expect
them to know
Americans do not
eat Chinese food
on the Fourth of July.

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
This sentence is about the narrator’s parents not knowing what people eat on the Fourth of July.

GRAMMAR
This sentence gives details about the characters in the story. It has many details. You can break down the sentence to understand what it means.

Your Learning Guide has broken the sentence into chunks. Read the chunks.

- Which chunks give information about the narrator’s father? Put those chunks in a pile.
- Which chunks give information about the narrator’s mother? Put those chunks in a pile.
- Which chunks give information about the narrator? Put those chunks in a pile.

TEACHING NOTES
Your student should make these piles:

Chunks that give information about the narrator’s father
- my father has lived here
- since he was twelve,

Chunks that give information about the narrator’s mother
- my mother loves apple pie,

Chunks that give information about the narrator
- I cannot expect
You saw that you can break this long sentence into three separate complete sentences:

My father has lived here since he was twelve.

My mother loves apple pie.

I cannot expect them to know Americans do not eat Chinese food on the Fourth of July.
The author could have written these three shorter sentences. These sentences tell facts about the father, the mother, and the narrator.

But the author didn’t write three shorter sentences. The author wanted to make sure the ideas were connected. She put them in a longer sentence. The way the ideas are connected is important to what the sentence means.

You can look at other chunks in the sentence to see how these ideas are connected.

Put the sentence back together in order. Look for two chunks that are the same. What do they say? Read these chunks with your Learning Guide.

The words even though are very important to the meaning of the sentence. These words show that the narrator expects her parents to know things because of their experience.

If someone lived in a country for many years, you would expect them to know what people in that country eat. The narrator is saying that her father should know about what Americans eat.

Even though shows that it is surprising that they do not know about what American eat.

Your student might need support recognizing that without even though, the chunks are simply stating facts about the narrator’s father and mother. Adding even though changes the meaning. Even though shows a contrast between the parents’ experiences and what they don’t know. It emphasizes that the narrator thinks they should know that Americans do not eat Chinese food on the Fourth of July. This phrase shows that the narrator would expect her parents to know Americans do not eat Chinese food on the Fourth of July, because her father has lived here a long time and her mother loves American food.

**TEACHING NOTES**

Your student might need support recognizing that without even though, the chunks are simply stating facts about the narrator’s father and mother. Adding even though changes the meaning. Even though shows a contrast between the parents’ experiences and what they don’t know. It emphasizes that the narrator thinks they should know that Americans do not eat Chinese food on the Fourth of July. This phrase shows that the narrator would expect her parents to know Americans do not eat Chinese food on the Fourth of July, because her father has lived here a long time and her mother loves American food.

**GRAMMAR**

You can write complete sentences and then expand them to add ideas.

Write a complete sentence with a fact about yourself.

Remember, even though shows a relationship between ideas in a sentence. Even though tells the reader that what might be expected isn’t what is happening.

Now expand the sentence you wrote with a fact about yourself. Write Even though and then write your sentence. Put a comma at the end of your original sentence. Then finish the sentence with something a reader might not expect given the fact about you.

For example, you can write: “Even though I like cheese, I don’t want grilled cheese for dinner.”
Your student might write something like, “Even though I love my friend’s cat, I don’t want a pet.” If your student struggles to expand the sentence, offer this template:

Even though _____________, I don’t _______________.

Template key: Even though [sentence with fact about student], I don’t [information that might be unexpected].

Ask your student about the purpose of the phrase even though (it shows contrast between ideas in a sentence). Write even though on an index card and put it on your word wall.

**GRAMMAR**

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

Read this sentence to your student:

Even though my father has lived here since he was twelve, even though my mother loves apple pie, I cannot expect them to know Americans do not eat Chinese food on the Fourth of July.

Then say, “This sentence uses even though to connect ideas. You can use even though to show why an idea in a sentence might be unexpected. Write a sentence about something that happens in Apple Pie 4th of July. Use even though to show why the event is unexpected.

Your student might write something like, “Even though the narrator thinks everyone wants American food, many people come to the store to buy Chinese food.”

If your student struggles to write a sentence using even though, offer this template:

Even though _____________, ________________.

Template key: Even though [idea from story], [unexpected event that happens in story].

Last time, you read the story *Apple Pie 4th of July*. You learned how to use words to help you understand a story.

Today, you will reread part of the text *Apple Pie 4th of July*. You will learn how to identify details about characters. Good readers think about details about characters because it helps them understand why characters act the way they do. It also helps them understand how characters react to events.
As you reread, think about these questions:

- Who are the characters in the story?
- What do we know about the characters, and how do we know this?

Now, reread pp. 6–21 of *Apple Pie 4th of July*, in the *Text Collection*, Unit 4, with your Learning Guide.

Talk about these questions with your Learning Guide:

- Look at pp. 12 and 13. What does the girl want to do on the 4th of July? How do you know?
- Look at pp. 16 and 17. How does the girl feel about staying in the store all day? How do you know?

The characters are the girl, Mother, Father, and the customers.

- We know the girl doesn't think the store should be open on the 4th of July. She looks unhappy in most of the pictures. She says people don't eat Chinese food on the 4th of July. We also know the girl's parents disagree. They keep the restaurant open even though it's an American holiday.
- The picture shows the girl watching the parade from in front of her family's store. The text says she “hears the parade passing by.” The words and pictures support the idea that she wants to go to the parade.
- The girl feels bored because of what she does on the stool from one o'clock to four o'clock.

You have used pictures and words to find details about the girl in the story. Details include what characters look like, what they say, and what they do. These details help readers better understand the characters. Knowing how characters think and feel helps readers better understand the way characters act in a story.

Think about details you know about the girl, using pp. 6–21. You know she is telling the story. That makes her the narrator. You also know she is young and unhappy that the store is open.
Use a [Web A Graphic Organizer](#) to complete a Character Details Web. Title your web "Character Details." Write "Girl" in the center.

**TEACHING NOTES**

Answers may include bored, helps in store, hears parade. Make sure your student can support each answer using word and/or picture evidence. Ensure your student's web resembles the completed model web.

**ANOTHER WAY**

If coming up with details about the character is challenging, look back to the pictures and words in the story and think about what the character is doing, how the character is feeling, and what the character looks like.
If your student is struggling to come up with details about the character, remind him or her that we can understand characters by thinking about what they are like, what they are doing, what they are saying, and what they look like. Ask your student the following questions to generate details about the character:

- What is the character doing?
- What does the character look like?
- How do you think the character feels? How do you know she feels like way?

Let’s reread A Day to Play and see how much better you read it today. The more you practice reading, the better you will get at it.

We have been talking about the /h/ sound like the first sound in hat. Let’s go on a Word Hunt for the Hh words in our story. Write each Hh word that you find in your ELA Journal. Circle the Hh in each word.

Encourage your student to reread the story. Make sure he or she is looking at the words and not just reciting memorized lines. You can do this by watching your student’s eyes. Is your student looking at the print? Often children do not want to read a story again. Explain that good readers reread stories to improve their reading. You will find that each time the story is read, it will sound smoother and have fewer errors.

Look at the Alphabet Card Ll. The word lemon starts with the /l/ sound. We are going to read and sing a song. Listen and point to the words as your Learning Guide reads the song “Lucy Leopard Loves Her Lunch.” Read it together again. Do you see any words that begin with Ll? Write the Ll words you find in your ELA Journal. Sing the song and listen to the /l/ in the words that begin with Ll.
Use a Web Graphic Organizer to complete a Character Details Web. Title your web “Character Details.” Write “Girl” in the center. Answers may include bored, helps in store, hears parade. Make sure your student can support each answer using word and/or picture evidence. Ensure your student’s web resembles the completed model web.

If coming up with details about the character is challenging, look back to the pictures and words in the story and think about what the character is doing, how the character is feeling, and what the character looks like.

TEACHING NOTES

Read the poem aloud, pointing to the words. Your student should be looking at the words as you read them. Reread the poem and have your student read along with you. Point out the /l/ words and discuss the /l/ sound in each word. As your student writes the /l/ words in the ELA Journal, make sure he or she is using correct letter formation and leaving spaces between the words.

Sing the song together. It is sung to the tune of “Twinkle, Twinkle Little Star.” See the video for the tune.

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

Explore the Reading and Writing Story Elements activities for Character (04:49) in BrainPOP Jr.

/l/ Spelled Ll

Look at the picture card. What is in the picture? A leaf! What letter spells the beginning sound? l

Listen as your Learning Guide reads these words: lap-tap, lit-hit, jet-let, mess-less, bunch-lunch. Clap when you hear a word that begins with Ll.

Use letter tiles to add l to these letters to make words: _ip, _et, _it, _ap. Read them to your Learning Guide.

TEACHING NOTES

For further practice, have students select an Independent Reading book. Go through the book together and have your student identify words that begin with Ll. Assist them in sounding out those words.
Last time, you planned and wrote a story about an experience you and your Learning Guide shared. Today, you will add details about how a character in your story reacts to the big event in the story.

Reread your story with your Learning Guide. After you read, talk about these questions with your Learning Guide.

- What do readers know about the characters in my story?
- How do readers learn about the characters in my story?

Today, you will add details that show how a character in your story reacts to the event. Choose a character to write more about. You can choose yourself or someone else.

What is the big event in your story? How did it make that character feel? What did that character say about it? Did the character do anything? Tell your Learning Guide.

For example, pretend you wrote, “The next morning, our guinea pig was missing!” You can show your reaction in a few ways. "I was really worried," tells how you felt. "Oh, Pigpen! Not again!, I cried," tells what you said. "We started moving all the furniture to make sure he wasn't hiding behind it," tells what you did. Those three sentences all show different types of reactions: what you felt, what you said, and what you did.

Now, it's your turn. With your Learning Guide, add one or more sentences that show how a character in your story reacts to the big event. Have your Learning Guide write a new copy of your story. Tell him or her where the character's reaction should go. When you get to that part, tell your Learning Guide the reaction. Then, he or she will finish copying the story.

Support your student as he or she adds a reaction. Prompt your student as needed with questions such as, “I wonder how your brother feels after ___” or “What do you do after this happens in your story?”

The end product should:

- Tell about the character's feelings, words, or actions
- Be inserted in a logical place in the story, such as immediately after the big event
Reread your story with your Learning Guide. After you read, talk about these questions with your Learning Guide.

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How do readers learn about the characters in my story?

Today, you will add details that show how a character in your story reacts to the event. Choose a character to write more about. You can choose yourself or someone else.

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The end product should:

Tell about the character’s feelings, words, or actions

Be inserted in a logical place in the story, such as immediately after the big event

ANOTHER WAY

Character Reactions: Dialogue, Actions, and Feelings

If your student is struggling to add more than one detail to his or her character, ask him or her to describe the kind of character he or she is writing about with the following questions:

What is your character? (Present possible choices such as friendly, brave, honest) _______.

What could your character do (actions) to show the reader that they are _____? For example, if you character is friendly, he or she might smile and wave.

What would your character say if he or she is friendly? For example: Would you like to play with our toys?

Record these details for your student.

If your student is struggling to add one detail, ask your student to draw a picture of his or her character and add words to describe how the character looks on the outside and what the character is like on the inside. For example: Outside the character may have brown hair, and on the inside the character may be friendly. Discuss how his or her readers can only see these inside characteristics from how his or her character reacts to events. Ask your student: What would his or her character say in response to that event? What would the character do?

If your student is struggling to understand how a character’s reaction to an event causes him or her to say something or do something, review these reactions by discussing an event that happened in his or her life. For example, if the character received a bike as a birthday present, what would he or she say? What would he or she do? How would he or she feel? Explain how dialogue and actions are ways to show what a character is like on the inside.

Today, you identified details about characters in story. You also wrote about characters’ reactions in your own story. Next, you will identify details about story events. You will also add an event to your story.
**Apple Pie 4th of July - Part 5**

**Objectives**
- To differentiate rhyming poetry and narrative text
- To identify rhyming words
- To identify and say the Ll sound
- To analyze story sequence
- To write and revise a story

**Books & Materials**
- *Apple Pie 4th of July* by Janet S. Wong
  - ELA Journal
  - Reading Log
  - Computer
  - Sequence of Events Chart
  - Picture cards
  - Student Reader: Our Musical Adventure

**Assignments**
- Read *The Crayon Box That Talked* by Shane DeRolf.
- Write rhyming sentences.
- Read "Kids" by Bobbi Katz.
- Write more rhyming sentences.
- Read *Apple Pie 4th of July* by Janet S. Wong.
- Complete a T-Chart.
- Complete hands-on activities for letter and sound Ll, /l/.
- Complete a Three-Column Chart.
- Write a story.
- Complete a Character Details Web.
- Add a character’s reaction to a story.
- Complete a Story Sequence Chart.
- Play a Picture Sequencing game.
- Complete a Drawing Conclusions activity worksheet.
- Read *Celebrating the New Year* by Elyse Schwartz.

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**LEARN**

You reread the beginning of *Apple Pie 4th of July* and practiced identifying details about the main character. Now, you will reread the rest of *Apple Pie 4th of July*. You will identify details about story events. Good readers think about these details because it helps them understand how events move a plot along.

Before you reread, retell to your Learning Guide what has happened in the story so far.

