Grade K
English Language Arts
with Additional Supports
2020
Part B
# Table of Contents

## Lessons

### Unit 5 - Knowing About Patterns and Structures
- Project: Knowing About Patterns and Structures ................................................................. 505
- Flowers Grow from Seeds ...................................................................................................... 507
- Let’s Visit Jack’s Garden ....................................................................................................... 550
- Plant Patterns .......................................................................................................................... 586
- Super Swirls ............................................................................................................................. 630
- Show: Knowing About Patterns and Structures ....................................................................... 655
- Unit Quiz: Knowing About Patterns and Structures ............................................................... 661

### Unit 6 - Exploring Communities
- Adventures in Town .............................................................................................................. 665
- Places to Go .............................................................................................................................. 707
- Walking in the City .................................................................................................................... 737
- The City Never Sleeps .............................................................................................................. 775
- Unit Quiz: Exploring Communities ....................................................................................... 803

## Appendix*
- Assessment/File Upload Form ................................................................................................. 807
- Project Rubrics .......................................................................................................................... 809

## Worksheets
- Cause-and-Effect Chart .......................................................................................................... 813
- Comparison Chart .................................................................................................................... 814
- Drawing Conclusions ............................................................................................................... 815
- Four-Column Chart .................................................................................................................. 816
- Key Events Chart ..................................................................................................................... 817
- Main Idea and Key Details ....................................................................................................... 818
- Sequence Chart ....................................................................................................................... 819
- Story Sequence Chart .............................................................................................................. 820
- T-Chart ..................................................................................................................................... 821
- Three Sorting Circles Graphic Organizer ................................................................................ 822
- Three Column Chart ............................................................................................................... 823

*The Assessment/File Upload Form and many worksheets in the appendix will be used multiple times throughout this course. Please make additional copies of these pages.
Project: Knowing About Patterns and Structures

Books & Materials
- ELA Journal
- Reading Log
- Computer
- Two patterns previously selected
- Student sentences describing the patterns
- Illustrations of the two patterns
- Paper and drawing materials

PROJECT DESCRIPTION

Have you ever noticed patterns all around you? A pattern happens when something repeats. There are patterns in rhyming words in poems. There are patterns in the petals of a flower. Maybe the kinds of houses in your neighborhood make a pattern. Patterns are everywhere! In this project, you are going to find some patterns in your life and write about them. With your learning guide, you will think about what patterns you see. Then, you will write sentences to describe them. Finally, you will make your own pattern!

Now, watch the video: *Scratch Garden: Patterns* (02:30). It will show you how to look for different patterns.

Please go online to view this video

TEACHING NOTES

After watching the video, your student should understand that patterns can be made using many colors, numbers, shapes, and letters. Patterns in the video include repeated patterns of: red/blue; 633; triangle, circle, square shapes; AABB.

Do you ever line up colored blocks or other toys to make a pattern? In this unit, you will be learning about patterns. They are all around you! Be on the lookout for two patterns that you like. For your project, you will write about them. You will also make a pattern of your own.

Here is what your project needs to include:

- two different patterns
- sentences that describe the two patterns
- drawings of the two patterns
- ideas for your own simple pattern
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 identify two distinct patterns and write sentences about each of them. Students may find pictures online or draw examples of the two patterns they describe. The student will also create an original pattern and write a sentence to describe it. The new pattern should be illustrated in the same manner as the previous two patterns. Your student is expected to write complete descriptive sentences. Each description should match the pattern it describes. This will include accurate descriptions of shapes, colors, and sequence in the patterns. Conventions of standard English should be followed.

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

COLLABORATION

After completing the project, you can share your patterns with your group. Your Learning Guide can help you. This a good time to look for other patterns you like.

RATE YOUR EXCITEMENT

Please go online to view and submit this assessment.
LEARN

LEARN ABOUT...

HOW SEEDS GROW

You will be reading a fictional, or made up, story about a tiny seed that grows into a large plant. Before you read this story, take a minute to watch the video, "How does a Seed Become A Plant," that explains how a seed grows into a plant.

Please go online to view this video ▶

In this video, you learned the different parts of the seed and how the seed coat protects the tiny plant inside the seed until it is ready to grow. You also learned what a seed needs in order to grow and what parts of the plant grow first.

After watching the video, see if you can answer these questions about seeds growing into plants. Tell your answers to your Learning Guide.

1. What three things does a seed need to grow into a plant?
2. What is the first part of the plant to grow?
3. How does the root help the plant survive?
4. What is the shoot of the plant?

**TEACHING NOTES**

Your student will be watching a video to learn about how a seed becomes a plant because in this lesson your student will read a story about a tiny seed and how that seed is able to survive and grow into a plant. Before watching the video, ask your student if he or she knows what a seed is. Ask your student to tell you what he or she knows about how a seed grows into a plant and what a seed needs in order to grow. Your student should watch the video to learn the answers to these questions and/or confirm his or her understanding of how a seed grows into a plant.

After watching the video, your student should be able to answer the following questions:

1. What three things does a seed need to grow into a plant? (A plant needs water, the right temperature, and light.)
2. What is the first part of the plant to grow? (the root)
3. How does the root help the plant survive? (The root gets the plant water and keeps the plant from falling over or blowing away.)
4. What is the shoot of the plant? (the part that grows from the top and pops out of the ground)

In this unit, you will learn about patterns that are everywhere around you. In this lesson, your Learning Guide will read you a story about a tiny seed. In the story, the seed looks for the best place to grow. You will describe the characters, setting, and events in the story. Good readers identify these story elements to understand how they work together in a story.

Before you read, look at the front cover of the book. Point to the title and the author’s name. Read them aloud with your Learning Guide. Next, find the title page in the book.

Now, think about these questions as you listen to your Learning Guide read:

- Who is the main character?
- What happens to the main character in the story?
Now, listen as your Learning Guide reads *The Tiny Seed*

**VOCABULARY**
- tiny
- sails
- strong
- rays
- drifts
- pushes
- settle
- burst
- far
- near
- shakes

**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 Tiny Seed*. 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.

Tell your Learning Guide the answer to these questions. Look back at the story and pictures to help you.

- How does being tiny help the tiny seed?
- What does the tiny seed finally become?

**TEACHING NOTES**

**ANSWERS**
- Because it is tiny, the seed does not get eaten by the bird or the mouse.
- The tiny seed becomes a tall plant with a giant flower.
PHONICS

/J/ SPelled JJ

Look at the Alphabet Card Jj. The picture is of a jacket. Say the word jacket. Can you hear the /j/ sound?

We are going to read and sing a song. Listen and point to the words as your Learning Guide reads the song “Jill Jones Was a Juggler.” Read it together again. Do you see any words that begin with Jj? Write the Jj words you find in your ELA Journal. Sing the song and listen to the /j/ in the words that begin with Jj.

PHONICS

INITIAL /J/

What is on the picture your Learning Guide is holding? What sound does the word start with? Now, listen as your Learning Guide pronounces word pairs. Repeat those words. Which ones begin with the same sound as that word in the picture?

TEACHING NOTES

Display the picture card jet. Your student should identify the picture as a nest; the beginning sound /j/. Use word pairs jet-met, jack-pack, joke-poke, jump-pump, joy-boy.

You have read a story about a seed's long journey. Authors write different types of texts. One type of text is a storybook. A story has characters, settings, and events. Readers can look for these to tell if a text is a storybook.

You can use an Elements of a Story chart to show story characters, settings, and events. Start with a Sequence of Events chart. For example, look at pp. 4–5 of The Tiny Seed. Use the words and pictures to find out the setting of the story. Write what you find in the part of the chart labeled Setting. The setting changes as the seed travels. What other settings do you find? Next, who are the characters in The Tiny Seed? What are four big events that happen to the little seed? Work with your Learning Guide to complete the Elements of a Story chart.
Have your student draw, dictate, or write details of the characters, setting, and events on the chart. See the completed chart below.

### Elements of a Story

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
</tr>
<tr>
<td>the tiny seed</td>
</tr>
<tr>
<td>the other seeds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Events</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First</td>
<td>The wind blows the seeds through the air.</td>
</tr>
<tr>
<td>2. Next</td>
<td>Some seeds land on the ground and grow into plants. Some seeds don’t.</td>
</tr>
<tr>
<td>3. Then</td>
<td>The tiny seed grows into a tall plant with a huge flower.</td>
</tr>
<tr>
<td>4. Last</td>
<td>The wind blows the flower’s seeds through the air.</td>
</tr>
</tbody>
</table>

You read a story about a tiny seed looking for a place to grow. What is your opinion of the tiny seed? Remember: an opinion is what you think or feel about a topic. Opinions should be supported by details and reasons.

Tell your Learning Guide what you think or feel about the tiny seed. Use evidence in the text to support your opinion. Then, write a sentence that tells your opinion and sentence that tells a reason in your ELA Journal.

### TEACHING NOTES

Have your student write or dictate an opinion and a reason for the opinion. Sample answer: *I think the tiny seed is brave. It keeps going and does not seem scared.*
You looked closely at the elements of a story. You wrote an opinion about the main character of the story. Next time, you will look more closely at the words and pictures in the story. You will also write another opinion about the story.

☐ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Flowers Grow from Seeds - Part 2

Last time, you looked at the story elements of *The Tiny Seed*. This time, you will look more closely at the words and pictures in the story. Good readers think about what the pictures in a story show. They know it helps them understand the details in the words of a story.

Next, you will listen to the first few pages of *The Tiny Seed*. You will use words and pictures in the story to tell about what happens in the story.

As your Learning Guide reads, look at the words and pictures. Think about these questions as you listen:

- How do pictures help you understand the story?
- Where do the seeds go?

Listen and follow along as your Learning Guide reads pp. 4–9 of *The Tiny Seed*. 
LEARN

Last time, you looked at the story elements of *The Tiny Seed*. This time, you will look more closely at the words and pictures in the story. Good readers think about what the pictures in a story show. They know it helps them understand the details in the words of a story.

Next, you will listen to the first few pages of *The Tiny Seed*. You will use words and pictures in the story to tell about what happens in the story.

As your Learning Guide reads, look at the words and pictures. Think about these questions as you listen:

- How do pictures help you understand the story?
- Where do the seeds go?
- What happens to the other seeds? Point to the pictures that show this.

ANSWERS

- The wind carries the seeds.
- The picture on p. 4 shows that something is making the seeds fly through the air. It is also bending the trees and grass.
- Pictures on pp. 7 and 9 show the sun that burns up a seed and the snow that keeps the other from growing.

You can use a Three-Column Chart to show how the pictures in *The Tiny Seed* go with the words. Look at the words and pictures on pp. 4–5, pp. 6–7, and pp. 8–9. Use the chart to answer these questions: What do the words say? What do the pictures show? How do the pictures and words go together?
Encourage your student to read the first two sentences on p. 4 aloud. Have your student point out the spaces between the words. Ask your student what words are made up of (letters). Then, have your student follow along as you read pp. 4–9 aloud. Allow your student time to explore the illustrations.

Tell your Learning Guide the answer to these questions:

- What carries the seeds across the land?
- How does the picture on p. 4 help you see the wind?
- What happens to the other seeds? Point to the pictures that show this.

**ANSWERS**

- The wind carries the seeds.
- The picture on p. 4 shows that something is making the seeds fly through the air. It is also bending the trees and grass.
- Pictures on pp. 7 and 9 show the sun that burns up a seed and the snow that keeps the other from growing.

You can use a Three-Column Chart to show how the pictures in *The Tiny Seed* go with the words. Look at the words and pictures on pp. 4–5, pp. 6–7, and pp. 8–9. Use the chart to answer these questions:

- What do the words say?
- What do the pictures show?
- How do the pictures and words go together?

Write the phrases your student dictates to you. Your student's completed chart should look something like this:

<table>
<thead>
<tr>
<th>Words</th>
<th>Picture</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>wind blows seeds; one seed is tiny</td>
<td>wind blows trees, grass, seeds; tiny seed behind others</td>
<td>shows characters, settings, events that the words tell about</td>
</tr>
<tr>
<td>one seed gets too close to sun, burns up; others fly on</td>
<td>sun's rays burn up seed; tiny seed behind others</td>
<td></td>
</tr>
<tr>
<td>one seed lands on icy mountain; others fly on</td>
<td>seed on icy mountain; tiny seed behind others</td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING NOTES**

Write the phrases your student dictates to you. Your student's completed chart should look something like this:

<table>
<thead>
<tr>
<th>Word and Picture Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>wind blows seeds; one seed is tiny</td>
</tr>
<tr>
<td>one seed gets too close to sun, burns up; others fly on</td>
</tr>
<tr>
<td>one seed lands on icy mountain; others fly on</td>
</tr>
</tbody>
</table>

**ANOTHER WAY**

If explaining the relationship between the text and the illustrations is challenging, work with your Learning Guide to practice on pp. 4-5. Then try by yourself!

**TEACHING NOTES**

If your student is struggling to explain the relationship between the pictures and the words, model for him or her what it sounds like to explain how the words and pictures go together.

Go to p. 4 and read the text on the page. Model adding to the chart that the wind is blowing, there are seeds moving through the air, and one seed is tiny.

Think aloud as you look at the picture on p. 5. Say, “I can see in this picture that the trees are moving because of the strong wind. I can see there is grass on the land. I can see that the tiny seed is behind the other seeds. I will add that to the chart also.”

Now model finding the connection between the words and the pictures. Say, “I know that the words and the pictures help me understand the story. Let me think about what I learned from the words and pictures here. I learned about the setting of the book, and I learned about the character!”
If explaining the relationship between the text and the illustrations is challenging, work with your Learning Guide to practice on pp. 4-5. Then try by yourself!

If your student is struggling to explain the relationship between the pictures and the words, model for him or her what it sounds like to explain how the words and pictures go together.

Go to p. 4 and read the text on the page. Model adding to the chart that the wind is blowing, there are seeds moving through the air, and one seed is tiny.

Think aloud as you look at the picture on p. 5. Say, “I can see in this picture that the trees are moving because of the strong wind. I can see there is grass on the land. I can see that the tiny seed is behind the other seeds. I will add that to the chart also.”

Now model finding the connection between the words and the pictures. Say, “I know that the words and the pictures help me understand the story. Let me think about what I learned from the words and pictures here. I learned about the setting of the book, and I learned about the character!”

Have your student fill out the chart for pp. 6-7. If your student continues to struggle, ask guiding questions and remind him or her about your model.

Read the text on p. 6 and say, “What did you hear in the text? Add that to the chart.”

Look at the picture on p. 7 and say, “What do you see in the picture? Add that to the chart.”

To find the relationship between the words and the pictures, ask, “What part of the story did we learn from these words and pictures?” (Answer: We learned about an event; we learned about what the tiny seed is doing.)

**PHONICS**

Say the word *yellow*. Spell *yellow* aloud for your Learning Guide. Listen to the beginning sound. Next, say and spell the words *blue, green, and have*. These are words you will read many times. Now, use the words to complete these sentences. Write the sentences in your ELA Journal.

*I see a _____ sky. We _____ an apple tree. The leaves are ______. The sun is _____.*

**TEACHING NOTES**

Have your student complete and read the sentences aloud. Then, have your student draw a picture to show what the words mean.

**PHONICS**

**PRACTICE: INITIAL /j/**

Look at the Picture Card. What is the picture? The word *jet* begins with the /j/ sound. Say /j/ and then /et/. Put the sounds together and you have the word jet. Can you hear the /j/? Look at the Picture Cards *jet* and *jam* with your Learning Guide.

**TEACHING NOTES**

Assist your student in hearing the /j/ at the beginning of each word. Continue the procedure for the words jug and jam.

/j/-/ug/  jug

/j/-/am/  jam
Please go online to view and submit this assessment.

Listen to and watch the video: How Seeds Move (04:25). How do the pictures relate to the words? Discuss this with your Learning Guide.

Please go online to view this video ▶

You have learned that in opinion writing, writers tell what they think or feel about something. Opinions often begin with I think or I feel. Now, you will tell your opinion about part of The Tiny Seed. You will give a reason for your opinion.


Sample answers: The beginning of the book is good. It makes me want to read the rest of the story. / This section of the book is exciting. It shows that the tiny seed's journey is dangerous. Help your student as needed with writing down his or her response to questions about pp. 4–9.

ANOTHER WAY

OPINION WORDS

If your student is struggling to use words other than good and bad when expressing his or her opinion, help him or her make a list of words to use by finding synonyms. For example, make a two-column chart and title one side “good” and the other “bad.” Under “good,” write the words excellent, enjoyable, wonderful, pleasing. Under “bad,” write the words awful, terrible, unpleasant, boring. Explain to your student that synonyms are words that have almost the same meaning. Finding synonyms for some words that are used too much, such as good and bad, makes writing stronger.
You looked at how words and pictures work together to tell a story. You wrote an opinion about the story and gave a reason for your opinion. Next time, you look more closely at major events in the story. You will also write more opinions and reasons.
Before, you saw how words and pictures work together to tell a story. This time, you will look at how events are told in order in a story.

When you identify events and their order in a story, you are finding a pattern in the story. Remember: patterns are all around you. You’ll be looking for patterns to complete your "Writing About Patterns" project. Finding patterns in a story will help you understand it better.

Your Learning Guide will read pages from The Tiny Seed. As your Learning Guide reads, follow along. Think about this question as your listen:

- What happens to the seeds next?

Now, listen to your Learning Guide read p. 10–15 of The Tiny Seed.
LEARN

Before, you saw how words and pictures work together to tell a story. This time, you will look at how events are told in order in a story.

When you identify events and their order in a story, you are finding a pattern in the story. Remember: patterns are all around you. You'll be looking for patterns to complete your “Writing About Patterns” project. Finding patterns in a story will help you understand it better.

Your Learning Guide will read pages from The Tiny Seed. As your Learning Guide reads, follow along.

Think about this question as your listen:

What happens to the seeds next?

Now, listen to your Learning Guide read p. 10–15 of The Tiny Seed.

Objectives

- To identify common types of texts
- To identify major events in a story
- To use key details to understand a text
- To write an opinion sentence
- To support an opinion with reasons
- To identify and say initial /w/ sound
- To spell the /w/ sound Ww

Books & Materials

- The Tiny Seed by Eric Carle
- ELA Journal
- Reading Log
- Computer
- Sequence of Events chart
- Three-Column chart
- Two-Column chart
- Two Sorting Boxes chart
- Picture cards: jet, web, box, fox, cap, six, pen, ox, ten, map

Assignments

- Read The Tiny Seed by Eric Carle.
- Complete an Elements of a Story chart.
- Write an opinion about a story character.
- Complete a Word and Picture Details chart.
- Watch the How Seeds Move video.
- Write and support an opinion with reasons.
- Complete a Major Events in the Story chart.
- Play the “Picture Sequencing” game.
- Write an opinion about story illustrations.
- Complete a Multiple-Meaning Word chart.
- Revise and edit an opinion sentence.
- Publish an opinion sentence.
- Complete a Questions and Answers chart.
- Write a new opinion sentence.
- Complete a Story Word Sort chart.
- Support an opinion sentence with reasons.

TEACHING NOTES

Briefly review what has happened so far in the story. Then, read aloud pp. 10–15. Encourage your student to read along silently, 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.)

Tell your Learning Guide the answers to these questions:

- What happens to the first two seeds in this part of the story?
- Why do the other seeds keep flying?

ANSWERS

- The first seed falls in the ocean and drowns. The second falls onto the desert and cannot grow. Have your student point to where each event happens.
- The wind pushes the other seeds on.

A writer tells about major events in a story in order, or sequence. The writer tells what happens first, next, then, and last. You can use a Sequence of Events chart like this to show the order of events in The Tiny Seed. Look at pp. 10–11. What happens first in this part of the story? Write this down on your chart. Now, look at pp. 12–13. What happens next? What happens on pp. 14–15? Work with your Learning Guide to complete the chart. Don’t forget to fill in the boxes labeled Characters and Setting.
Tell your Learning Guide the answers to these questions:

- What happens to the first two seeds in this part of the story?
- Why do the other seeds keep flying?

**ANSWERS**

- The first seed falls in the ocean and drowns.
- The second falls onto the desert and cannot grow.
- Have your student point to where each event happens.
- The wind pushes the other seeds on.

A writer tells about major events in a story in order, or sequence. The writer tells what happens first, next, then, and last. You can use a **Sequence of Events chart** like this to show the order of events in *The Tiny Seed*. Look at pp. 10–11. What happens first in this part of the story? Write this down on your chart. Now, look at pp. 12–13. What happens next? What happens on pp. 14–15? Work with your Learning Guide to complete the chart. Don't forget to fill in the boxes labeled **Characters** and **Setting**.

Work with your student to fill in the chart. Ask guiding questions to help him or her pinpoint the major events. Your student's completed chart should look something like this:

**TEACHING NOTES**

For more practice with sequencing, play the Picture Sequencing game. You will number the pictures to show in what order events happened.

**INTERACTIVE ACTIVITY**

**PHONICS**

**INITIAL /W/**

What is on the picture card your Learning Guide is holding? What sound does the word start with? Now, listen as your Learning Guide pronounces word pairs. Repeat those words. Which ones begin with the same sound as that word in the picture?
Writers can tell their opinion about parts of a book. For example, they can tell what they think about the characters, the settings, or an event. Writers always give reasons for their opinion.

Writers follow a set of steps when they write an opinion. First, they plan. They decide what their topic is, characters, the settings, or an event. Then, they write.

Look at the illustrations on pp. 10–15 of The Tiny Seed. Which one is your favorite? Why? Tell your Learning Guide. Then, write your opinion and reasons. Use this sentence frames: My favorite picture is _____ because _____.

Sample answer: My favorite picture is the picture of the bird because the bird is so big and colorful. When your student has completed the opinion sentence, review which part is the opinion and which part is the supporting reason.

ANOTHER WAY

TOPIC AND OPINION

If your student is struggling to understand the steps involved in writing an opinion, use this worksheet to demonstrate how to select and write about a topic.

If your student is having difficulty understanding how to give an opinion on a topic, practice this skill by drawing three circles on a page and writing or drawing a different topic within each circle. For example, in one circle write the word food. In another circle write the word pets. In the last circle write the word sports. Explain to your student that each circle is a different topic. Then ask your student to complete the following sentences:

My favorite pet is _____.

My favorite food is _____.

My favorite sport is _____.

Explain how the circle is the topic and the sentences represent his or her opinion on the topic.
Writers can tell their opinion about parts of a book. For example, they can tell what they think about the characters, the settings, or an event. Writers always give reasons for their opinion.

Writers follow a set of steps when they write an opinion. First, they plan. They decide what their topic is, their opinion of the topic, and their reasons for the opinion. Then, they write.

Look at the illustrations on pp. 10–15 of *The Tiny Seed*. Which one is your favorite? Why? Tell your Learning Guide. Then, write your opinion and reasons. Use this sentence frames:

*My favorite picture is ___ because ___.*

Sample answer:

*My favorite picture is the picture of the bird because the bird is so big and colorful.*

When your student has completed the opinion sentence, review which part is the opinion and which part is the supporting reason.

**HIGH FREQUENCY WORDS: YELLOW, BLUE, GREEN**

We have been talking about the high-frequency words: blue, yellow, green. These are color words. Watch the Color Words Rap (1:37) with your Learning Guide. Did you learn some more color words? You can watch the video again.

Please go online to view this video ▶

**TEACHING NOTES**

Using index cards or small pieces of paper, make a flash card for: yellow, blue, green. Ask your student to read and spell each word. Review the /bl/ consonant blend in the word blue.

You learned how writers tell events in a story in order. You also planned and wrote an opinion about part of *The Tiny Seed*. Next time, you will learn how to figure out the meaning of words in a text. You will also revise your writing.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You have been reading to understand what happens in a story. Sometimes it is hard to understand an event in a story. You can break down a sentence and ask questions about chunks of the sentence. Doing this helps you understand what happens in the story.

Listen to your Learning Guide read this sentence from The Tiny Seed.

Some petals drop from the giant flower and they sail along with the bright leaves over the land and down to the ground.

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

- Some petals drop
- from the giant flower
- and they sail
- along with the bright leaves
- over the land
- and down to the ground.

For this activity, write these questions on index cards or sentence strips:

- Where do the petals come from?
- What do the petals do?
- Where do the petals sail?
- What sails with the petals?
- Where do the petals end up?

Display the chunks for your student in the sentence order. Put the questions in a separate pile.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: The sentence tells that petals come off the flowers and land on the ground.

GRAMMAR

Your Learning Guide has broken the sentence into chunks. You can use these chunks to answer questions about the event in the sentence.

Look at the question cards. Each question starts with a question word: where or what.

Read each question card, and then decide which sentence chunk answers that question. Put the sentence chunk that answers the question with the question card.
### TEACHING NOTES

Your student should make these pairs:

- Where do the petals come from?
  - from the giant flower
- What do the petals do?
  - and they sail
- Where do the petals sail?
  - over the land
- What sails with the petals?
  - along with the bright leaves
- Where do the petals end up?
  - and down to the ground.

### GRAMMAR

Look at the pairs you made. You can see that each chunk of the sentence answers a question about the topic. Each chunk gives an important detail about the event in the sentence. The chunks work together to make a complete picture of what happens to the petals.

Read the sentence again:

Some petals drop from the giant flower and they sail along with the bright leaves over the land and down to the ground.

Do you see how all of the chunks of the sentence work together?

Sentences can answer multiple questions about an event. You can write your own sentence that answers more than one question just like the sentence you read today.

Write a sentence that tells about another event in the book The Tiny Seed. Use details in your sentence to answer these questions:

- What does the action?
- What action does it or do they do?
- Where does the action happen?
Write one sentence that gives answers to these questions. Your sentence can answer the questions in any order. As you write an answer to each question, use your sentence chunk and question pairs to help you.

For example, when you answer "What action does it or do they do?" you can look back to this pair:

- What do the petals do?
- and they sail

Your student might write something like, “The flowers push up through the ground.”

If your student struggles to write a sentence answering the listed questions, offer this template:

The _______ ___________ in ___________.

Template key: [Subject] [action] in [location].

Ask your student to recall the question words he or she used today. Ask your student to tell you when he or she should ask questions about a sentence. Your student might say that he or she can ask questions to understand the details in an event.

Remind your student that questions start with a question word. What and where are already on your word wall. Point to those index cards and show your student. Show your student the other question word on the wall: why.

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

Read this sentence to your student:

Some petals drop from the giant flower and they sail along with the bright leaves over the land and down to the ground.

Then say, “This sentence tells about an event that happens in the story The Tiny Seed. You can ask questions about details in the sentence to understand what happens.”

Have your student look at the sentence chunks. Point out that there is one chunk your student didn't use to answer a question: “Some petals drop.” Then say, “Can you write a question that this chunk answers?”
Your student might write a question like:

- What drops from the giant flower?
- What do the petals do?

Accept any reasonable question. If your student's question does not make sense, encourage him or her to look at the chunk again. If your student struggles to write a question, prompt him or her by suggesting starting the question with “What . . .”

Ask your student to point to the question word in his or her question. Have your student say the question word. Then ask your student to explain why good readers ask questions when they read. Your student might say that good readers ask questions to find important details.

You learned about multiple-meaning words. You revised your writing by adding an interesting detail. Then, you edited your sentence to correct any mistakes in spelling, grammar, capitalization, and punctuation. Next, you will learn more ways to figure out the meaning of new words in a text. You also will present your writing.

Last time, you learned how writers tell events in a story in order. This time, you will learn how to figure out the meaning of words in a text. Good readers stop to define words they don't know. This helps them make sure they don't miss any important details in a story.

What has happened so far in The Tiny Seed? Review pp. 4–15 with your Learning Guide. Use the pictures to help you tell what has happened. As you listen to your Learning Guide read the next two pages, think about these questions:

- What season is it now?
- What do the seeds do?

Now, listen to pp. 16–17 of The Tiny Seed.

Have your student look at the illustration and follow along as you read the text. Ask your student to echo read the first sentence on p. 16. Assess fluency.
Tell your Learning Guide the answer to these questions:

- What do the seeds do in winter?
- Why doesn’t the mouse eat the little seed?

**TEACHING NOTES**

**ANSWERS**
- The seeds settle down and are covered by snow.
- The mouse did not see the tiny seed.

Read this sentence from *The Tiny Seed*: *After their long trip, the seeds settle down*. You know the word *trip* in this sentence means *a long journey*. But *trip* can also mean to *stumble*. Some words like *trip* have more than one meaning. How can you figure out which meaning is being used? Readers use the words and sentences around a multiple-meaning word to figure this out.

Use a **Multiple Meaning Word chart** to show the different meanings of the word *trip*. Start with a **Three-Column Chart**. Give your chart a title and label the top boxes: *Word; Meaning 1; Meaning 2*. Fill in the two meanings for the word *trip*. Then, try to figure out the meaning of the word *falls* in this sentence: *Snow falls and covers the seeds like a soft blanket*. Write what you think it means. Then, try to think of another meaning to add to the chart.

**TEACHING NOTES**

Assist your student as needed to label the chart and fill in the words and meanings. Your student’s completed chart should look something like this:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning 1</th>
<th>Meaning 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>trip</td>
<td>a journey</td>
<td>to stumble</td>
</tr>
<tr>
<td>falls</td>
<td>comes down from higher up</td>
<td>waterfalls</td>
</tr>
</tbody>
</table>
ANOTHER WAY

Some of the words in your multiple meanings chart might be brand new to you. You can do different things as you're learning the words to help remember them.

- Write and draw the meaning of the word.
- Act out the meaning of the word.
- Use the new word in your own sentence.

If there is a word in the text and you aren't sure about another meaning for it, just write down the meaning from the text.

TEACHING NOTES

If your student is struggling to explain a new meaning of the word, tell him or her the meaning. Then have your student draw a picture, act out the meaning, and/or use the word in a sentence to remember the meaning.

If there are words that have multiple meanings and you aren't sure about the other meaning, have your student explain the word's meaning from the text. You can always research the other meaning of the word together using an online dictionary.

You have written an opinion about illustrations in The Tiny Seed. Now, you will look at your sentence to see how you can make it better. Remember that writing is done in steps. First you plan, then you write, and then you revise. When you revise, you add facts, details, or examples to make your writing clearer.

Look at your opinion sentence. What interesting detail could you add to make it clearer to the reader? Add it now.

TEACHING NOTES

Encourage your student to look back at pp. 10–15 of The Tiny Seed for possible details to add. Assist him or her as needed to add a detail correctly to the opinion statement. This should be a new sentence. Example: My favorite picture is the picture of the bird because the bird is so big and colorful. Its feathers are blue, red, pink, purple, and green.
You have written an opinion about illustrations in *The Tiny Seed*. Now, you will look at your sentence to see how you can make it better. Remember that writing is done in steps. First you plan, then you write, and then you revise. When you revise, you add facts, details, or examples to make your writing clearer.

Look at your opinion sentence. What interesting detail could you add to make it clearer to the reader? Add it now.

Encourage your student to look back at pp. 10–15 of *The Tiny Seed* for possible details to add. Assist him or her as needed to add a detail correctly to the opinion statement. This should be a new sentence. Example:

> My favorite picture is the picture of the bird because the bird is so big and colorful. Its feathers are blue, red, pink, purple, and green.

Now, it is time to edit your sentence. When writers edit, they look for mistakes in spelling, grammar, or punctuation. Work with your Learning Guide to edit your opinion sentences.

Use this opportunity to reinforce or clarify writing conventions. Look for correct grammar usage and spelling, capitalization of the first word in a sentence, and proper punctuation.
**PHONICS**

**PRACTICE: PRINT CONCEPTS AND HIGH FREQUENCY WORDS**

Today we will read the story Jan and Jem Win! 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.

Please go online to view this video ▶

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**TEACHING NOTES**

Watch the video about picture walks. It explains why they are important to beginning reading.

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 students 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.

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**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
# Flowers Grow from Seeds - Part 5

## Objectives
- To identify common types of texts
- To identify major events in a story
- To use key details to understand a text
- To write an opinion sentence
- To support an opinion with reasons
- To identify and say initial /w/ sound
- To spell the /w/ sound Ww

## Books & Materials
- The Tiny Seed by Eric Carle
- ELA Journal
- Reading Log
- Computer
- Sequence ofEvents chart
- Three-Column chart
- Two-Column chart
- Two Sorting Boxes chart
- Picture cards: jet, web, box, fox, cap, six, pen, ox, ten, map

## Assignments
- Read The Tiny Seed by Eric Carle.
- Complete an Elements of a Story chart.
- Write an opinion about a story character.
- Complete a Word and Picture Details chart.
- Watch the How Seeds Move video.
- Write and support an opinion with reasons.
- Complete a Major Events in the Story chart.
- Play the “Picture Sequencing” game.
- Write an opinion about story illustrations.
- Complete a Multiple-Meaning Word chart.
- Revise and edit an opinion sentence.
- Publish an opinion sentence.
- Complete a Questions and Answers chart.
- Write a new opinion sentence.
- Complete a Story Word Sort chart.
- Support an opinion sentence with reasons.

## LEARN

In the last lesson part, you learned about multiple-meaning words. This time, you will practice looking for clues to word meanings in a text. Good readers take time to define words they don’t know. This helps them understand all of the ideas in a story.

Your Learning Guide will read pages from *The Tiny Seed*. As your Learning Guide reads, follow along. Think about this question as you listen:

- What happens to the seeds in this part of the story?

Now, listen to your Learning Guide read p. 18–25 of *The Tiny Seed*. 
Tell your Learning Guide the answers to these questions.

- What do the seeds become?
- Look at the illustrations on pp. 24–25. How do they help you understand what is happening in the story?

ANSWERS
- The seeds grow into plants.
- The illustration shows what the text tells about. A boy picks a flower and gives it to a friend. The picture shows that the friend is a girl. The boy is kneeling as he gives her the flower.

When you read *The Tiny Seed*, did you find words you didn’t know? Readers can ask and answer these questions to find out the meaning of new words: What do the other words tell me? What does the picture tell me? What meaning do the word and picture clues give me? Readers also use a dictionary to find the meaning of new words.

Now, work with your Learning Guide. Use words and pictures on pp. 18–19 of *The Tiny Seed* to figure out the meaning of these words: *melted, plants, roots, leaves*. Then, look the words up in a dictionary.

Use guiding questions to help your student discern the meaning of words based on other words and pictures in the text. Dictionary definitions include: *melted*: become or cause to become soft or liquid; *plants*: living things that use sunlight to make their own food; *roots*: part of the plant that is usually hidden underground; *leaves*: the part of the plant that produces food for the plant.

**ANOTHER WAY**

If using context clues to understand new words is challenging, practice using context clues to explain words that you already know. Then use context clues to try to figure out a word that is new for you. Don’t forget to look up the words in a dictionary, too!
Go to p. 4. What does the word seed mean? How can you tell from the picture and words?

TEACHING NOTES

If your student is struggling to use context clues to understand new words in the text, practice using context clues with words that your student already knows to get more practice before trying this reading skill with brand new vocabulary.

Guide your student to p. 4. Reread the text and ask, “What does the word seed mean? How do you know?”

(Possible answers: A seed is a small brown thing that can grow into a flower or a plant. A seed is something that birds like to eat. A seed needs things like air, sun, and water to help it grow. I know because that is what the pictures and words tell me.)

PHONICS

/j/ Spelled Jj, /w/ Spelled Ww

Name the picture on the card your Learning Guide is holding. Listen to the beginning sound in the word jet. What letter spells the beginning sound in the word jet? Now, listen to some word pairs. Which words begin like jet? What letter spells that sound? Look at the next card and name the picture. What letter spells the beginning sound in the word web? Listen to more word pairs. Which words begin like web?

TEACHING NOTES

Display the picture card jet. Use word pairs bump-jump, must-just, jar-far. Display the picture card web. Use word pairs wet-bet, rest-west, bell-well, wild-mild.

Last time, you revised and edited your opinion. This time, you are going to present or publish your opinion. When writers get ready to publish their writing, they make a clean final copy of the text. They make an electronic copy or use their best handwriting. They may add pictures to make the writing more interesting. Then, writers find ways of sharing their finished work.