As you reread, think about these questions:

- What happens in the store during the evening?
- What happens after the store closes?

Now, reread *Apple Pie 4th of July*, in the *Text Collection*, Unit 4, pp. 21–32 with your Learning Guide.
Talk about these questions with your Learning Guide:

- Point to the times in the text, starting with five o'clock on p. 21. Tell what happens each hour.
- How are the events different in this part of the story? How is the girl different?

**TEACHING NOTES**

- Customers fill the store in the evening. They want Chinese food even though it's the 4th of July.
- At five o'clock, two hungry customers come to buy Chinese food. The girl thought they were all out of food, but her parents made more. Three more people get in line. At six o'clock, eleven more come. At seven, nine customers come. At eight, twelve customers come, and then more and more.
- In this part of the story, there are customers coming to buy food. The family is busy serving everyone. This seems to make the girl happy. She is smiling on p. 27.
- When the store closes, the family watches fireworks on the roof and eats apple pie.

Let's retell this part of the story. A chart can help you remember the important events.

The author tells the events in the order they happen. You need to retell the events in the same order, so they make sense.

Do you know what happens on pp. 22 and 23? The girl is talking to people who want to buy food. She tells them it is gone, but then her parents bring in more food to sell.

Now, complete the Story Sequence Chart with your Learning Guide.

Label the chart with your Learning Guide. What is the title of the story? Who are the characters? What is the setting?

Now, write about the story's events. Your Learning Guide will write the first event: People come for food. Tell your Learning Guide the other events. What happens next? That is event two. Then what happens? That is event three. What happens last in the story? That is event four.
Customers fill the store in the evening. They want Chinese food even though it's the 4th of July.

At five o'clock, two hungry customers come to buy Chinese food. The girl thought they were all out of food, but her parents made more. Three more people get in line. At six o'clock, eleven more come. At seven, nine customers come. At eight, twelve customers come, and then more and more.

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Do you know what happens on pp. 22 and 23? The girl is talking to people who want to buy food. She tells them it is gone, but then her parents bring in more food to sell.

Now, complete the **Story Sequence Chart** with your Learning Guide.

**Identify Events**

<table>
<thead>
<tr>
<th>Title</th>
<th>Apple Pie 4th of July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td>girl</td>
</tr>
<tr>
<td>Setting</td>
<td>store</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Events 1. First</th>
<th>People come for food.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Next</td>
<td>More people come.</td>
</tr>
<tr>
<td>3. Then</td>
<td>The store closes.</td>
</tr>
<tr>
<td>4. Last</td>
<td>The family watches fireworks.</td>
</tr>
</tbody>
</table>

**ANOTHER WAY**

If retelling an event from the story is challenging, remember that 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 (what happens first in the story?)
- Middle (What happens next? Then what happens?)
- End (What happens last in the story? How does the story end?)
- Characters (Who is the story about?)
- Setting (Where does the story take place?)
CONSONANT BLENDS WITH L

Look at the picture card and say what is in the picture. It’s a clock! Do you hear the /kl/ sounds at the beginning? The /k/ and /l/ sounds blend together. The letters cl spell the /kl/ sounds.

Look at the next card. Say the word sled. Say /sl/ - /ed/, sled.

Look as your Learning Guide shows more picture cards. Which ones begin with a blended /l/ sound?

TEACHING NOTES

Show picture cards clock and sled followed by block, top, cloud, flag, get, glove, and playground. Confirm that block, cloud, flag, glove, and playground have blended sounds.
In the last lesson part, you added a character’s reaction to your story about a family tradition. Adding to or changing your story is called revising. Now, you will again revise your story. You will add another event to your story.

Reread your story. What happens? Retell the events to your Learning Guide.

Think about an event you can add to your story. What other things happened during that experience? Think of one more event you can add to make your story more interesting to a reader. Can you add to the beginning of the story? Do you tell about the ending? Have you told everything that happens in the middle?

For example, pretend you wrote about the escape of your pet guinea pig. Did you tell what happened after you found him? You could write, "After we found him, Pigpen fell asleep in his cage. His adventure wore him out!" Or, "Later, we fixed the latch on Pigpen's cage so he couldn't escape again." Use time-order words like after, first, then, and last to make the order of events clear.

Help your Learning Guide write the final copy of your story. Be sure to tell him or her where this new event should go.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.
ANOTHER WAY
Revising to Add Details

If your student is struggling to identify another event, reread his or her story and ask what else could happen? Could another character enter the story? Could the setting of the story change?

If your student is struggling to place the events in order, ask him or her to think about how the story will end. Ask him or her to complete the following thinking/writing prompts:

At the beginning of my story (what happened) ________________.

At the end of my story __________ (what happened).

What are some other events that could have happened in between? ________________

If your student does not use time-order words to sequence the events, provide him or her with the following sentence starters:

• First, or at the beginning of the story
• Next
• Then
• Last, or at the end of the story

PHONICS
PRINT CONCEPTS AND HIGH FREQUENCY WORDS

Today we will read the story "Our Musical Adventure." Look at the cover of the story. Who is the author? Who is the illustrator? Let’s take a picture walk. Look at each picture. What is happening? Do you see any rebus pictures? The author used rebus pictures to help us read the tricky words. What do you think will happen in the story? Read the story and find out if your prediction was correct. Now reread the story and look for the high-frequency words are, that, and do as you read.

TEACHING NOTES

Do the picture walk with your student. Encourage your student to look at each picture and tell you about it. Assist your student in reading the story as needed. Do not jump right in and help at the first sign of confusion. Give your student a moment or two to try to fix errors on his or her own. Use prompts such as “Check the picture,” “Try that again,” “Did that make sense,” and “Were you right?” at places of difficulty instead of telling your student the word. This encourages him or her to be more independent.
Make sure your student is reading left to right, top to bottom, and the left page before the right page. Some children will still have difficulty with this and will need reminders. Does your student point to each word as he or she reads? Encourage your student to point until you are sure that he or she is looking closely at each word.

You looked at details about story events. You also added an event to your story. Next, you will use what you have learned about identifying characters and events as you read and answer questions about a new text.

✅ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
Now, you will practice thinking about what event happens next.

You will see three sets of pictures. Use the picture clues to decide what happened next. Circle the sentence that tells what happened. Tell your Learning Guide why you chose each sentence.

Download and print the Drawing Conclusions worksheet.

Make sure your student is using the picture clues to draw a conclusion about what event happened in each set of pictures.

These are the correct answers:

- The chicks hatched.
- The horse stopped eating because it was full.
- The tree fell over in the wind.
PHONICS

PRACTICE: LETTER SOUNDS

Let’s review letter sounds today. Play the game “Pack Up the Skills” with your Learning Guide. To play Zone 1 and Zone 2, look carefully at each box. Click or tap on each picture to hear the word that goes with that picture. Drag each box under the tube that makes the most sense. Click or tap “ready” to send the boxes on their way.

TEACHING NOTES

Play the game “Pack Up the Skills” with your student to review beginning sounds. Note any difficulty he or she has completing the task and review sounds as needed.

PHONICS

Practice: /l/ Spelled Ll

Reread the story “Our Musical Adventure” with your Learning Guide. Did you see any words that began with the letter Ll? Read the story again and make an L-shape with your fingers every time you read a word with an Ll.

TEACHING NOTES

Listen as your student reads the story two times. Assist as necessary and note any errors that can be retaught in future lessons. During the second reading, he or she will make an uppercase L-shape with his or her thumb and pointer finger every time an Ll word is read.

INTERACTIVE ACTIVITY

Now, you will play an online game. You will look at pictures that tell a story. These pictures aren’t in the right order. You will decide which picture comes first, which picture comes second, and so on.

Play the Picture Sequencing game.

Put numbers under the pictures to show the correct order of the story.
If your student struggles with this activity, have him or her relate the pictures to his or her life. Ask "What do you need before you put candles on a cake?" or "What do you first thing in the morning?" Once the first step is completed, move onto step two. Ask, "What would you do next?"

**USE**

You have learned how authors of stories help us understand characters and events. You know how to use pictures and words to learn details about characters. You also know that events are what happen in a story.

Now, you will read a new text with your Learning Guide. After you read, you will answer two questions.

Before you read, look at the pictures. What do you think this text is about?

Read *Celebrating the New Year* with your Learning Guide.

**USE FOR MASTERY**

Show your Learning Guide where you can find the names of the people who wrote and illustrated the text.

Review the picture on p. 4 with your Learning Guide. Tell him or her what you see. Then, tell why people are doing what they are doing in the picture. Have your Learning Guide enter your answer into the text box.

Now, look at the picture on p. 6. Tell your Learning Guide what the people in this picture are doing. Then, tell why they are doing it.

Have your Learning Guide type your answers in this box.

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>U</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
</table>

0 / 10000 Word Limit
USE FOR MASTERY GUIDELINES & RUBRICS

Did you:

- Tell your Learning Guide what the people are doing in each picture?
- Tell your Learning Guide why they are doing what they are doing in the picture?
In the previous lesson, you read different kinds of texts about celebrating. You connected ideas in the text. Now, you will read about making music. You will learn how to identify main topics and key details. Good readers pay attention to how details in a text are connected. This helps them understand what a text is about.

Before you read, look through the pictures. What might this text be about?

As you read, think about these questions:

- What is this book about?
- What clues in the text tell me what the book is about?

Now, read *Making Music* with your Learning Guide. Show your Learning Guide where to find information about who wrote and illustrated the text. Remember, read left to right and top to bottom.
VOCABULARY
- drumsticks
- rattles
- important
- instrument
- world
- bells
- note
- memory
- stomp
- hum
- strips
- wrap
- decorate

TEACHING NOTES
Read the instruction text to your student. Pause frequently to check your student’s understanding, and rephrase as needed.

Guide your student in reading Making Music. 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.
- As appropriate, have your student repeat after you, whisper-read with you, or choral read with you.

VOCABULARY
GAME: MOVEMENT OR SOUND CHARADES
In Unit 1: Tell About Your Home, you learned how to come up with movements to help you remember words. In Unit 3: Lesson 4 - What Will the Weather Be? you learned that sometimes you cannot come up with a movement for a word but, instead, you can come up with a sound that helps you remember what the word means.

Look at the vocabulary list for the story at the beginning of this lesson part. Many of the words have a movement or sound that matches their meaning. What words can you make up a movement for? What words can you make a sound for?

Play Charades:
Write all the words that you came up with for movements and sounds on their own index cards. Turn the cards over and put them in a pile in the center of the table in between you and your Learning Guide. Draw one card but do not show your Learning Guide what it is or say the word out loud. Make the
movement or sound that you came up with for that word. Your Learning Guide will try to guess the word. After your Learning Guide has guessed what the word is, it is his or her turn to draw a card. Your Learning Guide will make a movement or sound, and you will try to guess what the word is.

TEACHING NOTES

If your student needs support writing the vocabulary words on the index cards, you may write them. To support your student reading the words, you may have him or her draw a picture on the index card as a reminder of what the word says. You may also draw a picture yourself.

Words with movements:

- stomp
- drumsticks
- memory
- wrap

Words with sounds:

- hum
- bells (ex: ding dong)
- rattles (ex: shake shake shake)

Talk about these questions with your Learning Guide.

- What is this book about? How do you know?
- What are some ways people make music? Which parts of the book tell you that?

TEACHING NOTES

- This book is about making music. Making Music is the title of the book. The pictures show people playing different instruments. They are making music.
- Playing a piano, guitar, recorder, bells, drums, and singing and clapping (answers will vary). The book has lots of pictures of people playing instruments. Some of the pictures have labels that name the instruments.
The main topic of an informational text is what the text is about. Key details support, or tell more about, the main topic. Use a Main Idea and Key Details Chart to help you identify main ideas and key details.

Find the main topic of the text. Look at the front and back covers. The main topic is how people make music.

What does the book tell us about this topic? Let’s look back at the text on p. 4. The text says most music is made with musical instruments. That is a detail about the topic.

Complete the Main Topic graphic organizer with your Learning Guide. Reread and use pictures to find two more details.

- Most music is made with musical instruments.
- Some children play the ankle bells.
- Some people play music that is written down.

If filling out the cause and effect chart is challenging, start by thinking about examples from your own life. After practicing cause and effect with your Lesson Guide, go back into the text and practice cause and effect with the Let’s Make Music examples.
The main topic of an informational text is what the text is about. Key details support, or tell more about, the main topic. Use a Main Idea and Key Details Chart to help you identify main ideas and key details.

Find the main topic of the text. Look at the front and back covers. The main topic is how people make music. What does the book tell us about this topic? Let's look back at the text on p. 4. The text says most music is made with musical instruments. That is a detail about the topic. Complete the Main Topic graphic organizer with your Learning Guide. Rerad and use pictures to find two more details.

Complete the organizer with your student. Your student's responses should resemble those of the model.

If finding the main idea of the text is challenging, start by finding the details. Read through the text with your Lesson 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 that you learned while reading and think: what are these facts about?

You have found the topic and some key details of Making Music. Making Music is an informative text. Informative texts are based on facts, or things that are real. They give information about a topic. That's what the text is about. Many writers tell the topic of a book in the title. Sometimes, they tell the title on

TEACHING NOTES

If your student is struggling to fill out the cause and effect chart, start by talking about cause and effect with familiar situations.

Examples:

What happened? (I fell.) Why did that happen? (because my shoe was untied)

What happened? (I got all wet.) Why did that happen? (because I forgot my umbrella)

What happened? (There was litter in the park.) Why did that happen? (People did not clean up after themselves.)

After your student understands the relationship of cause and effect from practicing with examples from his or her own life, go back into the text and practice cause and effect with the Let's Make Music examples.

ANOTHER WAY

If finding the main idea of the text is challenging, start by finding the details. Read through the text with your Lesson 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 that you learned while reading and think: what are these facts about?

TEACHING NOTES

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 all about in this text?” (Answer: All of these details are about making music; we learned all about how people make music)

If your student continues to struggle to find the main idea, model how to use the details to find the main idea. Say, “Let’s think about these details from the text. The first detail is telling me about how music can be made. The next detail is telling me another way that music can be made. The last detail is telling me another way that music can be made. All of these details are about how music can be made in different ways. That must be the main idea of the text!”
You have found the topic and some key details of *Making Music*. *Making Music* is an informative text. Informative texts are based on facts, or things that are real. They give information about a topic. That’s what the text is about. Many writers tell the topic of a book in the title. Sometimes, they tell the title on the first page or the beginning of the text. You are going to write your own informative text. First, you are going to choose a topic.

Think of topics about music. Here are some ideas: playing an instrument like the piano, hip-hop, instruments with strings. What other topics can you think of? Tell your Learning Guide.

Now, pick a topic you know well and think would interest readers. Your Learning Guide will write it in your ELA Journal. This will be your title. Example: *Musical Instruments with Strings*

Stating the topic in a sentence is the first step in informative writing. What is a sentence you can say about your topic? Say a big idea. Example: *Some musical instruments have strings*. Your Learning Guide will write your topic sentence in your ELA Journal under your title.

You have finished the first steps in writing an informative text. Great job!

### TEACHING NOTES

Your student should:

- Pick a topic he or she already knows something about.
- Be able to state the topic in a sentence. (Instead of *instruments with strings*, look for *Some musical instruments have strings*.)

### TEACHING NOTES

**ANOTHER WAY**

**Informational Text: Topics**

If your student is struggling to identify a topic to write about, ask him or her to make a list of different kinds of musical instruments.

If your student is finding it difficult to identify musical instruments, view this musical instrument video that demonstrates various instruments with visuals and sounds. Ask your student to record these instruments in his or her list.
PHONICS

CONSONANT BLENDS WITH /l/

Look at the Picture Card with a slide. Say the word slowly, stretching it out so you can hear all the sounds. The first two letters, s and l, blend together to make a consonant blend. Can you hear the /s/ and the /l/ sounds in the word slide? Now look at the other picture cards. Say each word slowly, stretching out the sounds. Can you hear the consonant blend in each word?

Assist your student in hearing the consonant blend in each word. You can hear the sound of both letters in a consonant blend.

cloud
blue
flashlight
fly

Today, you read Making Music and learned about topics and key details. Next, you will begin to reread Making Music and learn ways to make sense of informational text. Then, you will learn more about writing informative text. You will add details to your text.

QUICK CHECK

Please go online to view and submit this assessment.
Let’s Make Music! - Part 2

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<td>- Making Music by Cameron Macintosh</td>
<td>- Read Making Music by Cameron Macintosh.</td>
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**LEARN**

Last time, you read *Making Music* and identified the main topic and key details.

Today, you will reread part of the text. You will use words to help you understand the text. You will also use a special part of the text called a *glossary* to help you understand what words mean. Good readers take time to define words they don’t know. This helps them make sure they’re not missing important ideas in a text.

As you watch and listen to your Learning Guide reread, think about this question:

- **What can I do when I don’t understand a word in a text?**

Now, reread the sections of *Making Music* called “A Part of Our Lives” and “Musical Instruments.”

Did you see a question on p. 4? A question ends with a question mark. Point to it. Tell your Learning Guide your answer to the question.
Talk about these questions with your Learning Guide:

- On p. 3, the author says, “Every culture has its own music.” What do you think culture means? Does this support the idea that music is important? Tell how you know.
- What is a choir? What does the author say on p. 7 about singing in a choir? What do the pictures show to help you?

**TEACHING NOTES**

- Possible answer: I think culture means how people do things. The text says each culture has its own music. That must mean different cultures have different music. I bet they do other things differently, too. I see the word places in the next sentence. That means culture happens in different places. I bet cultures are different all over the world.
- A choir is a group of singers. The author says it is a fun way to learn about music. The children look happy and interested singing together.

When you read, there will be words you don't know. You should think, “What does this word mean?” It is important to know what words mean so you can understand the details that support the text's topic.

You used word and picture clues to know the meaning of choir on p. 7. What if there aren’t enough clues? You can also learn word meanings by looking them up in a dictionary or glossary.

Do you wonder why choir is written in dark letters in the text? Words in bold letters in this text are special because they are in the glossary at the back of the book. A glossary tells what words mean. Turn to the glossary at the back of Making Music. Find the word choir and read what it means with your Learning Guide.

Let’s try another word. On p. 4 is the word instruments. What could that mean in the text? How can you find out? There may be word clues or picture clues. Or, you may be able to look up what it means in a dictionary or a glossary with your Learning Guide. Find instruments in the glossary.

Remember, when you read a word you don't understand, first look for clues in words and pictures. Then, use a dictionary or glossary. Now, try these steps with the word important on p. 2.

**TEACHING NOTES**

Have your student say each word aloud. Have your student search for choir, instruments, and important in the text. Read the sentences surrounding the word aloud. Ask, "Are there any clues in these sentences that tell us the meaning of this word?"
You are working on writing your own informative text. Last time, you chose a main topic and wrote a topic sentence. Now, you will write a detail, or fact, that tells something about your topic.

Writers of informative texts tell readers information about their topic. For example, imagine the topic is drums. The writer might tell that drums are musical instruments. He or she might write that they make sound when the cover is hit. The writer also might write that some kinds of drums are called kettle drums and bass drums. These three sentences are facts about drums.

A fact is something that can be proved to be true. It is a fact that drums are musical instruments. A writer can look up, or research, facts in books or other places. Writers make sure their facts are true.

In Making Music, the author writes that “You can sing by yourself or with other people.” Is this a true fact? Yes! The author also writes that “There are lots of different musical instruments that you can try.” Could we look it up and make sure it’s true? Yes!

When you write an informative text, all of your key details should support the topic. This means the details give information about that topic. Pretend the topic is Musical Instruments with Strings. Would “Guitars have strings” be a good fact, or detail, to write for this topic? Yes, it’s a true fact, and it supports the topic.

Now, it’s your turn. Look at your title and topic sentence. Think of some facts about your topic. Your Learning Guide will help you write a sentence with one good fact about your topic in your ELA Journal.

If your student has difficulty thinking of facts to support his or her topic, suggest ideas and brainstorm together. The resulting sentence should be:

- Factual.
- Related to the topic.
- Easy to understand.

ANOTHER WAY

INFORMATIVE TEXTS: FACTS ARE DETAILS

If your student is struggling to think of facts to write about the topic, discuss how describing what the instrument looks like (size, color, strings, keys) are observations/details that can be proven and are considered facts.

If your student is struggling to write a sentence to demonstrate details, provide your student with the Informative Text Musical Instrument graphic organizer.
Today, you practiced figuring out the meanings of new words and added details to your informative text. Next, you will learn how to make connections when reading a text. You will also ask and answer questions about the text.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Let's Make Music! - Part 3

**Let's Make Music! - Part 3**

**Objectives**
- To recognize the differences between informational and narrative texts
- To identify a text's main topic and key details
- To define words by using a glossary or context clues
- To analyze how an author supports points with his or her reasons for writing a text
- To describe the connection between cause and effect
- To ask questions and answer them with details from the text
- To identify and say the Gg sound
- To write topic and detail sentences

**Books & Materials**
- Making Music by Cameron Macintosh
- ELA Journal
- Computer
- Cause-and-Effect Chart
- index cards
- Picture cards garden, goat, nest, goose, carrot, hat, pillow, tiger, gum, jet, map, and boat
- Alphabet card Gg

**Assignments**
- Read Making Music by Cameron Macintosh.
- Complete a Main Idea Chart.
- Choose a topic and write a topic sentence.
- Use a glossary.
- Write a fact.
- Complete a Cause-and-Effect Chart.
- Write a question.
- Complete a Web Graphic Organizer.
- Answer a question with a complete sentence.
- Complete an Author's Point and Reason Chart.
- Choose another topic and write a new topic sentence.
- Complete a T-chart.
- Write a sentence about a fact.
- Play the game Word2Word.
- Read We Travel by Kari Capone.

**LEARN**

Last time, you reread *Making Music* and practiced defining new words in the text. You learned how to use a glossary and how to use other words in the text as clues to the new word's meaning. Today, you will continue to reread *Making Music* and learn how to make connections in the text. Making connections in a text helps you understand how ideas are related.

As you watch and listen to your Learning Guide reread, think about these questions:

- How are some musical instruments alike? How are they different?

Now, reread the “Instruments Around the World” section of *Making Music*.

**TEACHING NOTES**

As you read, pause to allow your student to point out and comment on similarities and differences between musical instruments discussed in the text.
Talk about these questions with your Learning Guide. Tell how you know.

- How are clapsticks and panpipes alike and different?
- How are tribal drums different from other drums?

You know that understanding a text means understanding connections between ideas in the text. One type of connection is how things are alike and different. Another type of connection is how one event makes another event happen. We call the event that happens an *effect*. Why it happens is the *cause*.

On p. 8, the author says that ankle **bells** ring as children move their feet. What events are connected? The ankle bells ring is an *effect*. What *causes* this to happen? Children move their feet.

Use a **Cause-and-Effect** chart to help you connect causes to effects. Complete the **Cause-and-Effect** chart multiple rows with your Learning Guide. Reread p. 9 and use pictures to find two more connected events. One of these events should be the cause and the other should be the effect.

**TEACHING NOTES**

- Players hold both of them in their hands. Players tap clapsticks together to make sounds, but players blow across the top of panpipes to make sounds.
- Players use their hands, not **drumsticks**, to play.

**SAMPLE ANSWERS**

**Cause**: Children move their feet as they dance. **Effect**: The ankle bells ring.

**Cause**: Children tap the clapsticks together. **Effect**: The clapsticks make a sound.

**Cause**: Children blow across the top of the pipes. **Effect**: The panpipes make different sounds.
**ANOTHER WAY**

If filling out the **Cause-and-Effect** chart is challenging, start by thinking about examples from your own life. After practicing cause and effect with your Lesson Guide, go back into the text and practice cause and effect with the Let’s Make Music examples.

---

**TEACHING NOTES**

If your student is struggling to fill out the **Cause-and-Effect** chart, start by talking about cause and effect with familiar situations.

Examples:

- What happened? (I fell.) Why did that happen? (because my shoe was untied)
- What happened? (I got all wet.) Why did that happen? (because I forgot my umbrella)
- What happened? (There was litter in the park.) Why did that happen? (People did not clean up after themselves.)

After your student understands the relationship of cause and effect from practicing with examples from his or her own life, go back into the text and practice cause and effect with the Let’s Make Music examples.

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**PHONICS**

**HIGH FREQUENCY WORDS - ONE, TWO, THREE, FOUR, FIVE**

We are going to add more words to our high-frequency word flash cards today. Our new words are number words: one, two, three, four, five. Spell each one out loud. Watch the video with your Learning Guide. Can you think of a sentence for each new word? Write each word in your ELA Journal. Draw a picture for each word.

Please go online to view this video

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**TEACHING NOTES**

Write each new word on an index card or small piece of paper. Have your student read each new word. Add these cards to the high-frequency flash card deck. The video teaches the number words for one through ten. Check to be sure that your student is forming the letters correctly and drawing a picture for each word.
/g/ Spelled Gg

Say the word got. What letter spells the beginning sound in got? Yes, letter g spells the /g/ sound.

Listen to your Learning Guide say bag. Now, you say bag. Do you hear the /g/ sound? Is it at the beginning or the end of the word? Yes, the letter g spells the /g/ sound at the end.

Listen to your Learning Guide say more words. If you hear the /g/ sound, clap. If you don't hear it, don't clap. The /g/ can be at the beginning or the end of each word. Look at some picture cards. Change the beginning sound to /g/ for each to make new words. Write them in your ELA Journal.

What might a reader want to know about making music? Good readers ask questions and look for answers as they read. This helps them check how well they understand a text. Questions often begin with special words: who, what, where, when, why, and how. Questions end with a question mark.

Here are some questions you might ask about pp. 2–7 in Making Music:

- Why is music important to people?
- What musical instrument are the girls in the photo on p. 3 playing?
- Why does the writer put labels by the photos on pp. 4–5?
- Why do some people want to sing in a choir?

Asking and answering questions about a text can help keep you focused as you read. It can also give you ideas about topics you want to learn more about. Write questions about the information on pp. 8–11 in Making Music. What do you want to know? Use question words. You don't have to know the answers!