Find or draw a picture to match your opinion sentences. Then, make a clean copy of your sentences. You can use your best handwriting or a computer. Finally, show your finished work to your Learning Guide. Read aloud your sentences and tell your Learning Guide about your picture.
Name the picture on the card your Learning Guide is holding. Listen to the beginning sound in the word *jet*. What letter spells the beginning sound in the word *jet*? Now, listen to some word pairs. Which words begin like *jet*? What letter spells that sound? Look at the next card and name the picture. What letter spells the beginning sound in the word *web*? Listen to more word pairs. Which words begin like *we*?

Display the picture card *jet*. Use word pairs *bump-jump, must-just, jar-far*. Display the picture card *web*. Use word pairs *wet-bet, rest-west, bell-well, wild-mild*.

Last time, you revised and edited your opinion. This time, you are going to present or publish your opinion. When writers get ready to publish their writing, they make a clean final copy of the text. They make an electronic copy or use their best handwriting. They may add pictures to make the writing more interesting. Then, writers find ways of sharing their finished work.

Find or draw a picture to match your opinion sentences. Then, make a clean copy of your sentences. You can use your best handwriting or a computer. Finally, show your finished work to your Learning Guide. Read aloud your sentences and tell your Learning Guide about your picture.

Provide feedback on your student’s work. Is the work neat? Were writing conventions observed? Does the illustration support the opinion? Then, display your student’s finished work.

**TEACHING NOTES**

Provide feedback on your student’s work. Is the work neat? Were writing conventions observed? Does the illustration support the opinion? Then, display your student’s finished work.

**TEACHING NOTES**

Read the poem “*Jill Jones Was a Juggler*” aloud. Assist your student in identifying words with the /w/ sound. Make sure that the words are written in the ELA Journal neatly, using correct spacing and letter formation.

You used pictures and words to figure out the meaning of new words. You published your writing. Next, you will look closely at key details in a text. Then, you will write another opinion.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
**Flowers Grow from Seeds - Part 6**

**Objectives**
- To identify common types of texts
- To identify major events in a story
- To use key details to understand a text
- To write an opinion sentence
- To support an opinion with reasons
- To identify and say initial /w/ sound
- To spell the /w/ sound Ww

**Books & Materials**
- The Tiny Seed by Eric Carle
- ELA Journal
- Reading Log
- Computer
- Sequence of Events chart
- Three-Column chart
- Two-Column chart
- Two Sorting Boxes chart
- Picture cards: jet, web, box, fox, cap, six, pen, ox, ten, map

**Assignments**
- Read The Tiny Seed by Eric Carle.
- Complete an Elements of a Story chart.
- Write an opinion about a story character.
- Complete a Word and Picture Details chart.
- Watch the How Seeds Move video.
- Write and support an opinion with reasons.
- Complete a Major Events in the Story chart.
- Play the “Picture Sequencing” game.
- Write an opinion about story illustrations.
- Complete a Multiple-Meaning Word chart.
- Revise and edit an opinion sentence.
- Publish an opinion sentence.
- Complete a Questions and Answers chart.
- Write a new opinion sentence.
- Complete a Story Word Sort chart.
- Support an opinion sentence with reasons.

**LEARN**

Before, you found clues to the meaning of new words in a text. This time, you will find out how key details can help you understand a text. Good readers pay attention to the details in a text. This helps them understand what exactly happens in the story.

In a moment, you will continue reading *The Tiny Seed*. Before reading, tell your Learning Guide what has happened in the story. Look back at pictures in the book to help you.

Now, as you listen to your Learning Guide read, think about these questions:

- How does the tiny seed change again?
- How do the pictures help you understand events in the story?

Follow along as your Learning Guide reads pp. 26–29 of *The Little Seed*. 
Tell your Learning Guide the answer to these questions:

- What helps the tiny seed to grow and grow?
- What are some words in the text that match the pictures of the flower?

**ANSWERS**
- The sun shines on it. The rain waters it.
- Responses may include: taller than the trees; the tallest flower; a giant flower; big and beautiful.

Readers ask questions and look for answers as they read a story. Asking and answering questions about key details helps them understand the story. Remember: details are small pieces of information. Question words are who, what, when, where, why, and how.

Use a Two-Column Chart to create a Questions and Answers chart like this to look closely at key details in a story. Discuss the question and answer from the text on p. 26 of *The Tiny Seed*. Notice how details of the story help to answer the question.

### Questions and Answers Chart

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why does the tiny plant grow taller and taller?</td>
<td>The sun shines on it. The rain waters it. It has lots of space to grow.</td>
</tr>
</tbody>
</table>

Look at pp. 26–27 and pp. 28–29 of *The Tiny Seed*. What other questions can you ask about the story? What answers do you find? Use a Questions and Answers chart to ask and answer two questions about these pages.
You have written and published an opinion about *The Tiny Seed*. Now, you will try to figure out what characters in the story think and feel. How characters think and feel is called their opinion. You can use the key details in the text and illustrations to figure this out. Read the last three sentences on pp. 26–27. How do you think the people feel about the giant flower? Tell your Learning Guide.

You have figured out what characters in *The Tiny Seed* think about a topic. Now, you will write your own opinion about a different topic. Look at pp. 26–29 of *The Tiny Seed*. Think about the character, the setting, and what is happening. Do you like this part of the story? In your ELA Journal, write this sentence: *I read about the tiny seed growing into a giant flower.* Write a new sentence that tells what you think or feel about this part of the story.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.
PHONICS

REVIEW /j/ SPELLED Jj AND /w/ SPELLED Ww

Let's read *Jan and Jem Win!* with your Learning Guide. Remember to use the pictures to help you read the words. If you get stuck on a word, look at the picture and think about what is going on in the story.

Now we are going on a Word Hunt! Reread *Jan and Jem Win!* and look for words that have Ww or Jj in them. In your ELA Journal make a two-column chart. Label one column “Ww Words” and the other column “Jj Words.” Write the words you find in the story on your chart.

[TEACHING NOTES]

Encourage your student to read the story independently. Prompt him or her to use the pictures to help. Assist your student as necessary. Words should be written neatly on the chart using correct letter formation.

Today, you asked and answered questions about key details in a story. You identified what story characters think about a topic. Then, you wrote your own opinion on a topic. Next, you will finish reading *The Tiny Seed.* You will also add reasons to your opinion sentence.

[CHECKMARK]

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Before you asked and answered questions about key details in a story. Now, you will finish reading *The Tiny Seed*. You will sort words from the story into groups. Sorting words helps readers understand how words are related to each other.

Your Learning Guide will read the last pages of *The Tiny Seed*. As your Learning Guide reads, look at the pictures. Think about this question as you listen to your Learning Guide read:

- What happens to the flower?

Now, listen to your Learning Guide read pp. 30–33 of *The Tiny Seed*.

**TEACHING NOTES**

Have your student read the last sentence of the story with you and then without you. Assess fluency and expression.
Tell your Learning Guide the answer to these questions:

- What happens to the flower in autumn?
- What important role does the wind play at the end of the story?

Discuss with your Learning Guide how the end of the story is like the beginning of the story. What pattern will be repeated?

ANSWERS
- The autumn wind shakes the flower until its petal fall off and its seed pod opens.
- The wind carries away the seeds, just like it carried the tiny seed and other seeds at the beginning of the story.

Your student should understand that the story ends as it begins, in Autumn with the wind carrying away the seeds. The pattern to be repeated is the flower’s life cycle from seed to seedling, to plant, to flower.

Readers can sort words into groups to better understand the words and their meaning. This helps readers understand the text they are reading. Sorting words also helps readers build their vocabulary.

You can use a Two Sorting Boxes chart to sort words in *The Tiny Seed* into action words and describing words. Give your chart this title: Story Word Sort. Label the top box: Action Words. These words will tell about an action. Label the bottom box: Describing Words. These words will tell more about someone or something. Now, read p. 31. Start with "The days grow shorter." Find the action words in each sentence. Find the describing words. Write them in the chart. Your Learning Guide will help you.
ANOTHER WAY

If sorting words into action words and describing words is challenging, take time to go back and answer these questions about the words:

Can you do the word? All action words are things that you can do. If you can act out the word, it is an action word.

Is the word telling you more information about something? All describing words give us information about something. See if the word can fit into this sentence. All describing words can fit into this sentence:

The boy is _____________.

After thinking about each word, make sure to add a picture of the word to your chart.

TEACHING NOTES

If your student is struggling to sort words into action words (verbs) and describing words (adjectives), go back to each word and think about how you can use it.

If your student can act out the word, or has seen something do the word, then it is an action word.

If the word is helping your student learn more about a thing or person, then it is a describing word.

Have your student draw and write the meaning of each word on the chart.

TEACHING NOTES

Work with your student to label the Story Word Sort chart. Read through and examine the sentences on p. 31 one-by-one with your student for action and describing words. Your student may write or dictate words to complete the chart. Your student’s completed chart should look something like this:

Story Word Sort

Action Words

grow

 carries

drop

 sail
PATTERNS

For your project, you will be drawing and describing two patterns. You have been using pictures to help you understand The Tiny Seed. Did you notice there are patterns in the pictures of flowers? Remember: a pattern happens when something repeats. You can find patterns in the flowers on p. 22 and p. 27. Look at the petals, leaves, and colors. Do you see something that repeats? Tell your Learning Guide.

LEARN ABOUT...

WHAT IS A PATTERN?

In the story A Tiny Seed, you saw how plants can grow in a pattern. Throughout the rest of this unit and as a part of your project, you are going to find and describe patterns you see. Before moving on in this lesson, take a moment to learn more about patterns and the different types of patterns plants can have by reading this article.

Patterns are all around us. You see patterns every day. A pattern is a design that repeats over and over.

Look at the following blocks. The blocks show a pattern with colors. What do you notice about the colors of the blocks?

Did you notice that the blocks are in a pattern? The colors repeat, red-blue-red-blue. Can you complete the pattern? What color should the last square be? If you said red, you are correct.

Patterns can also be made from shapes. Look at the following shapes, what pattern do you see?
What is the pattern in the example above? The shapes repeat, triangle-star-star. Using the pattern, what shape will come next? Did you guess a star?

Patterns can be found all around you. Can you see the patterns in the pictures below? Tell your learning guide what patterns you see.

In this article, you learned what a pattern is and you practiced completing a pattern. See if you can answer the following questions about patterns.

1. What is a pattern?

2. Make your own pattern and ask your Learning Guide to decide what comes next.

**TEACHING NOTES**

Your student will be reading an article defining patterns because throughout this unit your student will need to be able to identify and describe patterns they see. As you read the article to your student, see if he or she can identify the next object in the sequence. Point out to your student how the objects are repeating. After reading the article, your student should be able to answer the following questions.

1. What is a pattern? (A pattern is a design that repeats.)

2. Make your own pattern and ask your learning guide to decide what comes next? (Your student should successfully create a pattern using shapes, numbers, letters, designs, or anything else that repeats.)

**TEACHING NOTES**

Ask guiding questions, such as "What do you notice about the petals of the two flowers?" Help your student recognize the pattern of orange petals, a yellow-green center, green leaves, and green stems. Explain to your student that he or she can look to plants to find a pattern to describe for the project.
/ks/ Spelled Xx

Listen as your Learning Guide pronounces box. Repeat the word. Tell your Learning Guide what letter spells the ending /ks/ sound in box. Now, sort the picture cards. Put the cards that end with x in one pile. Put the cards that do not end with x in another pile. Now, write an uppercase and lowercase x.

TEACHING NOTES

Display the picture card box. Say the word. Your student should relate the ending sound /ks/ with the letter x. Have your student sort picture cards fox, box, ten, ox, map, six.

Before, you wrote an opinion about a topic. You said what you think or feel about the story when the tiny seed grows into a giant flower. When writers give an opinion, they also give strong reasons for their opinion. Good writers include reasons for their opinions because they show readers why they should accept the writer's opinion.

What are some reasons for your opinion? Tell your Learning Guide. Then, choose the best reason and add it to your opinion sentence.

TEACHING NOTES

Allow your student to review pp. 26–29. Help your student add a reason to his or her opinion statement. Point out the connecting word because. Sample sentences: I read about the tiny seed growing into a giant flower. It made me feel happy because the tiny seed got to grow up.

PHONICS

PRACTICE: HIGH FREQUENCY WORDS

We have learned five new-high frequency words:

- Yellow
- Blue
- Green
- Have
- For
Say and spell each word. Add the new cards to your deck of high-frequency flash cards. Watch the video with your Learning Guide. Let's see how many words you know "quick as a flash"!

Please go online to view this video ▶

**TEACHING NOTES**

Add the new word cards to the deck of high-frequency flash cards. Using the whole deck, show the word cards to your student. If he or she reads the card quickly, put it in one pile. If he or she doesn't know the word or reads it slowly, put it into another pile. Use this pile to complete the next activity.

Read each word and then spell it. Next have your student echo you, saying each word and spelling it. Follow this procedure for the rest of the word cards.

Today you sorted story words to help you better understand the text. Then, you gave a reason for your opinion. Next, you will think about the texts you've read and what makes them different. Later, you will read a new story about a wonderful garden that Jack planted.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Flowers Grow from Seeds - Part 8

Objectives
- To identify common types of texts
- To identify major events in a story
- To use key details to understand a text
- To write an opinion sentence
- To support an opinion with reasons
- To identify and say initial /w/ sound
- To spell the /w/ sound Ww

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- The Tiny Seed by Eric Carle
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Assignments
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- Watch the How Seeds Move video.
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- Play the "Picture Sequencing" game.
- Write an opinion about story illustrations.
- Complete a Multiple-Meaning Word chart.
- Revise and edit an opinion sentence.
- Publish an opinion sentence.
- Complete a Questions and Answers chart.
- Write a new opinion sentence.
- Complete a Story Word Sort chart.
- Support an opinion sentence with reasons.

USE

In this lesson, you read The Tiny Seed. You also learned that it is a story. A story has characters, a setting, and events that are told in order. It is important to think about what type of text you are reading. It helps you understand what the author is saying to you.

Now, you are going to revisit four texts you have read before: Where Is Home, Little Pip?, Kids, Life in a Pond, and Farming Then and Now. What kind of text is each one? Is it a story, an informational text, or a poem? Put the title of each text under the label that describes it.

Review the texts with your Learning Guide before completing the activity:

Where Is Home, Little Pip? (Unit 1)
Kids, in the Text Collection (Unit 4) p. 62
Life in a Pond (Unit 1)
Farming Then and Now (Unit 2)
Choose the label that matches each text.

<table>
<thead>
<tr>
<th>Text</th>
<th>Story</th>
<th>Informational Text</th>
<th>Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Where is Home, Little Pip</em></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><em>Farming Then and Now</em></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><em>Kids</em></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</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
Let's Visit Jack's Garden - Part 1

Objectives
- To recognize common types of texts
- To identify author and illustrator roles
- To identify and use details to retell a story
- To write and support an opinion
- To compare and contrast stories
- To identify and say initial and medial /u/ sound
- To spell the /u/ sound Uu

Books & Materials
- Jack's Garden by Henry Cole
- The Tiny Seed by Eric Carle
- ELA Journal
- Computer
- Sequence of Events chart
- Two-Column chart
- Sequence chart
- Four-Column chart
- Venn diagram
- Picture cards: mop, net, fox, bed, bat, six, jet, top, ox
- Picture cards: up, sun, bus, drum, truck, pen, mug, cat, nut
- Alphabet card: Xx

Assignments
- Read Jack's Garden by Henry Cole.
- Complete a Jack's Garden chart.
- List facts to support an opinion.
- Complete a Text and Pictures chart.
- Write an opinion based on facts and details.
- Complete a Sequence chart.
- Identify a topic and write an opinion about it.
- Watch Let's Play with Patterns video.
- Complete an Understand Words chart.
- Add details and reasons to support an opinion.
- Take a picture walk through The Tiny Seed and Jack's Garden.
- Complete a Venn diagram.
- Use compare and contrast to write an opinion.
- Complete a How Plants Grow chart.
- Use compare and contrast to write about story characters.

LEARN

In the last lesson, you learned how to identify elements of a story and you looked at the events in a story. In this lesson, you will read a new story about a wonderful garden that Jack planted. You will also look for patterns in nature for your final project. You will look at characters, setting, and events in a story. Good readers pay attention to these story elements because it helps them understand why things happen in a story.

Now, your Learning Guide is going to read to you Jack's Garden. Look at the front cover of the book. Point to the title and the author's name. Tell your Learning Guide what you see in the picture. As you listen to your Learning Guide read, think about these questions:

Think about these questions as you listen to your Learning Guide read:

- Who is the main character?
- What does the main character do?
Now, listen and follow along as your Learning Guide reads *Jack’s Garden*, in the *Text Collection*, Unit 5, page 5.

**VOCABULARY**
- garden
- sipped
- chased
- strong
- drifts
- settle
- bursts
- shipped
- planted
- blossomed

**TEACHING NOTES**
Guide your student in reading *Jack’s Garden* in the *Text Collection*, Unit 5. 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.

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.) For this first reading, help your student identify the general categories for items illustrated on each page, such as garden tools, insects, seeds and seed packets, etc.

Talk about these questions with your Learning Guide:
- Who is Jack?
- What is the first thing Jack needs to plant a garden?

**TEACHING NOTES**

**ANSWERS**
- Jack is the man who plants the garden.
- The first thing that Jack needs is soil.
For your unit project, you will be looking for and writing about patterns. There are many patterns in nature. One pattern is the life cycle of plants from seeds to full-grown plants. Look at pp. 10–17 in Jack's Garden in the Text Collection, Unit 5. What are the four steps you find in the cycle of a plant? Tell your Learning Guide.

**TEACHING NOTES**

Help your student identify the following steps: Seeds are planted in the soil; the rain comes; the seedlings sprout; the seedlings grow into plants. Point out that this is a pattern; it is a process that repeats again and again in nature.

You have learned that a storybook has characters, settings, and events. The events are told the order they happened. Jack’s Garden is a storybook. You can use a **Sequence of Events chart** to show the characters, setting, and main events in the story. Work with your Learning Guide to complete the chart. Don't forget to fill in the boxes labeled **Characters** and **Setting**.

**TEACHING NOTES**

Encourage your student to use the book’s illustrations to pinpoint the major events. Your student’s completed chart should look something like this:

---

**Jack's Garden**

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack</td>
<td>a garden</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>First</td>
<td>Jack prepares the soil.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Next</td>
<td>Jack plants the seeds.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Then</td>
<td>The seeds grow into flowers.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Last</td>
<td>Insects and birds come to the garden.</td>
</tr>
</tbody>
</table>
PHONICS

/ks/ Spelled Xx

Look at the alphabet card your Learning Guide is holding. What letter is on the card? Say the word six. This word ends with the sound /ks/. Tell your Learning Guide what letter spells the /ks/ sound. Now, look at some picture cards. Which pictures show words that end with the /ks/ sound?

Teaching Notes
Display alphabet card Xx. Then, one-by-one, display picture cards mop, net, fox, bed, bat, six, jet, top, and ox. Your student should identify fox, six, and ox as ending with the /ks/ sound.

PHONICS

/ks/ SPELLED Xx

Look at the Picture Card. The picture is of a fox. Say the word fox. The letter Xx makes the sound /ks/. Can you hear the /ks/?

We are going to read and sing a song. Listen and point to the words as your Learning Guide reads the song “Mr. Max Mox, What’s in the Box?” Read it together again. Do you see any words that end with Xx? Write the Xx words you find in your ELA Journal. Sing the song and listen to the /ks/in the words that end with Xx.

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 Xx words and discuss the /ks/ in each word. As your student writes the Xx 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 “Are You Sleeping?” See the video for the tune.

You have learned that in opinion writing, writers tell their opinion about a topic. They give facts, details, and reasons to support their opinion. To find facts, details, and reasons, they research the topic.
Now, you will find facts and details about gardens in the story, Jack’s Garden. Your topic is garden tools. Your topic question is: What kind of tools do you need to make a garden?

To answer the topic question, look at the pictures on pp. 6–7. These show the tools Jack used to make his garden. Would you use the same tools? Make a list of the tools you would use for your garden. Write the list in your ELA Journal.

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Let’s Visit Jack’s Garden - Part 2

**Objectives**
- To recognize common types of texts
- To identify author and illustrator roles
- To identify and use details to retell a story
- To write and support an opinion
- To compare and contrast stories
- To identify and say initial and medial /u/ sound
- To spell the /u/ sound Uu

**Books & Materials**
- Jack’s Garden by Henry Cole
- The Tiny Seed by Eric Carle
- Our Boat
- ELA Journal
- Computer
- Sequence of Events chart
- Two-Column chart
- Sequence chart
- Four-Column chart
- Venn diagram
- Picture cards: mop, net, fox, bed, bat, six, jet, top, ox
- Picture cards: up, sun, bus, drum, truck, pen, mug, cat, nut
- Alphabet card: Xx

**Assignments**
- Read Jack’s Garden by Henry Cole.
- Complete a Jack’s Garden chart.
- List facts to support an opinion.
- Complete a Text and Pictures chart.
- Write an opinion based on facts and details.
- Complete a Sequence chart.
- Identify a topic and write an opinion about it.
- Watch Let’s Play with Patterns video.
- Complete an Understand Words chart.
- Add details and reasons to support an opinion.
- Take a picture walk through The Tiny Seed and Jack’s Garden.
- Complete a Venn diagram.
- Use compare and contrast to write an opinion.
- Complete a How Plants Grow chart.
- Use compare and contrast to write about story characters.

---

**LEARN**

Last time, you learned how Jack planted a garden. You looked for the major events in the story. This time, you will look at how words and pictures work together in the text. Good readers look carefully for details in a story’s pictures. This helps them understand all of the ideas in the words of a text.

Your Learning Guide will read pages from *Jack’s Garden*. As your Learning Guide reads, look at the pictures. Think about these questions as you listen to your Learning Guide read:

- How does the author tell the story?
- How does the illustrator tell the story?

Now, listen to your Learning Guide read pp. 5–13 of *Jack’s Garden*, in the *Text Collection*, Unit 5.

---

**TEACHING NOTES**

Have your student look at illustrations and follow along as you read. Have your student read aloud the sentence on p. 8, first with you and then without you. Assess flow, or fluency, and expression.
Tell your Learning Guide the answers to these questions:

- How do the author and illustrator tell Jack's story differently?
- Look at the pictures on pp. 10–11. How do the words connect to the pictures?

ANSWERS

- The author uses words to tell Jack's story while the illustrator uses pictures.
- The pictures show what the words say about the seeds Jack planted. They give more details about the topic, like the different kinds of seeds and how Jack planted them.

You can use a Text and Pictures chart to show how words and pictures work together to build the story. Here's an example: Look at pp. 6–7 of Jack's Garden in the Text Collection, Unit 5. Then, study this chart. It tells what the text says and what the pictures show.

<table>
<thead>
<tr>
<th>Text</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>says Jack gets ready</td>
<td>show tools and bare soil</td>
</tr>
</tbody>
</table>

Now, it's your turn. Look at pp. 8–13. How do the words and pictures build the story? Write your ideas on your own Text and Pictures chart. Start with a Two-Column chart. Add these labels: Title: Text and Pictures. First column: Text. Second column: Pictures. Your Learning Guide will help you label and complete the chart.

TEACHING NOTES

Assist your student as needed to label his or her Text and Pictures chart. Add the details your student dictates to the chart. Your student's chart should include: (pp. 8–9) Text: says this is garden soil. Pictures: show things that live in the soil. (pp. 10–11) Text: says these are seeds for the garden. Pictures: show packets of different seeds. (pp. 12–13) Text: says this rain falling on the garden. Pictures: show water filling up places where Jack planted seeds.
QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

Watch the video: Author vs. Illustrator (02:02) to learn find out how authors and illustrators work together to tell a story.

Please go online to view this video ►

Last time, you looked at facts and details you learned from reading Jack's Garden. This time, you are going to write an opinion about having a garden based on facts and details from Jack's Garden.

When writers write an opinion, they give details and reasons to support their opinions. Look again at pp. 6–13 of the text. What are the steps in starting a garden? What details can you learn about gardening from the pictures and labels? Tell your Learning Guide.

TEACHING NOTES

Help your student understand that starting a garden involves getting the soil ready, planting seeds, and getting the seeds wet with rain. The pictures show details such as the tools to use, the kinds of seeds to plant, and rain soaking the seeds in the ground.

Now, write an opinion in response to this question: Do you think it would be fun to have a garden like Jack's? Be sure to use evidence from the text to support your opinion.

TEACHING NOTES

Your student can write or dictate his or her opinion and reasons. Sample response: I think it would be fun to have a garden like Jack's. I would like digging in the soil to see all the different kinds of bugs.
ANOTHER WAY

EVIDENCE TO SUPPORT OPINIONS

If your student is struggling to identify evidence from the story to support his or her opinion, review each page of the text and ask your student if that would or would not be fun. Make a sticky note with the page number and describe what was on the page and add your student's opinion. For example, on one sticky note, write: p. 7 - Garden Tools - Fun/Not Fun. Next turn to p. 8 and on your sticky note, write: p. 8 - Digging in the Soil - Fun/Not Fun. Continue through the pages and ask your student if the page or the details look fun or not fun. Record his or her opinion on the sticky notes with the page number and a few words describing the page.

Sort the sticky notes into two piles, “fun” and “not fun.” Use these notes to help your student determine his or her opinion. Explain that the information on each page is the evidence that supports his or her opinion, and the details of the page are facts he or she can use to write sentences.

If your student is finding it difficult to state an opinion using evidence, use the following sentence starters:

I think using garden tools is (fun/not fun) because______.

I think digging in the soil is (fun/not fun) because ______.

Repeat these sentences for other pages in the text.

If your student is struggling to organize an opinion with evidence, use this worksheet.

PHONICS

PRACTICE: PRINT CONCEPTS

Today we will read the story “Our Boat.” 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. Remember to read left to right and top to bottom.
Today we will read the story "Our Boat." 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. Remember to read left to right and top to bottom.

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 students 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 looked at how words and pictures work together to build a story. You wrote an opinion and gave a reason for your opinion. Next, you will look more closely at details about events. Then, you will practice the first two steps in writing your opinion.
In the last lesson part, you learned how authors and illustrators build a story with words and pictures. Now, you will look more closely at details about events. Good readers pay attention to the sequence of events because it helps them understand why things happen in a story.

Your Learning Guide will now read a few pages from Jack’s Garden. Think about these questions as you follow along:

- What are the steps as a seed grows into a flower?
- How do the pictures help you understand what the text is saying?

Now, listen to your Learning Guide read pp. 14–21 of Jack’s Garden, in the Text Collection, Unit 5.
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.

Talk about these questions with your Learning Guide:

- After the rain, what sprouts from the seeds?
- How does a seedling become a flower?

**ANSWERS**

- Seedlings sprout from the seed after the rain.
- A seedling becomes a plant; the plant forms buds; the buds blossom into flowers.

**PATTERNS**

You have been using pictures to help you understand *Jack’s Garden* in the *Text Collection*, Unit 5. For your project, you will be looking for patterns to describe and draw. You can see many patterns in nature in Jack’s garden. Look at the pictures on pp. 18–19. What patterns do you see in the markings on the beetles? Tell your Learning Guide. What patterns do you see in the leaves of the different plants? You can use patterns in nature to complete your project.

Help your student discover the pattern of spots on the beetles as well as the number of legs (6) and matched wing casings (2). Then, help your student discover the patterns in leaves, such as leaves with 6 blades or ferns with blades evenly positioned along their stems.

You can use a **Sequence Chart** to show how a seedling becomes a flower. Remember: an author tells about the events in a story in the order in which the events happen. This author begins with Jack getting ready and planting his seeds in the garden. Write these two details on your **Sequence Chart**. Now, work with your Learning Guide to tell how a seedling becomes a flower.
Add the details your student dictates to the **Sequence Chart**. See the completed chart below.

**Sequence**

- gets ready
- plants seeds
- rain helps seeds sprout
- seedlings grow into plants
- buds form
- flowers blossom from buds

**ANOTHER WAY**

If filling in your sequence chart is challenging, watch this video to see the process of a seed growing into a flower. Think about what words match the words you read in Let’s Visit Jack's Garden. Make sure to add a picture to your sequence chart with your written words.

Please go online to view this video ▶

**TEACHING NOTES**

If your student is struggling to dictate or write the process of a seed growing into a flower, have your student watch the *From a Flower to a Seed* again. Then have your student draw the different steps in the sequence as well as write them.

You have written an opinion and used facts and details to support it. Now, you are going to look at the first two steps in opinion writing.
Before you write an opinion, you need to know what the topic is. So, the first step in opinion writing is to name the topic. Then, you need to read about the topic and think about what you read.

Your topic is the words in *Jack's Garden*. Look at pp. 16–17 of the text. Read along with your Learning Guide. Listen to the way the words sound. What do you think of how the words sound in the text? Tell your Learning Guide. Then, write your opinion in your ELA Journal.

### TEACHING NOTES

Your student may like the rhythm of the words, or how they remind him or her of the lyrics to "*The House That Jack Built*." Take this opportunity to point out the repeating pattern of words in the story.

### PRODUCE SENTENCES

A sentence always tells a complete idea. A sentence always begins with an uppercase letter and ends with a punctuation mark. A question always ends with a question mark.

Read this sentence:

*Why did the seeds sprout?*

Point to the uppercase letter in the sentence. Point to the question mark. Tell your Learning Guide what kind of sentence this is. Then, write an answer to the question in your ELA Journal.

### TEACHING NOTES

Your student should realize that the sentence is a question. Your student may refer back to pp. 14–15 for the answer. Provide assistance, as needed. Read aloud and provide feedback on the sentence your student produces.

### PHONICS

/ks/ SPELLED XX

Look at the picture cards. The animal is an ox. Can you hear the /ks/? Use your letter tiles and make the word ox. Look at the other picture card. It is a box. Can you hear the /ks/? You can make the word box by adding a b to the beginning of ox. Your new word is box. Say “/b/ /o/ /ks/ box.”

Now let's change a letter and make the word fox. Say “/f/ /o/ /ks/ fox.” If you take out the o and replace it with an I, what new word did you make? Say “/f/ /i/ /ks/ fix.”
Copy and cut out the letter tiles needed for this activity. Assist your student in making new words. Save the letter tiles to use in other activities.

You looked at details of how a seed becomes a flower. You wrote those details in a chart in the order they happen. Then, you practiced the first two steps in opinion writing. Next time, you will figure out the meanings of words in a text. You will also add details and reasons to your opinion.

Please go online to view and submit this assessment.
# Let's Visit Jack’s Garden - Part 4

## Objectives
- To recognize common types of texts
- To identify author and illustrator roles
- To identify and use details to retell a story
- To write and support an opinion
- To compare and contrast stories
- To identify and say initial and medial /u/ sound
- To spell the /u/ sound Uu

## Books & Materials
- Jack's Garden by Henry Cole
- The Tiny Seed by Eric Carle
- ELA Journal
- Computer
- Sequence of Events chart
- Two-Column chart
- Sequence chart
- Four-Column chart
- Venn diagram
- Picture cards: mop, net, fox, bed, bat, six, jet, top, ox
- Picture cards: up, sun, bus, drum, truck, pen, mug, cat, nut
- Alphabet card: Xx

## Assignments
- Read Jack's Garden by Henry Cole.
- Complete a Jack's Garden chart.
- List facts to support an opinion.
- Complete a Text and Pictures chart.
- Write an opinion based on facts and details.
- Complete a Sequence chart.
- Identify a topic and write an opinion about it.
- Watch Let's Play with Patterns video.
- Complete an Understand Words chart.
- Add details and reasons to support an opinion.
- Take a picture walk through The Tiny Seed and Jack's Garden.
- Complete a Venn diagram.
- Use compare and contrast to write an opinion.
- Complete a How Plants Grow chart.
- Use compare and contrast to write about story characters.

## Learn

### Grammar
You have been reading to understand the sequence of events. Authors do not always tell events in order. You can break down sentences to figure out the sequence of events.

Listen to your Learning Guide read this sentence from Jack’s Garden.

These are the plants that grew from the seedlings that sprouted with the rain that wet the seeds that fell on the soil that made up the garden that Jack planted.

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

- These are the plants
- that grew from
- the seedlings
- that sprouted
- with the rain
- that wet
- the seeds
- that fell
- on the soil
- that made up
- the garden
- that Jack planted.

Display the chunks for your student in the sentence order.

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

**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.
the seedlings that sprouted with the rain that wet the seeds that fell on the soil that made up the garden that Jack planted.

Display the chunks for your student in the sentence order.

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

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.

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:

- The events go backwards in the sentence.
- I see a preposition (on). It tells where the seeds fell.
- The word that repeats six times.

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

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

- Where do the seeds fall? What word tells where they fell?
- Do you see any words that are repeated? Point to them.

Your student should recognize that the sentence tells the events in reverse order or backwards.

Your student should make these four piles:

First event:

the seeds that fell

Second event:

with the rain that wet

Third event:

that sprouted

Fourth event:

on the soil that made up

Look at the piles you made. For each pile, tell your Learning Guide what happened in that event.

GRAMMAR

This sentence tells you a sequence of events. In what order does the author tell the events?

You can break down the sentence to understand the order of events.

Your Learning Guide has broken the sentence into chunks. Read the chunks with your Learning Guide.

Then answer these questions:

- Which chunks tell what happened second? Put those chunks in a pile together.
- Which chunks tell what happened third? Put those chunks in a pile together.
- Which chunks tell what happened fourth? Put those chunks in a pile together.

Look at the piles you made. For each pile, tell your Learning Guide what happened in that event.
Your student should recognize that the sentence tells the events in reverse order or backwards.

Your student should make these four piles:

First event:
- on the soil

Second event:
- with the rain
- that wet

Third event:
- the seedlings
- that sprouted

Fourth event:
- These are the plants
- that grew from

Your student should retell the event in each pile. Your student may struggle with some details, as information may be needed from other piles. If this occurs, ask prompting questions. For example, the two chunks in the second pile don’t tell what the rain made wet. You might ask your student, “What did the rain wet?” He or she can find the answer in the first pile (the seeds on the soil). You may need to do the same thing with the fourth event (the plants grew from the seedlings).

**GRAMMAR**

You have put the events in order. Putting events in order helps you understand what is happening in a story.

You can retell the events in the right sequence. You can retell the events in complete sentences.

Can you write or say a complete sentence for each event?

Remember, a sentence always tells a complete idea. A sentence always begins with an uppercase letter and ends with a punctuation mark.

Write a complete sentence to tell what happened in each pile of sentence chunks you made.
Then, talk to your Learning Guide about the different ways you can write about events. You can write about events in separate sentences. You can write about multiple events in one sentence. The author of Jack's Garden wrote about many events in one sentence. All of the events are about how plants grow. Why do you think the author wrote about so many events in one sentence?

Your student should write four sentences, one for each of the events in the piles he or she made.

Your student might write:

The seeds fell on the soil.
The rain wet the seeds.
The seedlings sprouted.
The plants grew from the seedlings.

Your student might say the author wrote about so many events in one sentence to show they are related.

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

Read this sentence to your student:

These are the plants that grew from the seedlings that sprouted with the rain that wet the seeds that fell on the soil that made up the garden that Jack planted.

Then say, “This sentence tells you a sequence of events in the reverse order, or backwards. Today you wrote complete sentences to put the sequence of events in order.”

Read your student’s sentences with him or her.

Then say, “Your sentences each tell one event. The sentence from the story tells four events. You can expand complete sentences to add more information. Look at the first sentence you wrote. You can expand this sentence by adding the event from the second sentence.”

Model this for your student.

For example, your student’s first sentence might be, “The seeds fell on the soil.”

Show your student that he or she can write, “The seeds fell on the soil, and the rain wet the seeds.”
Then ask your student to do the same thing with the third and fourth sentences.

Your student might write, “The seedlings sprouted, and plants grew from the seedlings.”

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

[template]

Template key: [event from third sentence], and [event from fourth sentence].