Use a T-Chart to keep track of your questions and answers. Label the left column "Questions" and the right column "Answers." With help, write two or more questions on the left side. Next time, you will learn how to look for and write answers to your questions.
Here are some questions you might ask about pp. 2–7 in Making Music:

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- What musical instrument are the girls in the photo on p. 3 playing?
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Use a T-Chart to keep track of your questions and answers. Label the left column "Questions" and the right column "Answers." With help, write two or more questions on the left side. Next time, you will learn how to look for and write answers to your questions.

If your student struggles, prompt them to use different question words. Model by starting questions such as, “I wonder why...” and “How do those children...?" Questions may include:

- What is the girl on p. 8 wearing on her legs?
- How do you play panpipes?
- How are tribal drums different from regular drums?

Today, you looked at relationships in the text. You also asked and answered questions. Next, you will reread more of Making Music. You will practice finding details in the text. You will write to ask and answer questions.

Please go online to view and submit this assessment.
Let’s Make Music! - Part 4

**Objectives**
- To recognize the differences between informational and narrative texts
- To identify a text’s main topic and key details
- To define words by using a glossary or context clues
- To analyze how an author supports points with his or her reasons for writing a text
- To describe the connection between cause and effect
- To ask questions and answer them with details from the text
- To identify and say the Gg sound
- To write topic and detail sentences

**Books & Materials**
- Making Music by Cameron Macintosh
- ELA Journal
- Reading Log
- Computer
- Web A Graphic Organizer
- Alphabet card Gg
- Picture Cards-slide, flashlight, blue

**Assignments**
- Read Making Music by Cameron Macintosh.
- Complete a Main Idea Chart.
- Choose a topic and write a topic sentence.
- Use a glossary.
- Write a fact.
- Complete a Cause-and-Effect Chart.
- Write a question.
- Complete a Web Graphic Organizer.
- Answer a question with a complete sentence.
- Complete an Author’s Point and Reason Chart.
- Choose another topic and write a new topic sentence.
- Complete a T-Chart.
- Write a sentence about a fact.
- Play the game Word2Word.
- Read We Travel by Kari Capone.

**LEARN**

**GRAMMAR**

You have been reading to make connections in a text. Making connections helps you see how ideas are related. You can break down a sentence to see how ideas are related.

Listen to your Learning Guide read this sentence from *Making Music*.

You can hum or sing or whistle.

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:

- You can hum
- or sing
- or whistle.

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: This sentence means I can make different sounds.

**GRAMMAR**

Your Learning Guide has broken the sentence into chunks. Read the chunks.

What do you notice about all three of the chunks?

Do you see that each chunk has a word that tells an action? A word that tells an action is a verb.

Point to the verb in each chunk.

Then answer this question: How are all these verbs connected?

Think about the three verbs in the sentence. Then answer this question: Why do you think the author included all three of them?

**TEACHING NOTES**

Your student should point to the words *hum, sing, and whistle.*

Your student should recognize that the verbs describe the same general action: making sounds with one's mouth. They are all ways of doing the same general action. Possible answers: These are all things I can do with my mouth. These are all sounds I can make. These are all things I can do with my voice.

Your student might say that the author included all three to show that there are many ways of making music with your voice.

**GRAMMAR**

You know that the verbs *hum, sing, and whistle* are alike. They all describe the same general action. They all describe using your voice to make music.

Can you act out the verbs in the sentence?

Pick up the first sentence chunk. Read the verb. Then act it out for your Learning Guide.

Pick up the second sentence chunk. Read the verb. Then act it out for your Learning Guide.
Pick up the third sentence chunk. Read the verb. Then act it out for your Learning Guide.

Think about the sounds you made. How were they alike? How were they different?

**TEACHING NOTES**

Possible response: The sounds were alike because I made them all with my mouth. They were different because they sounded different. I made them using my mouth in different ways.

**GRAMMAR**

You acted out the verbs in this sentence. This helped you see how the verbs are connected. This helps you understand how ideas are connected.

The author could have just said, “You can make music with your mouth.” Instead, the author told you three different ways to make music with your mouth. This helps you understand there are many ways of making music.

When you hum, sing, or whistle, you are doing the same general action. The general action is making music with your mouth. Can you write a sentence that shows ways of doing another general action?

Think of a general action. This can be talking, walking, eating, or anything else you can think of.

Now think of three ways of doing the general action you picked. Write a sentence listing those ways. Your sentence should look like the one from *Making Music*.

After you write your sentence, answer this question: When would you write about different ways of doing a kind of action?

**TEACHING NOTES**

Your student might write something like, “You can leap or hop or jump.”

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

You can _______ or _______ or _______.

Template key: You can [action 1] or [action 2] or [action 3].

Your student might explain that he or she would write about different ways of doing a kind of action when explaining how to do something.

Ask your student to point to each verb in his or her sentence. Ask your student to describe the function of a verb (to describe an action). Write the verbs from your student’s sentence and add them to your word wall.
GRAMMAR

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

Have your student read the sentence that he or she wrote previously.

Then say, “This sentence shows three ways of doing the same general action. You can act out words to understand their meanings. This helps you see how ideas are connected.”

Then have your student point to each verb in his or her sentence. If necessary, remind your student that a verb describes an action. After your student points to each verb, have him or her act out that verb. After your student has acted out all the verbs, ask him or her to explain how they are alike and different. Your student should recognize that all the verbs describe the same general action but show different ways of doing that action.

You reread Making Music and learned how causes connect to effects. Today, you will reread another part of the text. Then, you will identify key details that help you better understand the text.

As you watch and listen to your Learning Guide reread, think about these questions:

- What is the topic of this part of the book?
- What are some details that go with, or support, the topic?

Now, reread the section “Ways to Play” in Making Music.

TEACHING NOTES

After reading the title of this section, pause to ask your student what the topic of the section will be (ways to play music). Encourage your student to point out details about the topic while reading.

Talk about these questions with your Learning Guide. Tell how you know.

- The author says there are many different ways to play music. What are two ways to play music?
- What details in the text tell you about written music?

TEACHING NOTES

- Answers may include: playing music that has been written down, playing from memory, writing their own music, and making up music as they play.
Written music is made of dots and circle. Those are called notes. They tell the player what sound to play and for how long. The picture on p. 13 shows the notes on long lines. That must be what music looks like when it’s written down.

Last time, you practiced asking questions about the text. Good readers ask and answer questions about key details. If you understand key details, you will understand the book.

You just answered the question, “What are two ways to play music?” That is a question about the main topic of the text. You answered it with two details from the text.

Use the Web A Graphic Organizer to help you remember key details. Complete the Web A Graphic Organizer with your Learning Guide. In the middle circle write “Pages 12–15.” Then add key details from those pages on the lines.

Answers may include: playing music that has been written down, dot or circle in music = note to play, music tells which note, music tells how long to play note for, etc. Remind your student to use the photos and captions when reading for details.

Answers may include: playing music that has been written down, dot or circle in music = note to play, music tells which note, music tells how long to play note for, etc. Remind your student to use the photos and captions when reading for details.

Watch Asking and Answering Questions (01:56) for a review about asking and answering questions while reading a text.

Watch eSpark Learning: Key Details (03:48) for more practice answering questions about a text.

Say the word goat. What letter spells the beginning sound in goat? Yes, the letter g spells the /g/ sound.
Listen to your Learning Guide say *pot* and *got*. How can you change *pot* to *got*? Change the beginning letter to *g*. Try it with *cap*. What’s the new word?

Your Learning Guide will write and say words in your ELA Journal. Say the words. Point to the words with the /g/ sound at the beginning. Circle the letter that stands for the /g/ sound.

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**TEACHING NOTES**

Say each word: *goat*, *pot*, *got*, *cap*. Confirm that *cap* can become *gap*. Write *give-live*, *pet-get*, *hum-gum*, *moose-goose*, *gang-rang*. Confirm that *give*, *get*, *gum*, *goose*, and *gang* have *g* at the beginning.

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In the last lesson part, you read and wrote questions about music. Now, it’s time to find some answers.

You read these questions about pp. 2–7 in *Making Music*. Let’s use the text to try to find out the answers. When you can’t use the text, you sometimes have to look up an answer somewhere else. Sometimes, you can even answer a question just by thinking about what makes sense.

- Why is music important to people? On p. 2, the author writes: "It brings us together and makes our lives more fun." The author answers this question in the text.
- What musical instrument are the girls in the photo on p. 3 playing? The author does not answer this question. You could look online to find out that it’s a Chinese instrument called a *guzheng*.
- Why does the author put labels by the photos on pp. 4–5? The author doesn’t say why. It makes sense that the author wants readers to know the instrument names.

Let’s look at the questions you wrote last time. You have a two-column chart. On the left side, your Learning Guide wrote your questions about the musical instruments on pp. 8–11 in *Making Music*. Work with your Learning Guide to find answers to your questions.

How do you find the answers? First, reread the text. See if the author answers them with words or pictures. If the author does not, do you know an answer that makes sense? If you don’t, look up the answer. You can use books or the internet.

With your Learning Guide, write a *complete sentence* that answers each question. A complete sentence tells about someone or something (the subject) and what happened (the predicate). It has a capital letter at the beginning and a period, question mark, or exclamation mark at the end.

Is this a complete sentence? *Write their own music*. It does start with a capital and ends with a period. But does it have a subject and predicate? No, it doesn’t say who the sentence is about. You can make this sentence complete by adding a subject: *Some musicians write their own music*.

Is this a complete sentence? *That boy can really play the violin!* Yes, it has a subject (that boy) and a predicate (can really play the violin). It starts with capital T and ends with an exclamation point. Now, find answers to your questions. Write them in complete sentences in your ELA Journal.
**TEACHING NOTES**

Be prepared with research tools needed to find answers to your student’s questions. Have your student reread his or her answers to make sure they are complete sentences. Your student's work should:

- answer the questions previously asked about pp. 8–11.
- have a subject and a predicate.
- correctly utilize capital letters and punctuation.

**TEACHING NOTES**

ANOTHER WAY

Complete Sentences: Subject/Predicate

If your student is struggling to create complete sentences with subjects and predicates, review a narrative story your student has already written in his or her ELA Journal.

- Ask your student to highlight the sentences that start with the character’s name.
- Explain that these are usually the subject of a sentence.
- Ask your student to use a different color highlighter and highlight the action the character is doing.
- Explain that these are the predicates/actions.
- Ask your student to do the same with his or her sentences to ensure that both a subject and predicate are in the sentences. Explain a sentence is not complete without both of these parts.

**PHONICS**

CONSONANT BLENDS WITH /L/

Look at the picture card with the slide. The word slide begins with the consonant blend /sl/. Look at the flashlight. What consonant blend do you hear at the beginning of the word? Look at the picture card blue. What consonant blend do you hear at the beginning of the word?

We are going to use letter tiles to build new words.

Make the word lip. Now add an s and change it to slip. Say "/s/ /l/ /i/ /p/ slip."
Take the s out and put a f at the beginning. You now have flip. Say "/f/ /l/ /i/ /p/ flip."
Take the i out and put an a in its place. You now have flap. Say "/f/ /l/ /a/ /p/ flap."
Now make the word *lid* and say "/l/ /i/ /d/ lid."
Add an *s* to the beginning. You now have *slid*. Say "/s/ /l/ /i/ /d/ slid."
Take out the *l* and replace it with an *e*. You now have *sled*. Say "/s/ /l/ /e/ /d/ sled."

### TEACHING NOTES
Copy the letter tiles and cut them apart for this lesson. Assist your student as he or she builds words using the letter tiles. Point out the consonant blends with *l* (sl, fl, pl) in each word. Keep the letter tiles for future lessons.

### PHONICS
**High Frequency Words**
Let's see how many high-frequency words that you can read in a flash!

### TEACHING NOTES
Use the high-frequency word flash card deck to complete this assessment. Ask your student to read each card. Put the words that he or she reads quickly in one pile. Put the words he or she does not know or cannot read quickly in another pile. Practice these words by reviewing the flash cards three times or more a day. If your student is not able to read 75% or greater of the high-frequency words independently and automatically, set aside a few minutes each day to practice the missed words.

### QUICK CHECK
Please go online to view and submit this assessment.

Today, you practiced looking for details and answering questions. Next, you will reread more of *Making Music*. You will practice finding out what the author wants readers to know. You will write more topic sentences about music.
In the last lesson part, you reread *Making Music* and found details to support a topic. Details give the reader more information about a subject. Good readers look at how details are connected so they can understand what the author wants them to know about the topic.

Today, you will reread another part of the text. Then, you will find reasons that support the author’s points. Connecting points and reasons helps readers better understand what they’re reading and why the author wrote the text.

As you watch and listen to your Learning Guide reread, think about these questions:

- What does the author want readers to know about music? How do you know?

Now, reread “It’s Good for Us” and “We Can All Make Music” in *Making Music*.

### TEACHING NOTES

Model reading on p. 16 fluently, paying close attention to each word for accuracy. Have your student practice reading aloud p. 16 with you.

Then, ask your student to decide how the author feels about making music. Is it a good thing or a bad thing? Point out the word *good* on p. 16. Provide the sentence frame, “The author thinks making music is __________ because __________.”
Talk about these questions with your Learning Guide. Use your own words. Tell how you know.