Ask your student why it is helpful to break down a sequence into individual events. Your student might say this helps a reader understand how the events are related to each other.

Before, you learned how a seed becomes a flower. You wrote down those details in the order they happen. This time, you will learn how to figure out the meaning of words in a text. Good readers stop to define words they don’t know. This way, they don’t miss any important ideas in a text.

What has happened so far in *Jack's Garden*? Review pp. 6–21 with your Learning Guide. Use the pictures to help you tell what has happened. As you listen to your Learning Guide read the next few pages, think about these questions:

- What kinds of insects visit Jack's garden?
- Why do birds visit Jack's garden?

Now, listen as your Learning Guide reads pp. 22–26 of *Jack's Garden*, in the *Text Collection*, Unit 5.

**TEACHING NOTES**

Have your student follow along with his or her finger as you read the text. Encourage your student to read aloud the text on p. 26.

Talk about these questions with your Learning Guide:

- Why do insects visit Jack’s garden?
- What kinds of birds visit Jack’s garden?

**TEACHING NOTES**

**ANSWERS**

- Insects visit the garden to sip nectar from the flowers.
- Birds that visit include catbirds, bluebirds, robins, barn swallows, and vireos, among others noted in the illustrations.
Look at the pictures on pp. 22–23. What patterns do you see in the flowers and insects? Think about colors and shapes. Look at dots and the number of wings on butterflies. Remember: you will be drawing and writing about patterns for your project. There are lots of patterns in nature. Tell your Learning Guide the patterns you see in the pictures.

Then, watch the video: *Let's Play with Patterns* (04:04).

When you read *Jack's Garden*, did you find words you did not know? Readers can ask and answer questions like these to find out the meaning of new words: What do the other words tell me? What does the picture tell me? What meaning do the word and picture clues give me?

Use words and pictures on pp. 22–23 of the text to answer this question: *What are insects?* Use a Four-Column chart to write down clues. Label the columns: *Unknown Word*, *Word Clues*, *Picture Clues*, and *Meaning*. Work with your Learning Guide to complete the chart. Then, tell your Learning Guide what insects are. Find answers for the other questions your Learning Guide asks you.

Add the details your student dictates to the Understand Words chart. See the completed chart below.

### Understand Words

<table>
<thead>
<tr>
<th>Unknown Word</th>
<th>Word Clues</th>
<th>Picture Clues</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>insects</td>
<td>sip nectar</td>
<td>butterflies, beetles, bees</td>
<td>small six-legged animal</td>
</tr>
</tbody>
</table>

Have your student ask and answer questions about other words in Jack's Garden, such as: *What is a seedling?* (p. 14); *What are plant buds?* (p. 18); *What are blossoms?* (p. 20.); *What is nectar?* (p. 22).
ANOTHER WAY

If filling in your "Understand Words" chart is challenging, you can help yourself remember and understand the word by answering these questions:

- Have I ever seen or heard about this in my own life?
- What do I already know about this?

Draw what you already know about the word on your “Understand Words” chart.

TEACHING NOTES

If your student is struggling to fill out his or her Understand Words chart, have him or her think about the word and ask: "Have you ever seen or heard of this? What do you already know about it?"

If you know that your student already knows about the word, remind them.

(Example answer: I know that an insect is also a bug. I have seen ants and other bugs on the ground before.)

Ask: “What is a seedling?”

(Example answer: A seedling is a plant that is just starting to grow. I have seen a seedling in the book Flowers Grow from Seeds and in the video we watched about seeds growing.)

PHONICS

/U/ SPELLED UU

Look at the alphabet card. What is the picture? Umbrella starts with the letter Uu that sounds like /u/.

We are going to read and sing a song. Listen and point to the words as your Learning Guide reads the song “What luck! Here Comes the Bus.” Read it together again. Do you hear any words with Uu? Clap your hands when you hear one. Write the Uu words you find in your ELA Journal. Sing the song and listen to the /u/ in the words that have the letter Uu in them.

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 Uu words and discuss the /u/ in each word. As your student writes the Uu words in the ELA Journal, make sure he or she is using correct letter formation and leaving spaces between the words.
You learned how to use word and picture clues to find the meaning of unknown words in a text. Then, you wrote a reason for your opinion about the text. Next time, you will compare Jack’s Garden to another story you have read. You will also write to compare and contrast.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Before, you used word and picture clues to find the meaning of words in the text. Then, you supported your opinion with a reason. Now, you will compare and contrast two stories: Jack's Garden and The Tiny Seed. Good readers think about multiple texts together because it helps them understand how people have different ideas about similar topics.

The topics, texts, and pictures in these two stories are alike in some ways, and different in others. As you reread the stories, think about these questions:

- Who are the main characters in the stories?
- What are the settings for the stories?
- What role do plants play in both stories?

Now, listen as your Learning Guide rereads The Tiny Seed and Jack's Garden, in the Text Collection, Unit 5.

Encourage your student to read aloud familiar parts with you. Pause to let him or her read some words and sentences independently.
Talk about these questions with your Learning Guide. Use the pictures in the stories to help you answer.

- How are the main characters, the tiny seed and Jack, different?
- How are the settings for both stories alike?
- Both books tell about seeds sprouting. How do they tell about this differently?

**TEACHING NOTES**

In answering the questions, have your student point out the relevant pages in both books.

- The tiny seed is an object; Jack is a person.
- Both settings are where plants can grow.
- Both have details about seeds sprouting, but *Jack’s Garden* uses the word seedlings.

When readers compare and contrast stories, they look for ways the texts are alike and different. You can use a Venn diagram to compare and contrast *The Tiny Seed* and *Jack’s Garden*. To begin, think about the seeds in each story. How is the story of their planting and growth the same? How is it different? Work with your Learning Guide to write your ideas in the Venn diagram.

**TEACHING NOTES**

Add the details your student dictates to the Venn diagram. See the completed chart below.
Now, identify other things about the texts that are alike or different. Add these to the diagram.

**TEACHING NOTES**

Direct your student's attention to illustrations, descriptions, and the order of events in both stories for further comparison. Your student may notice, for example, that both books have illustrations, but the pictures in *Jack's Garden* look more real and have many labels. Or both books talk about the way seeds become flowers.

**HIGH-FREQUENCY WORDS**

Say the word *said*. Spell *said* aloud for your Learning Guide. Listen to the beginning sound. Next, say and spell the words *was, what, and she*. These are words you will read many times. Now, use the words to complete these sentences. Write the sentences in your ELA Journal

____ is reading a book. ____ book is she reading? The book ____a birthday present. She ____it is a very good book.

**TEACHING NOTES**

Have your student complete and read the sentences aloud. Then, have your student tell you other sentences using other items such as a pencil, eraser, or paper.

**PHONICS**

**PRINT CONCEPTS**

Today we will read the story *Our Pup Bud*. 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**

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 students 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.

✅ QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

Listen to and watch the video: Elephant and Giraffe Compare and Contrast (01:46). Learn more about how to compare and contrast.

Please go online to view this video ►

You have practiced naming a topic and writing an opinion about it. Sometimes thinking how things are alike and different can help you form an opinion about them. For example, if you want to write about your favorite ice cream, you will have to compare it to other ice cream. You will have to say how yours is different from the others. You will have to convince your reader to agree with you.

Look at the butterflies on pp. 22–23 of Jack's Garden in the Text Collection, Unit 5. Pick two that you like. Which of these two butterflies do you like best? Make a list of their similarities, and then a list of their differences. Use your lists to write an opinion about which butterfly you like best. Don't forget to say why!

TEACHING NOTES

Use guiding questions to help your student compile a list of similarities and difference between two butterflies featured in the story. Write the sentences your student dictates to you. Provide feedback on the opinion and reason your student dictates.
**TEACHING NOTES**

**ANOTHER WAY**

**DIFFERENT OR THE SAME**

If your student is struggling to identify similarities and differences between the butterflies, on a piece of paper draw two circles that intersect in the middle. Label one circle “butterfly 1” and the other “butterfly 2.” Ask your student to describe each of the butterflies and record these characteristics in the correct butterfly circle. Ask your student how the butterflies are the same, and in the middle part of the circle, write his or her response.

If your student is struggling to understand how comparing and contrasting two items helps form an opinion, demonstrate by comparing actions he or she performs every day. For example, speak with your student about what he or she plays. Ask your student to think of ways playing video games and playing Legos are the same and different. Then ask your student to choose the game he or she prefers. Remind your student that when making a preference, you are deciding between two things. Ask your student to complete the following sentence starters:

- Both video games and Legos are the same because they _____________.
- But I prefer to play video games because________.
- Or I prefer to play Legos because _____.
- Remind your student that comparing and contrasting items is helpful when he or she is forming an opinion and expressing a preference between two things.

You compared and contrasted two stories. Then, you wrote an opinion comparing butterflies in *Jack’s Garden*. Next, you will take a picture walk through stories you know. You will also write another opinion.
Let's Visit Jack’s Garden - Part 6

You already compared and contrasted stories. Now, you will take a picture walk through *The Tiny Seed* and *Jack's Garden*. You will use key details in the words and pictures to retell the stories. Good readers retell stories to check that they understand what happens in them.

As you look at the illustrations in each story, think about these questions:

- What does the picture show is happening in the story?
- What words in the text can help me tell the story?

Now, begin your picture walk through *The Tiny Seed* and *Jack's Garden*, in the *Text Collection*, Unit 5.

**TEACHING NOTES**

Display illustrations in each book one at a time and have your student use them to retell that part of the story. Ask your student to point to and read aloud words he or she recognizes that help tell the story.
Tell your Learning Guide the answer to these questions:

- What is your favorite part of *The Tiny Seed*? Point to the pages that tell that part of the story.
- What is your favorite part of *Jack's Garden*? Point to the pages that tell that part of the story.

**TEACHING NOTES**

Encourage your student to offer reasons for his or her responses using words and pictures in the texts. Remind your student that it is important to support an opinion with strong reasons.

When you retell a story, you use key details to tell what happens at the beginning, the middle, and the end of the story. You find key details in the words and pictures. You can use a [Sequence of Events Chart](#) to show the order in which events happen in a story. What does *The Tiny Seed* tell you about how plants grow? Look on pp. 18, 22, and 26 for details about what happens first, next, and last. Then, work with you Learning Guide to fill in the [Sequence of Events Chart](#). Label your chart *How Plants Grow Chart*.

**TEACHING NOTES**

Add the details your student dictates to the *How Plants Grow Chart*. See the completed chart below.

![How Plants Grow Chart](image)
PHONICS

Initial and Medial **Uu**

Look at the picture card. Say the word bus. What sound do you hear in the middle of bus? Tell your Learning Guide. Look at the picture cards your Learning Guide shows you. Which show pictures of words with the /u/ sound in the middle?

**TEACHING NOTES**

Display the picture card **bus**. Your student should identify the vowel sound /u/ in the middle. Then, display picture cards **drum, truck, pen, mug, cat, nut**. Your student should identify the /u/ sound in **drum, truck, mug, and nut**.

The elements of a story are characters, setting, and events. You can give your opinion about elements in a story.

Before, you compared and contrasted two butterflies in Jack's Garden. Then, you wrote an opinion about them. This time, you will compare and contrast characters in The Tiny Seed and Jack's Garden. Then, you will write an opinion. Read pp. 4–5 of The Tiny Seed and pp. 6–7 of Jack's Garden. What do you think of the main characters in these two stories? Tell your Learning Guide. Then, write your opinion in your ELA Journal. Don't forget to give a reason for your opinion.

**TEACHING NOTES**

Display pp. 4–5 of The Tiny Seed and pp. 6–7 of Jack's Garden in the Text Collection, Unit 5. Help your student brainstorm what these two characters are like using words and pictures in the text. Encourage your student to compare and contrast them as he or she writes an opinion and backs it with a reason. Assist your student in writing sentences, as needed. Sample answer: **Both characters are starting something new. I think the little seed is brave because it doesn't know where it is going. Jack is very sure because he knows what he is doing.**
PHONICS

PRACTICE: LETTER SOUNDS

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.

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.

You took a picture walk through The Tiny Seed and Jack’s Garden. You retold events in the stories. Then, you wrote an opinion that compared and contrasted the main characters. Next, you will use what you have learned to tell the steps in growing tomatoes.

RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
You have practiced retelling events in order in the stories *Jack’s Garden* in the *Text Collection*, Unit 5 and *The Tiny Seed*. Now, you will retell what happens in a book called *Grow Tomatoes*. You will look closely at key details and describe them. This will help you later when you look closely at patterns and describe them for your project.

How does a seed become a tomato you can eat? Read *Grow Tomatoes* by Jeanne Baca Schulte.

Then, retell the events, or steps, in how to grow tomatoes. List them in the order in which they happen. Number the steps Step 1, Step 2, Step 3, and so on.
Tell Your Learning Guide the steps in growing a tomato plant.

- **Step 1**
- **Step 2**
- **Step 3**
- **Step 4**

- Put the pots in the sun.
- When the tomatoes are grown, eat them.
- Plant the seeds.
- Water them every day.

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

0 / 12 File Limit
Your Learning Guide is going to read to you about plants and plant patterns. This will help you find patterns for your unit project. As you read today, you will think about key details. Good readers pay attention to how key details are related because this helps them figure out what a book is about.

Look at the front cover of the book. Point to and read the title of the book. Point to the name of the author. Read it aloud with your Learning Guide.

Think about this question as you listen to your Learning Guide read.

- What is this book mostly about?

Now, listen to your Learning Guide read Plant Patterns.
VOCABULARY
- pattern
- repeated
- trimmed
- form
- single
- circles
- stalk
- scatter
- petals
- center
- drought
- scroll
- fiddle
- alternate
- tropical
- hollow

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 Plant Patterns. 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.

Talk about these questions with your Learning Guide:
- What is a pattern?
- What different kinds of patterns can plants make?

TEACHING NOTES
Allow your student to look back at the book to help answer the questions.
- A pattern is something made of repeated shapes and colors.
- Patterns can be the same color. They can be the same shape. They can make rows and rings.
You have been reading storybooks about plants. *Plant Patterns* is an informational text. The main topic or main idea of an informational text is what the text is mostly about. Key details tell about and support the main topic. You can use a **Main Idea and Key Details chart** to sort out the main idea and key details in *Plant Patterns*. What is the text mostly about? What are some details that help you understand the topic? Work with your Learning Guide to complete a **Main Idea and Key Details chart**.

### TEACHING NOTES

Add the main idea and key details to the **Main Idea and Key Details chart** as your student dictates. Your student's completed chart should look something like this:

![Main Topic and Details chart](chart.png)

You can learn more about finding the main idea of a text in the video: *Main Idea: Look at the Cover* (04:26).

Please go online to view this video ►

### /u/ Spelled Uu

Look at the alphabet card your Learning Guide is holding. Say the name of the picture on the card. What letter spells the /u/ sound at the beginning of the word *umbrella*? Look at the picture card your Learning Guide is holding. What sound is in the middle of the word *sun*? Now, look at the picture cards your Learning Guide shows you. Which show pictures of words with the /u/ sound in the middle?
When writing an informational text, writers name a topic and then tell information about the topic. The topic is what the informational text is about. Now, you will write a question about the book *Plant Patterns*. Then, you will use facts to draw or write the answer. You will look for the answer to your question in the words and pictures of the text.

Look at p. 4 of the text. What question does the writer ask? Tell your Learning Guide. Look on p. 5. How does the writer use facts to answer the question?

Your student should understand that the writer asks, "What is a pattern?" He answers the question with the fact that a pattern is the way shapes or colors repeat. He also shows shapes and colors in the photograph.

Look at the words and photograph on p. 15. How does an ear of corn follow a pattern? Draw or write your answer in your ELA Journal.

Your student may choose to dictate or write the answer, or to draw the repeating patterns. Answer: *The ear of corn repeats the color yellow. The kernels repeat the same shape. The ear of corn has repeating rows of kernels.*

**PHONICS**

**PRACTICE: INITIAL AND MEDIAL /u/**

Look at the Picture Cards *up* and *rug*. Say the words aloud. Do you hear the /u/ in each word? The /u/ sound is found at the beginning and in the middle of words. Let's read our story *Our Pup Bud*. Read the title. Can you find the words with the /u/? Remember the /u/ we are looking for sounds like the Uu in the word *rug.*
We reread stories to improve our reading. Every time we read a story, it sounds better and better. Now read Our Pup Bud aloud. Remember to read left to right, top to bottom, and the left page before the right page.

Now let's read it again and go on a Word Hunt! As you read, listen for words that have the /u/ sound. Sometimes it's at the beginning of a word, and sometimes it's in the middle of a word. Write each word you find in your ELA Journal. Make sure to use your best printing.

Assist your student in completing the tasks. If your student has difficulty reading the story independently, try the choral reading strategy. See the link for a description of how to do choral reading. This website, Reading Rockets, is a good source of information for you to use when teaching reading.

You learned about patterns in nature. You used facts to draw or write an answer to a question about a topic. Next, you will look more closely at facts and details in the text. Then, you will name a topic you want to write about.

Please go online to view and submit this assessment.
In the last lesson part, you read about patterns in the information text *Plant Patterns*. Now, you will connect pieces of information in the text to help you understand what makes a pattern. This will help you as you plan and write about patterns for your project.

Your Learning Guide will read pages from *Plant Patterns*. As your Learning Guide reads, look at the pictures. Think about these questions as you listen and follow along:

- What **forms** a pattern?
- What doesn’t **form** a pattern?

Now, listen to your Learning Guide read pp. 4–7 of *Plant Patterns*. 
TEACHING NOTES

As you read the text aloud, 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.)

Tell your Learning Guide the answers to these questions:

- Look at p. 6 of the text. How do these trees make a pattern? Point to the pattern you see.
- Look at p. 7. Why are plants trimmed into leafy animal shapes not considered patterns?

ANSWERS

- The trees look the same. The text says that trees trimmed to look the same make a pattern.
- The leafy animals are not the same because they are not the same shape.

The topic of Plant Patterns is patterns in nature. It is an informational text. In an informational text, pieces of information are often connected. Readers look for these connections. This helps readers learn more about the main idea of the text.

Read pp. 4–7 of Plant Patterns. What do these pages tell you about patterns? How do the text and pictures on pp. 6–7 explain what is and what is not a pattern? Use a Two-Column chart to show this information.

Write the sentences your student dictates to you. Provide feedback on the information your student dictates. Your student's completed chart should look something like this:

<table>
<thead>
<tr>
<th>Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What Is a Pattern?</strong></td>
</tr>
<tr>
<td>The trees are a pattern because they look the same.</td>
</tr>
<tr>
<td><strong>What Is Not a Pattern?</strong></td>
</tr>
<tr>
<td>The plants shaped like animals do not make a pattern.</td>
</tr>
</tbody>
</table>
**ANOTHER WAY**

If it is challenging to explain what a pattern is and is not from the text, start by finding patterns in the world around you. Look around your home: What do you notice is a pattern? What is not a pattern? How do you know?

**TEACHING NOTES**

If your student is struggling to explain what a pattern is and is not, start by talking about patterns in the real world around you. (Examples: Tiles on the floor, windows, buildings, clothing, or blankets might have patterns.)

If your student continues to struggle to explain what a pattern is and is not, practice drawing your own patterns and non-patterns. Have your student explain that the patterns repeat, but things that are not patterns do not repeat.

Now, tell your Learning Guide how the two pieces of information in the chart are connected. How does this connection help you understand patterns better?

**TEACHING NOTES**

Your student should understand these details explain what is and is not a pattern. Your student should explain how this information helps him or her understand the idea of patterns better and to know what to look for when trying to find patterns. For example, your student may explain that he or she can look for things that look the same to identify a pattern.

**PHONICS**

Say the word *am* with your Learning Guide. Listen to the beginning sound /a/. What letter spells that sound? If you said a, you are right! Now, listen to and repeat these words as your Learning Guide says them: *what, said, was*. Which word begins with the sound /s/? Which word begins with the sound /w/?

Now, use the words *am, what, said,* and *was* to complete these sentences. Write the sentences in your ELA Journal.

*Yesterday, I _____ walking in a garden. ____do you think I heard? I heard a bird that ____ “Caw-caw-caw!”

*Today, I ____ going to visit the garden again.*
Look at the picture cards. What are the pictures? **Up** starts with the letter Uu that sounds like /u/. **Rug** has the /u/ in the middle of the word. We are going to read and sing a song. Listen and point to the words as your Learning Guide reads the song “Bud.” Read it together again. Do you hear any words with /u/? Clap your hands when you hear one. Write the Uu words you find in your ELA Journal. Sing the song and listen to the /u/ in the words that have the letter Uu in them.

Before, you used facts to answer a question about the topic of **Plant Patterns**. Now, you will name a topic to write about. The topic is what the writing is all about. All the facts, details, or examples in your writing will tell about the topic.

The process of writing follows steps. The first step is to identify your topic. What writing topics about patterns or plants can you name? Brainstorm a list with your Learning Guide. Then, choose a topic you would like to write about. Draw a picture of it and give it a title sentence.

Display the front cover and p. 5 of **Plant Patterns**. Read the title and p. 4 with your student. Point out that the writer uses the title and words on p. 4 to name the topic for readers. Help your student to brainstorm and choose a writing topic about patterns or plants. Provide some sample topics to
Look at the picture cards. What are the pictures? Up starts with the letter Uu that sounds like /u/. Rug has the /u/ in the middle of the word. We are going to read and sing a song. Listen and point to the words as your Learning Guide reads the song “Bud.” Read it together again. Do you hear any words with /u/? Clap your hands when you hear one. Write the Uu words you find in your ELA Journal. Sing the song and listen to the /u/ in the words that have the letter Uu in them.

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 Uu words and discuss the /u/ in each word. As your student writes the Uu 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 “Mary Had a Little Lamb.” See the video for the tune.

Before, you used facts to answer a question about the topic of Plant Patterns. Now, you will name a topic to write about. The topic is what the writing is all about. All the facts, details, or examples in your writing will tell about the topic.

The process of writing follows steps. The first step is to identify your topic. What writing topics about patterns or plants can you name? Brainstorm a list with your Learning Guide. Then, choose a topic you would like to write about. Draw a picture of it and give it a title sentence.

Display the front cover and p. 5 of Plant Patterns. Read the title and p. 4 with your student. Point out that the writer uses the title and words on p. 4 to name the topic for readers. Help your student to brainstorm and choose a writing topic about patterns or plants. Provide some sample topics to help your student get started, such as easily recognized patterns in his or her house; garden, park, or farm plants; patterns at the zoo or aquarium or made by bees (honeycomb patterns). Use this sentence frame to help your student label his or her drawing: The topic is _____.

ANOTHER WAY
UNDERSTANDING THE TOPIC: PATTERNS
If your student is having difficulty understanding the topic of patterns, provide him or her with activities to demonstrate how patterns are made.

For example, demonstrate a shape pattern by drawing two triangles and one square on a piece of paper. Use a “thinking out loud” strategy by stating each step you are doing aloud. For example, say: “I know patterns are repeated shapes, colors, lines, sounds, etc. I am going to repeat this shape pattern, so I will draw two circles and one square again. I made a pattern. Now I am going to repeat the pattern again, so I will draw two triangles and ____.” Ask your student to complete the pattern and to copy this shape pattern on his or her paper.

Provide your student with another example of a pattern by illustrating a sound pattern. Demonstrate a sound pattern for your student by clapping your hands two times and stomping your foot once. Repeat this sound pattern: clap, clap, stomp again. Ask your student to repeat the same sound pattern.

As a final activity with crayons or markers, ask your student to create a color pattern.

You connected pieces of information in the text to help you understand the text. You also named a topic to write about. Next, you will use special words in the text to understand new ideas. You will also add a fact or detail to your writing about a topic.

Quick Check
Please go online to view and submit this assessment.
Before, you connected pieces of information in *Plant Patterns* to help you understand the text. This time, you are going to look at special words the author uses to describe patterns. These words can help you when you write about patterns for your project.

Your Learning Guide will read pages from *Plant Patterns*. As your Learning Guide reads, look at the pictures. Think about these questions as you follow along:

- What kind of pattern is the writer describing?
- How do pictures help you understand words in the text?

Now, listen to your Learning Guide read pp. 8–11 of *Plant Patterns*. 
As you read, have your student find and read the names of the flowers he or she sees.

Talk about these questions with your Learning Guide:

- Look at the heading on p. 8. How does it help you understand what you will learn about in this section?
- What details in the photographs tell you more about the main topic?

ANSWERS
- The heading says, "Color Patterns," so I know I will be learning about colors that repeat to make a pattern.
- The photographs show colors that repeat to make a pattern in flowers, rows of flowers, and flower gardens.

You can learn useful words from an informational text like Plant Patterns. Let’s look at some of them. For example, the phrase color pattern in pp. 8–11. A color pattern is a pattern that repeats the same color. Think about things in your life that have color patterns. Tell your Learning Guide. Then, use the text and pictures to decide what the words colorful and stripes mean. What things in your life are colorful or have stripes? Tell your Learning Guide.

Using words and pictures in the text, help your student to discover that colorful means something that is full of color; stripes are a pattern of colored lines. Point out examples of color patterns around you.

/u/ Spelled Uu

Name the picture on the card your Learning Guide is holding. Say the word sun. Listen for the /u/ sound. The word sun has the /u/ sound in the middle. What letter spells the /u/ sound in the word sun? Now, listen to some word pairs. Which words have the /u/ sound in the middle like the word sun?
Display the picture card **sun**. Then, use word pairs **fan-fun, cap-cup, cub-cob, hat-hut**.

### PHONICS

**PRACTICE: HIGH FREQUENCY WORDS - AM, WHAT, SAID, WAS**

We are going to add four new high-frequency words to our flash card deck today. Look at each word. Say the word, stretching it out so that you can hear each letter sound. Watch the *Stretch the Word Snake (2:50)* to review how to stretch out words and hear the letter sounds.

Please go online to view this video ▶

Now let's read all our high-frequency words.

Work with your Learning Guide to create a word wall with all our high-frequency words.

### TEACHING NOTES

Using index cards or small pieces of paper, make a flash card for each new word: am, what, said, was. Assist your student as he or she stretches out each word and identifies the sounds.

Using a file folder or large piece of paper, make a word wall for your student. See the links below to see how this is done. Have your student read aloud each high-frequency flash card as you write the word in the correct spot on your word wall. As we learn new words, add them to your word wall. Your student can use the word wall as a spelling resource when writing and also as a way to review high-frequency words.

This Reading Mama

Reading Rockets

In the last lesson part, you named a topic to write about. You chose to write about plants or patterns. Now, you will add a fact or detail about your topic. A **fact** is a piece of information that can be proved true. A **detail** is a small piece of information that tells about a topic. Facts and details can work together.
Here is an example: Read the information on p. 9 of the text. What fact does the author tell? What detail does he use to show the fact is true? The author tells the fact that bleeding heart flowers form a pattern. He then tells a detail to show why this is true: They repeat the same white stripe.

Now, brainstorm facts and details about the topic you have named. Then, choose the most interesting fact or detail about your topic. Write a sentence that tells your fact or detail in your ELA Journal. Your Learning Guide will help you. You now have drafted an informative text.

**TEACHING NOTES**

Help your student brainstorm facts and details about his or her chosen topic. Assist your student as needed to draft a sentence. Remind your student to use capitals and end punctuation. Sample sentences: The topic is patterns in my house. I see a pattern in the windows. The windows repeat rectangle shapes of glass.

**TEACHING NOTES**

**ANOTHER WAY**

**WRITING AN INFORMATIVE TEXT: TOPIC AND FACTS**

If your student is struggling to understand the steps involved in writing an informational text, use the worksheet to demonstrate how to select and write facts about a topic.

**NOUNS FOR MORE THAN ONE**

A noun names a person, animal, place, or thing. Sometimes you have more than one person, animal, place, or thing. When a noun names more than one, it may end in -s. Say these nouns with your Learning Guide: flower, color, pattern, row, tulip. Now, say the words again, this time adding -s to the end. Write the plural form of the words in your ELA Journal. Then, choose one of the plural nouns and write a complete sentence.

**TEACHING NOTES**

Echo read the nouns with your student. Assist him or her as needed to use a plural noun in a sentence.

You learned some useful words you can use from Plant Patterns. You also wrote a fact or detail about a topic. Next, you will see how words and pictures work together to help you understand information in the text. You will also revise your writing.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
### LEARN

Before, you learned some useful words to use from *Plant Patterns*. Now, you will look more closely at words and pictures in the text. You will see how they help you understand the topic of patterns. Remember to look for ideas and words you can use later in your project.

In a moment, you will listen to the *Row and Ring* section of *Plant Patterns*. As you listen, think about these questions:

- Which plants make ring patterns?
- Which plants make row patterns?

Now, listen as your Learning Guide reads pp. 12–19 of *Plant Patterns*. 

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### Objectives
- To identify main topic and key details
- To ask and answer questions about unknown words in a text
- To use text parts to find information
- To draw, dictate, or write to compose an informative text
- To revise writing based on peer review
- To add illustrations with labels to writing
- To identify and say initial /v/ sound
- To spell the /v/ sound Vv

### Books & Materials
- Plant Patterns by Nathan Olson
- Jack's Garden by Henry Cole
- ELA Journal
- Computer
- Main Idea and Key Details chart
- Two-Column chart
- Four-Column chart
- Alphabet card Uu
- Picture cards: sun, drum, dap, jug, nut, clock, duck
- Picture cards: van, vest, dog, vase, top, vacuum

### Assignments
- Read Plant Patterns by Nathan Olson.
- Complete a Main Topic and Details chart.
- Watch the Main Idea: Look at the Cover video.
- Use facts to answer questions about a topic.
- Complete a Patterns chart.
- Name a topic to write about and write a topic sentence.
- Use details about a topic to draft an informative text.
- Complete a Words and Photographs chart.
- Play the Are You a Wordsmith? game.
- Revise an informative text based on peer review.
- Complete an Unknown Words chart.
- Add a drawing to an informative text.
- Play Word Bingo.
- Write facts about a topic in a list.
- Complete a Texts Parts chart.
- Use Jack's Garden to research and take notes on a topic.
Tell your Learning Guide the answers to these questions:

- What pattern do cactus, corn plants, and ears of corn all make?
- What pattern do bamboo and trees make?
- What does the pattern in trees show?

ANSWERS

- Cactus, corn plants, and ears of corn make a row pattern.
- Bamboo and trees make a ring pattern.
- The ring pattern in tree shows how old a tree is.

Photographs often show details about what words describe in a text. In Plant Patterns, how do the photographs connect to the words? You can use a Two-Column chart to show this information. Look at p. 13. What do the words tell you about the spines of cactus? What do the photographs show you? Now, look at pp. 14–15. What details do the words tell you about the corn? What details do the photographs show you? Work with your Learning Guide to fill in a Two-Column chart with this information.

Write the information your student dictates to you. Provide feedback on the facts and details your student dictates. Your student’s completed Words and Photographs chart should look something like this:

<table>
<thead>
<tr>
<th>Words</th>
<th>Photographs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rows of prickly spines on a cactus make a repeating pattern.</td>
<td>The photographs show the rows of spines on a cactus. They show the star pattern of the spines.</td>
</tr>
<tr>
<td>The rows of corn have tassel stripes... each ear of corn has its own repeating rows of yellow kernels.</td>
<td>The rows of corn make a pattern of tassel stripes. The yellow kernels repeat in a row.</td>
</tr>
</tbody>
</table>
/u/ Spelled Uu

Read this word with your Learning Guide: ran. Now, read this word: run. How did the word ran change to make the word run? Tell your Learning Guide. Read this word: cat. Change the letter a to the letter u and write the word. What is the new word? Now, listen to the words your Learning Guide says. If the word has the /u/ sound in the middle, write it down.

TEACHING NOTES

Your student should understand that changing the middle letter changes the sound and the meaning of the words ran and cat to run and cut. Say the words fun, mop, nut, log, cub, rub, box, run, mat, rug. Your student should identify the /u/ sound and write the words fun, nut, cub, rub, run, rug.

PHONICS

PRINT CONCEPTS AND HIGH FREQUENCY WORDS

Today we will read another story about Bud. Look at the cover of the story, Bud Likes Mud. Read the title. Who is the author? Who is the illustrator? Let’s take a picture walk. Look at each picture. What is happening? Do 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

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 students 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.

QUICK CHECK

Please go online to view and submit this assessment.
MORE TO EXPLORE

Complete the activity Are You a Wordsmith? Match the words to pictures. Then, tell your Learning Guide how this skill can help you understand what you read.

Previously, you chose a topic. Then, you wrote facts and details about the topic. Good writers know that it’s not enough to just write their ideas. They need to revise their writing to make it as clear as possible to a reader.

When writers revise, or change their writing, they make their writing better. They may take out information or put more in. The important thing is to help readers understand the topic.

When you revise, the first step is to carefully review your draft. You can ask yourself questions like these:

- Is the topic clear?
- Are there enough details?
- Are the details all related to the topic?

After you review your writing, revise it based on your answers to the questions. Work with your Learning Guide to make any necessary revisions.

TEACHING NOTES

Guide your student in answering the review questions. Explain that it’s helpful to review one's own writing the day after writing it because you have fresh eyes. Encourage your student to make marks on the text where changes need to be made. Then, assist your student in making revisions as needed.

TEACHING NOTES

ANOTHER WAY

REVISING: INFORMATIVE TEXTS

If your student is struggling to revise his or her story, go to the glossary and read aloud the definitions of the words. Look for sensory descriptive words with your student. For example, in the definition of bamboo, the word hard is used. Write this word down on a Sensory Descriptive Words list.

In the next definition, the word feathery is used. Write this word down on your list. Read each of the words and definitions to your student, identifying and recording the words that cause him or her to think of a sound, taste, or texture, or words that create a clearer picture in his or her mind.
Guide your student in answering the review questions. Explain that it’s helpful to review one’s own writing the day after writing it because you have fresh eyes. Encourage your student to make marks on the text where changes need to be made. Then, assist your student in making revisions as needed.

You learned about ring and row patterns in nature. You revised your writing. Next time, you will learn more special words that describe plants and their patterns. You will also draw a picture to support your writing.

When you have completed your list, ask your student to go back to his or her draft and reread his or her sentences. Ask your student if there is a place some of the descriptive words found in the definitions can be placed in the existing sentences. Is there a way to add another sentence using these words?

You learned about ring and row patterns in nature. You revised your writing. Next time, you will learn more special words that describe plants and their patterns. You will also draw a picture to support your writing.
Last time, you learned about ring and row patterns in nature. This time, you will learn more special words that describe plants and their patterns. You may want to write some of them down in your ELA Journal to use later for your project. Good readers stop to define words they don’t know so they don’t miss any important ideas in a text.

In a moment, you will listen to the Wildly Wonderful Patterns section of Plant Patterns. As you listen, look at the photographs and think about these questions:

- How many different kinds of patterns can you spot?
- What are special words the author uses to describe these patterns?

Now, listen as your Learning Guide reads pp. 20–27 of Plant Patterns.
After reading, tell your Learning Guide the answer to these questions:

- What kind of patterns does the author describe on pp. 20–25?
- Look at the photographs on pp. 26–27. How many different kinds of patterns do you see?

**TEACHING NOTES**

Your student will need to review the text and pictures to answer these questions. Have your student point to the parts of photographs that illustrate his or her responses. Answers may include:

- The author describes spiral, star, circle (of petals), swirl, pointy, and spiky.
- The flowers have patterns of color (pink and white), pink and white stripes, dark pink spots, and repeating petal and leaf shapes.

The book *Plant Patterns* may have words that are new to you. You can use a [Two-Column chart](#) to help you understand the meanings of these words.

Let's look at three words in *Plant Patterns*: *spiral* (p. 21), *pointy* (p. 24), and *trap* (p. 25). Begin by asking this question: What does the word _____ mean? Fill in the missing word and write the question in the Questions column of your chart. Then, look at pictures and other words in the text. What clues do they give you? Write each word's meaning in the Answers column. Your Learning Guide will help you.