- In “It’s Good for Us,” what important idea does the author want readers to know and remember? In other words, what point does the author make?
- In “We Can All Make Music,” what important idea or point does the author want readers to know and remember?

### TEACHING NOTES

- Making music is good for us and helps us.
- We can make music even without an instrument.

You know that authors use key details to give information about a main topic. When an author makes a point, he or she is telling you ideas about that main topic. For example, one point the author of *Making Music* makes is that you can make music without instruments.

An author supports, or proves, his or her points with details and reasons. For example, in *Making Music*, the author supports the point about making music without instruments by giving examples of how to do so. People can make music by clapping or **stomping** their feet. They can **hum**, sing, or whistle. Those are all key details that support the main topic.

Let’s find reasons that support one of the author’s points. Use a [Main Idea and Key Details Chart](#) to create a **Author’s Point and Reason Chart** to record points and reasons. Write the title at the top: Author’s Point and Reason.

Complete the **Author’s Point and Reason Chart** with your Learning Guide. Reread pp. 16–17, and use the heading and pictures to identify the author’s point. Write “Making music is good for us” in the top box. That is the point the author makes on these two pages.

Think about what details and reasons support and explain this point. The author says that making music exercises our brains. This helps our **memory**. That’s a good reason for thinking that music is good for us! Write this reason in the first box under the point.

What other reason does the author give? Reread to find out. Then, write this reason in the other box to show it supports the author’s point.

### TEACHING NOTES

Second reason: **Making music in a group helps us to work well with other people.**
PHONICS
/g/ Spelled Gg

Look at the picture card. What is in the picture? What letter spells the beginning sound?

Listen to your Learning Guide say word pairs. Which words begin with the letter g sound?

Your Learning Guide will write some letters in your ELA Journal. Write the letter g at the beginning to spell words. Practice spelling the words with letter tiles.

Find some words that begin with /g/ spelled G or g in your self-selected texts. Place sticky notes on the words and share them with your Learning Guide.

TEACHING NOTES

Display the picture card for gum. Confirm letter Gg spells the /g/ sound. Say: coat-goat, gift-lift, bus-Gus, gap-tap, gas-pass. Confirm that goat, gift, Gus, gap, and gas all begin with /g/ spelled g. Write _ot, _ap, _et, _ull, _um. Have your student add g to spell got, gap, get, gull, gum.

Before, you practiced choosing a topic and writing a topic sentence. Topic sentences tell the reader what a text is about. You also wrote a fact about the topic you chose. Facts are key details that provide more information for the reader. Facts also support the main topic. You will write another informative text. First, you will brainstorm a topic.

When authors choose a topic of informational writing, they think about facts they know and have learned. This is because they need to write information, not a story or their own opinion.

Think of music topics you know a lot about. Skim through Making Music. The headings might give you ideas about topics. For example, the heading “Musical Instruments” might remind you of an instrument you play. Examples of topics are “playing the piano” or “famous guitars.”

Make a list of more music topics in your ELA Journal. Choose a new topic and write a complete sentence about it. Remember, your topic sentence should include the topic and tell something about it.

It should be a complete sentence. Here’s an example:

- My topic is drums. My topic sentence is Drums are one kind of musical instrument.
TEACHING NOTES

Provide your student with additional topic ideas to choose from if he or she has difficulty thinking up topics. Examples: using your voice to sing, playing the recorder, what are ankle bells, instruments with strings, music is fun. Model flipping through *Making Music* and brainstorming related topics.

Your student's work should:

- be two sentences long.
- state a distinct topic and a distinct topic sentence.
- be based on fact, not opinion.
- be a complete sentence with a subject and predicate.
- use correct capitalization and punctuation.

PHONICS

PRINT CONCEPTS AND HIGH FREQUENCY WORDS

Today we will read the story *A Home for Flap*. Look at the cover of the story. Who is the author? Who is the illustrator? Let's take a picture walk. Look at each picture. What is happening? Do you see any rebus pictures? The author used rebus pictures to help us read the tricky words. What do you think will happen in the story? Read the story and find out if your prediction was correct.

TEACHING NOTES

Do the picture walk with your student. Encourage him or her to look at each picture and tell you about it. Assist your student in reading the story as needed. Do not jump right in and help at the first sign of confusion. Give your student a moment or two to try to fix errors on his or her own. Use prompts such as "Check the picture," "Try that again," "Did that make sense?" and "Were you right?" at places of difficulty instead of telling your student the word. This encourages your student to be more independent.

Make sure your student is reading left to right, top to bottom, and the left page before the right page. Some children will still have difficulty with this and will need reminders. Does your student point to each word as he or she reads? Encourage your student to point until you are sure that he or she is looking closely at each word and reading each page correctly.

You have reread almost all of *Making Music*. You learned how to use the author's points to determine the author's reason for writing the text. You also came up with a new topic and wrote a sentence about it. Next time, you'll pay extra attention to the pictures and features and how they help readers. You will also write a fact about a music topic.
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Please go online to view and submit this assessment.
Let's Make Music! - Part 6

LEARN

Last time, you reread *Making Music* and found reasons to support points. Today, you will reread the last part of the text. You will relate pictures and words in a text. Good readers pay attention to how words and pictures are connected in a text. They know that pictures can help them understand what is in the words.

As you watch and listen to your Learning Guide reread, think about this question:

- How is this part of the book different?

Now, reread "Make Your Own Drum" in *Making Music*.

Point to each item as your Learning Guide reads its name on pp. 20–21. Point to the numbers as your Learning Guide reads each step on pp. 22–23.

Talk about these questions with your Learning Guide. Use your own words. Tell how you know.

- This part of the book is called a how-to text. What does it tell us how to do, and why are the numbers important? How does the numbered text relate to the pictures?
- The author uses both pictures and labels on pp. 20–21. Are both needed? Tell why or why not.
Let's Make Music! - Part 6

LEARN

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As you watch and listen to your Learning Guide reread, think about this question: 

How is this part of the book different?

Now, reread “Make Your Own Drum” in Making Music.

Point to each item as your Learning Guide reads its name on pp. 20–21. Point to the numbers as your Learning Guide reads each step on pp. 22–23.

Talk about these questions with your Learning Guide. Use your own words. Tell how you know.

This part of the book is called a how-to text. What does it tell us how to do, and why are the numbers important? How does the numbered text relate to the pictures?

The author uses both pictures and labels on pp. 20–21. Are both needed? Tell why or why not.

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The pictures and words in a text are connected. The pictures show what the words tell. Sometimes, the pictures show more information than the words tell.

Look again at the pictures and words on p. 20. Describe the pictures to your Learning Guide one by one. Then, read about each item with your Learning Guide one by one. The words are labels that tell what the pictures show.

Do any of the pictures show more information than the text gives? Look at the picture of the can. It shows that the top needs to be open. The words don’t say that. Do any of the words tell more information than the pictures? Reread the steps and look again at how the pictures are related to the text.

Talk with your Learning Guide about how the pictures and words connect to show how to do something. Record your ideas on a T-Chart. Label it “Pictures and Words Chart” with the headings “Pictures” and “Words.” List the information that is given in the pictures and the information that is given in the words. What do the words tell about the pictures?

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Scribe for your student as he or she shares what the pictures and words describe. Point out when there are differences between the two. For example, the picture shows the can as being open. The text doesn’t say that. But the text does say the can should be made of metal. That idea isn’t clear from the picture alone. Point out how having information from both the words and the pictures is more helpful than learning from just words or just pictures.

To extend this activity, ask your student to analyze pictures and words in his or her self-selected texts. Ask, “How can making connections between pictures and words help you understand your book?” Ask your student to share specific examples of ways the pictures and words connect and work together to build understanding. Write some of these examples in your student’s Reading Log.
You are going to write an informational text about a music topic. Last time, you thought of topics. You chose a topic and wrote a topic sentence. Now, you will write facts that support the topic.

Let's look again at how the author of Making Music wrote about his topic: how people make music. What do you learn about on p. 10? You learn about an instrument, the tribal drums. What do you learn about on p. 14? One way to play music is by memory. Both of these tell details about how people make music.

The book is full of facts, details, and examples that support, or tell more, about this topic. When authors write an informational text, the first step is to choose a topic. The second step is to give details and facts about the topic.

Here is the example topic from last time: drums. A topic sentence is: Drums are one kind of musical instrument. Next, the writer needs to find facts about drums to support the topic.

Can you find a fact about drums in Making Music? Reread p. 10. How can you use what you learn to write a sentence or two with facts about drums?

Here are two examples:

- Some drums are played with drumsticks.
- Some drums are played by hand.

Find the topic and topic sentence you wrote last time about music in your ELA Journal. Read it to your Learning Guide. Now, do the next step in informational writing. Look through Making Music for facts and details about the topic you chose. You can also find information in other places, like books or videos about music. With your Learning Guide, write a complete sentence telling a fact in your own words. You are an informational writer!

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**TEACHING NOTES**

Offer this example: Our topic is ankle bells. Some children play ankle bells. They ring as the children move their feet. Be prepared to provide additional sources of information as needed depending on the topic your student chooses.

Your student's sentence should:

- be factual.
- be related to the topic sentence.
- have a subject and a predicate.
- correctly use capitalization and punctuation.
Today, you reread the last part of *Making Music*. You found connections between words and pictures in the text. Knowing how words and pictures work together can help you better understand what you read. You also practiced writing topic sentences and facts about topics. Next time, you will practice asking and answering questions. You will also find the main topic and key details of a text.

**PHONICS**

**PRACTICE: PRINT CONCEPTS AND CONSONANT BLENDS WITH /L/**

Let's reread the story *A Home for Flap* with your Learning Guide. Be sure to look at each word as you read and check the picture if you need help.

Look at the title of the book. Can you find the word that begins with a consonant blend? The word *flap* begins with a consonant blend /fl/. Reread the story and look for other words that begin /fl/, /pl/, /sl/, /bl/. Make a list of all the words you find in your ELA Journal. Circle the consonant blend in each word.

**TEACHING NOTES**

Encourage your student to read the story independently. Assist him or her as necessary in finding the words in the story that begin with a consonant blend with the letter / and listing the words in the ELA Journal. Make sure that he or she is forming the letters correctly and circling the blend in each word.

**QUICK CHECK**

Please go online to view and submit this assessment.
You have learned how authors of informational texts help readers. You know how to ask questions about a text and find answers within its pages. This skill helps you check your understanding of what you're reading. Now, you will practice making questions.

INTERACTIVE ACTIVITY

It's time to play a game! In this game, you'll put words in the right order to make questions. Click the words to move them into the right order. There is a timer to show how fast you make each question.

Play the Word2Word game.

TEACHING NOTES

Have your student read each word. Encourage your student to look for clues such as question marks and capital letters. Your student may benefit from muting the sound if the timer interferes with success. Repeat as time allows.
PHONICS

CONSONANT BLENDS WITH /L/

Look at the picture card. The word flag begins with the consonant blend /fl/. Say the word and stretch it out. Do you hear the sounds /fl/ /a/ /g/?

Read this sentence: I have a plan.

Look at each word. Which word has a consonant blend? Plan begins with the consonant blend /pl/. Say plan aloud. Do you hear the /pl/ /a/ /n/?

Using your letter tiles, make the words plot, slip, and flat.

Show your Learning Guide the consonant blend in each word and say the word slowly, stretching out the sounds. Can you hear the consonant blend?

TEACHING NOTES

Make copies of the letter tile worksheet and cut into letters. Assist your student as he or she makes each word and says the word out loud. If a review of stretching words is needed, watch this video.

USE

Now, you will read a new text with your Learning Guide. After you read, you will answer two questions.

Before you read, look at the pictures. What do you think this text is about?

Read We Travel with your Learning Guide. Tell your Learning Guide who wrote and illustrated the text.

After you read, discuss the answer to these questions with your Learning Guide:

- What is the text's main topic?
- What words and pictures in the text support the main topic?
- Which details in the text tell you the author's reason for writing it?

Now choose the best answer for each question about the text. Tell your Learning Guide your answers.
USE FOR MASTERY

Look at the picture on page 3. How does this picture connect with the text?

- It shows people traveling on bikes.
- It shows people traveling in a boat.
- It shows people having fun.

Look at page 2. What does the author want us to know?

- People use cars to travel.
- People live in houses.
- People use bikes to travel.
In the last lesson, you read an informational book about different ways people make music. Now, you will read a new informational text about different kinds of clothes. You will identify the main topic and their key details. Good readers pay attention to how details in a text are connected. This helps them understand what a text is about.

Before you read, look through the pictures. What might this text be about? As you read, think about these questions:

- How can readers know this is an informational text?
- What is the topic? What are you learning about it?

Now, read Clothes in Many Cultures, in the Text Collection, with your Learning Guide (pp. 33-51). Tell your Learning Guide who wrote and illustrated the text.
TEACHING NOTES

Read the instruction text to your student. Pause frequently to check your student’s understanding, and rephrase as needed. Guide your student in reading *Clothes in Many Cultures* in the Text Collection. 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.
- As appropriate, have your student repeat after you, whisper-read with you, or choral read with you.

VOCABULARY

**DESCRIBING SIMILARITIES AND DIFFERENCES USING COLOR, SHAPE, AND SIZE WORDS**

In Unit 1: Tell About Your Home, you learned about how to use color, shape, and size words to describe things, and you added many describing words to your word wall. Now you are going to use color, shape, and size words to describe different types of clothes from the story Clothes in Many Cultures.

Look at the pictures in Clothes in Many Cultures. Find a parka on p. 36, a business suit on p. 40, and a kilt on p. 48. In your ELA Journal, write some color, shape, and size words to describe each item of clothing. You can look at the “describing words” section on your word wall for help. For example: Parka: thick, warm, colorful, furry, big

Challenge yourself: Pick two pieces of clothing and look at the describing words you used for each picture. Were any of the words the same? If so, can you make a sentence about how the two clothes are similar? You can use words like both or same to help you.

Were any of the describing words different? If so, can you make a sentence about how the two items of clothing were different? You can use words like but or however to help you.
Main Idea and Key Details Chart

You can use information in a text to identify the main topic. Remember, many writers tell the topic of a book in the title. Sometimes they tell the title on the first page or the beginning of the text. Reread the front cover and p. 34. The title is *Clothes in Many Cultures*. The text and pictures tell about clothes worn around the world. You know the topic is *clothes in different cultures*.

Use a [Main Idea and Key Details Chart](#) to help you identify the main topic and key details. Complete the Main Idea and Key Details Chart. Tell your Learning Guide the main topic. Your Learning Guide will write it in the chart. Reread and use headings and pictures to find the details. Your Learning Guide will record those too.

Talk about these questions with your Learning Guide.

- How can readers know this is an informational text?
- What is the topic? What did you learn about it?
- What details in the text support the topic?

TEACHING NOTES

Assist your student in finding the correct pictures and pages in the book. Remind your student to use the words on the word wall under “describing words” to help as he or she writes words in his or her ELA Journal. If your student struggles to describe a piece of clothing after you remind him or her about the word wall, you can model an example for one of the items of clothing such as, "Kilts are worn around a person’s waist and have stripes."

If your student needs support coming up with sentences about how pieces of clothing are similar and different, you may model an example such as “Both kilts and business suits are worn for formal events. However, business suits are worn around the world and kilts are only worn in Scotland.”

Remember, the main topic of an informational text is what the text is about. Key details support, or tell more about, the main topic. When you said what you learned about clothes in different cultures, you were telling key details.

You can use information in a text to identify the main topic. Remember, many writers tell the topic of a book in the title. Sometimes they tell the title on the first page or the beginning of the text. Reread the front cover and p. 34. The title is *Clothes in Many Cultures*. The text and pictures tell about clothes worn around the world. You know the topic is *clothes in different cultures*.
Your student may identify key details such as these: people wear clothes to keep them warm when it's cold and cool when it's hot; people wear different kinds of work clothes; people dress in fancy clothes for special events.

If finding the main idea of the text is challenging, start by finding the details. Read through the text with your Lesson 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 that 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 these details about? What did we learn all about in this text?" (Answer: All of these details are about clothes in different cultures.)

If your student continues to struggle to find the main idea, model how to use the details to find the main idea. Say, "Let's think about these details from the text. The first detail is telling me that people wear different clothes for different things. The next detail is telling me that some people wear clothes to keep warm, and other people wear clothes to stay cool. We also learned that some people wear certain clothes for work, and certain clothes for different events in their lives. All of these details are telling me that people from different cultures wear different kinds of clothes. That must be the topic, or main idea, of the text!"

/g/ Spelled Gg

Look at the Alphabet Card Gg. The word goose begins with the /g/. Can you hear the /g/ in the words game, gate and rug?

Listen as your Learning Guide reads the poem “Tag, Tag, Tag You’re It.” Look at the title carefully. Can you see and hear the /g/ at the end of the word tag?

Read the poem with your Learning Guide this time and clap your hands when you hear a word with the /g/. Now sing the song.
Think of topics you know about clothes. It’s easiest to write about things you know. One topic could be kinds of clothes children wear. Here are some ideas: clothes for rainy days, summer clothes, clothes for playing sports, or costumes. What other topics can you think of? Tell your Learning Guide.

Now, pick a topic you know about and that is interesting to readers. Make sure your topic isn’t too big, like the story of shoes. Make sure your topic isn’t too small, like putting on mittens. Your Learning Guide will help you write your topic in your ELA Journal. This will be your title. Example: *Rainy-Day Clothes*

What is a topic sentence you can write about your topic? It should be big idea. Example: *On rainy days, people wear clothes that help them keep dry.* Your Learning Guide will help you write your topic sentence in your ELA Journal under your title.

You identified the main topic and key details of a new text. You also wrote a topic sentence of your own. Next, you will learn how to recognize text features and use sources to help add details to your writing.

You have found the topic and some key details of *Clothes in Many Cultures*. This book is an informative text. You will write your own informative text. First, you will choose a topic and write a topic sentence. Good writers include a topic sentence because it tells the reader what the text is about.

Think of topics you know about clothes. It’s easiest to write about things you know. One topic could be kinds of clothes children wear. Here are some ideas: clothes for rainy days, summer clothes, clothes for playing sports, or costumes. What other topics can you think of? Tell your Learning Guide.

Now, pick a topic you know about and that is interesting to readers. Make sure your topic isn’t too big, like the story of shoes. Make sure your topic isn’t too small, like putting on mittens. Your Learning Guide will help you write your topic in your ELA Journal. This will be your title. Example: *Rainy-Day Clothes*

What is a topic sentence you can write about your topic? It should be big idea. Example: *On rainy days, people wear clothes that help them keep dry.* Your Learning Guide will help you write your topic sentence in your ELA Journal under your title.

Help your student brainstorm topics related to clothing that he or she can easily write about. If your student struggles with the topic sentence, model with more examples such as, “Clothes in summer are different than clothes in winter,” or “Costumes are fun to wear.” Remind your student to use a complete sentence.

Your student’s writing should be:

- about a topic related to clothing.
- a complete sentence, including both a subject and a predicate.
- adhere to capitalization and punctuation standards.

You identified the main topic and key details of a new text. You also wrote a topic sentence of your own. Next, you will learn how to recognize text features and use sources to help add details to your writing.

Help your student hear the /g/sound in the words. Read the poem two or three times together and then sing it. The poem is sung to the tune of “Row, Row, Row Your Boat.”

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We Are All Different! - Part 2

Last time, you read Clothes in Many Cultures and identified the main topic and key details. This time, you will reread part of the text. You will learn how to recognize text features. Text features tell us more about what we are reading. Good readers use text features to identify important ideas and relationships in a text.

As you watch and listen to your Learning Guide reread, think about these questions:

- What kinds of pictures are in the text?
- What do they tell me?

Now, reread "Clothes to Wear" in Clothes in Many Cultures, in the Text Collection.

Talk about these questions with your Learning Guide:

- How do the photographs work with the words to tell facts? Give an example.
- How do the map and label on p. 38 connect to the photo on p. 39?
The photos show how people dress in different places. For example, in Australia, ranchers wear boots, jeans, and hats.

The label tells where the people in the picture live. The map shows where that country is located in the world.

Informational texts usually have text features that tell about the topic. This book has several text features. There are photos that show the types of clothes people wear. There are headings, which are the big red words at the top of some pages. Headings tell us what we're going to be reading about in a particular section of the book. This book also has maps that show us where each country is. The maps use labels to show the name of each continent. Do you know other features in other books you've read? Tell your Learning Guide.

Use a T-Chart to remember names of features and what information they tell. Title the T-Chart "Text Features in Clothes of Many Cultures." Label the column on the left "Text Feature." Label the column on the right "Purpose." List the text features you found in the book in the left column. Tell your Learning Guide the purpose of each feature. Put that information in the right column.

Your student may remember seeing text features in other books, such as drawings, charts, and diagrams. Encourage your student to check his or her Reading Log as a reminder of other books he or she has read.

Scribe for your student as he or she names features and explains their purposes. Answers should include: headings—what a section of text is about; photographs—to add details; maps with labels—to identify locations.

PHONICS
Initial and Medial /e/; /e/ Spelled Ee

Look at the picture cards. Say the words for the pictures. Is there the /e/ sound in each word? Say the sounds in the word bed: /b/ /e/ /d/. Say more words with your Learning Guide. Is there the /e/ sound in each word?

Look at more pictures. Sort them into words that have /e/ and words that do not have /e/ in the middle.
You are writing an informative text. Last time, you chose a topic and wrote a topic sentence. Topic sentences tell the reader what they’re reading about. Now, you will use sources to find facts about your topic.

When authors write informative text, they need to look up facts about the topic. This is called doing research. Good writers research carefully to make sure they are finding trustworthy facts to support a topic.

Informational writers research topics using books, magazines, and websites. These are called sources of information. Writers take notes to remember facts after they choose their topic. They take more notes than they think they will need. Having more information than necessary is better than not having enough. It helps writers really understand their topic. It also saves time later. When you have a lot of research, you don’t have to stop writing to do more. As an author writes, he or she chooses which facts to use.

On pp. 36–39 of Clothes in Many Cultures, the author wrote: “Parkas keep people warm on cold days,” and “Sarongs keep people cool on hot days.” She did research and found these facts using a book, magazine, or website.

Imagine your topic sentence is On rainy days, people wear clothes that help them keep dry. What source could you use for facts about this topic? You could use a book about different kinds of weather. You could look at pictures of people wearing raincoats and boots in rainy weather. When you find a fact related to your topic, write a note about it.

Your note might look like this:

rainy weather = boots, raincoats, umbrellas, hats – What to Wear for Weather

Notes don’t have to be written in complete sentences. But make sure to include the name of the source where you found the information. You may want to go back to it for more information, or name it in your text.

Now, use one or more sources to find facts about your topic. Write them down in your ELA Journal.
Today we will read the story Five Bus Stops. You will see many of our high-frequency words in this story. Watch the video with your Learning Guide and review the number words.

Please go online to view this video ▶

Look at the cover of the story. Who is the author? Who is the illustrator? Let’s take a picture walk. Look at each picture. What is happening? Do you see any rebus pictures? The author used rebus pictures to help us read the tricky words. What do you think will happen in the story? Read the story and find out if your prediction was correct.

Do the picture walk with your student. Encourage him or her to look at each picture and tell you about it. Assist your student in reading the story as needed. Do not jump right in and help at the first sign of confusion. Give your student a moment or two to try to fix errors on his or her own. Use prompts such as “Check the picture,” “Try that again,” “Did that make sense?” and “Were you right?” at places of difficulty instead of telling your student the word. This encourages your student to be more independent.
Make sure your student is reading left to right, top to bottom, and the left page before the right page. Some children will still have difficulty with this and will need reminders. Does your student point to each word as he or she reads? Encourage your student to point until you are sure that he or she is looking closely at each word.

You learned how text features help readers better understand what they're reading. You also learned how to research and take notes. Next, you will reread another part of Clothes in Many Cultures and practice asking and answering questions to find key details in the text. This skill will help you better understand the text's main topic. You will also write sentences about facts.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
We Are All Different! - Part 3

Objectives
- Read Clothes in Many Cultures by Heather Adamson.
- Complete a Main Idea Chart.
- Choose a topic and write a sentence.
- Complete a T-Chart.
- Research a fact.
- Record questions and answers in a T-Chart.
- Write a sentence.
- Make text connections.
- Complete a Making Connections Chart.
- Revise to add details.
- Compare and contrast Clothes in Many Cultures with Making Music.
- Write a paragraph comparing two informational texts.
- Complete the Author's Point and Reasons Chart.
- Complete the activity Types of Sentences.

Books & Materials
- Clothes in Many Cultures by Heather Adamson
- ELA Journal
- Reading Log
- Computer
- T-Chart (2)
- Picture cards escalator, bed, dress, cap, tent, web, top, sled, bus, hen, egg, net, elbow, pen, ten, jet, vest, mop, doll, red, net, and fox
- Alphabet letter Ee card

Assignments
- Read Clothes in Many Cultures by Heather Adamson.
- Complete a Main Idea Chart.
- Choose a topic and write a sentence.
- Complete a T-Chart.
- Research a fact.
- Record questions and answers in a T-Chart.
- Write a sentence.
- Make text connections.
- Complete a Making Connections Chart.
- Revise to add details.
- Compare and contrast Clothes in Many Cultures with Making Music.
- Write a paragraph comparing two informational texts.
- Complete the Author's Point and Reasons Chart.
- Complete the activity Types of Sentences.

LEARN

Before, you reread Clothes in Many Cultures and learned about text features. Today, you will reread another part of the text. Then, you will practice using key details to understand the text. Key details give the reader more information about a main topic.

As you watch and listen to your Learning Guide reread, think about this question:

- Why is “Work Clothes” the heading of this section?

Now, reread "Work Clothes" in Clothes in Many Cultures, in the Text Collection.

Talk about these questions with your Learning Guide. Tell how you know.

- What do the workers wear, and why?
- Where in the world do the workers in the pictures live? How do you know?
You just answered two questions about key details in the text. Remember, good readers ask questions about the key details as they read. That helps them understand the text better.