**TEACHING NOTES**

Add the details your student dictates to the Unknown Words chart. Your student's completed chart should look something like this:
Listen to the sound at the beginning of the word *up*. The letter *u* spells the */u/* sound at the beginning of the word. Add the letter *c* to the word *up*. Say the word *cup*. What letter spells the sound in the middle of the word *cup*? That's right, *u* spells the */u/* sound. Now, use this word pattern to make some new words: ___ug. Listen as your Learning Guide says a word. Write the beginning sound to complete the word pattern.

Say these words: *hug, jug, mug, rug, tug*. Have your student use the word pattern to write the word he or she hears.
Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.

Each word you find in your ELA Journal. Make sure to use your best printing.

Your informational text. Next, you will look closely at key details and facts about plants and plant patterns. You will also write facts about a topic. Then, you will draw a picture to show more information about the topic.

The photograph shows more. It shows what color the seeds are. It shows the many lines that come out of the center of each star. It shows the round shape all of the seeds form together.

Previously, you drew a picture to help you name the topic for your informational text. This time, review your informational text. Then, you will draw a picture to show more information about the topic.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.

You have learned more special words that describe plants and plant patterns. Then, you added a drawing to your informational text. This image should provide more specific information about the topic or illustrate a new understanding.

Assist your student as needed to brainstorm image ideas that will support his or her informational text and add more information. This image should be different than the image your student created about his or her topic. This image should provide more specific information about the topic or illustrate a new understanding.

PHONICS

PRACTICE /u/ SPELLED Uu

Let’s read our story Bud Likes Mud. Read the title. Can you find the words with the /u/? Remember the /u/ we are looking for sounds like the Uu in the word rug.

We reread stories to improve our reading. Every time we read a story, it sounds better and better. Now read the story Bud Likes Mud aloud. Remember to read left to right, top to bottom, and the left page before the right page.

Now let’s read it again and go on a Word Hunt! As you read, listen for words that have the /u/ sound. Sometimes it’s at the beginning of a word, and sometimes it’s in the middle of a word. Write each word you find in your ELA Journal. Make sure to use your best printing.

TEACHING NOTES

Assist your student in completing the tasks. If your student has difficulty reading the story independently, try the choral reading or echo reading strategy.

You have learned how words and illustrations work together in a text. Illustrations show details of what is in the text. Sometimes they show more information about the topic. For example, look at the text and photograph on p. 21 of Plant Patterns. The words tell about the pattern that dandelion seeds make. But the photograph shows more. It shows what color the seeds are. It shows the many lines that come out of the center of each star. It shows the round shape all of the seeds form together.

Previously, you drew a picture to help you name the topic for your informational text. This time, review your informational text. Then, you will draw a picture to show more information about the topic.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.
You learned more special words that describe plants and plant patterns. Then, you added a drawing to your informational text. Next, you will look closely at key details and facts about plants and plant patterns. You will also write facts about a topic.

☑️ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have been reading to learn about plant patterns. The author uses different words to describe patterns. You might not know all of the words the author uses. You can look at a word’s parts for clues about what the word means.

Listen to your Learning Guide read this sentence from Plant Patterns.

The different colored flowers make colorful striped patterns in springtime.

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

- The different colored flowers
- make
- colorful striped patterns
- in springtime.

Display the chunks for your student in the sentence order.

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

Your Learning Guide has broken the sentence into chunks. Read the chunks with your Learning Guide.

Do you see two words that look almost the same? Pull out the chunks that have those words on them.

Your student should pull out these chunks:

- The different colored flowers
- colorful striped patterns

Look at the words colored and colorful on the sentence chunks. What is the same about them? What is different about them?

Did you notice that they both have the word color in them?
Color is a thing. This means it is a noun. The words in these chunks are not nouns. They are being used to describe other things.

Answer these questions:

- What is colored describing?
- What is colorful describing?

**TEACHING NOTES**

Possible response: They are the same because they both start with color. The words have different letters at the end.

Answers:

- flowers
- patterns

**GRAMMAR**

Look at the ending in the first chunk. It is -ed. This ending is used to make nouns into describing words. A describing word is called an adjective. Colored flowers means the flowers have colors.

Look at the ending in the second chunk. It is -ful. This ending means full of. The ending -ful is used to make nouns into adjectives. Colorful means full of color.

You can look at the ending of a word for clues to what the word means. The endings -ed and -ful are clues that you are reading a describing word.

Look again at the sentence chunks. Do you see another word with the ending -ed? Point to it.

What other word do you see in striped? This is another clue to what it means.

Put the clues together. What do you think striped means in the chunk?

**TEACHING NOTES**

Possible response: I think striped means the patterns have stripes.
**GRAMMAR**

Can you turn a noun into a describing word?

Pick one of these words:

- flavor
- cheer
- thought

Tell your Learning Guide what the word means.

Then add the ending -ful to the word. What does your new word mean?

Can you write a complete sentence using your new word?

Read your sentence to your Learning Guide. Tell your Learning Guide how you can use the ending of a word for a clue to what the word means.

---

**TEACHING NOTES**

Your student might respond as follows:

- Flavor means what something tastes like.
- Flavorful means full of flavor.
- The flavorful candy tastes like fruit.

If your student struggles to write a sentence with the newly formed word, prompt him or her with questions based on the word he or she selected. For example, ask, “What are things people do that are thoughtful?” Your student should name an action. Then have your student write a sentence showing that action.

Your student should explain that the ending of a word can give a clue to what it means. If you know what the ending means and what the first part of the word means, you can put their meanings together.

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**TEACHING NOTES**

You might extend the above activity with your student by having your student repeat the activity with the other two words in the list.
Before, you learned more words to describe plants and plant patterns. Now, you will look closely at key details and facts about plants and plant patterns. Key details and facts about a topic help you understand the topic better. The key details and facts in this section will help you to better understand the different kinds of patterns in nature.

In a moment, you will read the last pages of Plant Patterns. As you listen and follow along, think about this question:

- What is the most surprising fact you learn about plants and plant patterns?

Now, listen as your Learning Guide reads pp. 28–29 of Plant Patterns.

Tell your Learning Guide the answer to these questions:

- Where can people find patterns of flowers today?
- Which two plants have parts that grow in a spiral pattern?
- What is the most surprising fact you learned about plants and plant patterns?

**ANSWERS**

- People can find patterns of flowers in public gardens.
- Both fiddlehead ferns and sunflower seeds have parts that grow in a spiral pattern.
- Accept any answer based on facts in the text.

There is a lot of information about plants in Plant Patterns. Asking and answering questions can help you understand what you are reading. Remember: question words are who, what, when, where, why, and how. You can use key details in the book to find answers.
Look for answers to these questions on pp. 28–29 of *Plant Patterns*:

- How do different colored tulip flowers make striped patterns?
- What part of the cactus spine is living?

Tell your Learning Guide the answers. Then, write a question of your own and answer it using the text.

---

**TEACHING NOTES**

Your student should find that:

- the different colored tulip flowers grow in rows to make a striped pattern.
- the base of a cactus spine is living.

Sample student question: *What do rings on a tree tell me?* Answer: *The rings on a tree tell how old it is.*

---

**PHONICS**

**PRACTICE: INITIAL AND MEDIAL /U/**

Let’s use our letter tiles to review /u/ in words. Look at the Picture Card *up*.

Make the word *up* with letter tiles. Say “/u/ /p/ up.”

Now let’s make the word *cup*. Keep the word *up* and add a c to the beginning. Now you have cup. Say “/k/ /u/ /p/ cup.”

Now take the p tile away and replace it with a t tile. You now have the word *cut*. Say “/k/ /u/ /t/ cut.”

Now replace the t tile with a b tile. You now have the word *cub*. Say “/k/ /u/ /b/ cub.”

Now replace the c tile with a t tile. You now have the word *tub*. Say “/t/ /u/ /b/ tub.”

Can you think of other words you can make with the /u/ sound?

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**TEACHING NOTES**

Copy and cut out letter tiles prior to the lesson. Assist your student in making the words and then stretching the word to hear all the letter sounds. Encourage your student to make other words that have a /u/ sound. He or she can look in the story *Bud Likes Mud* for more words to make.
INITIAL /V/

Look at the picture card your Learning Guide is holding. Say the word *van* out loud. Listen for the beginning sound. The beginning sound in *van* is /v/. Look at the picture cards your Learning Guide shows you. Which pictures show words that begin with the /v/ sound, like *van*?

**TEACHING NOTES**

Display the picture card *van*. Say the word with your student, emphasizing the /v/ sound. Then, display picture cards *vest, dog, vase, top, vacuum* one by one. Clearly separate the beginning sound in each word. Your student should identify that *vest, vase, vacuum* begin with the /v/ sound.

Now, draw a picture of a word that begins with the same sound as *van*.

**INTERACTIVE ACTIVITY**

For some fun with letters and sounds, play Word Bingo. Match the word you hear with the word on the bingo card.

Before, you wrote an informational text about plants or patterns. You named the topic, wrote a topic sentence, and then added facts or details about the topic. Now, you will write facts about a topic in a list.

The first step is like the first step in informational writing. You must choose a topic. Once you choose a topic, you brainstorm a list of facts about the topic. Next, you write a sentence about each fact in the list. Finally, you can give your list of sentences a title.

Let's try this with the topic *sunflowers*. What do you know about sunflowers? This fact will get you started: *Sunflowers grow tall*. Now, work with your Learning Guide to think of two more facts about sunflowers. Look back at photographs on pp. 22–23 of *Plant Patterns* for ideas. Write down your facts.

**TEACHING NOTES**

At this stage, your student should brainstorm a list of two facts. Complete sentences are not necessary.
Now, write a complete sentence for each fact. Write these in a list. Then, give your list a title. Copy your list in your ELA Journal.

**TEACHING NOTES**

Have your student write or dictate factual sentences in a list. Sample sentences: *Sunflowers have bright yellow petals. Sunflower seeds grow in swirls.* Sample title: *Sunflower Facts!*

You looked closely at key details and facts about plants and plant patterns. Then, you wrote factual sentences in a list. Next, you will learn how to use different parts of a text to find information. You will take research notes on a topic.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Previously, you looked closely at key details and facts about plants and plant patterns. Now, you will learn how to use different parts of a text to find information. Good readers know there are special parts of a text to help them find information. This helps them find what they need quickly.

Some books have parts that help readers locate information. Look at the Table of Contents on p. 3 of Plant Patterns. This shows where sections of the book begin. The last section you read was "Plant Pattern Facts." Point to this title on p. 3. What part comes next in the book?

Now, listen and follow along as your Learning Guide shows you other parts of the text that help you find information. As you listen, think about these questions:
What kind of information does each part give me?
How can I use each part to find information?

Display pp. 30–32. Explain the text features on these pages. The Glossary gives the meaning of some important words in the text. The Read More section names more books on the topic. The Internet Sites section tells how to find sites with information related to plants. The Index tells on what page some text details can be found. Demonstrate how these text features may be used.

Tell your Learning Guide the answer to these questions.

- What text part would you use to find the meaning of the word bamboo? Show your Learning Guide this part of the text.
- What text part will help you find more books about the topic of Plant Patterns? Show your Learning Guide this part of the text.

You can use a Four-Column chart to help you identify parts of text. Use the information on pp. 30–32 of Plant Patterns. Tell what kind of information you find in each of these four parts: Front/Back Cover; Glossary; Read More/Internet Sites; Index. Work with your Learning Guide to complete the Four-Column chart.
Add the descriptions your student dictates to the Text Parts chart. Your student’s completed chart should look something like this:

<table>
<thead>
<tr>
<th>Text Parts</th>
<th>Front/Back Cover</th>
<th>Glossary</th>
<th>Read More/Internet Sites</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>The title is Plant Patterns. The author is Nathan Olson.</td>
<td>The glossary tells me the definition of words from the text.</td>
<td>These sections tell me where I can get more information about patterns of plants.</td>
<td>The index is located on the last page. It tells me on which pages I can find words from the book.</td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING NOTES**

**PHONICS**

**HIGH-FREQUENCY WORDS**

Say and spell each word in this list with your Learning Guide: where, is, come, was. These are words you will read many times. Say each word slowly again and listen to the beginning sound: where, is come, was. Tell your Learning Guide what sound each word begins with and what letter goes with that sound. Now, read these sentences. Find the words where, is, come, and was.

*Where were you?*

*I was in the garden.*

*My garden is pretty.*

*Birds come here.*

Now, choose a sentence. Draw a picture to show what the sentence means.

**TEACHING NOTES**

Repeat this activity with other sentences as needed to reinforce learning.
PHONICS

/v/ SPILLED Vv

Look at the Alphabet Card Vv. The picture is a volcano. Say volcano. Do you hear the /v/ sound in volcano? We are going to read and sing a song. Listen and point to the words as your Learning Guide reads the song “I Want My Car to Vrooom.” Read it together again. Do you hear any words with /v/? Clap your hands when you hear one. Write the Vv words you find in your ELA Journal. Sing the song and listen to the /v/ in the words that have the letter Vv in them.

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 Vv words and discuss the /v/ sound in each word. As your student writes the Vv words in the ELA Journal, make sure he or she is using correct letter formation and leaving spaces between the words.

Sing the song a few times together. It is sung to the tune of “A Sailor Went to Sea, Sea, Sea.” See the video for the tune.

Last time, you listed facts about a topic. Now, you will research a topic. When you research a topic, you look for information about it in books and magazines, or on Web sites. You take notes on what you find. Then, you use your notes to write about the topic.

You will use the book Jack’s Garden to research a topic. The topic is: What I need in order to make a garden. Take a picture walk with your Learning Guide through pp. 6–13 of Jack’s Garden, in the Text Collection.

Look for information in the pictures and labels to help you answer the topic question. Take notes. Make a list of four things you need to make a garden.

TEACHING NOTES

Guide your student in a picture walk through pp. 6–13. Assist your student in taking notes as needed. Point out that notes can be short phrases instead of complete sentences. Remind your student to use proper spacing between the letters of each word and between the words in his or her notes. Items for a garden may include: soil; tools such as a trowel, rake, and garden claw; seeds such as poppy, lupine, and sunflower seeds; water.
Write the topic question and your research list in your ELA Journal.

You learned how to use different parts of a text to find information. You took research notes on a topic. Next time, you will use what you have learned about text parts.

☑️ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

PHONICS

PRINT CONCEPTS AND HIGH FREQUENCY WORDS: WHERE, IS, COME, WAS

Look at the new High Frequency Flash Cards that your Learning Guide is showing you. Read and spell each word. Look at your Word Wall. Where should each new word be written?

Today you will read *The Big Jazz Band*. Look at the cover of the story. Read the title. Who is the author? Who is the illustrator? Now take a picture walk. Look at each picture. What is happening? Do 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

Use index cards or small pieces of paper to make flash cards for the words: where, is, come, was. Have your student look at the word wall and read each word aloud. Now ask your student where the new words should be written. For example: The word where is written in the Ww section.
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 students 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.

USE

In this lesson, you looked at the different parts of the book *Plant Patterns*. You learned how to use different parts of the text to find information. Look back at the book *Plant Patterns*. Review the text parts. Then, answer the questions.

USE FOR MASTERY

Match each word to the question it answers.

- Where do readers find the title, author, and illustrator of a text?
- Which text feature gives the definition of words?
- Which text feature explains the information in a picture?
If your teacher asked you to send files for this assessment, please put them in this upload box.

Where do readers find the title, author, and illustrator of a text?

Which text feature gives the definition of words?

Which text feature explains the information in a picture?

Which text feature tells the chapters or sections of the book?

Match each word to the question it answers.

- glossary
- table of contents
- book cover
- caption

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WRITING ABOUT PATTERNS

In this unit, you have learned that a pattern happens when something repeats. There are patterns all around you! You find patterns in repeated colors and shapes. You can find patterns in repeated sounds. The petals of a flower make a color and shape pattern. The rhyming words of a poem or the sound of a fire siren make a sound pattern. Now, it is your turn to find two patterns for your project.

A good place to start your research is the book *Plant Patterns*. You discovered in the book that there are many patterns in nature. You can also look for patterns in your life. Look in books you read. Are there any rhyming patterns there? Look around you. Are there any shapes and colors that repeat? Listen. Do you hear any sounds that repeat?

Work with your Learning Guide to list some patterns you find. Then, choose two for your project. Next time, you will write sentences about these patterns.

Review the rubric with your Learning Guide so that you are sure to cover everything for this step of the project.
Work with your Learning Guide to list some patterns you find. Then, choose two for your project. Next fire siren make a sound pattern. Now, it is your turn to find two patterns for you around you! You find patterns in repeated colors and shapes. You can find patterns in repeated sounds.

In this unit, you have learned that a pattern happens when something repeats. There are patterns all many patterns in nature. You can also look for patterns in your life. Look in books you read. Are there The petals of a flower make a color and shape pattern. The rhyming words of a poem or the sound of a The first word of each sentence starts with a capital. Each sentence ends with a period. You will write sentences about these patterns.
You have chosen two patterns to write about for your project. Now, think about the words you have learned to describe patterns, like stripes, rings, rows, and swirls. What colors, shapes, or sounds make your patterns? How do they repeat to make a pattern?

Work with your Learning Guide to write a sentence about each pattern that tells why it is a pattern. Then, work with your Learning Guide to revise and make the sentences better.

TEACHING NOTES

Your student may dictate these sentences. After writing, read each sentence aloud to your student. Then, work with your student to revise the sentence for clarity. Provide feedback and ask guiding questions to help your student make necessary changes.

Now, review the rubric for this part of the project. Do your sentences cover everything the rubric asks for?

Write your finished sentences in your ELA Journal.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
You have been reading and writing about plant patterns. Now, you will read about a pattern in nature that may surprise you. It is shared by plants and animals! While you read, you will look at the key details. Good readers pay attention to how key details are related because this helps them figure out what a text is about.

Now, look at the front cover of the book you will read next. Read with your Learning Guide the title, subtitle, and the author's and illustrator's names. Look at the illustrations. Tell your Learning Guide what you think the book will be about. Think about these questions as you listen to your Learning Guide read:

- What is this book mostly about?
- What is a spiral?

Now, read Swirl by Swirl: Spirals in Nature in the Text Collection, Unit 5, (page 27).
VOCABULARY
- spiral
- swirl
- coiled
- curves
- winds
- clever
- stretches
- pattern
- stalk
- scatter
- fiddle

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.

Display the front book cover of _Swirl by Swirl: Spirals in Nature_. Point to the title, subtitle, and author’s and illustrator’s names as you read them. Ask your student: Who writes the words in this book? Who draws the pictures?

Guide your student in reading _The Tiny Seed_. 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.

Tell your Learning Guide the answer to these questions:
- What is the main topic, or idea, of this text?
- Where is one place you could find a spiral in nature?

TEACHING NOTES
**ANSWERS**
- The main topic or idea is that there are swirls and spirals in nature.
- General answers may include: underground, in the ocean, in a forest or garden, in the clouds. Have your student find details in the text to support his or her answer.
Swirl by Swirl: Spirals in Nature is an informational text. The main topic of an informational text is what the text is mostly about. Key details tell more about the topic. Use a Main Idea and Key Details chart to show the main topic and three key details in Swirl by Swirl: Spirals in Nature. Work with your Learning Guide to complete the chart.

Add the details your student dictates to the Main Topic and Key Details. Sample answers:

- **Main Topic**: spirals in nature
- **Key Details**: a snuggling shape that fits into tight places (p. 28); a growing shape that starts small and gets bigger (p. 32); a strong shape that protects what is inside (pp. 36–37)

You can play along with the video: Pattern Fish (03:02) to help you understand patterns better. In this video, you’ll listen for and look for patterns. Then, you’ll try to figure out what comes next in the pattern. Looking at these patterns will help you when you work on your own pattern in your project.

Please go online to view this video ▶

**INITIAL /Z/**

What is on the picture your Learning Guide is holding? What sound does the word start with? Now, listen as your Learning Guide pronounces word pairs. Repeat those words. Which ones begin with the same sound as the word in the picture?

Display the picture card **zoo**. Your student should identify the picture as a zoo; the beginning sound as /z/. Use word pairs zag-jar, jump-zip, job-zoom, zebra-jaw.
PHONICS

/z/ SPELLED Zz

Let’s read our story “The Big Jazz Band.” Read the title. Can you find the word with the /z/ sound? Remember the /z/ sounds like the Zz in the word zebra.

We reread stories to improve our reading. Every time we read a story, it sounds better and better. Now read the The Big Jazz Band aloud. Remember to read left to right, top to bottom, and the left page before the right page.

Now let’s read it again and go on a Word Hunt! As you read, listen for words that have the /z/ sound. Write each word you find in your ELA Journal. Make sure to use your best printing. Circle the Zz in each word.

TEACHING NOTES

Assist your student in completing the tasks. If your student has difficulty reading the story independently, try the choral reading or echo reading strategy.

You have learned that informative writing gives information about a topic. The information will be facts, details, or examples. Writers research a topic before writing about it. They look for facts and details they can use in their writing.

Now, you will research information and find details about a topic. The topic is spirals in nature. Look on pp. 44–47 of Swirl by Swirl: Spirals in Nature in the Text Collection, Unit 5. What are two facts or details about spirals you find in the text and pictures? Tell your Learning Guide. Then, make a list of these facts or details. Write them in your ELA Journal.

TEACHING NOTES

Remind student that he or she researched a topic in the last lesson, found information, and made a list. Your student should focus on details and facts. Provide feedback on his or her choices, and use this opportunity to confirm or clarify concepts.
Today, you learned more about patterns in nature. You found the main topic of *Swirl by Swirl: Spirals in Nature*, in the *Text Collection*, Unit 5. Then, you made a list of facts and details about spirals. Next time, you will see how words and pictures work together to help you understand a text. You will also write a fact about a topic.

✅ QUICK CHECK

Please go online to view and submit this assessment.
# Super Swirls - Part 2

## Objectives
- To identify the main topic and key details
- To relate pictures and word in a text
- To ask and answer questions about unknown words in a text
- To compare and contrast texts
- To use descriptive words and phrases to write about a pattern
- To identify and say initial /z/ and /y/ sounds
- To spell the /z/ and /y/ sounds Zz and Yy

## Books & Materials
- Swirl by Swirl: Spirals in Nature by Joyce Sidman
- The Tiny Seed by Eric Carle
- Jack's Garden by Henry Cole
- ELA Journal
- Computer
- Main Idea and Key Details chart
- Three-Column chart
- Venn diagram
- Picture cards: zoo, yarn, yak, map, yellow, pail, yo-yo

## Assignments
- Read Swirl by Swirl: Spirals in Nature.
- Complete a Main Topic and Key Details chart.
- Watch the Pattern Fish video.
- List facts or details about spirals.
- Complete a Pictures and Words chart.
- Write about a topic sentence and a fact or detail about the topic.
- Watch the Let's Get up and Move video.
- Write about key details that support a topic in the text.
- Reread Plant Patterns and Swirl by Swirl: Spirals in Nature.
- Complete a Venn diagram.
- Compare and contrast a pattern in two texts.
- Take a picture walk through The Tiny Seed and Jack's Garden.
- Choose and describe a pattern.

## LEARN

Last time, you identified the main topic and key details in *Swirl by Swirl: Spirals in Nature*. This time, you will use the pictures and text to identify key details that support the topic. Identifying key details helps you figure out what information in a text is important to know and remember.

Your Learning Guide will read pages from *Swirl by Swirl: Spirals in Nature*. As your Learning Guide reads, look at the pictures. Think about these questions as your listen to your Learning Guide read:

- What are some details in the text that describe spirals?
- What are some details in the pictures that describe spirals?

As you read, have your student look at the illustrations and follow along. Have your student read the two sentences on pp. 32–33 with you.

Tell your Learning Guide the answers to these questions:

- How does a plant show a spiral?
- How does an animal show a spiral?

ANSWERS

- A plant can show a spiral in its stem and leaves that unwrap as it grows.
- An animal can show a spiral in its tail, body, shell, and horns.

Think about the pictures in *Swirl by Swirl: Spirals in Nature* in the Text Collection, Unit 5. They support words on a page by showing what the words describe or even showing more information. The pictures help you understand what you are reading.

You can use a Pictures and Words chart like this one to show how pictures relate to words in a text.

<table>
<thead>
<tr>
<th>Words</th>
<th>Pictures</th>
<th>Relation</th>
</tr>
</thead>
<tbody>
<tr>
<td>snuggling shape, fits in small places</td>
<td>animals snuggled in small places</td>
<td>pictures support words</td>
</tr>
</tbody>
</table>

Read the text and look at the pictures on p. 28 of *Swirl by Swirl: Spirals in Nature* in the Text Collection, Unit 5. Review the chart. It shows how the words and pictures work together. Now, look at the words and pictures on pp. 30–31. Use a Pictures and Words chart to show how the pictures relate to the words. Start with a Three-Column chart.
As you read, have your student look at the illustrations and follow along. Have your student read the two sentences on pp. 32–33 with you.

Tell your Learning Guide the answers to these questions:

1. How does a plant show a spiral?
   - A plant can show a spiral in its stem and leaves that unwrap as it grows.

2. How does an animal show a spiral?
   - An animal can show a spiral in its tail, body, shell, and horns.

Think about the pictures in Swirl by Swirl: Spirals in Nature in the Text Collection, Unit 5. They support words on a page by showing what the words describe or even showing more information. The pictures help you understand what you are reading.

You can use a Pictures and Words chart like this one to show how pictures relate to words in a text.

Read the text and look at the pictures on p. 28 of Swirl by Swirl: Spirals in Nature in the Text Collection, Unit 5. Review the chart. It shows how the words and pictures work together. Now, look at the words and pictures on pp. 30–31. Use a Pictures and Words chart to show how the pictures relate to the words. Start with a Three-Column chart.

Write the information your student dictates to you. Your student's completed chart should include:

- **Words**: a chance to expand
- **Pictures**: animals stretching out
- **Relation**: pictures work together with (or support) words

**TEACHING NOTES**

- If your student has initial difficulty identifying the letters Zz or relating the letters to the /z/ sound, practice with several more words, such as zip, zoom, and zebra. Then, say the following words: zero, zipper, rug, zest, five, zap, desk, zoo, ten, zone. Your student should stay seated for rug, five, desk, ten.

Now, you will choose a topic to write about and write a fact about the topic. You have learned that a topic is what the text is all about. Writers of informative texts tell facts about a topic. A fact is something that can be proved true.

What topic about nature would you like to write about? For example, would you like to write about forest animals? Brainstorm a list of topics with your Learning Guide.

Next, choose one topic and write a sentence about it. For example: There are many animals in a forest.

**TEACHING NOTES**

- Help your student brainstorm a list of nature topics. Use Swirl by Swirl: Spirals in Nature, in the Text Collection, Unit 5, for inspiration. Your student's first sentence should be a general statement about the topic.
Now, what is a fact you can write about your topic? For example: A chipmunk is one type of forest animal. Write a sentence that tells one fact about your topic.

**TEACHING NOTES**

Guide your student in writing a fact—not an opinion, such as Chipmunks are cute forest animals. While it is a fact that chipmunks are forest animals, the notion that chipmunks are “cute” is an opinion.

**PHONICS**

/y/ Spelled Yy

Look at the Alphabet Card Yy. The picture is a yo-yo. Say “yo-yo.” Do you hear the /y/ sound in yo-yo? We are going to read and sing a song. Listen and point to the words as your Learning Guide reads the song “Yolla Yak.” Read it together again. Do you hear any words with /y/? Clap your hands when you hear one. Write the Yy words you find in your ELA Journal. Sing the song and listen to the /y/in the words that have the letter Yy in them.

**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 Yy words and discuss the /y/ sound in each word. As your student writes the Yy words in the ELA Journal, make sure he or she is using correct letter formation and leaving spaces between the words.

Sing the song a few times together. It is sung to the tune of “Yankee Doodle.” See the video for the tune.

You learned how pictures relate to words in a text. You also learned two important steps in writing an informative text: choosing a topic and writing a fact about it. Next time, you will look more closely at words used in Swirl by Swirl: Spirals in Nature, in the Text Collection, Unit 5, to describe this kind of pattern in nature. You will also write about what the words and pictures in a text tell you.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Super Swirls - Part 3

LEARN

You learned how pictures relate to words in a text. Now, you will look at words and pictures to understand special words describing spirals in *Swirl by Swirl: Spirals in Nature*. You may want to use some of these special words when you write about patterns for your project.

As your Learning Guide reads, look at the pictures. Think about this question as you follow along:

- What animals use spirals to hold onto things?
- How do spirals move through water and air?

Now, listen to pp. 40–55 of *Swirl by Swirl: Spirals in Nature*, in the *Text Collection*, Unit 5.

After reading, tell your Learning Guide the answer to these questions:

- Look at the octopus's arms on p. 40. How are its arms like a spiral?
- Look at the illustrations on pp. 41–43. What other animals use spirals to hold onto things?
- How can water show a spiral?
Now, choose three words from this activity. Write a sentence for each one in your ELA Journal. Your Learning Guide can help you. Be sure to start your sentences with a capital letter and end with a period. Check that you spell all the words correctly.

Your student may dictate his or her sentences and then copy them in his or her ELA Journal. Sample sentences for each word:

- *Wind swirls the leaves around and around.*
- *The ivy plant twists around the tree.*
- *My cat curls up to sleep.*
- *The little girl clings to her mother.*
- *The baby elephant grasps its mother’s tail with its trunk.*
- *The monkey holds on to the tree branch with its tail.*
Look at the picture card of the queen. Say the word queen. Do you hear the /kw/ sound? Now say quilt. Do you hear the /kw/? Now say quarter. Do you hear the /kw/?

Look closer at these words:

- queen
- quilt
- quarter

Do you see that the letter Qq always has the letter Uu after it?

Let’s read and sing “Yolla Yak” again. Listen and look for words that have the /kw/ sound spelled Qq. Clap when you read a word with the /kw/.

Read and sing the poem aloud with your student. Assist your student in finding words with the /kw/ sound.

Please go online to view and submit this assessment.

To have fun while reviewing how words relate to pictures, watch the video: Let’s Get Up and Move (01:46).

When you’re finished, act out some of the words from the video. Now, you are the "picture" relating to the words!
VERBS

Verbs are words that tell about actions. Verbs also tell when the actions happen. Verbs that tell about actions that happened yesterday or in the past often have -ed at the end. Look at these sentences:

I played. The baby crawled. The boy kicked. The ball rolled.

Read the sentences out loud with your Learning Guide. Point to the -ed ending. Tell your Learning Guide how the -ed ending changed the words. Now, write your own sentence. Use the -ed verb helped.

TEACHING NOTES

If your student needs more practice with past tense regular verbs, use the words jump, work, call. Have your student write the past tense and tell you a sentence using each verb.

You have learned that text and pictures work together to teach about a topic. Writers choose a topic. Then, they decide what facts to include in the text and show in the pictures. Pictures sometimes have labels that add information. Look on pp. 52–53 of Swirl by Swirl: Spirals in Nature in the Text Collection, Unit 5. What label do you see in the picture that helps you understand what you are reading and seeing?

TEACHING NOTES

ANSWER

• Spiral galaxy

Remember, the main topic of Swirl by Swirl: Spirals in Nature is spirals in nature. Now, look at pp. 32–33 of the text. What do the words tell you about the main topic of the text? What do the pictures show you? Write sentences to answer these questions. Use these sentence frames to help you:

The words tell me _____. The pictures show me _____.

TEACHING NOTES

You may wish to explore other page spreads to prepare your student for writing. Sample sentences for pp. 32–33:

• The words tell me that a spiral is a growing shape.
• The pictures show me how shells grow by adding swirls.
You learned about special words that describe spirals in nature. You wrote about how words and pictures help you understand the text. Next, you will compare and contrast two texts. You will write sentences comparing and contrasting the texts.
Previously, you learned about special words that describe spirals in nature. This time, you will compare and contrast two texts about plant patterns. Comparing and contrasting helps you look closely at key details in texts. It also helps you appreciate different people's ideas about similar topics.

In a moment, you will start rereading Plant Patterns and Swirl by Swirl: Spirals in Nature. As you listen to your Learning Guide read, think about the following questions:

- How are these two texts alike?
- How are these two texts different?

Now, listen and follow along as your Learning Guide reads Plant Patterns and Swirl by Swirl: Spirals in Nature, in the Text Collection, Unit 5.
Tell your Learning Guide the answer to these questions:

- Are *Plant Patterns* and *Swirl by Swirl: Spirals in Nature* stories or informational texts?
- What types of patterns does the author tell about in *Plant Patterns*?
- What types of pattern does the author tell about in *Swirl by Swirl: Spirals in Nature*?

Remember: you can always look at the texts if you need to.

Now, you will be comparing and contrasting *Plant Patterns* and *Swirl by Swirl: Spirals in Nature* in the *Text Collection*. When readers compare and contrast two texts, they look for ways the texts are alike and different.

You can use a **Venn diagram** to compare and contrast texts. Give your Venn diagram the title *Compare and Contrast*. Label one circle *Plant Patterns*. Label the other circle *Swirl by Swirl: Spirals in Nature*. Label where the circles overlap *Both*. Now, use the Venn diagram to answer these question: What is the topic of each book? How are the topics alike? Work with your Learning Guide to complete the Venn diagram.
Tell your Learning Guide the answer to these questions:

**Are** *Plant Patterns* and *Swirl by Swirl: Spirals in Nature* stories or informational texts?

**What types of patterns does the author tell about in *Plant Patterns***?

**What types of pattern does the author tell about in *Swirl by Swirl: Spirals in Nature***?

*Remember: you can always look at the texts if you need to.*

**ANSWERS**

- The books are informational texts.
- The author tells about color patterns, row and ring patterns, swirls, and repeating patterns.
- The author tells about animals, plants, and other things in nature that make a spiral pattern.

**Now, you will be comparing and contrasting** *Plant Patterns* and *Swirl by Swirl: Spirals in Nature* in the **Text Collection**. When readers compare and contrast two texts, they look for ways the texts are alike and different.

You can use a **Venn diagram** to compare and contrast texts. Give your **Venn diagram** the title **Compare and Contrast**. Label one circle **Plant Patterns**. Label the other circle **Swirl by Swirl: Spirals in Nature**.

Label where the circles overlap **Both**. Now, use the **Venn diagram** to answer these questions:

**What is the topic of each book? How are the topics alike?**

Work with your Learning Guide to complete the **Venn diagram**.

Add the details your student dictates to the **Venn diagram**. Your student's completed chart should look something like this:

![Venn diagram](image)

**TEACHING NOTES**

Add the details your student dictates to the **Venn diagram**. Your student's completed chart should look something like this:

**INITIAL /Y/**

What is on the picture card your Learning Guide is holding? Say the word *yarn*. What sound does the word start with? *Yarn* begins with the /y/ sound. Now, look at the picture cards your Learning Guide shows you. Say each word out loud. Which words begin like *yarn* with the /y/ sound?

**TEACHING NOTES**

Display the picture card *yarn* and say the word with your student. Separate the beginning sound. Then, show the following picture cards one-by-one: *yak, map, yellow, pail,* and *yo-yo*. Your student should identify the initial /y/ sound in the words *yak, yellow,* and *yo-yo*.

When readers compare and contrast books, they make connections between the books. This helps them understand how different people view topics. Think about the books *Plant Patterns*, and *Swirl by Swirl: Spirals in Nature*. You can compare and contrast them by looking for information about one topic in one book. Then you can check the other book to see if the information is the same or different.

For example, look at the text on p. 20 of *Plant Patterns* and pp. 34–35 of *Swirl by Swirl: Spirals in Nature*, in the **Text Collection**, Unit 5. Both texts describe ferns. How are the descriptions different? Tell your Learning Guide.
Initial /Y/

What is on the picture card your Learning Guide is holding? Say the word yarn. What sound does the word start with?

Yarn begins with the /y/ sound. Now, look at the picture cards your Learning Guide shows you. Say each word out loud. Which words begin like yarn with the /y/ sound?