When you think of a question you can’t find the answer to, you can look in other sources, like books and websites. Think about the question, “Do office workers in other countries wear business suits?” First, look back in the text. This text only shows a woman in China wearing a business suit. It doesn't talk about any other countries. Since the answer is not in the text, you need to find the answer in another source. One place to look is on the internet. Ask your Learning Guide to do an online search about what office workers wear in other countries, like Kenya or Costa Rica. Now, try to answer your question.

What questions can you ask about this section? With your Learning Guide, make a T-Chart about your questions and answers. Title the T-Chart “Questions about “Work Clothes.”” Label the left column “Questions.” Label the right column “Answers.” Write at least two questions in the left column, then search for answers. Write those answers in the right column.
PHONICS

Print Concepts and /g/ Spelled Gg

Look at the words got and rug. Do you see the letter g? The g can be at the beginning and the end of a word. Let’s read Five Bus Stops. As you read, look for words that begin and end with g. Write the g words you find in your ELA Journal. Reread the story. The more you practice reading, the better you will get at reading.

TEACHING NOTES

Assist your student as he or she reads and looks for words that have the letter g. Make sure your student is forming the letters correctly. Watch the videos to review correct letter formation.

- lowercase letters
- uppercase letters

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

To learn practice identifying details that don't support a topic, complete the activity in What Doesn't Belong.

To practice choosing details that connect with topics, do this Grouping Words sorting activity.

PHONICS

/e/ Spelled Ee

What is this letter? Ee. What sound does it make?

Share, then listen to your Learning Guide change a word. Now, you try it. Say this word: tan. Say this word: ten. How can you change the word tan to make the word ten?

Listen to your Learning Guide say more words. Clap when you hear a word with /e/ in the middle.

Read some words with /e/. Choose two to write and illustrate in your ELA Journal.
Last time, you used sources to take notes. Those notes were all related to your topic. Today, you will use those notes to add facts and details about your topic. Details help readers understand more about the topic. They also prove the writer's topic statement is true.

Think about the facts the author of *Clothes in Many Cultures* chose to include her book. Every fact she chose supports the main topic of the book. There's no extra, unrelated information. The author chose which facts to include. She also chose the order in which she presented the facts to the reader. She decided what she wanted the reader to know first, next, and last.

Reread p. 34. The author states a topic: “Around the world, everyone wears clothes for work or play.” Later, she gives details about the topic. One detail is people in Kenya wear sarongs to keep cool. This is a fact about wearing clothes for work or play.

Look at your facts about your clothing topic. Which ones do you want to use in your writing? Choose two facts that are interesting and tell more about your topic sentence.

Write two complete sentences that give details about your topics. Use your facts in your sentences. If your topic was what people wear on rainy days, you could write: Sometimes people wear raincoats and rain boots on rainy days. People can also use an umbrella to keep dry.

Make sure to use an uppercase letter at the beginning and a period at the end of each sentence. Sentences that state facts always end with a period. Questions end with a question mark. Sentences with strong feelings end with an exclamation mark. You should not use a question mark or exclamation mark at the end of your fact sentence.
You asked questions about the text, then found answers in the text and in outside sources. You also added facts from your research to your informative text. Next, you will connect ideas and events in a text. You will also revise your writing.
LEARN

GRAMMAR
You have been reading to identify key details in a text. You can break down parts of a sentence to understand the details.

Listen to your Learning Guide read this sentence from Clothes in Many Cultures.

Ranchers wear sturdy jeans when they work outside.

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:

- Ranchers wear
- sturdy jeans
- when they work outside.
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 the clothes ranchers wear.

**GRAMMAR**

Your Learning Guide has broken the sentence into chunks. Read the first chunk. What information does this chunk give you?

The first chunk tells you the sentence is about what ranchers wear. This is the topic of the sentence.

Now read the second chunk. It tells you the item of clothing ranchers wear. They wear jeans. It also includes a word that describes the jeans. Point to the word that describes the jeans. The chunk says the jeans are sturdy. *Sturdy* is an adjective. Adjectives are describing words. This adjective is used to describe the noun *jeans*.

Now read the third chunk. How does the information in this chunk help you understand what the adjective *sturdy* means?

**TEACHING NOTES**

**POSSIBLE RESPONSE**

The chunk is about working outside. If someone is working outside, he or she needs clothes that are tough and strong. I think sturdy means tough and strong.

**GRAMMAR**

You can see that the chunks of this sentence work together to help you understand a detail.

Take the third chunk out of the sentence. Read the new sentence. If you didn’t know what sturdy means, it would be hard to understand the sentence.

Now put the third chunk back. Look at how the author included extra information that helps you understand the word *sturdy*.

Can you write a sentence with an adjective and extra information that helps your reader understand what it means?
Write about something you wear and when you wear it. Use the sentence from *Clothes in Many Cultures* to help you.

After you write your sentence, show your Learning Guide the adjective in your sentence. Then show your Learning Guide what information helps the reader understand what the adjective means.

### TEACHING NOTES

Your student might write something like, “Children wear thick gloves when it is cold outside.”

If your student struggles to come up with a topic for the sentence, ask your student what kind of clothes he or she wears for different activities. Ask him or her to describe those clothes in order to find an adjective.

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

_______ wears _______ _______ when ____________.

Template key: [Person] wears [adjective] [clothing item] when [situation].

Ask your student to point to the adjective in his or her sentence and then explain what information helps the reader understand the adjective. For example, your student would point to the adjective *thick* and explain that “when it is cold outside” is the information that helps the reader understand what *thick* means.

Ask your student to recall the function of an adjective in the sentence (describing a thing). Write your student’s adjective on an index card and put it on your word wall.

### TEACHING NOTES

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

Read this sentence to your student:

Ranchers wear sturdy jeans when they work outside.

Then say, “This sentence uses an adjective to describe something. Point to the adjective. What does it describe?” Your student should point to *sturdy* and say that it describes jeans.

Then say, “Remember that an antonym is the opposite of a word. Can you think of antonyms for *sturdy*?” Your student might list words such as *weak, thin, delicate*, etc.

Ask your student to write a sentence using one of the antonyms he or she listed. The sentence should include information that helps the reader understand the meaning of the word.

Your student might write something like: I wore a thin jacket and got cold.
If your student struggles to write the sentence, prompt your student to ask what happens to things that are weak or thin (adjust prompting based on the antonyms your student listed). Tell your student this is the information he or she can use in the sentence to help the reader understand the meaning of the word.

Before, you reread *Clothes in Many Cultures* and practiced asking and answering questions to learn more about the text's main topic and identify key details. Now, you will reread another part of the text. Then, you will connect ideas and events in the text. Connecting ideas and events helps you understand why things happen the way they do.

As you watch and listen to your Learning Guide reread, think about this question:

- Do any of these clothes look like something you would wear? Which ones?

Now, reread “Traditional Clothes and Your Clothes” in *Clothes in Many Cultures* in the *Text Collection*.

Talk about these questions with your Learning Guide. Tell how you know.

- What do you think brides, grooms, and powwows are?
- What other words are new to you, and how can you learn what they mean?

### TEACHING NOTES

Demonstrate how to make connections between the text and yourself. Say: “The rancher is wearing jeans. I wear jeans, too! But I don't wear them for working on a ranch. I wear them for running errands and doing things around the house.” Then, demonstrate how to make connections between ideas in the text. Say: "I know a bride and groom are people who are getting married. But what is a powwow? The text on p. 46 says people dance at powwows. The boy in the picture on p. 47 is wearing bright clothing with lots of decorations. A powwow must be a special event.”

Good readers ask themselves what unfamiliar words mean. Understanding unfamiliar words can help readers make connections between ideas, words, and their own experiences.
Reread p. 50. Point to the words as you read with your Learning Guide. Remember to read from left to right and top to bottom. Count the words. What is at the beginning of each sentence? Do you see the question? What mark is at the end? Share your answer to these questions with your Learning Guide.

TEACHING NOTES

Confirm that each sentence begins with a capital, or uppercase, letter. Have your student point to the question mark and the period. Ask your student to explain why the marks are different.

As your student reads, help him or her use the Benchmark Vocabulary routine to discover meanings of unfamiliar words such as powwows and kilts. Be sure to discuss the word traditional: something done by a particular group of people for a long time.

TEACHING NOTES

Telling how things are alike and different is one way of making connections. It helps you understand how one idea or thing is related to another. How are the brides and grooms, American Indians, and Scottish men alike? One way is that they all wear traditional clothes at special events. That’s why these facts go together in this section of text.

Use a Making Connections graphic organizer to record connections between facts on these pages. Start with Three Sorting Circles. Write the title “Making Connections” at the top. Then, write ways people and events are alike and different on pp. 44–49.

TEACHING NOTES

Record connections such as these: fancy, colorful clothes; different hats; follow traditions; special events; weddings, dances, parades, and ceremonies; lots of people watch; standing, dancing, and marching. Ask questions such as these: “How do the clothes look alike? How do the clothes look different? How are the events alike? How are the events different?”

PHONICS

/e/ Spelled /e/

Say this word: end. What letter spells the beginning sound? Yes, e spells /e/. Now, add letter b to the beginning. Say the new word: bend. Do you hear the /e/ in the middle?

Make new words by changing the beginning sound of jet. Add: b, l, p, n, m, s, w.

Listen to your Learning Guide say more words. Tell what letters are added to __en and __ed. Spell the words with letter tiles.
Confirm that your student correctly says bet, let, pet, net, met, set, and wet. Say den, men, pen and bed, fed, let, red, wed. Check to be sure your student says the correct letters and spells correctly with the tiles.

PHONICS

/e/ SPELLED Ee

Look at the Alphabet Card Ee. The word escalator begins with the letter e. Can you hear the /e/ sound in the words egg and pet? The /e/ sound can be at the beginning of a word and in the middle. Listen as your Learning Guide reads the poem “Red Sleds.” Look at the title carefully. Can you see and hear the /e/ in the words?

Read the poem with your Learning Guide this time and clap your hands when you hear a word with the /e/ sound. Now sing the song.

Help your student hear the /e/ sound in the words. Read the poem two or three times together and then sing it. The poem is sung to the tune of “Polly Put the Kettle On.” Watch the video for the tune.

Last time, you added two facts to your informational text. Informational texts are based on facts. Facts are details that support a text’s main topic. They provide the reader with information. This time, you will revise your writing. Good writers revise their writing, so their ideas are as clear and interesting as they can be. Adding new information or connections is one way to revise your writing.

Another way to make writing interesting is to add descriptive words. The author of Clothes in Many Cultures uses adjectives to describe clothes: “sturdy” jeans, “fancy” clothes,” and “bright” colors.” This helps the reader picture what the clothes look like.

How can you revise this sentence? Think about how you can make it more interesting or descriptive.

Sometimes people wear raincoats on rainy days.

You can add details: Sometimes, people wear brightly colored raincoats on dark, rainy days.

Reread your sentences from last time. Where can you add more details? Make sure your sentences begin with capital letters.
Tell your student the first step in revising is reading what you've written. Read his or her informational text aloud. Then, read the text again, this time with your student repeating each sentence. Ask your student what he or she thinks of each sentence. Say: "Is this correct? Is there anything else the reader should know?" Guide your student to add more details to the text, such as descriptive words or additional facts. Emphasize how revising by adding details not only adds more information but also makes the text more interesting to read.

Your student's additional sentence(s) should:

- be factual.
- support the main topic.
- include descriptive adjectives.
- have a subject and predicate.
- follow capitalization and punctuation conventions.

You have been writing sentences about your topic. There are different types of sentences. Your writing should change depending on why you're writing the sentence. Figure out which type of sentences are the best for your informational text by watching the BrainPOP, Jr. movie *Types of Sentences* (04:37). Then, try the Easy or Hard Quiz.

This time, you made connections between the text's ideas, words in the text, and your own experiences. Making connections to a text helps you understand what you're reading. You also revised your informative writing by adding additional details. Next time, you will compare and contrast words and phrases in two informational books you have read. You will also write a paragraph to compare and contrast texts.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
We Are All Different! - Part 5

LEARN

Last time, you reread Clothes in Many Cultures. You made connections between the ideas and words in the text and yourself to learn more about what you were reading. Today, you will look at the words from two informational texts to see how they are alike and how they are different. Comparing and contrasting texts helps you understand different perspectives about similar topics.

As you and your Learning Guide reread Clothes in Many Cultures and Making Music, think about this question:

- Which words or phrases are used in both texts?

Now, reread Clothes in Many Cultures, in the Text Collection, and Making Music.

Talk about these questions with your Learning Guide:

- What does the use of the word culture and the phrase around the world in both books tell us about these texts?
- Read p. 6 of Making Music and p. 50 of Clothes in Many Cultures. Why do both authors use the words you and your? How do you know?
These books are about different big topics, clothing and music. They are also alike in some ways. For example, both topics connect with everyone’s culture and are interesting to learn about.

Learning new words and phrases from books helps us become better readers. Good readers understand the words they read. Good readers also look for things that are alike or different in the texts they read. We are looking for words and phrases that are the same in each book. One of the phrases used in both books is around the world. Can you find it in both books? Look on p. 8 in Making Music and p. 34 in Clothes in Many Cultures in the Text Collection. Point to the phrase in each.