Display the picture card yarn and say the word with your student. Separate the beginning sound. Then, show the following picture cards one-by-one: yak, map, yellow, pail, and yo-yo. Your student should identify the initial /y/ sound in the words yarn, yellow, and yo-yo.

When readers compare and contrast books, they make connections between the books. This helps them understand how different people view topics. Think about the books Plant Patterns, and Swirl by Swirl: Spirals in Nature. You can compare and contrast them by looking for information about one topic in one book. Then you can check the other book to see if the information is the same or different.

For example, look at the text on p. 20 of Plant Patterns and pp. 34–35 of Swirl by Swirl: Spirals in Nature, in the Text Collection, Unit 5. Both texts describe ferns. How are the descriptions different? Tell your Learning Guide.

Help your student understand that Plant Patterns names the fern, uses the words uncurl and spiral pattern to describe it, and names both the pattern and the fern (fiddlehead). Swirl by Swirl: Spirals in Nature names the plant by labeling it on p. 35 (lady fern). The author uses the words unwraps and curl to describe what the fern does.

Phonics

Print Concepts and /KW/ Spelled QU

We are going to read a new story today, "Quinn Can Do It!" In this story you will see words with /kw/ spelled q with u. Look at the cover of the story. Read the title. Who is the author? Who is the illustrator? Let's take a picture walk. Look at each picture. What is happening? Do 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. Reread the story and show your Learning Guide all the words that have the /kw/ sound spelled q with u.

Teaching Notes

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 students 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.

Looking closely at how things are alike and different can help you see patterns. It can help you describe patterns, too. You can use this skill as you complete your project for this unit.

Now you will compare and contrast a pattern in the two books. What do the books say about flower patterns? Look on p. 22–23 of Plant Patterns and p. 47 of Swirl by Swirl: Spirals in Nature in the Text Collection, Unit 5. How are the books alike in what they say about flower patterns? How are they different? Take notes on what you find. Then, write three sentences that tell what the books say. Your Learning Guide will help you.
HELP YOUR STUDENT DISCOVER THAT BOTH BOOKS SHOW A FLOWER WITH A SPIRAL PATTERN. *Plant Patterns* says seeds in the middle of a sunflower make green and gold swirls. (It does not use the term *spiral.*) *Swirl by Swirl: Spirals in Nature* shows a rose and says that spirals are beautiful. Write the sentences your student dictates to you. Provide feedback and guidance. Have your student copy the sentences in his or her ELA Journal.
Previously, you compared and contrasted two texts. Then, you compared and contrasted two patterns. This time, you will take a picture walk through Plant Patterns and Swirl by Swirl: Spirals in Nature. Good readers use key details in the words and pictures to help them recall information about a topic.

As you look at the illustrations in each text, think about these questions:

- What does the picture show and tell me about the topic?
- What words in the text can help me tell about the topic?

Now, begin your picture walks through Plant Patterns and Swirl by Swirl: Spirals in Nature, in the Text Collection, Unit 5.
Tell your Learning Guide the answer to these questions:

- What makes something a pattern?
- Read pp. 22–23 of Plant Patterns. How do words and pictures help you understand the meaning of the word blossom?
- Read pp. 48–49 of Swirl by Swirl: Spirals in Nature, in the Text Collection, Unit 5. How does the picture help you understand how this spiral moves?

ANSWERS
- Repeated color or shape makes a pattern.
- The words say and the picture shows that the sunflower has yellow petals and a brown middle. The middle is part of the sunflower. So, the blossom is the flower part of the sunflower plant.
- It shows how water moves from the outside edge of the spiral (whirlpool) to the center and down.

As you read Swirl by Swirl: Spirals in Nature, you may have found words you did not know. Sometimes readers can use word parts as clues to word meanings. If readers know the meaning of a word part, they can use that meaning to figure out the meaning of the whole word. Read this word aloud: colorful. Do you see the word color in the word colorful? A word part (-ful) has been added to change the meaning of the word color to mean "full of color." That word part is called an affix.

Look at the Affixes chart. The top boxes show different affixes and their meanings. The bottom boxes show words with those affixes. Read aloud each affix, its meaning, and the words with that affix. Tell your Learning Guide what each word means. Then, find the word unwraps (p. 34), neatly (p. 28), and starry (p. 52) in the text. Retell the sentence with each word in your own words. Use the meanings of the word parts.
As you guide your student through the chart, ask for examples of something that uncurls or is colorful, and so on. Confirm your student’s understanding of the affix and its application, or correct a misunderstanding. Sample sentences:

- **unwraps**: A spiral can open up so it is not wrapped up tight anymore.
- **neatly**: A spiral can fit in a neat way into a small space.
- **starry**: A spiral can have arms that have lots of stars in them.

**PHONICS**

Say and spell the word *come* with your Learning Guide. Now, say and spell these words: *we, where, she*. The words *come, we, where*, and *she* are words you will read many times. Tell your Learning Guide which word in this list starts with the /k/ sound. Which word starts with the /w/ sound? Now, read these sentences with your Learning Guide. Point to the words *come, we, where*, and *she*. Then, draw a picture to show what the sentences mean.

*Where are you going? We are going to Nan’s party. She is six years old today. Do you want to come?*

Repeat this activity as needed with other sentences.

**TEACHING NOTES**

Repeat this activity as needed with other sentences.

**PHONICS**

**PRACTICE: LETTER SOUNDS**

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.

Before, you wrote about two patterns. You compared and contrasted them. Now, you will use describing words and phrases to tell about one pattern. Writers use describing words and phrases to help readers understand the topic better.
Look at p. 10 of *Plant Patterns*. Read it aloud with your Learning Guide. What words and phrases does the author use to describe a pattern for readers? Now, look on pp. 28–31 of *Swirl by Swirl: Spirals in Nature* in the Text Collection, Unit 5. What words and phrases does the author use to describe a spiral for readers?

### TEACHING NOTES

In *Plant Patterns*, the author uses the phrases *same shade, single-color pattern, rows repeat*, and *colorful stripes* to describe a pattern. In *Swirl by Swirl: Spirals in Nature*, the author uses the phrases *snuggling shape, fits neatly in small places*, and *coiled tight* to describe a spiral.

Now, it's your turn to describe a pattern. Brainstorm a list of patterns to describe. Choose one. Think about these questions: *What colors (shapes) does it have? What parts of the pattern are the same? What parts are different?* Now, write sentences to describe your pattern in your ELA Journal. Your Learning Guide will help you.

### TEACHING NOTES

Write the sentences your student dictates to you. Provide feedback and guidance. Sample sentences:

- *Red, blue, and yellow flowers make a pattern in the carpet.*
- *The flowers are all the same size.*
- *But they are different kinds of flowers.*

Finally, draw a picture of your pattern to go with your writing in your ELA Journal.

You used words and pictures to recall information about a topic. You wrote about a pattern. Next, you will put everything all together and write about the words and pictures *Jack’s Garden*.

### RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
Previously, you used words and pictures to recall information about plant patterns and spirals. You wrote about a pattern.

Now, you will use the text *Jack's Garden* to demonstrate that you understand how the illustrations relate to the text on the pages.

To begin, read pp. 8–9 in *Jack's Garden*, in the *Text Collection*, Unit 5. Then, answer these questions.

**USE FOR MASTERY**

How do the pictures tell you more about the soil in Jack’s garden? Choose the right answer.

- The pictures tell the reader about the plants in Jack’s garden.
- The pictures show what the bugs and worms in Jack’s garden eat.
- The pictures show the bugs and worms that live in Jack’s garden.
Why did the artist draw a picture of cumulonimbus clouds on p.12? Choose the right answer.

- to show that the sun is still shining in Jack’s garden
- to show that the garden was not ready
- to show that it is raining on Jack’s garden

If your teacher asked you to send files for this assessment, please put them in this upload box.

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Show: Knowing About Patterns and Structures - Part 1

**Objectives**
- To identify patterns
- To write sentences describing patterns

**Books & Materials**
- Computer
- Two patterns previously selected
- Student sentences describing the patterns
- Illustrations of the two patterns
- Paper and drawing materials

**SHOW**

Now, it is time to finish your Writing About Patterns project. You have already done a lot of the work. Next, you will add pictures to the sentences you have already written. Then, you will create a new pattern. You will write a sentence to describe it and add a picture of your pattern. Finally, you will publish all your work.

Review the Project Rubric so that you are sure to cover everything in your Writing About Patterns project.

**TEACHING NOTES**

In previous lessons, your student completed two sentences that describe two distinct patterns. In this SHOW, your student should find pictures online or draw examples of the patterns he or she has already described. Then, your student should create his or her own original pattern and write a sentence to describe it. After your student writes or dictates a sentence to describe the original pattern, he or she should illustrate in the same manner as the previous two patterns.

Reread the two sentences you wrote to describe different patterns. Do they describe color, shapes, or sounds that repeat? Could another person imagine the pattern you described? Look at how you began and ended your sentences. Be sure you started sentences with a capital letter and ended with a period. Work with your Learning Guide to make changes, if needed.

**TEACHING NOTES**

Review the rubric with your student. Review the two sentences he or she has completed. Suggest areas of improvement based on the rubric.
You have reviewed the rubric for your project. You have looked closely at your two completed sentences. They should be ready to publish. But first, they need pictures!

Now, you will find or draw pictures to go with your two sentences. You may want to look for pictures online. Your Learning Guide will help you.

Be sure the pictures you find match the patterns you described. Did you describe a sound pattern? Look for pictures of the thing that makes the sound. Then, add words that tell what sound is repeated.

**TEACHING NOTES**

Provide your student with drawing materials or help your student to search online for patterns that match his or her descriptions.

Today, you found or drew pictures to go with your sentences. Next, you will create your own pattern.

**RATE YOUR PROGRESS**

Please go online to view and submit this assessment.
You have been working on your project. You found or drew pictures to go with your sentences.

Now, it is time for you to create your own original pattern. This can be a color, shape, or sound that repeats. Look over the list of patterns you explored in Lesson 3:

- Plant patterns
- Rhyming sounds in a favorite book
- Patterns in architecture or décor (windows, drapes, tiling, etc.)
- Sounds in the environment (the ticking of a clock; sound of a siren; repeated bird call)
- Types or colors of cars
- Designs on candy
- Days of the week
- Months of the year
- Seasons

What kind of pattern can you make up? Draw or write down your ideas.

Your student should create an original pattern. He or she may use online sources to find images that can be used to create the pattern. For sound patterns, guide your student to draw or look for images of things that make the sounds. For example: If your student wants to create a funny clock sound pattern like *tick-tock-ding*, he or she may wish to find or draw three pictures of odd clocks. Your student can then describe how the clocks each say one sound to make the pattern *tick-tock-ding*. 
You created an original pattern. Next, you will write to describe the pattern. Then you will prepare your work for publishing.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Show: Knowing About Patterns and Structures - Part 3

Objectives
- To identify patterns
- To write sentences describing patterns

Books & Materials
- Computer
- Two patterns previously selected
- Student sentences describing the patterns
- Illustrations of the two patterns
- Paper and drawing materials

SHOW

You have been working on your project. Look at the work you have done so far. Now that you have made a new pattern, it is time to write a sentence to describe the pattern.

What does your new pattern look like? What colors, shapes, or sounds does it repeat? Write a sentence to describe your original pattern. Your Learning Guide will help you.

Next, reread the sentence you wrote to describe your new pattern. Does it describe colors, shapes, or sounds that repeat? Could another person imagine the pattern you described?

Look at how you began and ended your sentence. Be sure you started the sentence with a capital letter and ended with a period. Work with your Learning Guide to make changes if needed.

TEACHING NOTES

Review the rubric with your student. Review the sentence he or she has completed. Remind your student that the description must match the pattern he or she has made. Suggest areas of improvement based on the rubric.

You have completed three sentences describing patterns. You have three pictures that match your patterns. You are ready to “publish” your finished work!

Begin by writing your sentences neatly and accurately on a fresh page. Or you may work with your Learning Guide to type these in a Word program. Now, check your matching pictures. Do you need to make or draw your patterns more neatly, too? If so, do that now. Then, show your finished work to your Learning Guide. Read your sentences aloud and tell how the sentences match the pictures.
Now that you are done with your project, write about your experience in your ELA Journal. What did you like most about exploring patterns?

**FINAL PROJECT**

Upload your project below.

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

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Unit Quiz: Knowing About Patterns and Structures

UNIT QUIZ

Please go online to view and submit this assessment.
LEARN ABOUT...

WHAT IS A COMMUNITY

You are going to be reading a story about a boy who goes on an adventure in his town. He looks for the people who live and work in his community. Before you read this story, let’s learn about communities.

What is a Community

A community is a group of people who live or work together in the same area. People who live in a community might go to the same schools, shop in the same stores, and do the same things. Your neighborhood is your community.

Communities can be different depending upon where you live. A community can be a city with a lot of people or a small town with very few people. Look at the pictures below. Can you tell which is a large city and which is a small town? How do you think life in each of these places is different?
In every community there are people who live and work. Many people in the community help one another. Policemen, firefighters, and postal workers are some of the workers that help people in their communities.

What type of community do you live in? What types of things do you like to do in your community?

In this article you learned about what a community is. See if you can answer the questions about communities. Tell your Learning Guide your answers.

1. What is a community?

2. Who are some of the people that help others in their community?

### TEACHING NOTES

Your student will be reading an article about communities because later in this lesson your student will be reading a fictional story about a boy who explores his community. As you read the article to your student, point out the different types of communities that exist and help your student identify the type of community he or she lives in. After reading the article, your student should be able to answer the following questions.

1. What is a community? (A community is a group of people who live and work together.)
2. Who are some of the people that help others in their community? (Policemen, firemen, doctors, nurses, and postal workers are some of the community workers that help others.)

You are going to read a new story. The character in the story has an adventure. Today you are going to focus on the events in the story. Good readers use the details in a story to help them figure out the major events. This helps them understand the most important things that happen in a story.

As you listen to your Learning Guide read, think about these questions:

- Who is the main character?
- What happens to the main character in the story.

Look at the front cover. Show the title to your Learning Guide. Next, find the name of the author and illustrator.

VOCABULARY
- explore
- speckled
- notebook
- handsome
- genius
- writing
- bingo
- whiz
- polishing
- sweetly
- listening
- porch

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 On the Town: A Community Adventure, in the Text Collection, Unit 6, 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 choral read with you.

Pause to allow your student to comment on the major events in the story, such as the following:

- Charlie’s teacher gives him a notebook on p. 5.
- Charlie and Mam walk through the park on p. 8.

Talk about these questions with your Learning Guide:

- What does Charlie’s teacher give each student?
- What place does Charlie say is the best part of his community?

ANSWERS
- a notebook
- home
The major events in a story are the most important events. Looking at the details will help you find the major events.

Every story has a beginning, middle, and end. You will find the major events at the beginning, middle, and end of the story. Think about the first important thing that happens in the story. The story begins when the teacher gives the children notebooks. She then tells them to explore their community. This is the major event at the beginning of the story.

Work with your Learning Guide to find the major events in the middle and end of the story. Write the events in your ELA Journal. You can use the details in the words and pictures to find the events.

### TEACHING NOTES

- **Middle:** Charlie and Mama explore the park, police station, and other places in the community.
- **End:** Charlie realizes home is the best part of community.

### LONG A VOWEL SOUND

Look at the picture cards your Learning Guide shows you. Say each word. Listen to the middle sound. Do you hear the difference in the middle sounds in *can* and *cane*? The middle sound in *cane* is the long a vowel sound.

Listen to the pairs of words your Learning Guide tells you. Repeat the word with the long a vowel sound in pair.

### TEACHING NOTES

- Display picture cards *can, rake, map, vase, cat, train,* and *lake.*
- Say and write pairs of words such as *tap/tape* and *rat/rate.* In those pairs, your student should identify *tape* and *rate* as having the long a vowel sound.
You read a new story about a boy who goes on a community adventure with his mother. Now, you will write an opinion to tell what you think or feel about a part of this story.

You know that when you write an opinion you tell what you think or feel about a topic. You can write an opinion about different parts of a story. To do this, you think about the details and how you feel about them. Good writers give a reason for an opinion. This makes the opinion more convincing.

Look back at the events you listed after you read the story. Draw a picture to show one of the events. Include details about the setting, characters, and the event. Next, decide what you think or how you feel about the event. Use words like I and my to tell about how you think or feel. Give a reason for your opinion.

Write a sentence to tell your opinion and reason in your ELA Journal.

**TEACHING NOTES**

If your student chose the event in the middle of the story, when Charlie and Mama explore the town, your student might write, “I think it would be fun to explore the town with a friend because we would be able to talk what we saw.”

You found the major events in On the Town: A Community Adventure, in the Text Collection, Unit 6. You also wrote an opinion about one of the events. Next time, you will find details about characters. You will write to tell an opinion about a character.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.

**PHONICS**

HIGH FREQUENCY WORDS: DO, LITTLE, WITH, AND WHAT

Let’s review some high frequency words. Watch this video with your Learning Guide.

Please go online to view this video ▶
We are looking at four new words today: Do, Little, With, and What. Your Learning Guide has written each word on a card. Say each word and spell it. Can you use the word in a sentence? Pick one sentence and write it in your ELA Journal. Draw a picture to go with your sentence.

Watch the video about high frequency words with your student.

Now let’s learn four new words with your student. Write each new word (Do, Little, With, and What) on an index card or small piece of paper. Add them to your high frequency flash card deck.

Assist your student in completing the tasks: saying and spelling the words, using the words in a sentence, writing one word in a sentence, and drawing a picture to go with the sentence. If the student is having difficulty learning the high frequency words, he or she may need more opportunities to see the words. You can do this by watching the video multiple times or asking your student to read the flash cards.
Adventures in Town - Part 2

**Objectives**
- To identify major events in a story
- To identify details about characters
- To identify details about the setting
- To ask questions to distinguish meaning
- To revise writing by adding detail and clarity

**Books & Materials**
- ELA Journal
- Computer
- Picture cards

**Assignments**
- Read On the Town: A Community Adventure by Judith Caseley.
- Write to tell about an event.
- Write to tell an opinion about setting.
- Add a detail to support an opinion.
- Play Dress Up Daniel.
- Revise opinion sentences.
- Complete a Word Categories chart.
- State an opinion for a book review.
- Complete a Picture and Story Relationship chart.
- Write a reason for an opinion.

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**LEARN**

Last time you found the major events in *On the Town: A Community Adventure*. Now, you will find details about characters. Good readers pay attention to details about characters because it helps them understand why characters act the way they do.

You will read part of *On the Town: A Community Adventure* again. You will focus on the characters. Remember, the characters are who a story is about.

- Who are the characters in the story?
- What details tell about the characters?


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**TEACHING NOTES**

Pause to allow your student to discuss the characters and details about the characters in the story.

**SAMPLE ANSWERS**
- Charlie and Mama are characters in the story.
- Charlie’s teacher is a big part of his community (p. 6).
PHONICS

/A/ SPELLED A_E

Look at the picture cards your Learning Guide shows you. Say the words with your Learning Guide. Look at the word lake. Do you hear the long /a/ vowel sound? The letters a and e spell this sound.

Look at the cards your Learning Guide shows you. Say each picture name and decide if the word has a long /a/ sound.

TEACHING NOTES

Display picture card lake first. Next, display picture cards hat, rake, jam, snake, and vase. Your student should identify that the words rake, snake, and vase have a long /a/ sound.

PHONICS

LONG /A/: SPELLED A_E

Look at the Picture Card. The picture is of a rake. Say the word rake. Do you hear the long /a/ sound? Sometimes the long /a/ in a word is spelled a_e. It will have an a, a consonant letter and then an e. Look at the word rake. Circle the letter a, underline the k and cross out the letter e. You cannot hear the e, because it is a silent letter.

We are going to read and sing a song. Listen and point to the words as your Learning Guide reads the song “Can Cat Come to Captain's Cove?” Read it together again. Do you hear any words with the long /a/ sound? Write the long /a/ words you find in your ELA Journal. The word cave in the song title is one word that is spelled like rake. Look at the words you have written. Circle all the long /a/ words that have an a_e like in rake and cave. Sing the song and listen for the long /a/ sound in the words. Clap your hands when you hear one.

TEACHING NOTES

Write the word rake on a piece of paper. Assist your student in finding the a_e spelling, as he or she finds the long /a/, consonant and silent e. 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 long /a/words and discuss the sound in each word. As your student writes the long /a/ words in the ELA Journal, make sure he or she is using correct letter formation and leaving spaces between the words.

Sing the song “Can Cat Come to Captain's Cove?” together. It is sung to the tune of “London Bridge is Falling Down.” Watch this video to learn the tune.
After reading, talk about these questions with your Learning Guide:

- Why is Charlie’s teacher a big part of his community?
- Who does Charlie discover that are a part of his community?

**ANSWERS**
- He sees his teacher whenever he goes to school.
- A nurse, garbage collectors, baker, vet, and a mailperson.

Characters are who a story is about. Readers learn details about characters by what the characters say, how they act, and what they look like.

Look back at the pages you read with your Learning Guide. Look for details about Charlie. You are going to find five details in the story about Charlie. Look at both the pictures and the words. Write five details about Charlie in your ELA Journal.

**POSSIBLE DETAILS**
- a young boy
- dark, curly hair
- writes names of people
- helps by recycling
- draws pictures of people

**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.
You found details about a character in *On the Town: A Community Adventure*, in the *Text Collection*, Unit 6. Now, you will write to tell an opinion about a character. You will give a reason for your opinion. Good writers support their opinions, so they are stronger.

You will write to tell what you think or how you feel about Charlie.

You found details about Charlie after your last reading. Look at the details you found. Look back at the pictures and words on the pages you read. Do you see any other details that can help you write an opinion? What do you think or feel about Charlie?

Write a sentence to tell an opinion about Charlie. Give a reason for your opinion. Write your opinion in your ELA Notebook.

**TEACHING NOTES**

If your student is struggling to come up with details about the character, remind him or her that readers 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 that way?

Allow your student to dictate a sentence if he or she is unable to write one independently. Your student might write, “I think Charlie seems like a good person because he helps recycle in his community.”

**TEACHING NOTES**

**ANOTHER WAY**

**SUPPORTING OPINIONS ABOUT CHARACTERS**

If your student is finding it difficult to determine the evidence to support his or her opinion, review the pages in the text and highlight the things that the character says and the things the character does. Explain to your student that actions and dialogue are clues to help readers figure out a character.
If your student is struggling to identify evidence in the story, review the pages on the text and write the following on a sticky note: the page number, if the character is saying something or doing something, and a word that describes the kind of person that performs those actions or uses that speech. For example, on page 8: “Charlie picks up a soda bottle and throws it in the trash.” On a sticky note, write “p. 8” and ask your student if picking up a soda bottle and throwing it in the trash is an action or dialogue. If your student does not recognize that this is an action, demonstrate the action and repeat the question. Ask your student if this action is something that is helpful and write the word helpful on the note. Explain to your student that the character’s action shows the reader that he is a helpful person. Remind your student that the action on the page is the evidence to support this character’s description. Review each page in the text, asking your student to look for clues to describe a character through the character’s actions and dialogue.

You found details about a character in On the Town: A Community Adventure and used those details to write an opinion. Next time, you will find details about setting. You will also write an opinion about setting.

✔️ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

Last time, you found details about a character in On the Town: A Community Adventure. Now, you will find details about setting. The setting is when and where the events in a story happen. Details about the setting are found in the words and pictures. Good readers pay attention to the setting of a story because it can help them understand why and how events happen.

Now, you will read more of On the Town: A Community Adventure. As you read, think about these questions:

- What do the pictures show about the setting?
- What do the words tell about the setting?


TEACHING NOTES

As you read, pause to allow your student to comment on the setting. Remind your student both to look at the pictures and listen to the words for details about the setting.

POSSIBLE RESPONSES
- The picture on p. 11 shows a police officer standing behind a desk.
- The words on p. 10 tell that Charlie and Mama are in a police station.
Talk about these questions with your Learning Guide:

- What is the setting on pp. 10 and 11?
- Where do Charlie and Mama go after the police station?

The setting is when and where a story takes place. Understanding the setting helps readers understand where the characters are and why they do the things they do. Readers can find details about the setting in the words and pictures in a story.

Look back at the pages you read. The setting in this story changes. The events happen in different places. Find four details about the setting. You can write when and where the different events in the story take place. Write the details in your ELA Journal.

Possible Details

- after school
- in a barbershop
- in a police station
- in Charlie’s community

Please go online to view and submit this assessment.
MORE TO EXPLORE

Understanding the setting helps readers understand a story better. For more practice finding clues about setting, take the BrainPOP Quiz.

If you need help finding clues about setting in the details, watch the BrainPOP Jr video Setting (04:13).

PHONICS

LONG A VOWEL SOUND

Draw a picture of a vase. Say the word vase. Say each sound in the word. Listen to the vowel sound in the middle. What vowel sound do you hear?

Look at the picture cards your Learning Guide shows you. Say each word. Listen for the vowel sound. Tell which words have the long a vowel sound. Next, choose the word with the long /a/ vowel sound from the pairs of words your Learning Guide says.

TEACHING NOTES

Display picture cards lake, rake, bat, man, vase, cat, and snake. Say pairs of words such as tap/tape and man/mane. In those pairs, your student should identify tape and mane as having the long /a/ sound. Ask your student to think of other words with the long /a/ vowel sound, such as take, lace, and make.

PHONICS

LONG /A/ VOWEL SOUND

Look at the Picture Card of the rake. Say the word rake, slowly stretching it out. Do you hear the letter sounds /r/, /a/, and /k/? You do not hear the e because the letter is silent. Listen carefully as your Learning Guide reads aloud some pairs of words for you. Which word has the long /a/?

TEACHING NOTES

Assist your student as he or she says the word rake slowly, stretching out the word so that you can hear the letter sounds. Now read aloud the pairs of words below. Ask your student to listen carefully and identify the word that has the long /a/ sound.
LONG /A/ VOWEL SOUND

Look at the Picture Card of the rake. Say the word rake, slowly stretching it out. Do you hear the letter sounds /r/, /a/, and /k/? You do not hear the e because the letter is silent. Listen carefully as your Learning Guide reads aloud some pairs of words for you. Which word has the long /a/?

sacksake (long /a/)
pace (long /a/)pass
bake (long /a/)back
manmain (long /a/)

You found details about the setting in On the Town: A Community Adventure, in the Text Collection, Unit 6. Now, you will write to tell an opinion about the setting.

One way to do this is to compare two settings and tell which one you like better. You can use the details about the settings in the words and pictures.

Look at the pictures on pp. 10–13 of the story. Think about how the police station and barber shop are alike and different. Think about what you like and dislike about each setting. Now, write to tell your opinion about which setting you like better in your ELA Journal. Write or dictate your sentence. Make sure you give a reason for your opinion.

Your student might write, "I like the barber shop better because it seems like it would be fun to watch people get haircuts."

You found details about the settings in On the Town: A Community Adventure, in the Text Collection, Unit 6. You also wrote an opinion about the setting. Next time, you will use words to understand the story. You will also add a detail to your opinion.
Adventures in Town - Part 4

Objectives
- To identify major events in a story
- To identify details about characters
- To identify details about the setting
- To ask questions to distinguish meaning
- To revise writing by adding detail and clarity

Books & Materials
- On the Town: A Community Adventure by Judith Caseley, in the Text Collection, Unit 6
- ELA Journal
- Computer
- Index cards

Assignments
- Read On the Town: A Community Adventure by Judith Caseley.
- Write to tell about an event.
- Write to tell an opinion about setting.
- Add a detail to support an opinion.
- Play Dress Up Daniel.
- Revise opinion sentences.
- Complete a Word Categories chart.
- State an opinion for a book review.
- Complete a Picture and Story Relationship chart.
- Write a reason for an opinion.

LEARN

GRAMMAR
You have been reading to understand key details in a text. You can break down parts of a sentence to understand the details. You can make real-life connections about words to understand those words.

Listen to your Learning Guide read this sentence from On the Town: A Community Adventure.

She gave each of the children a black, speckled notebook. (page 5)

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:

- She gave
- each of the children
- a black,
- speckled notebook.

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

**GRAMMAR**

Your Learning Guide has broken the sentence into chunks. Look at the chunks. Can you find two chunks with describing words? Put those chunks together.

Look at the chunks you picked. Read the describing words out loud to your Learning Guide.

What are the words describing?

Words that describe a thing are adjectives. Black and speckled are adjectives.

**TEACHING NOTES**

Your student should identify these chunks:

- a black,
- speckled notebook.

Answer: They are describing the notebook.

**GRAMMAR**

Sometimes you don’t know all the words in a story. You can think about how new words connect to real life.

Look at the first chunk you pulled out. If you didn’t know the word black, you could find things around you that are black.

Try it. Find some things in the room that are black. Show them to your Learning Guide. Making connections in real life helps you picture the words you read. Making connections helps you understand details.

Look at the second chunk you pulled out. The adjective on that chunk is speckled. Can you find things in the room that are speckled?
After you write your sentence, show your Learning Guide the adjectives in your sentence. Then show comma. Use today's sentence as a model.

Write a sentence about the item you picked. Your sentence should have two adjectives separated by a comma. Use today’s sentence as a model.

Look around the room for something that is a color you like and that has a pattern. For example, you might see a pink, striped sweater.

Write a sentence about the item you picked. Your sentence should have two adjectives separated by a comma. Use today’s sentence as a model.

After you write your sentence, show your Learning Guide the adjectives in your sentence. Then show your Learning Guide the item you wrote about. The adjectives in your sentence describe the item. Tell your Learning Guide when you would make connections between words in a text and real life.
If your student struggles to write the sentence, offer this template:

I see a(n) ________, ________ _________.

Template key: I see a(n) [adjective], [adjective] [item].

Ask your student to point to the adjectives in his or her sentence. Then have him or her show you the item. Ask your student to tell you when he or she might make connections between words in a text and real life. Possible response: when I want to picture what something looks like.

Ask your student to recall the function of an adjective in the sentence (describing a thing). Write your student’s adjectives on index cards and put them 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:

She gave each of the children a black, speckled notebook.

Then say, “This sentence uses adjectives to describe something. Point to the first adjective. Point to the second adjective. What do the adjectives describe?” Your student should point to black and speckled and say that they describe the notebook.

Then say, ”The adjectives in this sentence describe a notebook.” Display a notebook to your student. This can be a notebook you use or one your student uses.

Ask your student to use adjectives to describe the notebook. Ask your student to write a sentence about the notebook using those adjectives.

Your student might write something like: I use my red, solid notebook for class.

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

I use my ________, ________ notebook.

Template key: I use my [adjective], [adjective] notebook.

Previously, you found details about the settings in On the Town: A Community Adventure, in the Text Collection, Unit 6. Now, you will use words to understand the story.

Readers sometimes come across words they do not know. Understanding the meaning of words helps readers understand a text. You will read more of On the Town: A Community Adventure. Then, you will learn how to find the meaning of words you do not know. As you read, think about the following:
Let's take a picture walk. Look at each picture. What is happening? Do see any rebus pictures? The words with the long /a/ sound. Look at the cover of the story. Read the title. Who is the author? Who is the author used rebus pictures to help us read the tricky words. What do you think will happen in the story? We are going to read a story today and meet some new friends.

Grade K Calvert English Language Arts

TEACHING NOTES
Pause to ask your student if there are any words he or she does not know. Help your student look for clues in the story about the meaning of unfamiliar words. For example, your student might not know the meaning of the word badge on p. 17. The picture shows a small square on the woman's shirt, and the words tell that the badge has the bank teller's name. From these clues, your student can work out that the word badge means a sort of button or brooch that has a person's name on it.

Talk about this question with your Learning Guide:

• How do the words and pictures help you understand what a bank teller is?

POSSIBLE RESPONSE
The words say the bank teller's name was Ms. Chung, and she gave Mama money. So, I know a bank teller is someone who works at a bank.

TEACHING NOTES
Readers can ask and answer questions about words they do not know. When you see a word you do not know, you can ask a question about what the word means. Then, you can look for clues in the words and pictures to find the answer. Charlie and Mama go to the post office. If you don't know what the post office is, you can ask, "What is the post office?" The text says Mama buys stamps. One of the pictures shows a mail carrier. This tells you that the post office is a place that takes care of the mail.

Look for other words or phrases you do not know. Write a question about each one. Then, look for the answers in the text and pictures. Write the questions and answers in your ELA Journal.
SAMPLE QUESTIONS AND ANSWERS
- What is a pharmacy? A place where you can buy things like cards and medicine.
- What is a blouse? It is a type of shirt.

PHONICS
/A/ SPELLED A_E
Look at the word made. Say made with your Learning Guide. Do you hear the long a vowel sound? The letters a and e together make that sound.

Look at the word can. Say it out loud. What can you add to the word can to make a new word with the long a vowel sound? Now, do the same with cap.

Listen to the words your Learning Guide tells you. Write the word if it has a long a vowel sound.

Your student should recognize that adding an -e to can and cap make cane and cape.

Say the words wave, fan, gate, game, cap, bake, van, and make. Spell the words with the long /a/ for your student if he or she cannot spell them.

PHONICS
PRINT CONCEPTS AND LONG /A/
We are going to read a story today and meet some new friends, Max and Jane. In this story, you will see words with the long /a/ sound. Look at the cover of the story. Read the title. Who is the author? Who is the illustrator?

Let’s take a picture walk. Look at each picture. What is happening? Do 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. Reread the story and show your Learning Guide all the words that have the long /a/.
Before, you wrote an opinion about a setting in *On the Town: A Community Adventure*, in the *Text Collection*, Unit 6. Now, you will add a detail to the opinion you wrote.

Remember that an opinion can not be proven true. However, you can give reasons for an opinion. The reason supports the opinion. Your opinion gets stronger when you add more reasons. Reasons can come from details in the story. You will look for details in the words and pictures to help you add another reason to support the opinion you wrote last time.

Look at the opinion you wrote last time about the setting of the story. Then, look for details in the words and pictures on pp. 10–13 of the story. Find a detail that tells why you like the setting you chose more than the other. Add a sentence to the opinion you wrote last time to tell the reason.

Allow your student to dictate the sentence if he or she is unable to write independently. If your student previously wrote, “I like the barber shop better because it seems like it would be fun to watch people get haircuts,” he or she might add this sentence: “It also looks like there are lots of interesting people in the barber shop.”

You found the meaning of words you did not know using clues in the text in *On the Town: A Community Adventure*, in the *Text Collection*, Unit 6. You also added a detail to the opinion about the setting you wrote last time. Next time, you will ask questions to find the meaning of words with more than one meaning. You will also revise the opinion sentences you have been working on.
Please go online to view and submit this assessment.
You found the meaning of words you did not know using clues in the text in *On the Town: A Community Adventure*, in the *Text Collection*, Unit 6. This time you will ask questions to define words with more than one meaning. Good readers stop to define words they don't know in a text. This helps them make sure they don't miss any important ideas.

Some words have more than one meaning. Readers have to look at clues in the text to find the right meaning of a word that means more than one thing. Other words have similar meanings. Now, you will read more of *On the Town: A Community Adventure*. As you read, think about the following questions:

- Do I see any words that can mean more than one thing?
- What words mean almost the same thing as other words in the text?


Talk about these questions with your Learning Guide:

- What do Charlie and Mama do at Henry’s Luncheonette?
Do you hear a word you know in the word *luncheonette*?
How do these clues help you know the meaning of *luncheonette*?

**ANSWERS**
- They eat.
- The word “lunch” is in *luncheonette*.
- These clues help me understand that a *luncheonette* is a place people eat.

Some words have meaning that are similar but not exactly the same. Authors use different words that mean almost the same thing to make their writing more interesting.

Look at the words on pp. 18–19. Charlie and Mama are talking to each other. Find three words the author uses to show how the characters are talking. Write these words in your ELA Journal. Next, talk to your Learning Guide about the meaning of each word. Talk about how the meanings are the same and how they are different.

**TEACHING NOTES**
Your student should write the words said, asked, and shouted. Your student should identify that all these words show that a person is saying something. Said shows that a person is saying something in a normal way. Asked shows that a person is asking a question. Shouted shows that a person is talking loudly. To extend this activity, have your student demonstrate each way of speaking.
LONG A VOWEL SOUND

Look at the words rake, cape, and mate. Say these words out loud. Do you hear the long /a/ vowel sound? This sound is made by the letter a and e.

Look at the words cap, mad, and plan. Say these words out loud. Write these words. Now, add the letter e to the end of each word to make a new word. Read the words to your Learning Guide.

Use the letter tiles to make new words with the long /a/ vowel sound using the letters a and e.

PHONICS

PRACTICE: PRINT CONCEPTS AND LONG /A/

The long /a/ is the sound you hear in the word rake. You read the story “Max and Jane” and listened for words that have the long /a/. Read the story again and then write the long /a/ words you find in your ELA Journal. Does your reading sound smooth or choppy or like a robot? Every time you reread a story your reading will sound better and better!

TEACHING NOTES

Assist your student while reading “Max and Jane.” Each time the story is read, your student’s reading should sound smoother. If your student sounds choppy while reading, or has a monotone word-by-word style (sounding like a robot), try echo reading. You can read the page first while your student listens. Then your student tries to copy your reading style and expression. This will assist your student in sounding smoother and less robotic.

INTERACTIVE ACTIVITY

Charlie and Mama visit different places in their community. They see people who help the community in different ways. You can dress up Daniel the Tiger like different people who help their community.

Now, dress up Daniel the Tiger. Think about the ways different people help their community.

Choose a person in Charlie's community. Dress up Daniel the Tiger like that person. Write a sentence in your ELA Journal telling how that person helps Daniel's community.
Before, you added a detail to an opinion you wrote about the setting in *On the Town: A Community Adventure*, in the *Text Collection*, Unit 6. Now, you will revise your sentences.

To revise means to make your writing better. One way to revise is to add details. The goal of opinion writing is to convince readers to agree with the writer’s opinion. Adding details or revising to make the details clearer helps you be more convincing.

Read the opinion you have been working on about a setting in the story. Ask your Learning Guide to read the opinion, too. Have your Learning Guide make suggestions about how the opinion could be better. Is there a detail that can be added? Are there words that should be changed to make the opinion clearer? Revise your opinion after you listen to your Learning Guide’s suggestions.

You found words that have similar meanings in *On the Town: A Community Adventure*, in the *Text Collection*, Unit 6. You also revised your opinion about the setting. Next time, you will use words to understand details. You will also begin writing a book review.

Please go online to view and submit this assessment.
In the last lesson part, you found words that have similar meanings in *On the Town: A Community Adventure*. Now, you will use words to understand details.

Good readers ask questions about words to help them understand the details in a story. The details tell about the characters, setting, and events. You will read more of *On the Town: A Community Adventure*. As you read, think about these questions:

- Do you see any words you don't know?
- Do you see any words that have meanings that might be similar to other words?


As you read, pause to allow your student to point out unfamiliar words as well as those that might have synonyms nearby. Possible responses:

- The word *florist* on p. 25 is unfamiliar.
- The word *good* on p. 26 has a meaning that is similar to other words, such as *great*. 
Talk about these questions with your Learning Guide:

- Listen as your Learning Guide reads the last two sentences on p. 25. Look at the picture. What clues do you see and hear about the meaning of the word *bouquet*?
- What do you think *bouquet* means?

### TEACHING NOTES

**ANSWERS**

- The phrase “bunch of flowers” and the picture showing a woman holding a bunch of flowers offer clues to the meaning of the word *bouquet*.
- I think *bouquet* means a bunch of flowers put together.

Readers can sort words into groups to help them understand the meanings of the words. Groups are called categories. You will use a Word Categories Chart to place words from the story into categories.

Now, complete a **Word Categories chart**. Start with a **Three Sorting Circles Graphic Organizer**. Charlie and Mama go to many places. They meet many people. They do many things. Write “People” at the top of one circle. Write “Places” and “Things” at the top of the other two circles. Write at least two more words or phrases in each circle that are related to the people, places, and things from the story.

### TEACHING NOTES

![Word Categories Chart](image)
If sorting words into people, places, and things is challenging, stop and think about the text. Ask yourself these questions:

- Where did Charlie go in his community?
- Who was at the place that he went to?
- What could Charlie do or see in the place?

When you answer a where question, you always say a place. When you answer a who question, you always say a person. When you answer a what question you always say a thing or action.

Another way

If your student is struggling to sort words into people, places, and things, guide him or her back to the text and ask the following questions:

- Where did Charlie go in his community?
- Who was at the place that he went to?
- What could Charlie do or see in the place?

Remind your student that where always means a place, who always means a person, and what always means a thing or action.

Possible answers: Charlie goes to the park—that's a place! The garbage man is at the park—that's a person! He can see trash in the park—that's a thing!

Teaching notes

You have already written several opinions. Now, you will begin writing a book review. A book review is a kind of opinion. It tells if the writer thinks a book was good or not.

To write a book review, first, name the topic. The topic of a book review is the book, so give its title. Next, tell your opinion of the book. After that, give reasons for your opinion. You can tell if you like or dislike the book and why.

For example, if you were writing about The Poky Little Puppy, you might start your book review like this:

I am writing about The Poky Little Puppy. I think the book is interesting. I think the puppies learned a good lesson.
Choose a book you have read. You can choose a book you have read as part of your lessons or that you read on your own. Look through the pictures in the book. Think about the details. Decide on an opinion about the book. Write a sentence that tells the topic of your book review. Then, write a sentence or two to state your opinion of the topic. Next time, you will give a reason for your opinion.

**TEACHING NOTES**

Encourage your student to look in his or her Reading Log to find a book to write about.

Allow your student to dictate the sentences if he or she cannot write them independently. Your student’s sentences should:

- name the title of the book as the topic.
- include an opinion about the book.

**PHONICS**

**HIGH FREQUENCY WORDS: WHERE, GO, THAT, AND COME**

Let’s review some high frequency words. Watch this video with your Learning Guide.

We are looking at four new words today: Where, Go, That, and Come. Your Learning Guide has written each word on a card. Say each word and spell it. Can you use the word in a sentence? Pick one sentence and write it in your ELA Journal. Draw a picture to go with your sentence.

**TEACHING NOTES**

Watch the video about high frequency words with your student.

Now let’s learn four new words with your student. Write each new word (Where, Go, That, and Come) on an index card or small piece of paper. Add them to your high frequency flash card deck.

Assist your student in completing the tasks: saying and spelling the words, using the words in a sentence, writing one word in a sentence, and drawing a picture to go with the sentence. If the student is having difficulty learning the high frequency words, he or she may need more opportunities to see the words. You can do this by watching the video multiple times or asking your student to read the flash cards.
PHONICS

Long /e/: Spelled ee and ea

Look at the Picture Card. The picture is of a leaf. Say the word leaf. Do you hear the long /e/ sound? Now look at the word leaf. What letters make the long /e/ sound in leaf?

Look at the other Picture Card. It is a picture of a queen. Say the word queen. Do you hear the long /e/ in queen? Now look at the word queen. What letters make the long /e/ sound in queen?

We are going to read and sing a song. Listen and point to the words as your Learning Guide reads the song “Quickly Thump on the Mud.” Read the words of the song together again. Do you hear any words with the long /e/ sound? Write the long /e/ words you find in your ELA Journal. Sing the song and listen for the long /e/ words. Clap your hands when you hear the long /e/ sound.

Write the word leaf and queen on a piece of paper. Assist your student in finding the letters in each word that make the long /e/. The long /e/ sound is made by the letter combinations ee and ea.

Read the song lyrics for “Quickly Thump on the Mud” aloud, pointing to the words. Your student should be looking at the words as you read them. Reread the words and have your student read along with you. Point out the long /e/ words and discuss the sound in each word. As your student writes the long /e/ words in the ELA Journal, make sure he or she is using correct letter formation and leaving spaces between the words.

Now sing the words of the song together. It is sung to the tune of “Billy Boy.” Watch this video to learn the tune if you need help.

You grouped words from On the Town: A Community Adventure, in the Text Collection, Unit 6, into categories. You also started a book review. Next time, you will find links between the words and pictures in the story. You will also finish the book review you started.

QUICK CHECK

Please go online to view and submit this assessment.
Adventures in Town - Part 7

**Objectives**
- To identify major events in a story
- To identify details about characters
- To identify details about the setting
- To ask questions to distinguish meaning
- To revise writing by adding detail and clarity

**Books & Materials**
- Computer
- Three-Column chart

**Assignments**
- Read On the Town: A Community Adventure by Judith Caseley.
- Write to tell about an event.
- Write to tell an opinion about setting.
- Add a detail to support an opinion.
- Play Dress Up Daniel.
- Revise opinion sentences.
- Complete a Word Categories chart.
- State an opinion for a book review.
- Complete a Picture and Story Relationship chart.
- Write a reason for an opinion.

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**LEARN**

Before, you grouped words from *On the Town: A Community Adventure* into categories. Now, you will find links between the words and pictures in the story.

Authors sometimes include both pictures and words in a book. They give details about the setting, characters, and events. The words tell the details and pictures show the details. You can find the connection between the words and pictures in a book to help you understand the story better. You will read more of *On the Town: A Community Adventure*. As you read, think about these questions:

- What details are in both the pictures and the words?
- What details are found only in the words or the pictures?


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**TEACHING NOTES**

Pause to ask your student to show you details that are found only in the pictures. Possible response: The picture on p. 28 shows that Charlie and Mama are on the couch while they read, but the words do not say this. The picture and the words tell that Charlie and Mama are reading together.
Talk about these questions with your Learning Guide:

- What do Charlie and Papa do at home?
- How does the top picture on p. 28 show what the words tell?

**TEACHING NOTES**

**ANSWERS**

- They play with trucks.
- The picture shows Papa and Charlie playing with several trucks.

Writers use both words and pictures to give details about the characters, setting, and events in a story. You will use a chart to show how the pictures and words in the story are related.

Now, complete a **Picture and Story Relationship chart**. Start with a **Three-Column Chart**. Your Learning Guide will fill in the headings. Under “Words,” write a detail from the text. Under “Pictures” write what the picture shows. Under “Relation” write how the picture and the words are related. Repeat this for at least two pictures.

**TEACHING NOTES**

See partially completed chart below:

<table>
<thead>
<tr>
<th>Picture and Story Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>Charlie played trucks with Papa</td>
</tr>
</tbody>
</table>

Now, complete a **Picture and Story Relationship chart**. Start with a **Three-Column Chart**. Your Learning Guide will fill in the headings. Under “Words,” write a detail from the text. Under “Pictures” write what the picture shows. Under “Relation” write how the picture and the words are related. Repeat this for at least two pictures.
Before, you grouped words from On the Town: A Community Adventure into categories. Now, you will find links between the words and pictures in the story. Authors sometimes include both pictures and words in a book. They give details about the setting, characters, and events. The words tell the details and pictures show the details. You can find the connection between the words and pictures in a book to help you understand the story better. You will read more of On the Town: A Community Adventure. As you read, think about these questions:

What details are in both the pictures and the words?
What details are found only in the words or the pictures?

Now, read pp. 28–32 of On the Town: A Community Adventure, in the Text Collection, Unit 6. Pause to ask your student to show you details that are found only in the pictures. Possible response: The picture on p. 28 shows that Charlie and Mama are on the couch while they read, but the words do not say this. The picture and the words tell that Charlie and Mama are reading together.

Talk about these questions with your Learning Guide:

What do Charlie and Papa do at home?

Objectives
To identify major events in a story
To identify details about characters
To identify details about the setting
To ask questions to distinguish meaning
To revise writing by adding detail and clarity

Books & Materials

Computer
Three-Column chart

Assignments
Read On the Town: A Community Adventure by Judith Caseley.
Write to tell about an event.
Write to tell an opinion about setting.
Add a detail to support an opinion.
Play Dress Up Daniel.
Revise opinion sentences.
Complete a Word Categories chart.
State an opinion for a book review.
Complete a Picture and Story Relationship chart.
Write a reason for an opinion.

TEACHING NOTES

Another sample entry for the chart:

- Words: Charlie read books with Mama.
- Picture: Mama and Charlie reading books.
- Relation: The picture shows what the words say.

Another Way

If explaining the relationship between the text and the illustrations is challenging, work with your Learning Guide to practice on p. 28. Then try by yourself!

Another Way

If your student is struggling to explain the relationship between the pictures and the words, model for him or her what it sounds like to explain how the words and pictures go together.

Go to p. 28 and read the text on the page. Model adding to the chart that the text says Charlie and Papa are playing with cars.

Think aloud as you look at the picture on p. 28. Say, “I can see in this picture that Charlie and Papa are playing with many different cars. They have trucks and vans that are all different colors.”

Now model finding the connection between the words and the pictures. Say, “I can tell that the words and pictures match. I know that the words are talking about this picture of Charlie and Papa because they are both explaining the same idea. The words and pictures work together to help me understand the story.”

Have your student fill out the chart for the text on p. 28 that says, “He read books with Mama.” If your student continues to struggle, ask guiding questions and remind him or her about your model.

Read the text on p. 28 and ask, “What did you hear in the text? Add that to the chart.”

Look at the picture on the bottom of p. 28 and ask, “What do you see in the picture? Add that to the chart.”

Ask, “How are the pictures and words related?”
Last time, you started writing a book review of a book you have read. Now, you will finish your book review.

Remember, when you write a book review, you tell your opinion about the book. You need to give reasons for your opinion. Good writers always give reasons for their opinions. This makes their opinion more trustworthy.

The reasons for an opinion in a book review can come from details in the book. You can look for details in both the words and pictures in the book you have chosen to review.

Look over the opinion you wrote last time. Go back to the book. Look at the pictures and the words. Choose a detail from the book that supports your opinion. Now, write a reason for your opinion. Be sure to include the detail from the book.

**TEACHING NOTES**

Allow your student to dictate a sentence if he or she cannot write it independently. Your student’s reason should:

- include a detail from the book.
- be related to the opinion.

**ANOTHER WAY**

**BOOK REVIEW WITH DETAILS**

If your student is struggling to give a reason for his or her opinion about the book, read the opinion sentence your student already stated and ask why he or she felt this way. What is his or her reason for thinking this way? Encourage your student to turn to a page in the book or point to a picture to help explain.

If your student is having difficulty identifying details in the book to support his or her reason, review the pages of the book and ask your student what is happening on the page. Ask your student if this action/dialogue/picture supports his or her opinion. Explain to your student that these are the details in the story that helped form his or her opinion.
Let's review some high frequency words. Watch this video with your Learning Guide.

We are looking at four new words today: Where, Go, That, and Come. Your Learning Guide has written each word on a card. Say each word and spell it. Can you use the word in a sentence? Pick one sentence and write it in your ELA Journal. Draw a picture to go with your sentence.

Now let's learn four new words with your student. Write each new word (Where, Go, That, and Come) on an index card or small piece of paper. Add them to your high frequency flash card deck.

Assist your student in completing the tasks: saying and spelling the words, using the words in a sentence, writing one word in a sentence, and drawing a picture to go with the sentence. If the student is having difficulty learning the high frequency words, he or she may need more opportunities to see the words. You can do this by watching the video multiple times or asking your student to read the flash cards.

You found how the pictures and words in On the Town: A Community Adventure, in the Text Collection, Unit 6, were related. You also added a detail to your book review. Now, you will look at a new text. You will also use what you have learned to sort words from a different text into categories.

Please go online to view and submit this assessment.
## Adventures in Town - Part 8

### Objectives
- To identify major events in a story
- To identify details about characters
- To identify details about the setting
- To ask questions to distinguish meaning
- To revise writing by adding detail and clarity

### Books & Materials
- On the Town: A Community Adventure by Judith Caseley, in the *Text Collection*, Unit 6
- Jack's Garden by Henry Cole, in the *Text Collection*, Unit 5
- Our Block by Lois Lenski, in the *Text Collection*, Unit 6, poems, page 54
- Reading Log
- Computer

### Assignments
- Read On the Town: A Community Adventure by Judith Caseley.
- Write to tell about an event.
- Write to tell an opinion about setting.
- Add a detail to support an opinion.
- Play Dress Up Daniel.
- Revise opinion sentences.
- Complete a Word Categories chart.
- State an opinion for a book review.
- Complete a Picture and Story Relationship chart.
- Write a reason for an opinion.

## LEARN

In the last lesson part, you found how the pictures and words in *On the Town: A Community Adventure* were related. Now, you will look at a new text and think about how the text is organized. Good readers pay attention to how a text is organized because this helps them know where to find details in the text.

Read "Our Block", in the *Text Collection*, Unit 6, poems, page 54. As you read, think about these questions:

- Is this a storybook or a poem?
- How do you know?

## TEACHING NOTES

Pause to allow your student to comment on the thinking questions. Your student should recognize that "Our Block" is a poem because it is broken up into stanzas and some of the words rhyme.
LEARN

In the last lesson part, you found how the pictures and words in On the Town: A Community Adventure were related. Now, you will look at a new text and think about how the text is organized. Good readers pay attention to how a text is organized because this helps them know where to find details in the text.

Read "Our Block," in the Text Collection, Unit 6, poems, page 54. As you read, think about these questions:

Is this a storybook or a poem? How do you know?

Pause to allow your student to comment on the thinking questions. Your student should recognize that "Our Block" is a poem because it is broken up into stanzas and some of the words rhyme.

Objectives

- To identify major events in a story
- To identify details about characters
- To identify details about the setting
- To ask questions to distinguish meaning
- To revise writing by adding detail and clarity

Books & Materials

- On the Town: A Community Adventure by Judith Caseley, in the Text Collection, Unit 6
- Jack's Garden by Henry Cole, in the Text Collection, Unit 5
- Our Block by Lois Lenski, in the Text Collection, Unit 6, poems, page 54
- Reading Log
- Computer

Assignments

- Read On the Town: A Community Adventure by Judith Caseley.
- Write to tell about an event.
- Write to tell an opinion about setting.
- Add a detail to support an opinion.
- Play Dress Up Daniel.
- Revise opinion sentences.
- Complete a Word Categories chart.
- State an opinion for a book review.
- Complete a Picture and Story Relationship chart.
- Write a reason for an opinion.

TEACHING NOTES

VOCABULARY

WORD CHECK: STANZA

In Unit 4: Lesson One - Apple Pie 4th of July, you learned about the differences between a storybook and a poem. One of the differences you learned was that storybooks have complete sentences and poems have lines. Tell your Learning Guide: What is a line?

Now you are going to learn a new word to talk about poems: stanza. A stanza is a group of lines in a poem that go together. Some stanzas are four lines. The lines in a stanza often follow the same rhythm. Some stanzas have two rhyming words.

Together with your Learning Guide, look at the poem "Our Block." Can you find a stanza?

TEACHING NOTES

If your student has difficulty remembering what a line is, show him or her examples of lines from the poem in Unit 4: Lesson One - Apple Pie 4th of July, “This is My Community.” Remind your student that the lines in “This is My Community” are short and have a rhyming word. Have him or her practice finding the rhyming word at the end of each line.

If your student needs support identifying a stanza in the poem “Our Block,” model reading the first four lines in the poem. After you read the first four lines, tell him or her: “That was a stanza. I know because there were four lines that go together, and I could hear rhyming words.” You can support your student further by counting the four lines in a stanza and model finding the two rhyming words.

Example stanza from “Our Block”:

“Our block is a nice one,

The best in town;

On each side row houses

With steps coming down.”

PHONICS

PRINT CONCEPTS AND LONG /E/: SPELLED EE AND EA

We are going to read another Max and Jane story. In this story, Max and Jane Fix the Big Box, you will see words with the long /e/ sound. Look at the cover of the story. Read the title. 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. Read the story again and show your Learning Guide all the words that have the long /e/ sound.

**TEACHING NOTES**

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 to figure it out or 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 just telling the word. This encourages your student to be more independent.

Make sure your student is reading left to right, top to bottom and looking at 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 he or she is looking closely at each word.

Assist your student in identifying the long /e/ while reading the story.

Talk about the answers to these questions with your Learning Guide:

- What are the words that rhyme in each stanza?
- How do the pictures relate to the text?

**TEACHING NOTES**

**ANSWERS**

- The pictures show what the words tell.

**BENCHMARK VOCABULARY**

Sometimes readers find words 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 **listening** on p. 29 of *On the Town: A Community Adventure*, in the *Text Collection*, Unit 6. Work with your Learning Guide to find the meaning of this word from clues in the text.
Remember to read books for fun. Find books about things you are interested in. Write the title and author of the books you read in your Reading Log. Write one thing that you like or do not like about each book that you read.

Look at your student’s Reading Log. Have your student tell you about each book he or she read. Ask your student to use an opinion statement to tell you about one of the books.

You read a poem called “Our Block” and talked about how it is organized with your Learning Guide. Next, you will use what you learned before to sort words from another text into categories.

You learned how to sort similar words in On the Town: A Community Adventure, in the Text Collection, Unit 6, into categories. You will now do this with words in a different text.

Now, reread Jack’s Garden, in the Text Collection, Unit 5, page 5. Then, look at the words below. Are they people, plants, or animals?
USE FOR MASTERY

Sort each word into the correct category.

People  Plants  Animals

copper  butterfly  Jack  yarrow

If your teacher asked you to send files for this assessment, please put them in this upload box.

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

0 / 12 File Limit
Now, you will begin reading *Places in My Neighborhood*, in the *Text Collection*, Unit 6. This is an informational text. Informational texts contain facts and details about a topic. The main topic is what a text is mostly about. Good readers pay attention to the key details in a text because it helps them figure out the main topic.

As you read, think about the following question:

- What are most of the details about?

Find the front cover. Show your Learning Guide the title and author.

Now, read *Places in My Neighborhood*, in the *Text Collection*, Unit 6, page 33.
Follow along as your Learning Guide reads. Remember that you follow along left to right and page by page. Turn the page when it is time to go to a new page.

**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 *Places in My Neighborhood*, in the *Text Collection*, Unit 6, page 33. 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.

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.) Prompt your student to turn the page if he or she does not do so independently.

Pause to allow your student to comment on what most of the details in the text are about. Your student should note that most of the details are about the narrator’s neighborhood.

**VOCABULARY**

**DESCRIBING WORDS: THE “AL” ENDING**

In the first part of the lesson, you learned what an informational text was. Look at the word informational again. Are there any words that you know in it? You have probably heard of the word information before. In the word informational, information has a special ending on it, “al.” Sometimes you add this ending to words when you want to describe something.

Here are some examples:

1. They went to Yellowstone National Park for Spring Break.
2. She is wearing a traditional dress.
3. He is looking at an educational website.

Information is a thing. Information is facts or details. Informational is a describing word. Tell your Learning Guide: What is informational describing when you say, “informational text”?
You can support your student by showing him or her how the words with the “al” ending in the examples are things that are now describing words.

For example:

1. A nation is a country like the USA. National describes something in a country like a park.
2. A tradition is something people do that is special to their country. Traditional describes a celebration or clothes people wear that is special to their country.
3. Education is what people learn in school. Educational describes something that people use for learning, like a website or a book.

Informational describes the word text. It tells the reader that the text will have facts or details on a topic.

Talk about these questions with your Learning Guide:

- Why are there different places in a neighborhood?
- What kinds of places in a neighborhood keep us safe?

ANSWERS

- because a neighborhood is a community where people live and work
- fire station, police station, clinic

The main topic of an informational text is what the text is mostly about. Authors use key details to tell about the main topic. These details are found in the words and pictures. You can find the main topic by looking at the key details.

Often, the main topic of a text will be in the title or on the first page of a text. Look at the title: Places in My Neighborhood. What are most of the details in the book about? They are about places in a neighborhood. The main topic of this text is places in a neighborhood.

Now, you will find three key details that tell about the main topic. Write the main topic in your ELA Journal. Then, write three key details under the main topic.
ANOTHER WAY
If finding the main idea and details in the text is challenging, remember that you have already found the main idea of texts using the Main Idea and Key Details chart. Use this chart to show your ideas as you read through the text. As you are reading, think about these questions:

- What am I learning?
- What is the text all about?

TEACHING NOTES
If your student is struggling to find the main idea or details of the text, reintroduce the Main Idea and Key Details chart that he or she has already used. Go back and reread the text to fill in the chart.

If your student continues to struggle with finding the main idea, ask, “What is this text all about?”

If your student continues to struggle finding details, stop at the end of each page and ask, “What did you learn on this page?”

TEACHING NOTES
KEY DETAILS
- There are apartments and houses in a neighborhood.
- Neighborhoods have a fire station and police station.
- Neighborhoods have clinics, libraries, and grocery stores.

LONG E VOWEL SOUND
Look at the word leaf. Say the word out loud. Say each sound in the word. Do you hear the vowel sound in the middle? This is a long /e/ vowel sound. It is spelled ea. The word sleep has the same long /e/ vowel sound. It is spelled ee. Look at the picture cards your Learning Guide shows you. Name the picture on each one. Tell your Learning Guide if you hear the long /e/ sound in each word.

Listen to the pairs of words your Learning Guide tells you. Tell if each one has the long /e/ sound.

TEACHING NOTES
Display picture cards seal, queen, bed, green, jet. Say pairs of words, such as fed/feed and bet/beat. In those pairs, your student should identify feed and beat as having the long /e/ sound.
You found the main topic and key details in *Places in My Neighborhood*, in the *Text Collection*, Unit 6. This book is about a neighborhood. Now, you will write an opinion about a place in your own neighborhood.

You know that an opinion is what a person thinks or feels about a topic. One type of opinion is a preference, or choice. When you state a preference, you are telling what you like best out of two or more choices.

Think about places in your neighborhood. Write a sentence telling your favorite place in your ELA Journal. You will add a reason to your opinion later.

**TEACHING NOTES**

Allow your student to dictate a sentence if he or she cannot write independently. Your student might write, “My favorite place in my neighborhood is the park by my house.”

**PHONICS**

**PRACTICE: PRINT CONCEPTS AND LONG /E/: SPELLED EE AND EA**

The long /e/ is the sound you hear in the word queen and leaf. Read the story “Max and Jane Fix the Big Box” and listen for words that have the long /e/. Read the story again and then write the long /e/ words you find in your ELA Journal. Does your reading sound smooth or choppy or like a robot? Every time you reread a story your reading will sound better and better!

**TEACHING NOTES**

Assist your student as he or she reads “Max and Jane Fix the Big Box.” Each time the story is read, your student’s reading should sound smoother. If your student sounds choppy while reading, or has a monotone word-by-word style (sounding like a robot), try echo reading. You can read the page first while your student listens. Then your student tries to copy your reading style and expression. This will assist your student in sounding smoother and less robotic.

Some students enjoy recording their reading and then listening to themselves read. This can be a good strategy to improve your student's fluency. Over time he or she can hear the progress being made.
You found the main topic and key details in *Places in My Neighborhood*, in the *Text Collection*, Unit 6. You also wrote an opinion about a preference. Next, you will ask and answer questions about the text. You will also tell a reason for the opinion you wrote.

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Places to Go - Part 2

Objectives
- To find the main topic and key details in a text
- To ask and answer questions about details in a text
- To support an opinion with reasons
- To define unknown words
- To compare and contrast two books on the same topic

Books & Materials
- Places in My Neighborhood by Shelly Lyons, in the Text Collection, Unit 6
- ELA Journal
- Computer
- Two-Column chart

Assignments
- Read Places in My Neighborhood by Shelly Lyons.
- Play the Main Idea game.
- Read On the Town: A Community Adventure by Judith Caseley.
- Write to tell an opinion about a favorite place.
- Complete an Ask and Answer Questions chart.
- Write a reason for an opinion.
- Complete a Compare and Contrast chart.
- Revise writing to add or clarify details.
- Complete a Word Web.
- Draw a new front cover for Places in My Neighborhood.
- Write to tell an opinion about reading.

LEARN

Previously, you found the main topic and key details in *Places in My Neighborhood*. This time, you will ask and answer questions about the text. Good readers ask and answer questions to check how well they understand the ideas in a text.

The main topic is what a text is mostly about. The key details tell about the main topic. You can ask and answer questions about key details to understand more about the main topic. Next, you will read part of *Places in My Neighborhood*. As you read, think about this question:

- What do I want to know about the main topic?


TEACHING NOTES

Pause to ask your student to tell one thing he or she wants to know about the main topic. Possible response: I want to know what the different places in a neighborhood are like.

Talk about this question with your Learning Guide:

- Look at p. 34. What is one question you could ask about the details on this page? Answer the question.
An informational text has facts and details about a topic. Readers can ask questions and look for answers to help them understand the main topic and key details. You will fill in a chart with questions and answers from the text.

Now, complete an **Ask and Answer Questions chart**. Start with a **Two-Column Chart**. Your Learning Guide will fill in the headings. Under “Questions” write a question you have about the topic. The question, “What is a neighborhood?” is on p. 34. That can be your first question. Find the answer in the text. Write the answer under “Answers.” Ask at least two more questions, and find the answers.

See completed chart below.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a neighborhood?</td>
<td>A neighborhood is a community filled with different places to see.</td>
</tr>
<tr>
<td>Where do people in a neighborhood live?</td>
<td>People in a neighborhood live in apartments and houses.</td>
</tr>
<tr>
<td>What is an apartment?</td>
<td>An apartment is a home in a building with many other apartments.</td>
</tr>
<tr>
<td>What is a house?</td>
<td>A house is a home. Houses are usually on the same street as other houses.</td>
</tr>
</tbody>
</table>
PHONICS
/E/ SPELLED EE, EA

Say the word team. Do you hear the long e sound in the middle? The letters ea spell the long e sound in team. Now, say the word keep. Keep has the same long e sound as team. The long e sound is spelled ee in keep.

Listen to the words your Learning Guide says out loud. Your Learning Guide will help you spell each word. Write each word. Tell if the word spells the long e with ea or ee.

TEACHING NOTES
Say and spell words that have a long e spelled with ee or ea, such as: heat, neat, feel, heal. Monitor your student’s writing to ensure they spell the words correctly.

PHONICS
LONG /E/: SPELLED EA AND EE

You have learned about the long /e/ sound, like in the words leaf and queen. Now you can use letter tiles to make words that have the long /e/ sound.

Use the letter tiles to spell the word leaf. Say the word leaf, slowly stretching it out so that you can hear the letter sounds. How many sounds do you hear? There are three sounds in the word leaf:

- /l/
- long/e/
- /f/

Now let’s take the letters l and f away. Add a letter t to the end of the word. What word have you made? That’s right, you made the word eat! Can you hear the long /e/ sound?

Now put a letter s at the beginning of the word. What word did you make? That’s right, you made the word seat. Can you hear the long /e/?

Now take the letter s away. Put a b at the beginning. What word did you make? You made the word beat. Can you hear the long /e/?

Now take the t away. Put a letter n at the end of the word. What word have you made? Yes, you made the word bean. Can you hear the long /e/?

You can make lots of words with the long /e/ sound!
You have learned about the long /e/ sound, like in the words leaf and queen. Now you can use letter tiles to make words that have the long /e/ sound.

Use the letter tiles to spell the word leaf. Say the word leaf, slowly stretching it out so that you can hear the letter sounds. How many sounds do you hear? There are three sounds in the word leaf: /l/ long/e/ /f/

Now let's take the letters l and f away. Add a letter t to the end of the word. What word have you made? That's right, you made the word eat! Can you hear the long /e/ sound?

Now put a letter s at the beginning of the word. What word did you make? That's right, you made the word seat. Can you hear the long /e/?

Now take the letter s away. Put a letter b at the beginning. What word did you make? You made the word beat. Can you hear the long /e/?

Now take the t away. Put a letter n at the end of the word. What word have you made? Yes, you made the word bean. Can you hear the long /e/?

You can make lots of words with the long /e/ sound!

Print out the letter tiles from this website. Cut the tiles out. Assist your student in manipulating the letter tiles to make the words leaf, eat, seat, beat and bean. Remind your student that the ea letter combination that makes the long /e/ sound remains the same in all of the words you create.

Before, you wrote an opinion about your neighborhood. Now, you will add a reason to support the opinion you wrote. When you write about your opinion, you need to give reasons for the opinion. The reasons tell why you have that opinion. Good writers always support their opinions with reasons. This makes their opinions more believable.

Look at the opinion you wrote last time about your favorite place in your neighborhood. You will now write a sentence to tell a reason for this opinion.

Read your sentence from last time. Think about why you chose this place as your favorite place. In your ELA journal, write a sentence to give a reason for your opinion.

Allow your student to dictate a sentence if he or she cannot write one. The reason your student gives should be related to the opinion. For example, if your student chose a park as his or her favorite place, he or she might write, “I like the park because there are many fun things to do there.”

You asked and answered questions about Places in My Neighborhood. You also wrote a detail to support your opinion about a place in your neighborhood. Next time, you will make connections in the text. You will also add a detail to your opinion.

Please go online to view and submit this assessment.
# Places to Go - Part 3

## Objectives
- To find the main topic and key details in a text
- To ask and answer questions about details in a text
- To support an opinion with reasons
- To define unknown words
- To compare and contrast two books on the same topic

## Books & Materials
- Places in My Neighborhood by Shelly Lyons, in the Text Collection, Unit 6
- ELA Journal
- Computer
- Venn diagram

## Assignments
- Read Places in My Neighborhood by Shelly Lyons.
- Play the Main Idea game.
- Read On The Town: A Community Adventure by Judith Caseley.
- Write to tell an opinion about a favorite place.
- Complete an Ask and Answer Questions chart.
- Write a reason for an opinion.
- Complete a Compare and Contrast chart.
- Revise writing to add or clarify details.
- Complete a Word Web.
- Draw a new front cover for Places in My Neighborhood.
- Write to tell an opinion about reading.

## LEARN

Before, you asked and answered questions about *Places in My Neighborhood*. Now, you will make connections in the text. When you make connections, you can figure out the most important ideas an author wants you to know.

Readers can use the pictures and words in a text to make connections between the ideas. You will read to find connections between the people in *Places in My Neighborhood*. As you read, think about these questions:

- How are the people in the book alike?
- How are the people in the book different?


## TEACHING NOTES

Pause to allow your student time to comment on the people described in the text. Possible response: The people in the book have different jobs.
Talk about these questions with your Learning Guide:

- Why are firefighters, police officers, and nurses important?

ANSWER
They help people.

Informational texts tell facts and details about a topic. The information is often connected. One way that you can connect ideas is by comparing and contrasting them. To compare is to tell how things are alike. To contrast is to tell how things are different. Authors often use clue words to tell how two pieces of information are connected.

You will use a **Compare and Contrast chart** to compare and contrast firefighters and police officers.

Start with a **Venn diagram**. Your Learning Guide will fill in the headings. Write a detail that describes only firefighters under “Firefighters.” Write a detail that describes only police officers under “Police Officers.” Write a detail that describes both in the middle, under the heading “Both.”

Click [here](#) to view a sample completed chart.

**ANOTHER WAY**

If comparing and contrasting is challenging, remember that you have already practiced comparing and contrasting for other texts! When you compare, you look for what is the same. When you contrast, you look for what is not the same. To start our ideas, we can say:

Firefighters and police officers are the same because...

Or

Both firefighters and police officers...

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...

Firefighters and police officers are different because firefighters ________, but police officers ________.

Or

Only firefighters __________. Only police officers __________.

**TEACHING NOTES**

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

**Possible answers:**

Firefighters and police officers are the same because they help keep the neighborhood safe.

Firefighters and police officers are different because firefighters put out fires, but police officers tell children not to talk to strangers.

**PHONICS**

**HIGH FREQUENCY WORDS: WAS, LIKE, THE, AND FROM**

Let’s review some high frequency words. Watch this video with your Learning Guide.

Please go online to view this video ▶

We are looking at four new words today: Was, Like, The, and From. Your Learning Guide has written each word on a card. Say each word and spell it. Can you use the word in a sentence? Pick one sentence and write it in your ELA Journal. Draw a picture to go with your sentence.

**TEACHING NOTES**

Watch the video about high frequency words with your student.

Now let’s learn four new words with your student. Write each new word (Was, Like, The, and From) on an index card or small piece of paper. Add them to your high frequency flash card deck.