Make a T-Chart in your ELA Journal. Label the title Words and Phrases from Texts. Label the left column Phrases and the right column Sentences. Write down the phrase “around the world.” Can you think of a way to use this phrase? Make up your own sentence about something around the world and write it on your chart. Here’s an example: People around the world like to laugh.

Scribe or help your student write a sentence for the phrase around the world. Have your student complete the chart with another phrase from either one or both texts. Words found in both texts include play, everyone, and people. An example sentence might be: People can play music with their hands or their feet.

INITIAL AND MEDIAL /E/

Look at a picture card. What is it? An egg! Listen to the beginning sound: eeeegg. Egg begins with the /e/ sound. Look at another picture card. What is it? Do you hear /e/ at the beginning or in the middle?

Sort more picture cards with /e/. Put words that begin with /e/ in one pile, and words with middle /e/ in another pile, and words with no /e/ in a third pile.

Listen to some words. Clap if they have the /e/ sound. What letter spells the /e/ sound? Ee

Read two sentences. Circle the letter that spells the /e/ sound. Draw a picture for each sentence.

Culture (Clothes in Many Cultures, cover; Making Music, p. 3) is a word used in both books. The phrase around the world (Clothes in Many Cultures, p. 34; Making Music, p. 8) is also used in both books.

Because the books share some words and phrases, I know they have some things in common. They are both about parts of culture in different parts of the world.

The authors are talking to the readers. This is to help readers connect with the text.

These books are about different big topics, clothing and music. They are also alike in some ways. For example, both topics connect with everyone’s culture and are interesting to learn about.

Learning new words and phrases from books helps us become better readers. Good readers understand the words they read. Good readers also look for things that are alike or different in the texts they read. We are looking for words and phrases that are the same in each book. One of the phrases used in both books is around the world. Can you find it in both books? Look on p. 8 in Making Music and p. 34 in Clothes in Many Cultures in the Text Collection. Point to the phrase in each.

Make a T-Chart in your ELA Journal. Label the title Words and Phrases from Texts. Label the left column Phrases and the right column Sentences. Write down the phrase “around the world.” Can you think of a way to use this phrase? Make up your own sentence about something around the world and write it on your chart. Here’s an example: People around the world like to laugh.

Scribe or help your student write a sentence for the phrase around the world. Have your student complete the chart with another phrase from either one or both texts. Words found in both texts include play, everyone, and people. An example sentence might be: People can play music with their hands or their feet.

INITIAL AND MEDIAL /E/

Look at a picture card. What is it? An egg! Listen to the beginning sound: eeeegg. Egg begins with the /e/ sound. Look at another picture card. What is it? Do you hear /e/ at the beginning or in the middle?

Sort more picture cards with /e/. Put words that begin with /e/ in one pile, and words with middle /e/ in another pile, and words with no /e/ in a third pile.

Listen to some words. Clap if they have the /e/ sound. What letter spells the /e/ sound? Ee

Read two sentences. Circle the letter that spells the /e/ sound. Draw a picture for each sentence.

Grade K Calvert English Language Arts 490 Unit 4
Show and say the *egg* and *pen* picture cards. Confirm that /e/ is in the middle of pen. Show these picture cards: *elbow, red, net, ten, escalator, bed, jet, cap, hen, fox*, and *web*. Confirm that *elbow* and *escalator* have /e/ at the beginning, and *red, net, ten, bed, jet, and hen* have /e/ in the middle. Say these words: *deck, rest, clock, yes, shell, bank, tent, stem, block, dress*. Confirm that *deck, rest, yes, shell, tent, stem*, and *dress* have the /e/ sound. Print these sentences in your student’s ELA Journal: *Ten men went to bed. The red hen met a pet.* Check to make sure your student circled every /e/. 

You have already read *Clothes in Many Cultures* and *Making Music*. You have found words and phrases they both share. Now, you will practice comparing how two books are alike and different. This skill is called compare and contrast. Comparing and contrasting two texts helps readers understand how different authors view topics in different ways.

When we compare, we tell how two things are alike. When we contrast, we tell how two things are different.

Think about how each author uses the word *culture*. The title of one text is *Clothes in Many Cultures*. On p. 3 of *Making Music* we read, “*Every culture has its own music.*” These books are alike because the topics of both are a part of every culture.

Read the section *Instruments Around the World*, pp. 8–11 in *Making Music*. Read the section *Traditional Clothes*, pp. 44–49 in *Clothes in Many Cultures* in the *Text Collection*. Compare and contrast these sections with your Learning Guide. How are they alike? How are they different?

You can compare and contrast the details in the books. You can also compare and contrast features such as pictures, labels, and headings.

Now, write a compare-and-contrast paragraph about *Making Music* and *Clothes in Many Cultures*. First, tell your Learning Guide how the books are alike in two ways. Then, tell two ways they are different.

Scribe your student’s paragraph, rereading as necessary to determine two similarities and two differences. Similarities may include these: Both texts show parts of culture from around the world. They talk about how things are used in different places. Both texts use labels to tell what the pictures mean. Differences may include: *Clothes in Many Cultures* is about what people wear. *Making Music* is about how people use their bodies and instruments to make music around the world. *Clothes in Many Cultures* includes maps to show the reader where each country is. *Making Music* does not have any maps.
Your student's paragraph should:

- include two similarities and two differences between the texts.
- be accurate.
- be written in complete sentences.
- adhere to capitalization and punctuation conventions.

**ANOTHER WAY**

Some of the words and phrases in these books might be ones that you have just learned. That could mean that using them in new sentences can be challenging. If you find it challenging to use these words and phrases in new sentences, start with defining each word or phrase. That means you say it in your own words!

**TEACHING NOTES**

If your student is struggling to use the similar words and phrases in new sentences, make sure your student can define the phrases in his or her own words first.

Say:

A phrase in both books is around the world. What does that mean? (Possible answer: Around the world means in lots of places throughout the world.)

A word in both books is play. What does that mean? (Possible answer: Playing is something kids usually do. It's how we have fun. We can play games or play with toys or other people.)

**PHONICS**

**PRINT CONCEPTS AND HIGH FREQUENCY WORDS**

Today we will read the story *The Red Sleds*. You will see many of our high-frequency words in this story. Watch the video with your Learning Guide to review the words.

Please go online to view this video ▶

Look at the title *The Red Sleds*. Look at the cover of the story. Who is the author? Who is the illustrator? Let’s take a picture walk. Look at each picture. What is happening? Do you see any rebus pictures? The author used rebus pictures to help us read the tricky words. What do you think will happen in the story? Read the story and find out if your prediction was correct.
Watch the video to review high-frequency words (also known as sight words).

Do the picture walk with your student. Encourage him or her to look at each picture and tell you about it. Assist your student in reading the story as needed. Do not jump right in and help at the first sign of confusion. Give your student a moment or two to try to fix errors on his or her own. Use prompts such as “Check the picture,” “Try that again,” “Did that make sense?” and “Were you right?” at places of difficulty instead of telling your student the word. This encourages your student to be more independent.

Make sure your student is reading left to right, top to bottom, and the left page before the right page. Some children will still have difficulty with this and will need reminders. Does your student point to each word as he or she reads? Encourage your student to point until you are sure that he or she is looking closely at each word.

You have practiced comparing and contrasting two texts. You are a skilled reader of informational text! Next time, you will read to connect reasons to points an author makes in a text. You will also write facts from the texts about music and clothes around the world. Taking notes will help you remember what you've read.

Quick Check

Please go online to view and submit this assessment.
Before, you made connections between Clothes in Many Cultures and Making Music. Today, you will identify the reasons an author uses to support his or her points. Good readers think carefully about the reasons an author gives for a point. This helps them figure out if the point is well supported.

Flip through both texts. Look at the pictures and read words to remember what you learned about clothes and music. Think about these questions:

- What is the big idea in each text?
- What reasons support the big idea in each text?

Now, reread with your Learning Guide Clothes in Many Cultures, in the Text Collection, and Making Music.

Talk about these questions with your Learning Guide. Tell how you know.

- What reasons support the big idea in Making Music?
- What reasons support the big idea in Clothing in Many Cultures?
LEARN
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Talk about these questions with your Learning Guide. Tell how you know.
What reasons support the big idea in Making Music?
What reasons support the big idea in Clothing in Many Cultures?

Both authors include main points or main ideas about their topics. They use details and reasons to support those ideas. Main ideas are what the author is trying to prove or get the reader to understand. Details and reasons support the author's ideas.

Reread pp. 2–3 of Making Music. The author tells her main point: “Music is an important part of our lives.”

Use a Main Idea and Key Details Chart to create an Author’s Point and Reasons Chart to record an author’s main point and reasons that support the main point. The author’s main point is that music is important. What reasons does the author of Making Music give to prove that music is an important part of our lives?

Fill in the Author’s Point and Reasons Chart with your Learning Guide. Then, make another chart for Clothing in Many Cultures.

Label the title Reasons to Support Author’s Point. Label the top box Author’s Point and write Music is important. Label the supporting boxes Reasons. Reasons should include: brings us together, makes life more fun, is part of every culture. Assist the student to complete another organizer for Clothing in Many Cultures. Main point: Everyone around the world wears different clothes for different reasons. Reasons: people dress for the weather, people dress for work, people dress for special times.
Clothing in Many Cultures

Before you write, remember how to write sentences correctly. Read these sentences:

1. The author of the book includes main points or main ideas about their topic. They use details and reasons to support those ideas. Main ideas are what the author is trying to prove or get the reader to understand.

2. Today, you connected authors' reasons to the points they made in their texts. The points are main ideas, and the reasons are details that support those reasons. Now, you will write sentences about details you learned from each text. Writing about the ideas in a text helps you really think about how those ideas are connected.

3. Let's review letter sounds today. Play the game "Pack Up the Skills" with your Learning Guide. To play, look carefully at each box. Click or tap on each picture to hear the word that goes with that picture. Drag each box under the tube that makes the most sense. Click or tap "ready" to send the boxes on their way.

4. Help your student hear the /e/ sound in the words. Read the poem two or three times together and then sing it. The poem is sung to the tune of "Baa Baa Black Sheep." Watch the video for the tune.

5. Play the game "Pack Up the Skills" with your student to review beginning sounds. Note any difficulty he or she has completing the task and review sounds as needed.

6. Today, you connected authors' reasons to the points they made in their texts. The points are main ideas, and the reasons are details that support those reasons. Now, you will write sentences about details you learned from each text. Writing about the ideas in a text helps you really think about how those ideas are connected.
Before you write, remember how to write sentences correctly. Read these sentences:

- We will go to China.
- Will I pack my bag soon?
- I will pack it now.
- This trip will be great!

Point to the capital letters. Why is I capitalized in the second sentence? That’s right! The pronoun I is always written with an uppercase I. Point to the end punctuation marks. Tell your Learning Guide why they are different.

What kinds of sentences did you read in Making Music? Try to find all three kinds of sentences.

Both texts you read are full of facts. Facts can be proved to be true. You are going to write facts about different cultures.

What facts do you remember from Making Music? Make a list with your Learning Guide in your ELA Journal. Are there any facts you listed that are not about music in different cultures? Cross those out. Now, do the same thing with facts from Clothes in Many Cultures. Be sure to cross out any facts that aren’t about clothes in different cultures.

Now, choose a fact from each list about the topic of different cultures. Write a sentence about each fact. One sentence should be about music in different cultures. The other sentence should be about clothes in different cultures. Remember to use an uppercase letter at the beginning and a period at the end. If there are any facts that don’t relate to the topic, cross them off the list.

Scribe or assist your student in writing the titles of each book and listing facts in his or her ELA Journal. Then, support your student as he or she writes factual sentences about each. Check to be sure capitalization and punctuation rules are followed.
Your student's sentences should:

- Be factual.
- Support the topic of different cultures.
- Have a subject and a predicate.
- Use capitalization and punctuation conventions.

Today you looked at the reasons an author gives for points in a text. You also wrote facts about different cultures. Next, you will show what you know about writing sentences with correct punctuation.

☑ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
LEARN

INTERACTIVE ACTIVITY

Last time, you wrote sentences with a fact about music and a fact about clothing you learned from the texts. Now, you will do an activity to help you show what you know about writing sentences correctly.

Complete the BrainPOP Jr. activity Types of Sentences.

TEACHING NOTES

Click the Activity button and print the sheet that appears. Read the sentences and directions aloud. Check for accuracy.
You have learned how to write complete sentences correctly. Today, you will answer some questions about writing sentences.

**USE FOR MASTERY**

Choose the correct punctuation to end each sentence.

- *Can I play outside?*
- *Is he excited?*
- *The cat is gray.*

Choose the right word for the sentence.

- *My sister and ___ like the beach.*
- *___ you have a pet?*
Unit Quiz: Reading About the World and Each Other

TEACHING NOTES

Some of the questions on this quiz require the student to listen to sounds or words. Read the following slowly and carefully to your student:

- Question 8: Which sentence exactly matches the following sentence? "My cat is very big."
- Question 9: Choose the word "star."
- Question 10: Listen to this sentence: "Emily has a cat." Which shows how this sentence should be written?

UNIT QUIZ

Please go online to view and submit this assessment.