Assist your student in completing the tasks: saying and spelling the words, using the words in a sentence, writing one word in a sentence, and drawing a picture to go with the sentence. If the
Firefighters and police officers are different because firefighters __________, but police officers __________. Only firefighters _______________. Only police officers _______________.

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

Possible answers:
- Firefighters and police officers are the same because they help keep the neighborhood safe.
- Firefighters and police officers are different because firefighters put out fires, but police officers tell children not to talk to strangers.

Let's review some high frequency words. Watch this video with your Learning Guide.

We are looking at four new words today: Was, Like, The, and From. Your Learning Guide has written each word on a card. Say each word and spell it. Can you use the word in a sentence? Pick one sentence and write it in your ELA Journal. Draw a picture to go with your sentence.

Watch the video about high frequency words with your student.

Now let's learn four new words with your student. Write each new word (Was, Like, The, and From) on an index card or small piece of paper. Add them to your high frequency flash card deck.

Assist your student in completing the tasks: saying and spelling the words, using the words in a sentence, writing one word in a sentence, and drawing a picture to go with the sentence. If the student is having difficulty learning the high frequency words, he or she may need more opportunities to see the words. You can do this by watching the video multiple times or asking your student to read the flash cards.

/ee/ Spelled ee, ea

Say the word seal out loud. Do you hear the long e sound in the middle? It is spelled ea. Now, say the word jeep. It has the same middle long e sound, but it is spelled ee.

Write the word net. This word has a short e sound in the middle. Where can you add an a to make a new word with the long e sound? In your ELA journal, write a new word with a long e sound by adding a to net.

Write these words: fed, men, ten. Add a letter to each word to make a new word with a long e sound.

The correct answers are feed, mean, teen.
You made connections between ideas in *Places in My Neighborhood*, in the *Text Collection*, Unit 6. Now, you will revise your opinion.

When you revise, you make your writing better. One way to revise is to add details. The goal of opinion writing is to convince readers to agree with you. Adding details helps writers reach that goal. Details give more information about your opinion. They help your reader understand why you have this opinion and why you think they should agree.

Look at the opinion and reason you wrote about your favorite place in your neighborhood. Read your sentences out loud. Do you see a place where you can add details?

Now, revise your writing. Add a detail to make your reason stronger or clearer.

**TEACHING NOTES**

Read your student's sentences aloud if he or she is unable to do so. When revising, your student should add a new detail that clearly strengthens the opinion.

You compared and contrasted people in *Places in My Neighborhood*, in the *Text Collection*, Unit 6 to find connections between ideas. You also revised your opinion. Next time, you will find the meaning of words you do now know. You will also state a new opinion about the text.
Previously, you compared and contrasted people in *Places in My Neighborhood* to find connections between ideas. Now, you will find the meaning of words you do not know and make connections between the words in the text and your own life. Good readers stop to define unknown words, so they can understand the important ideas in a text.

When you come across words they do not know, you can use the pictures and words in a text to help you understand them. You can also make connections between the words in a text and your own life. You will read more of *Places in My Neighborhood*. As you read, think about these questions:

- Are there any words I do not know?
- What connections can I make between the words in the text and my own life?

Now, read pp. 46–52 of *Places in My Neighborhood*, in the *Text Collection*, Unit 6.
I see the word fruit on p. 48. I like to eat fruit.

Talk about these questions with your Learning Guide:

- Why does Justin go to the library?
- Why is a grocery store an important place in a neighborhood?

ANSWERS

- He wants to check out books about dinosaurs.
- People need a place to buy food. People can buy food at a grocery store.

Informational texts have words that you can use in your daily life. Readers can think about what the word means in the text. Then, they can decide how to connect the word to their own lives. You will complete a Word Web to connect one of the words in the text to your own life.

On pp. 46 and 47 you learned about the library. A library is a place with books, magazines, and other materials that people can use there or borrow. You can think about what you know about libraries from experiences you have had in your own life.

Now, use a Web Graphic Organizer to complete a Word Web. Write “Library” in the middle. Write the things you know about a library on the lines around the circle. Think about your own experience with libraries. Who works at a library? When have you been to a library? What did you do at the library? Add these details to the Word Web.
I see the word fruit on p. 48. I like to eat fruit.

Talk about these questions with your Learning Guide:

Why does Justin go to the library?

Why is a grocery store an important place in a neighborhood?

ANSWERS

He wants to check out books about dinosaurs.

People need a place to buy food. People can buy food at a grocery store.

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See below for a completed Word Web.

### TEACHING NOTES

See below for a completed Word Web.

### PHONICS

**LONG I VOWEL SOUND**

Say the word kit. Do you hear the middle sound? The middle sound in kit is the short i sound. Look at the picture card. Name the picture. What sound do you hear in the middle? This is the long i sound.

Look at the picture cards your Learning Guide shows you. Name each picture. Tell your Learning Guide if each has the long i vowel sound.

### TEACHING NOTES

Display picture card kite. Then, display picture cards five, six, slide, pig, spider, and tiger. Your student should identify the words five, slide, spider, and tiger as having the long i sound.
PHONICS

LONG /i/: SPELLED I_E

Look at the Picture Card. The picture is of a kite. Say the word kite. Do you hear the long /i/ sound? It is spelled with the long/i/, consonant and silent e.

We are going to read and sing the words to a song. Listen and point to the words as your Learning Guide reads the song “Yippee! Yahoo! Zippity-zip!” Read the words together again. Do you hear any words with the long /i/ sound? Write the long /i/ words you find in your ELA Journal. Sing the song and listen for the long /i/ sound in the words. Clap your hands when you hear one.

TEACHING NOTES

Read the song lyrics for “Yippee! Yahoo! Zippity-zip!” aloud, pointing to the words. Your student should be looking at the words as you read them. Reread the words and have your student read along with you. Point out the long /i/ words and discuss the sound in each word. As your student writes the long /e/ words in the ELA Journal, make sure he or she is using correct letter formation and leaving spaces between the words.

Now sing the words of the song together. It is sung to the tune of “Pop Goes the Weasel.” Watch this video to learn the tune if you need help.

You have been reading a book called Places in My Neighborhood, in the Text Collection, Unit 6. Look at the cover of the book. What does it tell you about the book? Today, you will come up with a new front cover for the text. Then, you will write an opinion.

The front cover of a book tells the name of the author and the title of the book. The front cover is what readers see first. The front cover helps convince readers to read the book.

Most front covers have a picture. Now, you will draw a new front cover for Places in My Neighborhood. Then, you will write an opinion to tell which cover you prefer.

Look through Places in My Neighborhood. Think about the details in the book. Now, draw a new cover for the book. Remember to include details in your drawing that tell what the book is about. Be sure to write the title and the author’s name on the new cover. In your ELA Journal write a sentence telling your opinion about the cover. Explain which cover you like better—yours or the original. Make sure you give a reason for your opinion.
You made connections between a word in *Places in My Neighborhood*, in the *Text Collection*, Unit 6, and your life. You also wrote an opinion about the front cover. Next time, you will compare and contrast two books. You will also choose which of the two books you like better.

☑ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Previously, you made connections between a word in *Places in My Neighborhood* and your life. This time, you will compare and contrast two books. Comparing and contrasting different books helps you understand the different points of view people have about subjects.

Literary stories tell about things that characters do. These stories are made up. Informational texts tell facts and details about a topic. You can compare and contrast a made-up story and an informational text about the same topic. You will reread *On the Town: A Community Adventure* and *Places in My Neighborhood*. As you read, think about these questions:

- How are these texts alike?
- How are these texts different?

Now, reread *On the Town: A Community Adventure* and *Places in My Neighborhood*, each in the Text Collection, Unit 6.
Now, complete a Compare and Contrast chart. Start with a Venn diagram. Your Learning Guide will fill in the headings to show the title of each book. Under each title, write details that are only in that book. In the middle, write details or ideas that are in both books. Talk to your Learning Guide about how these texts are alike and different.

**Possible responses:**
- The texts are alike because they are both about neighborhoods.
- They are different because one is about a real neighborhood and the other is about a made-up neighborhood.

After reading, talk about these questions with your Learning Guide:

- What is the main topic of *Places in My Neighborhood*?
- How is the topic of this book like the main topic of *On the Town: A Community Adventure*?

**TEACHING NOTES**

**ANSWERS**
- The different places that make up a neighborhood and how they meet our needs.
- This topic is like the topic of *On the Town: A Community Adventure* because both about the places and people in a neighborhood.

Stories tell about made up experiences of characters. Informational texts tell information about a topic. You can compare and contrast the ideas and details in a story and an informational text. You will use a Compare and Contrast chart to tell how the two texts you read are alike and different.

Now, complete a **Compare and Contrast chart**. Start with a Venn diagram. Your Learning Guide will fill in the headings to show the title of each book. Under each title, write details that are only in that book. In the middle, write details or ideas that are in both books. Talk to your Learning Guide about how these texts are alike and different.

**TEACHING NOTES**

See completed chart below.
PHONICS

/I/ SPELLED I_E

Say the word kite. The long i in kite is spelled with i and e. Look at the words slid and slide. Which has the long i vowel sound? Slide. Slid becomes slide when e is added to the end.

Listen to the words your Learning Guide tells you. Write the words with the long i vowel sound in the middle.

TEACHING NOTES

Say pairs of words for your student, such as rip/ripe and bit/bite. Spell the words with the long i vowel sound (e.g., ripe, bite) if your student cannot spell them independently.

PHONICS

PRINT CONCEPTS AND LONG /I/: SPELLED I_E

We are going to read another Max and Jane story. In this story, "Max and Jane Go Camping," you will see words with the long /i/ sound. Look at the cover of the story. Read the title. 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. Read the story again and show your Learning Guide all the words that have the long /i/ sound.

TEACHING NOTES

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 to figure it out or 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 just telling the word. This encourages your student to be more independent.

Make sure your student is reading left to right, top to bottom and looking at 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 he or she is looking closely at each word.

Assist your student in identifying the long /i/ while reading the story.
Remember to read books for fun. Read both made up stories and informational texts. Write the title and author of each book you read in your Reading Log. Write a few words about each book.

**TEACHING NOTES**

Review your student's Reading Log. Ask your student to talk about the books he or she has read since the last time you looked at the Reading Log. Have your student tell you about his or her favorite book. Ask your student to tell you if the book was a literary book or informational.

You compared and contrasted *On the Town: A Community Adventure* and *Places in My Neighborhood*. Now, you will write to tell an opinion about these two texts.

Writers write texts for different reasons. Writers who write literary texts write to entertain. They tell about made up characters, settings, and events. Writers of informational texts write to tell about real people, places, and things. They include facts and details. Think about the two texts you read about community. You will write an opinion to tell which type of text you like better when reading about community.

What type of text do you like better when reading about community? Write a sentence to answer this question. The answer will state your opinion. Give a reason for your opinion. Write your opinion and reason in your ELA Journal.

**TEACHING NOTES**

Allow your student to dictate a sentence if he or she cannot write independently. Your student might write, “I like reading literary texts better when reading about community. This is because literary texts have interesting characters instead of just giving facts.”

You found ways that *On the Town: A Community Adventure* and *Places in My Neighborhood*, are alike and different. You also wrote to tell an opinion about which type of text you prefer when reading about community. Next, you will ask and answer questions about key details. You will also write an opinion about your community.

**QUICK CHECK**

Please go online to view and submit this assessment.
You found ways that *On the Town: A Community Adventure* and *Places in My Neighborhood* are alike and different. Now, you will ask and answer questions about key details.

Good readers ask and answer questions about literary and informational texts to check their understanding of the ideas in the texts. Now, you will read parts of *On the Town: A Community Adventure* and *Places in My Neighborhood*. As your review these texts, think about these questions:

- What are the key details in each text?

Talk about these questions with your Learning Guide:

- How does Charlie figure out what is in his community?
- Look at *Places in My Neighborhood*. What types of places are in a neighborhood?

**ANSWERS**
- He takes a walk with his mother and writes down and draws pictures of what he sees.
- Neighborhoods have grocery stores, police stations, libraries, places for people to live, clinics, and fire stations.

Good readers ask and answer questions about the key details in a text to check their understanding of what they are reading.

Look back at both texts. Ask one question about each text to help you understand the details better. Then, find the answer to the questions in the text. Write the questions and answers in your ELA Journal.

**Sample questions and answers:**
- *On the Town*: A *Community Adventure*: What are the children supposed to do with the notebooks? Children are supposed to write and draw about what they see in their community.
- *Places in My Neighborhood*: Why do communities have grocery stores? So, people have a place to buy food.

**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 *polishing* on p. 20 of *On the Town: A Community Adventure*, in the *Text Collection*, Unit 6. Work with your Learning Guide to find the meaning of this word from clues in the text.
Talk about these questions with your Learning Guide:

- How does Charlie figure out what is in his community?

Look at *Places in My Neighborhood*. What types of places are in a neighborhood?

ANSWERS

He takes a walk with his mother and writes down and draws pictures of what he sees.

Neighborhoods have grocery stores, police stations, libraries, places for people to live, clinics, and fire stations.

Good readers ask and answer questions about the key details in a text to check their understanding of what they are reading.

Look back at both texts. Ask one question about each text to help you understand the details better. Then, find the answer to the questions in the text. Write the questions and answers in your ELA Journal.

Sample questions and answers:

**On the Town: A Community Adventure**: What are the children supposed to do with the notebooks?

Children are supposed to write and draw about what they see in their community.

**Places in My Neighborhood**: Why do communities have grocery stores?

So, people have a place to buy food.

**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 *polishing* on p. 20 of *On the Town: A Community Adventure*, in the *Text Collection*, Unit 6. 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 *polishing* through context clues, look in a dictionary for the definition. Repeat this exercise with the words *strangers* (p. 42) and *bandage* (p. 44) in *Places in My Neighborhood*.

You have been reading about different communities in *On the Town: A Community Adventure* and *Places in My Neighborhood*, each in the *Text Collection*, Unit 6. Now, you will write an opinion about your own community.

You can write to tell an opinion about topics you know about. You can tell you opinion about what you like and do not like. Think about your community. Think about what you like most about it. Now, write a sentence to answer this question: What is the best part of your community? Remember to use an opinion word. Write a reason for your opinion. Remember, you can use the word “because” to show a reason. You can type your answer on your computer or write it 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 a sentence for you to type if he or she cannot type independently. Your student might write, “I think the best part of my community is the library because I can find books on every different subject there.”

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.

**PHONICS**

**PRACTICE: VOWEL SOUNDS**

Let’s practice vowel sounds. 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.
If your student cannot determine the meaning of polishing through context clues, look in a dictionary for the definition. Repeat this exercise with the words strangers (p. 42) and bandage (p. 44) in Places in My Neighborhood.

You have been reading about different communities in On the Town: A Community Adventure and Places in My Neighborhood, each in the Text Collection, Unit 6. Now, you will write an opinion about your own community.

You can write to tell an opinion about topics you know about. You can tell you opinion about what you like and do not like. Think about your community. Think about what you like most about it. Now, write a sentence to answer this question:

What is the best part of your community?

Remember to use an opinion word. Write a reason for your opinion. Remember, you can use the word “because” to show a reason. You can type your answer on your computer or write it in your ELA journal.

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PLAYING THE GAME

You asked and answered questions about On the Town: A Community Adventure and Places in My Neighborhood, each in the Text Collection, Unit 6. You also wrote an opinion about your community. Next time, you will use what you have learned to answer a question about a new text.

RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
You have read an informational text. You have found the main topic and key details. Now, you will answer a question based on what you read in *Places in My Neighborhood*. This question will connect the ideas in the book to your own life. Good readers think about how an author's ideas apply to real life. This helps them appreciate different views of the world.

Now, reread *Places in My Neighborhood*. Then, answer the questions.

**USE FOR MASTERY**

Why are firefighters important to the community?

- [ ] They help people to get around town.
- [ ] They help people to stay safe.
- [ ] They help people to drive.
Why are teachers important to the community?

- They help people to stay safe.
- They help people in stores.
- They help people to learn.

If your teacher asked you to send files for this assessment, please put them in this upload box.

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

0 / 12 File Limit
## LEARN ABOUT...

### WHAT IS A CITY

You are going to be reading a nonfiction, or true, story about a city. As you read the story you will learn about the different places and people you might find in the city. But what is a city? Maybe you live on a farm and have never seen a big city. Before you read the story in this lesson part, take a minute to read this article to learn what life is like in a city.

### City Life

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify the main topic and key details in a text</td>
<td>Neighborhood Walk by Peggy Pancella</td>
<td>Read Neighborhood Walk: City by Peggy Pancella.</td>
</tr>
<tr>
<td>To state and support an opinion</td>
<td>ELA Journal</td>
<td>Write to support an opinion.</td>
</tr>
<tr>
<td>To use key details to understand a text</td>
<td>Computer</td>
<td>Complete a Make Connections chart.</td>
</tr>
<tr>
<td>To relate pictures and words in a text</td>
<td>Picture cards</td>
<td>Write an opinion based on reading Neighborhood Walk: City.</td>
</tr>
<tr>
<td>To create a travel brochure</td>
<td></td>
<td>Complete a Multiple-Meaning Words chart.</td>
</tr>
</tbody>
</table>

**Life in the city is noisy and can be a lot of fun.**

Do you live in a city? A city is a community that has many buildings and a lot of people. Cities are crowded with many roads and cars.

Sometimes people work in a city who don't live there. Some cities have trains and buses that help them get to work. Cities have tall buildings and lots of stores and businesses. Cities also have museums and places to visit, giving people a lot of things to do.

**Tell your learning guide your answers.**

1. **What is a city?** (A city is a community with a lot of buildings and people.)
2. **What are some things you might find in a city?** (You will find crowded streets, buses, cars, people, stores, museums, and business. Cities are very crowded.)

**LEARNING RESOURCES**

- Neighborhood Walk by Peggy Pancella
- ELA Journal
- Computer
- Picture cards

**ASSIGNMENTS**

- Read Neighborhood Walk: City by Peggy Pancella.
- Write to support an opinion.
- Complete a Make Connections chart.
- Write an opinion based on reading Neighborhood Walk: City.
- Complete a Multiple-Meaning Words chart.
- Write an opinion about city communities.
- Read “Manhattan Lullaby” by Norma Farber.
- Complete a Relate Pictures and Words chart.
- Plan a travel brochure.
- Draft an opinion for a travel brochure.
- Complete a Connect Ideas chart.
- Write reasons for an opinion in a travel brochure.
Do you live in a city? A city is a community that has many buildings and a lot of people. Cities are crowded with many roads and cars.

Sometimes people work in a city who don't live there. Some cities have trains and buses that help them get to work. Cities have tall buildings and lots of stores and businesses. Cities also have museums and places to visit, giving people a lot of things to do.

Life in the city is noisy and can be a lot of fun.

Do you live in a city?

In this article you learned what a city is. See if you can answer the questions below about life in a city. Tell your learning guide your answers.

1. What is a city?

2. What are some things you might find in a city?

TEACHING NOTES

Your student will be reading a nonfiction article about life in the city. This article will help your student know what a city is because later in this lesson part your student will be reading a story that shows him or her the different places in a city. After reading the article, your student should be able to answer the following questions.

1. What is a city? (A city is a community with a lot of buildings and people.)

2. What are some things you might find in a city? (You will find crowded streets, buses, cars, people, stores, museums, and business. Cities are very crowded.)

You will begin reading a new informational text, Neighborhood Walk: City. Informational texts have facts and details about a topic. Good readers pay attention to the details in a text, so they can figure out what the text is about.

Before you read, look at the front cover. Find the title and name the author. The main topic is what the book is mostly about. The key details are the most important details in the text. As you read, think about these questions:

- What is this book mostly about?
- What key details relate to the topic?
Now, read *Neighborhood Walk: City*.

Turn the pages for your Learning Guide.

**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 *Neighborhood Walk: City*. 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.

Pause to allow your student to tell what the book is mostly about (cities) and name a key detail related to the topic (p. 5—neighborhoods are part of cities).

**ANSWERS**

- The book is mostly about cities.
- People in cities get around by walking, taking buses, riding subways, biking, or in cars.

The main topic of a book is what the book is mostly about. The key details are the most important details in a book. Readers can find the main topic by looking at the key details. What are most of the details in *Neighborhood Walk: City* about? They are about cities. The details tell about things to do and places to go in cities. The topic is *There are many places to go and things to do in cities*. Write the main topic in your ELA Journal. Next, find three key details that tell about the main topic. Write these key details under the main topic.
The book is mostly about cities.

People in cities get around by walking, taking buses, riding subways, biking, or in cars.

The main topic of a book is what the book is mostly about. The key details are the most important details in a book. Readers can find the main topic by looking at the key details. What are most of the details in *Neighborhood Walk: City* about? They are about cities. The details tell about things to do and places to go in cities. The topic is

There are many places to go and things to do in cities.

Write the main topic in your ELA Journal. Next, find three key details that tell about the main topic. Write these key details under the main topic.

Have your student copy the main topic into his or her ELA Journal. Allow your student to dictate the key details if he or she cannot write them independently. Possible answers:

- People live in apartments downtown. Outside of downtown, people live in houses, apartment buildings, and townhouses.
- In cities, people use cars, buses, bikes, taxis, and trains to get around. Some people carpool.
- Cities need many schools for the children who live there. Children get to school in different ways.

**VOCABULARY**

**COMBINING WORDS TO MAKE NEW MEANINGS**

In *Neighborhood Walk: City*, there was a chapter titled “Getting Around” that taught you about different ways people travel throughout the city. You probably know the words get and around by themselves. Tell your Learning Guide: What does get mean? Try to make a sentence using the word get. What does around mean? Try to make a sentence using the word around.

Sometimes two words are put together to make a new meaning. For example, when you use the words get and around together, it means to go different places easily. For example, “He can get around the city on his bike.”

Challenge yourself: Look at the other chapters in *Neighborhood Walk: City*. Keeping safe and come together are also examples of putting two words together to make a new meaning. Tell your Learning Guide: What does keeping safe mean? Try to make a sentence using keeping safe. What does come together mean? Try to make a sentence using come together.

**TEACHING NOTES**

If your student is unsure what get or around means, you can tell him or her “get means to have something” or “around means to go on the side of something.” Then ask him or her: “Can you make a sentence now that you know what the word means?” If your student needs support making a sentence using the words get or around, you can model an example such as: “He gets groceries from the grocery store” or “She went around the side of the pool.”

Keeping safe means to protect or stay safe.

Come together means to join or form a group.
PHONICS

PRACTICE: PRINT CONCEPTS AND LONG /i/: SPELLED I_E

Look at the Picture Card. The long /i/ is the sound you hear in the word five. Read the story “Max and Jane Go Camping” and listen for words that have the long /i/ sound. Read the story again and then write the long /i/ words you find in your ELA Journal. Does your reading sound smooth or choppy or like a robot? Every time you reread a story your reading will sound better and better!

TEACHING NOTES

Assist your student as he or she reads “Max and Jane Go Camping.” Each time the story is read, your student’s reading should sound smoother. If your student sounds choppy while reading, or has a monotone word-by-word style (sounding like a robot), try echo reading. You can read the page first while your student listens. Then your student tries to copy your reading style and expression. This will assist your student in sounding smoother and less robotic.

Some students enjoy recording their reading and then listening to themselves read. This can be a good strategy to improve your student’s fluency. Over time he or she can hear the progress being made.

LONG /o/ VOWEL SOUND

Look at the picture card. Name the picture. Say each sound in the word. What sound do you hear in the middle? This is the short /o/ vowel sound. Now, look at the next picture card. Name the picture. Say each sound in the word. What sound do you hear in the middle? That is the long /o/ vowel sound.

Look at the next picture cards your Learning Guide shows you. Name each picture. Listen for middle sound in each word as you say it. Tell your Learning Guide if the word has a short /o/ or long /o/ vowel sound.

TEACHING NOTES

Display picture card top and then toes. Then, display picture cards boat, fox, loaf, soap, mop, and hose. Student should identify that boat, loaf, soap, and hose have a long /o/ vowel sound. Fox and mop have a short /o/ vowel sound.

You found the main topic and key details in Neighborhood Walk: City. Key details are usually facts. You can use facts to support an opinion about people or places in a city.
When you write an opinion, you tell what you think or feel about a topic. An opinion cannot be proved to be true. However, you can use facts to support an opinion. Writers use facts to get readers to agree with their opinions.

Before you write your opinion, you will gather facts. Look back through the text. What details do you see about cities? Look at pp. 20–21. The text on these pages tells that a big city often has a main library downtown. These pages also tell that city neighborhoods have branch libraries. These facts are connected. They both tell about libraries. You could use these facts to form an opinion about cities. One opinion might be “Cities are good because they have lots of libraries.”

Choose two connected facts in the text. Then, form your own opinion. Write a sentence to tell an opinion about cities based on the connection you made. Write one fact that supports your opinion.

### TEACHING NOTES

Allow your student to dictate an opinion and fact sentence if he or she cannot write independently. Your student might write, “I think it is great that there are so many ways to get around in a city. People can ride a bike or walk to get where they need to go.”

### TEACHING NOTES

**ANOTHER WAY**

**OPINIONS ABOUT FACTS**

If your student is struggling to identify connected facts, review each page of the text and ask your student what the topic is mostly about. Ask your student to notice the separate, darker words on the top of the page. Ask: “Do these words describe what the page was about? Do the topics change when the darker, separate words appear again on another page?” Explain to your student that these words also help him or her identify what the connected facts on the page will be about.

If your student is finding it difficult to form an opinion about the facts, review the facts your student has identified and help him or her write a fact sentence. For example: “In cities, there are many different kinds of homes.” Then ask your student to write an opinion sentence about that fact. For example:

“*I think it would be __________ to live somewhere with many different homes.*”

Do the same for the other pages in the text. For example:

(Fact Sentence)

In cities, people use different ways to get around. There are buses, trains, and cars.

(Opinion Sentence)
In my opinion, taking a _______ to school would be __________.

Repeat these fact sentences for each page in the text. Ask your student to create an opinion sentence following each fact.

You found the main idea and key details in *Neighborhood Walk: City*. You made a connection between facts in the text and wrote an opinion. Next time, you will make connections between details in the text. You will also write an opinion about part of the book.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You found the main idea and key details in *Neighborhood Walk: City*. Now, you will make connections between details in the text.

You can find connections between the details in a book to help you better understand what the author thinks is important about the topic. You will find connections between the people and places in *Neighborhood Walk: City*. As you read, think about this question:

- How are the different places in a city important to the people who live there?

Now, read *Neighborhood Walk: City*.

Follow along as your Learning Guide reads each page from left to right and top to bottom. Turn the pages for your Learning Guide.
Read pp. 4–9 to your student. Pause to allow your student to comment on the ways people in a city utilize the places around them. Possible responses:

- People live in apartment buildings—p. 6.
- People work in buildings downtown—p. 12.

Prompt your student to turn the page when it is time if he or she does not do so.

Talk about these questions with your Learning Guide:

- What kinds of homes do people have in city neighborhoods?
- Why do people come to the city?

ANSWERS

- People live in houses, apartment houses, and townhouses in city neighborhoods.
- People come to the city to work, shop, or attend special events.

Writers usually give information that helps readers make connections. Sometimes readers must make connections on their own. You can use a Make Connections chart to help you show that you understand connections in Neighborhood Walk: City.

Start with Two Sorting Boxes. Think about the different types of homes in the downtown part of a city and in the city’s neighborhoods. Use the first box to tell about the connections between the homes in a city. Use the second box to tell about connections between the ways people in a city get around.
Talk about these questions with your Learning Guide:

- What kinds of homes do people have in city neighborhoods?
- Why do people come to the city?

ANSWERS

People live in houses, apartment houses, and townhouses in city neighborhoods.
People come to the city to work, shop, or attend special events.

Writers usually give information that helps readers make connections. Sometimes readers must make connections on their own. You can use a **Make Connections** chart to help you show that you understand connections in Neighborhood Walk: City.

Start with **Two Sorting Boxes**. Think about the different types of homes in the downtown part of a city and in the city's neighborhoods. Use the first box to tell about the connections between the homes in a city. Use the second box to tell about connections between the ways people in a city get around.

Guide your student in completing the chart. Allow your student to dictate to you what should go in the boxes. See below for a partially completed chart.

**Make Connections**

**Homes in a City**

*People both downtown and in neighborhoods live in apartments. In neighborhoods, people also live in houses and town houses.*

Your student should make connections between the types of transportation in the city. Your student should list the different ways people get around—walking, riding a bike, riding in cars, taking a bus, or riding the subway.

**ANOTHER WAY**

You have already used a Venn diagram to make connections like comparing and contrasting two things. If filling in your sorting boxes is challenging, you can use a Venn diagram to help make connections. Then write your ideas in the connection boxes.

**TEACHING NOTES**

If your student is struggling to make connections with the connection boxes, provide a Venn diagram so your student can organize his or her ideas on a familiar chart. Then have your student transfer his or her ideas to the connection boxes.
LONG O SPelled **oa, o_e**

Look at the picture card. Name the picture. Say the word out loud. Do you hear the long /o/ sound? Look at the word boat. The long /o/ vowel sound in boat is spelled oa. Look at the next picture card. Say the word out loud. Do you hear the long /o/ vowel sound? Look at the word hose. The long /o/ sound in hose is spelled with o and e.

Look at the next picture cards your Learning Guide shows you. Write each word. Tell if each word has a long /o/ spelled with oa or o and e.

**TEACHING NOTES**

Display picture card boat and then hose. Then, display picture cards nose and soap. Spell these words if your student is unable to.

You read *Neighborhood Walk: City* and made connections between the ideas in the text. Now, you will write an opinion about what you read.

In opinion writing, writers tell their opinion about a topic. Now, you will write an opinion about part of the book.

When you write an opinion, you tell what you think or feel about a topic. Remember, you need to support your opinion with reasons. Gathering information helps you form an opinion and come up with reasons.

Look back at the pages you read. Choose a photograph and caption. What does the photo show about the words in the caption? Do you think the photo or caption should include anything else to make them stronger? Use the details in the photograph and caption to write an opinion about them.

Write your opinion in your ELA Journal. Make sure you include a reason for your opinion.

**TEACHING NOTES**

Allow your student to dictate a sentence if he or she cannot write independently. Your student might write, "I think the picture should show what people do on a bus. I think this because it would help people who have not been on a bus understand what it is like"
ANOTHER WAY

PHOTOGRAPHS AND CAPTIONS

If your student is struggling to write an opinion and reason about the details in the photograph and caption, ask him or her to read the captions in the text out loud and then say or write an opinion sentence about it. For example, read the caption on p. 7, “These townhouses are all connected to each other,” and point out to your student how the picture shows exactly what the caption states: townhouses connected on a street. After reading the caption, demonstrate stating an opinion by providing these sentence stems:

I think living in a house connected to another house would be ________________.

Demonstrate giving a reason by adding: This would be ___because I could/could not _______

If your student is struggling to understand how a caption helps explain what is happening in a photograph using only a few words, play a game with your student where he or she makes up captions for items in your house. Show your student his or her favorite toy and ask him or her to pretend it is a photograph. What would he or she write under the imagined photograph, using only a few words, to explain what it is to other people? For example, if it is a bicycle, he or she can say or write “a bicycle with two wheels.” If it is the backyard, he or she can say or write “backyard with green grass and a swing set.”

PHONICS

PRACTICE: HIGH FREQUENCY WORDS: OF, MY, YELLOW, AND WE

Let’s review our high frequency color words. Watch this video with your Learning Guide.

Please go online to view this video ►

We are looking closely at four new words today: Of, My, Yellow, and We. Your Learning Guide has written each word on a card. Say each word and spell it. Can you use the word in a sentence? Pick one sentence and write it in your ELA Journal. Draw a picture to go with your sentence.

Let’s learn new words with your student. Write each new word on an index card or small piece of paper. Add them to your high frequency flash card deck. Watch the video with your student.
Assist your student in completing the tasks: saying and spelling the words, using the words in a sentence, writing one word in a sentence, and drawing a picture to go with the sentence. If the student is having difficulty learning the high frequency words, he or she may need more opportunities to see the words. You can do this by watching the video multiple times or asking your student to read the flash cards.

You found connections between ideas in *Neighborhood Walk: City*. You also wrote an opinion about a photograph and caption in the text. Next, you will find new meanings for words you know. You will also write a new opinion and give reasons for the opinion.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

GRAMMAR

You have been reading to connect ideas in a book. You can break down sentences to find words that connect ideas.

Listen to your Learning Guide read this sentence from Neighborhood Walk: City.

People can also go to theaters to see plays or enjoy music concerts. (page 27)

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:

- People can also
- go to theaters
to see plays
• or enjoy music concerts.

Display the chunks for your student in the sentence order.

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

• to see plays
• or enjoy music concerts.

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

Which chunks tell why people go to theaters? Separate those chunks from the rest of the sentence.

Your student should identify these chunks:
• to see plays
• or enjoy music concerts.

Look at the first chunk you separated. Point to the word that connects the chunk to the beginning of the sentence. Read this word aloud.

The word to is a preposition. This preposition connects two ideas in a sentence. The preposition to shows a reason or purpose. The preposition to shows that you are reading why people go to the theater. To see plays is a purpose of going to the theater. What is the other purpose of going to the theater?

Answer: to enjoy music concerts
**GRAMMAR**

Can you use the preposition to in a sentence?

Think of a place you like to go. Think of two reasons you go to that place.

Write about the place you picked and the reasons you go there. Use today’s sentence as a model. Then point to the word to in your sentence. Tell your Learning Guide how the word to connects ideas in your sentence.

---

**TEACHING NOTES**

Your student might write something like, “I go to the pool to swim and see my friends.”

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

I go to ___________ to ___________ and ___________.

Template key: I go to [place] to [activity/reason] and [activity/reason].

Possible response: The word to shows that I am giving reasons for why I go to the pool.

---

**TEACHING NOTES**

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

Read this sentence to your student:

People can also go to theaters to see plays or enjoy music concerts.

Then say, “Think about another place in the book Neighborhood Walk: City. What are two reasons people go there?”

If your student struggles to identify another place in the book, review a few pages from the book.

Ask your student to write a sentence about the place and the reasons people go there. Your student should use today’s sentence as a model.

Your student might write or dictate something like: People go to the library to check out books and use computers.

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

People go to ___________ to ___________ and ___________.

Template key: People go to [place] to [activity/reason] and [activity/reason].
Ask your student about the purpose of the preposition to (to tell the reason for doing something). Write to on an index card and put it on your word wall.

You found connections between ideas in *Neighborhood Walk: City*. Now, you will find new meanings for words you know. Good readers stop to figure out which meaning of a word is being used. This keeps them from getting confused when they read.

Some words have more than one meaning. You can use clues in the text and pictures to understand new meanings for words you know. You will read more of *Neighborhood Walk: City*. As you read, think about this question:

- Are there words with more than one meaning?

Now, read pp. 10–13 of *Neighborhood Walk: City*.

---

**TEACHING NOTES**

Pause to ask if your student sees any words that have more than one meaning. Possible responses: The words *building* on p. 11 and *work* on p. 12 have more than one meaning.

---

Talk about these questions with your Learning Guide:

- What does *repair* on p. 13 mean?
- How do the photographs help you understand the meaning of *repair*?

---

**TEACHING NOTES**

**ANSWERS**

- *Repair* means “to fix.”
- The photographs show men working. The caption says they are repair workers who make the city safe. When you make something safe, you fix it to make it better.
Some words have more than one meaning. These are called multiple-meaning words. Readers can use the words and sentences around the word to figure out which meaning is being used. You will use a **Multiple-Meaning Words chart** to tell about these words in Neighborhood Walk: City.

Start with a **Three-Column Chart**. Your Learning Guide will fill in the headings. Find words with more than one meaning in the pages you read. List two meanings for each word. Use the words and sentences in the text to find one meaning for each word. Then, write another meaning for the word that you already know.

### TEACHING NOTES

Allow your student to dictate the word meanings for you to write. Help your student use context clues to find the meaning of the word in context. Help your student use a dictionary to find the second meaning if necessary.

### Multiple-Meaning Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning 1</th>
<th>Meaning 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>room</td>
<td>space available for something</td>
<td>part of a building</td>
</tr>
<tr>
<td>stores</td>
<td>to put something in a safe location for future use</td>
<td>places where goods are sold</td>
</tr>
</tbody>
</table>

/O/ SPELLED O_E, OA

Look at the picture card. Name the picture. What middle sound do you hear in *nose*? This is the long /o/ vowel sound. It is spelled with o and e.

Look at the word *rod*. Say the word out loud. The middle sound is a short /o/ vowel sound. You can add e to the end of *rod* to make a new word. What new word do you make? The word *rode* has a long /o/ vowel sound.

Add a e to the words *ton* and *not* to make new words. Say the words for your Learning Guide.
We are going to read and sing a song. Listen and point to the words as your Learning Guide reads the song "We're Hiking Home." Read the words of the song together again. Do you hear any words with the long /o/ sound? Write the long /o/ words you find in your ELA Journal. Sing the song and listen for the long /o/ sound in the words. Clap your hands when you hear the long /o/ sound.

Display picture card nose. Your student should make the words tone and note.

Write the words hose and boat on a piece of paper. Assist your student in finding the letters in each word that make the long /o/. The long /o/ sound is made by the letter combinations o_e and oa.

Read the song lyrics for "We're Hiking Home" aloud, pointing to the words. Your student should be looking at the words as you read them. Reread the words and have your student read along with you. Point out the long /o/ sound in each word. Ask your student to write the long /o/ words in the ELA Journal, making sure he or she is using correct letter formation and leaving spaces between the words.

Now sing the words of the song together. It is sung to the tune of "The Ants Go Marching." Watch this video to learn the tune if you need help.

Some of the words in your multiple meanings chart might be brand new to you! You can do different things as you are learning the words to help remember them.

- Write AND draw the meaning of the word.
- Act out the meaning of the word.
- Use the new word in your own sentence.

Boat has a long /o/ spelled with the two letters oa to make the long /o/ sound. Hose has a long /o/, consonant, and a silent e that makes the long /o/ sound.

**PHONICS**

**LONG /O/: SPELLED O_E AND OA**

Look at the Picture Cards hose and boat. Say the words aloud. Do you hear the long /o/ sound? Both words have the same vowel sound, but that sound is spelled in different ways.

- Hose has a long /o/, consonant, and a silent e that makes the long /o/ sound.
- Boat has a long /o/ spelled with the two letters oa to make the long /o/ sound.

Your student might write, "I disagree that a city is the best kind of community. I like living in the country. I think this because the country is less crowded."
If you aren’t sure about another meaning for a word in the text, just write down the meaning from the text or look up a new meaning in a dictionary.

**TEACHING NOTES**

If your student is struggling to explain a new meaning of the word, tell him or her the meaning and have your student draw a picture, act out the meaning, and/or use the word in a sentence to remember the meaning.

If there are words that have multiple meanings and you aren’t sure about the other meaning, have your student explain the word’s meaning from the text. You can always research the other meaning of the word together using an online dictionary.

You have been writing opinions about the book *Neighborhood Walk: City*. Now, you will write to tell if you agree or disagree with a statement based on what you read. You will give reasons for your opinion.

Sometimes you will share an opinion about another person’s opinion. You need to support your opinion with details from what you read and your own experience. Now, you will write about whether you agree or disagree with this statement: A city is the best kind of community.

You can use details from the text as support for your opinion. You can also use your own experiences.

Decide whether you agree or disagree with the statement. You can talk to your Learning Guide about this. Write an opinion to tell whether you agree or disagree with the statement: A city is the best kind of community. Then, write a reason for your opinion. Write your opinion and reason in your ELA Journal.

**TEACHING NOTES**

Allow your student to dictate the opinion and reasons if he or she is unable to write independently. Your student might write, “I disagree that a city is the best kind of community. I like living in the country. I think this because the country is less crowded.”

You found the meaning of multiple-meaning words in *Neighborhood Walk: City*. You also wrote to agree or disagree with an opinion and gave a reason to support your opinion. Next, you will use key details to understand a text. You will also use details from the text to write an opinion about city communities.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
### Walking in the City - Part 4

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| - To identify the main topic and key details in a text  
- To state and support an opinion  
- To use key details to understand a text  
- To relate pictures and words in a text  
- To create a travel brochure | - Neighborhood Walk by Peggy Pancella  
- "Manhattan Lullaby" by Norma Farber, in the Text Collection, Unit 6, Poems  
- ELA Journal  
- Computer  
- Picture cards | - Read Neighborhood Walk: City by Peggy Pancella.  
- Write to support an opinion.  
- Complete a Make Connections chart.  
- Write an opinion based on reading Neighborhood Walk: City.  
- Complete a Multiple-Meaning Words chart.  
- Write an opinion about city communities.  
- Read "Manhattan Lullaby" by Norma Farber.  
- Complete a Relate Pictures and Words chart.  
- Plan a travel brochure.  
- Draft an opinion for a travel brochure.  
- Complete a Connect Ideas chart.  
- Write reasons for an opinion in a travel brochure. |

### LEARN

You found the meaning of multiple-meaning words in *Neighborhood Walk: City*. Now, you will use key details to understand a text. Good readers ask and answer questions about the key details in a text to check their understanding.

You will ask questions about the details in *Neighborhood Walk: City*. Then, you will answer the questions. As your read, think about these questions:

- Who keeps people in a city safe?  
- How do they keep people safe?

Now, read pp. 14–17 of *Neighborhood Walk: City*.

Follow along as your Learning Guide reads the story. Look at how the words on the page are separated by spaces.
Walking in the City - Part 4

LEARN

You found the meaning of multiple-meaning words in Neighborhood Walk: City. Now, you will use key details to understand a text. Good readers ask and answer questions about the key details in a text to check their understanding. You will ask questions about the details in Neighborhood Walk: City. Then, you will answer the questions. As your read, think about these questions:

- Who keeps people in a city safe?
- How do they keep people safe?

Now, read pp. 14–17 of Neighborhood Walk: City. Follow along as your Learning Guide reads the story. Look at how the words on the page are separated by spaces.

Objectives

- To identify the main topic and key details in a text
- To state and support an opinion
- To use key details to understand a text
- To relate pictures and words in a text
- To create a travel brochure

Books & Materials

- Neighborhood Walk by Peggy Pancella
- "Manhattan Lullaby" by Norma Farber, in the Text Collection, Unit 6, Poems
- ELA Journal
- Computer
- Picture cards

Assignments

- Read Neighborhood Walk: City by Peggy Pancella.
- Write to support an opinion.
- Complete a Make Connections chart.
- Write an opinion based on reading Neighborhood Walk: City.
- Complete a Multiple-Meaning Words chart.
- Write an opinion about city communities.
- Read "Manhattan Lullaby" by Norma Farber.
- Complete a Relate Pictures and Words chart.
- Plan a travel brochure.
- Draft an opinion for a travel brochure.
- Complete a Connect Ideas chart.
- Write reasons for an opinion in a travel brochure.

TEACHING NOTES

Pause to ask your student about who keeps people in the city safe. Possible responses:

- police officers
- firefighters
- emergency workers

Talk about these questions with your Learning Guide:

- Why might police officers in a city ride a horse or a bike instead of driving a car?
- Why do firefighters and emergency workers need to work quickly?

ANSWERS

- Bikes and horses can get around traffic more easily than a car. They can also go places a car cannot go.
- Because people who are hurt, sick, or in danger need to get help fast.

Good readers ask and answer questions before, during, and after they read. You can ask questions about the details in the words and pictures of the pages you read. Look back at the pages. Think of three questions you can ask. Write the questions in your ELA Journal. Then, find the answers. Your Learning Guide can read the pages to you again.

Allow your student to dictate the questions and answers if he or she cannot write independently. Possible questions and answers:

- What is the police officer doing in the picture on p. 14? Patrolling the street.
- What does an ambulance do? Take people to the hospital fast.
- Where can people in a city shop? In a department store or small shops.
Now, you will read a new poem. Read “Manhattan Lullaby”, in the Text Collection, Unit 6, Poems, page 59. Then, answer these questions with your Learning Guide:

- How do you know this is a poem?
- What are the rhyming words?
- Compare how the author of this poem feels about the city to the way the author of Neighborhood Walk: City feels about cities.

ANSWERS

- There are stanzas instead of paragraphs and some of the words rhyme.
- beep/sleep; boys/noise; plucks/trucks; fire/higher; drills/sills
- I think both of the authors like the city.

You asked and answered question about the details in Neighborhood Walk: City. Now, you will use details from the text to write an opinion about city communities.

In opinion writing, writers tell what they think or how they feel about a topic. Writers learn about a topic by asking and answering questions. Talk to your Learning Guide about the key details on pp. 16–17 or Neighborhood Walk: City. Ask your Learning Guide questions about the details on these pages. Your Learning Guide will help you find the answers in the text. Then, write an opinion about city communities based on what you learned.

Questions your student might ask:

- What are neighborhood stores like?
- What do department stores sell?

Allow your student to dictate an opinion if he or she cannot write independently. Your student might write, “I would rather shop in a department store than a small shop.”
PHONICS

PRACTICE: PRINT CONCEPTS AND LONG /o/ SPELLED O_E AND OA

We are going to read another Max and Jane story. In this story, "Max and Jane: A Busy Day," you will see words with the long /o/ sound. Remember, we have been learning about two ways the long /o/ sound is spelled:

- **oa** as in the word boat
- **o_e** as in the word hose

Look at the cover of the story. Read the title. 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.

Read the story again and show your Learning Guide all the words that have the long /o/ sound.

TEACHING NOTES

Review the two ways to spell the long /o/ sound, using the picture cards. Write the words boat and hose on a piece of paper.

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 to figure it out or 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 just telling the word. This encourages your student to be more independent.

Make sure your student is reading left to right, top to bottom and looking at 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 he or she is looking closely at each word.

Assist your student in identifying the long /o/ while reading the story.

PLURAL NOUNS

The word plural means “more than one.” Singular means “only one.” The plural of most nouns is formed by adding -s or -es to the end of the singular noun. Look at these words:

- stove/stoves
- box/boxes
When a word ends with s, x, sh, or ch, you add -es to the end of the word. You add -s if the word ends in any other letter.

Look at these examples:

- The store sells suits.
- The store sells dresses.
- shop
- flag
- dish
- beach

✅ QUICK CHECK

Please go online to view and submit this assessment.

👉 MORE TO EXPLORE

Take the BrainPOP Quiz: Plural Nouns to get more practice making plural nouns.

Watch the BrainPOP Jr. video Plural Nouns (06:25) for more information on forming plural nouns.

You asked and answered questions about the details in Neighborhood Walk: City. You also wrote an opinion based on details in the text. Next time, you will connect pictures and words in the text. You will also plan for writing a travel brochure.
Walking in the City - Part 5

You asked and answered questions about the details in *Neighborhood Walk: City*. Now, you will connect pictures and words in the text.

Authors give details about the main topic in the words and pictures in a text. Understanding how the details in the words and pictures are connected helps readers understand a text. You will read part of *Neighborhood Walk: City*. As you read, think about this question:

- What do the pictures show about the details in the words?

Now, read pp. 18–21 of *Neighborhood Walk: City*.

Pause to allow your student to comment on the pictures in the text. Remind your student to think about how they connect to the words. Possible response: On p. 18 the words say that most people get food from grocery stores. The picture shows a woman getting food at a grocery store.
Talk about these questions with your Learning Guide:

- Look at the picture and caption on p. 19. What does the picture show?
- What detail from the text does the picture show?

**ANSWERS**

- The picture shows a sidewalk café.
- The text says there are many places to eat in a city. The picture shows one place to eat.

Both the words and the picture in a text give details about the main topic. You will fill out a chart to show how the words and pictures in *Neighborhood Walk: City* are connected. Use the words in the main part of the text and the captions along with the pictures to fill out the chart.

Now, complete a **Relate Pictures and Words chart**. Start with a **Three-Column Chart**. Your Learning Guide will fill in the headings. Write the details for the words and pictures in the “Words” and “Pictures” columns. Then, write how they are related in the “Relation” column.

**TEACHING NOTES**

Allow your student to dictate responses to you if he or she is unable to write independently. See a completed chart below.
BENCHMARK VOCABULARY

When you read, you might find words you do not know. You can sometimes 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 *borrow* on p. 20 of *Neighborhood Walk: City*. 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 *borrow* through context clues, look in a dictionary for the definition. Repeat this exercise with the words *offer* (p. 21).

You looked at how the words and pictures in *Neighborhood Walk: City* are connected. Now, you will plan a travel brochure for a place you would like to visit. A travel brochure is a text that tells why people should visit a place. It also includes images to support the details in the text.

In opinion writing, writers follow a process. First, they plan their writing. Then, they write the opinion. Next, they revise their writing to make it stronger. Finally, they edit their writing.

The purpose of a travel brochure is to convince people to visit the place by telling them good things about it. The place in the travel brochure is the main topic. Think of places you would like to visit. Make a short list. Make sure the topic is not too big, like the United States. Make sure the topic is not too small, like your grandmother’s house. Think of places you know about. Choose a place you would like to visit again that you think other people should visit, too.

Now, write a title for your travel brochure. Next, write a sentence that tells the main topic of your travel brochure. You will write the rest of your brochure later.

You may wish to show your student examples of travel brochures or advertisements. This can be done online or by finding a printed brochure. Ask your student to identify elements of the document, such as pictures, facts, and things to do at the advertised location.

Allow your student to dictate the title and topic sentence if he or she is unable to write independently. If your student struggles to come up with a topic, suggest places he or she is familiar with—a favorite park, museum, or city you visit often. Your student might choose “Let’s Visit the City Museum” as the title. He or she might write, “I think everyone should visit the City Museum in my town.”
You have learned about the long /o/ sound, like in the words hose and boat. Now you can use letter tiles to make words that have the long /o/ sound.

Look at the picture card of a hose. Say the word hose, slowly stretching it out. Can you hear the long /o/ sound? Make the word hose with your letter tiles. Look at the picture card of a boat. Say the word boat, slowly stretching it out. Can you hear the long /o/ sound? Make the word boat with your letter tiles.

Now let's make new words with letter tiles and the long /o/ sound. Start with the word boat. Take the letter b away and replace it with the letter c. What new word did you make? Your new word is coat. Can you hear the long /o/ sound?

Now take away the letter t and replace it with the letter l. Your new word is coal. Do you hear the long /o/ sound?

Now take away the letter c and replace it with the letter g. Your new word is goal. Say the word and listen for the long /o/.

You can make lots of words with the long /o/ sound!

Print out the letter tiles from this website. Cut the tiles out. Assist your student in manipulating the letter tiles to make the words hose, boat, coat, coal and goal. Remind your student that both the oa and o_e letter combination make the long /o/ sound.

You filled out a chart to show how the words and pictures in Neighborhood Walk: City are related. You also planned a travel brochure. Next time, you will ask and answer questions about words in the text. You will also draft sentences for your travel brochure.

Please go online to view and submit this assessment.
Last time, you filled out a chart to show how the words and pictures in *Neighborhood Walk: City* are related. This time, you will ask and answer questions about words in the text. Good readers ask and answer questions about words they don't know so they can make sure they understand the ideas in a text.

Next, you will read more of *Neighborhood Walk: City*. As you read, think about these questions:

- Are there words I do not know?
- What clues can I find in the text to help me understand the meaning of the words I do not know?

Now, read pp. 22–25 of *Neighborhood Walk: City*.

**TEACHING NOTES**

Pause to ask your student to point out unfamiliar words. Possible responses:

- *sort* on p. 23: The picture shows a man going through mail, which might offer a clue.
- *fancy* on p. 24: The picture shows churches that have lots of decorations.
Talk about these questions with your Learning Guide:

- Where do people keep their money safe?
- How do the picture and caption on p. 22 help you understand what a bank is?

ANSWERS

- at a bank
- The picture shows a woman getting her money from a bank. The caption tells that a bank is a place where people keep their money safe.

Readers can ask questions to find the meaning of words they do not know. Sometimes readers can find the meaning of words they do not know in the words and sentences in the text.

Find two words or phrases you do not know. Write questions about these words or phrases. Then, work with your Learning Guide to answer the questions. Write the questions and answers in your ELA Journal.

Allow your student to dictate the questions and answers if he or she cannot write independently. See below for sample questions and answers:

- What is a letter carrier? A person who delivers mail.
- What is city hall? The place where city leaders work to make plans and rules for the city.

Last time, you wrote a title for a travel brochure. You introduced the main topic of the brochure. Now, you will draft an opinion for the brochure.
A travel brochure tells people good things about a place so they will want to visit. Look back at the title and topic sentence you wrote last time.

Think about how you feel about the place you chose. Think of words you can use to express your opinion. Now, use these words to write a sentence to tell your opinion of this place. You will use this sentence in your travel brochure. Write your sentence in your ELA Journal. You will add reasons to your opinion next time.

### TEACHING NOTES

Allow your student to dictate the sentence if he or she cannot write independently. Your student might write, “It is a very interesting place, and everyone should visit it.”

### PHONICS

**PRACTICE: PRINT CONCEPTS AND LONG /O/ SPELLED OA AND O_E**

Look at the Picture Cards. The long /o/ sound you hear in the word boat is spelled with the letters oa. The long /o/ sound you hear in hose is spelled with an o, consonant and silent e. Read the story “Max and Jane: A Busy Day” and listen for words that have the long /o/. Read the story again and then write the long /o/ words you find in your ELA Journal. Does your reading sound smooth or choppy or like a robot? Every time you reread a story your reading will sound better and better!

### TEACHING NOTES

Assist your student as he or she reads “Max and Jane: A Busy Day.” Each time the story is read, your student’s reading should sound smoother. If your student sounds choppy while reading, or has a monotone word-by-word style (sounding like a robot), try echo reading. You can read the page first while your student listens. Then your student tries to copy your reading style and expression. This will assist your student in sounding smoother and less robotic.

Some students enjoy recording their reading and then listening to themselves read. This can be a good strategy to improve your student’s fluency. Over time he or she can hear the progress being made.

Assist your student in identifying the long/o/ words and writing them correctly in the ELA Journal.

You asked questions to find the meaning of words you did not know in *Neighborhood Walk: City*. You drafted an opinion sentence for your travel brochure. Next time, you will find connections in the text. You will also add reasons for the opinion in your travel brochure.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
# Walking in the City - Part 7

## Objectives
- To identify the main topic and key details in a text
- To state and support an opinion
- To use key details to understand a text
- To relate pictures and words in a text
- To create a travel brochure

## Books & Materials
- Neighborhood Walk by Peggy Pancella
- ELA Journal
- Computer
- Two Sorting Boxes

## Assignments
- Read Neighborhood Walk: City by Peggy Pancella.
- Write to support an opinion.
- Complete a Make Connections chart.
- Write an opinion based on reading Neighborhood Walk: City.
- Complete a Multiple-Meaning Words chart.
- Write an opinion about city communities.
- Read "Manhattan Lullaby" by Norma Farber.
- Complete a Relate Pictures and Words chart.
- Plan a travel brochure.
- Draft an opinion for a travel brochure.
- Complete a Connect Ideas chart.
- Write reasons for an opinion in a travel brochure.

## LEARN

Last time you asked questions to find the meaning of words you did not know in *Neighborhood Walk: City*. Now, you will make connections in the text.

Writers give lots of information in an informational text. When you make connections between those ideas, you can understand what the author thinks is important about a topic. Next, you will read more of *Neighborhood Walk: City*. As you read, think about these questions:

- What are the places in a city?
- How are the places in a city connected?

Now, read pp. 26–29 of *Neighborhood Walk: City*.

## TEACHING NOTES

Pause to remind your student to look for connections between the places described in the text. Possible responses:

- parks, playgrounds, and gardens—p. 26
- The places in a city are connected because they are all used by the people who live in the city
Talk about these questions with your Learning Guide:

- What kinds of museums do cities usually have?
- What are some other places that people can visit in a city?

Readers can use clues to make connections between ideas in a text. You will use a Connect Ideas chart to show connections between the ideas in *Neighborhood Walk: City*.

Think about the people and places in a city. How are they connected? Talk to your Learning Guide about the connections you found.

Now, complete a **Connect Ideas chart**. Start with **Two Sorting Boxes**. Your Learning Guide will fill in the headings. The first box should have the heading “Places.” The heading in the second box should read “People.” Write a list of the people and places in a city that are connected. Tell how they are connected.

Fill in the headings as shown below. In addition to the details in the chart below, your student might add the following information about people: doctors, police officers, work in the city.

- **Connect Ideas**
  - **Places**
    - *parks, gardens: outdoor places*
You have been writing a travel brochure to convince people to visit a place. Last time, you drafted an opinion for your travel brochure. Now, you will draft reasons for the opinion in your travel brochure.

Look back at the title, topic sentence, and opinion you have written for your travel brochure. You know that writers must give reasons to support their opinions. The reasons you write for your travel brochure will tell readers why they should visit the place. The reasons should be facts and details. They should not give more opinions. Answer this question to write reasons for your opinion: Why should people visit the place you chose?

Now, write two sentences to tell reasons people should visit the place you chose. Write your sentences in your ELA Journal. You will revise your travel brochure later.

**TEACHING NOTES**

Allow your student to dictate the sentences if he or she cannot write them independently. Your student might write, “At the City Museum, you can see many beautiful sculptures. You can also learn about what our city was like long ago.”

You found connections in the ideas in *Neighborhood Walk: City*. You also added reasons to the opinion in your travel brochure. Next time, you will use what you have learned to write and support an opinion.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You have been learning about and practicing writing opinions. Now, you will write an opinion about a new topic.

Think about your favorite outdoor activity. Write an opinion about why you enjoy this activity. Include at least two reasons to support your opinion. Remember, your reasons should be facts and details. They should not give more opinions.

Have your Learning Guide help you type your answer in the box.

B I U 😛 😡

0 / 10000 Word Limit
FACTS AND DETAILS TO SUPPORT OPINIONS

If your student is having difficulty providing reasons for his or her favorite activity that include facts or examples, ask him or her to answer questions about the activity. For example:

You might ask your student about others: “Who is involved with doing the activity? Does he or she do it with other people, like a sports game, or is it something he or she does alone, like reading?”

Write your student’s response as a reason after his or her opinion sentence: “I enjoy playing soccer. Soccer is a game I play with all my friends.”

You might ask your student about time: “When is the activity done? Is it in the winter? Is it in the summer?”

Write your student’s response as another sentence: “I enjoy playing soccer. Soccer is a game I play with all my friends. I like to play when the weather gets warm and the flowers bloom (spring). That is when I play soccer outside.”

If your student is struggling to identify an outdoor activity, make a list of the four seasons and ask your student what he or she enjoys doing in the winter. For example: building a snowman, ice skating. Then ask what he or she enjoys doing in the summer. For example: biking, playing soccer. Use this list of seasonal activities to help your student identify a topic he or she enjoys.
The City Never Sleeps - Part 1

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To identify characters in a story</td>
</tr>
<tr>
<td>- To create a travel brochure</td>
</tr>
<tr>
<td>- To identify details about a setting</td>
</tr>
<tr>
<td>- To compare and contrast texts</td>
</tr>
<tr>
<td>- To form and support an opinion</td>
</tr>
</tbody>
</table>

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<tr>
<th>Books &amp; Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>- While I Am Sleeping by Malaika Rose Stanley</td>
</tr>
<tr>
<td>- ELA Journal</td>
</tr>
<tr>
<td>- Computer</td>
</tr>
<tr>
<td>- Three-Column chart</td>
</tr>
<tr>
<td>- Index cards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
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</tr>
<tr>
<td>- Play the Make a Word game.</td>
</tr>
<tr>
<td>- Revise and edit travel brochure.</td>
</tr>
<tr>
<td>- Read Neighborhood Walk: City by Peggy Pancella.</td>
</tr>
<tr>
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<tr>
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<tr>
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LEARN

**VOCABULARY**

**FIGURING OUT THE MEANING OF SAYINGS**

Before you start this lesson, look at the lesson title “The City Never Sleeps.” Have you heard this before? What do you think it means? Tell your Learning Guide: Is a city a living or non-living thing? Can a city sleep? Why or why not?

In English, there are sayings that have their own meaning. For example, “the city never sleeps” does not mean that a city does not sleep. A city is a non-living thing, so it cannot sleep or wake up. Instead, the saying “the city never sleeps” means that there is always something going on in the city, even in the middle of the night.

Challenge yourself: Are there any other sayings you know in English that have their own meaning? Tell your Learning Guide.

**TEACHING NOTES**

A city is a non-living thing, so it cannot sleep. Only living things can sleep and wake up.

Possible student answer: “A city is not alive, so it can’t sleep.”

Possible sayings:

1. “There is no place like home.” Your home is the most comfortable place to be.
2. “Practice makes perfect.” You have to practice a skill a lot to get good at it.
Writers who write stories make up characters. They give readers details about characters in the words and pictures. Today you will identify details about the characters in a story. Good readers pay attention to details about characters because it helps them understand how characters react to events.

You will read While I Am Sleeping. As you read, think about these questions:

- Who are the characters?
- What do the words and pictures tell about the characters?


Follow along as your Learning Guide reads from left to right on each page. Turn the pages for your Learning Guide.

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 While I Am Sleeping. 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.

Pause to allow your student to talk about the characters in the story (e.g., the sleeping boy on p. 3, the bakers on p. 4, the garage attendant on p. 6) and what the pictures and words show about them (e.g., the words on p. 3 say that the boy is sleeping in his bed and the picture shows the boy sleeping with a stuffed animal).

Talk about these questions with your Learning Guide:

- Who is sleeping during most of the story?
- Who is not sleeping during most of the story?
ANSWERS
- The boy telling the story is sleeping in most of the story.
- The people working at night are not sleeping in most of the story.

The characters are the people or animals the story is about. Writers include details about characters in the pictures and the words.

Now, use a Three-Column Chart to complete a Details About Characters Chart to show where you found details about the characters in While I Am Sleeping. Your Learning Guide will fill in the headings. Write the name of the characters in the “Characters” column. Write the details you find in the words in the “Words” column. Write the details you find in the pictures in the “Pictures” column.

Your student may also identify the following character and details:
- Character: firefighters
- Words: put out hot flames with a hose
- Pictures: fight fires with a hose, climb a ladder to rescue a cat
LONG **U** VOWEL SOUND

Say the word *cube*. Do you hear the vowel sound in the middle? This is the long *u* vowel sound. Say these words with your Learning Guide: *bug, tube, sun, fuse*. Which words have the long *u* vowel sound? Tell your Learning Guide.

The long *u* vowel sound in *cube* is spelled with *u* and *e*. Say *mole*. Does this word have a long *u* sound in the middle? What about *mule*? Think of other words that have the long *u* vowel sound.

You found details about the characters in the words and pictures in *While I Am Sleeping*. Writers carefully choose words to describe characters. They also carefully choose words when they write an opinion. You are going to choose words to write an opinion about your community.

Writers choose words to make their opinions clearer. They also choose words that will convince their readers to agree with their opinion. Here are some opinion words from the story you read: *think, brave, should*. These words all tell that the writer is telling an opinion. They show that the writer is making a statement that cannot be proven to be true. Make a list of other words you can use to show an opinion.

Now, think about your community. How would you describe your community to a friend? What would you tell a friend about the people in your community? Make a list of opinion words you can use to describe your community.

Now, write an opinion about your community. Use opinion words from your list so readers know you are telling how you think or feel about your community. Write your opinion in your ELA Journal.
Assist your student in coming up with opinion words about his or her community.

Allow your student to dictate a sentence if he or she cannot write one independently. Your student might write, “I think my community is a nice place to live.”

Let’s review our high frequency color words. Watch this video with your Learning Guide.

We are looking closely at four new words today: Blue, They, Have, and For. Your Learning Guide has written each word on a card. Say each word and spell it. Can you use the word in a sentence? Pick one sentence and write it in your ELA Journal. Draw a picture to go with your sentence.

Let’s review all the high frequency words you have learned. Watch the video with your Learning Guide.

Let’s learn new words with your student. Write each new word on an index card or small piece of paper. Add them to your high frequency flash card deck. Watch the videos with your student.

Assist your student in completing the tasks: saying and spelling the words, using the words in a sentence, writing one word in a sentence, and drawing a picture to go with the sentence. If the student is having difficulty learning the high frequency words, he or she may need more opportunities to see the words. You can do this by watching the videos multiple times or asking your student to read the flash cards.

You found details about characters in the words and pictures in While I Am Sleeping. You also used opinion words to write an opinion about your community. Next time, you will use words to understand the story. You will also revise and edit the opinion you wrote in your travel brochure.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The City Never Sleeps - Part 2

Previously, you found details about characters in the words and pictures in *While I Am Sleeping*. Now, you will use words to understand the story.

Asking and answering questions about the words in a text can help you find the meaning of words you do not know. Understanding these words helps you make sure you understand the ideas in a story. You will read part of *While I Am Sleeping*. As you read, think about these questions:

- Are there any words I do not know?
- Are there any clues in the text about the words I do not know?

Now, read *While I Am Sleeping*.

Read pp. 3–13 of *While I Am Sleeping*. Pause to allow your student to point out words he or she does not know. Possible response:

- the word *doze* on p. 8
- The words say that the doctors “take care of sick patients who doze,” and the pictures on p. 9 show patients sleeping in beds. The word *doze* must mean “sleep.”
Talk about these questions with your Learning Guide:

- What does the word *tucked* mean on p. 3?
- Who pumps the gasoline?

### TEACHING NOTES

#### POSSIBLE ANSWERS
- covered snugly
- the garage attendant

You can ask and answer questions about words you do not know to understand their meaning. You can also make connections between words in a story and your real life. Look at the word *brave*. Do you know what this word means? Find the word in the story. *Brave* means “without fear.” Think of a time you were *brave*. Talk to your Learning Guide about the meaning of the word *rush*. Look for clues about its meaning in the text. Tell your Learning Guide about a time you were in a rush.

/U/ SPELLED U_E

Say the word *tube*. Do you hear the long *u* vowel sound in the middle? This sound is spelled with *u* and *e*. Look at the word *cub*. You can add *e* to the end of the word to make a new word with the long *u* vowel sound. What is the new word?

Listen to the words your Learning Guide tells you. Tell if each word has the long *u* vowel sound.

### TEACHING NOTES

Say the words *mule, tub, duke, fun, fuse, cut,* and *huge*. Spell the words with long *u* for your student. Those words are *mule, duke, fuse,* and *huge.*
INTERACTIVE ACTIVITY

Now, play the Make a Word game to make words with the long /u/ vowel sound. You will see a picture. Then, use the letters on the screen to make the word.

Write the words you made in your ELA Journal.

You have been working on writing a travel brochure. You have written an opinion about a place and added reasons. Now, you will revise and edit the opinion you wrote.

Take out the writing you did for your travel brochure. You will now revise and edit your writing. To revise means to make your writing better. One way of revising is adding details. This will make your opinion more convincing. To edit means to fix any mistakes.

First, find a place in your opinion to add a detail. This will make your opinion stronger. What are some opinion words you can add? Words like great, beautiful, and nice can show that you have a good opinion of the place you are writing about. Next, find any mistakes. Your Learning Guide can help you. Finally, write your revised and edited travel brochure on a clean sheet of paper.

TEACHING NOTES

Help your student find a place to add a detail to the opinion. If you wrote the opinion for your student, have your student dictate a new detail to add. Model the process of checking for errors in spelling, punctuation, and grammar. Your student might add the word wonderful to the opinion he or she wrote: “At the wonderful City Museum, you can see many beautiful sculptures. You can also learn about what our city was like long ago.”

PHONICS

PRINT CONCEPTS AND LONG /U/: SPELLED U_E

We are going to read another Max and Jane story. In this story, “Max and Jane Build a Home,” you will see words with the long /u/ sound. Look at the picture card. Say the word cube aloud. Do you hear the long /u/?

Look at the cover of the story. Read the title. 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. Read the story again and show your Learning Guide all the words that have the long /u/ sound.
You have been working on writing a travel brochure. You have written an opinion about a place and added reasons. Now, you will revise and edit the opinion you wrote.

Take out the writing you did for your travel brochure. You will now revise and edit your writing. To revise means to make your writing better. One way of revising is adding details. This will make your opinion more convincing. To edit means to fix any mistakes.

First, find a place in your opinion to add a detail. This will make your opinion stronger. What are some opinion words you can add? Words like great, beautiful, and nice can show that you have a good opinion of the place you are writing about. Next, find any mistakes. Your Learning Guide can help you. Finally, write your revised and edited travel brochure on a clean sheet of paper.

If your student is struggling to find a place to add a descriptive detail, read the sentences back to your student and ask your student if there is any place to add a sound, taste, touch, or smell word. For example, if your student said that the food was good, then ask him or her what kind of food was good. Encourage your student to revise words to be more specific. Demonstrate how your student can change food to something specific, like ice cream or cookies. Demonstrate how you can continue to make the writing stronger by adding a sensory detail in front of ice cream or cookies, such as creamy, sweet, or crunchy.

If your student is having difficulty editing his or her writing, use this I Can Edit Checklist.

You found the meaning of words you did not know in While I Am Sleeping. You thought about how these words connect to your real life. You also revised and edited your opinion for your travel brochure. Next time, you will find details about the setting in the story. You will also publish your travel brochure.

Please go online to view and submit this assessment.
The City Never Sleeps - Part 3

Objectives
- To identify characters in a story
- To create a travel brochure
- To identify details about a setting
- To compare and contrast texts
- To form and support an opinion

Books & Materials
- While I Am Sleeping by Malaika Rose Stanley
- ELA Journal
- Computer
- Index cards
- Picture Cards

Assignments
- Read While I Am Sleeping by Malaika Rose Stanley.
- Complete a Details About Characters chart.
- Write an opinion using opinion words.
- Play the Make a Word game.
- Revise and edit travel brochure.
- Read Neighborhood Walk: City by Peggy Pancella.
- Complete the Compare and Contrast chart.
- Write an opinion based on reading.
- Write to state a preference.

LEARN

GRAMMAR
You have been reading to connect information in a text to real life. One way you can make connections is by sorting words into categories.

Listen to your Learning Guide read this sentence from While I Am Sleeping.

Delivery drivers in trucks and in vans drop off papers and food in packets and cans. (page 15)

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:

- Delivery drivers
- in trucks and
- in vans
- drop off
- papers
Display the chunks for your student in the sentence order.

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

Possible answer: The sentence tells the things delivery drivers bring.

---

**GRAMMAR**

Your Learning Guide has broken the sentence into chunks. Look at the chunks.

Can you find chunks with words that have something in common? Make pairs of the chunks.

When you name what things have in common, you are sorting them into a category. For example, look at these words: apple, steak, lettuce. These are all foods. Their category is foods.

Tell your Learning Guide what category each pair shows.

Putting things in categories helps you understand how those things are connected. Making connections helps you understand what you read.

---

**TEACHING NOTES**

Your student should make these pairs:

- in trucks and
- in vans
- in packets
- and cans.

Possible responses:

- vehicles
- containers
Your student might also make this pair:

- papers
- and food

If your student makes the third pair, he or she might say these are things people buy. Since this category is not as apparent, it is okay if your student does not make this third pair.

---

**GRAMMAR**

The first category you made is vehicles. Trucks and vans are both vehicles. What are other words that are in the category vehicles?

The second category you made is containers. Packets and cans are both containers. What are other words that are in the category containers?

---

**TEACHING NOTES**

Possible responses:

- vehicles: car, boat, motorcycle, etc.
- containers: box, carton, tray, etc.

---

**GRAMMAR**

Can you write a sentence with things in a category? The sentence can be about any topic you choose. For example, you can write about colors you like. You can write about sports people play. You can write about any category you choose.

Your sentence should tell at least two things in the category.

After you write your sentence, tell your Learning Guide the category of the things you wrote about.

How does putting things in categories help you understand what you read?

---

**TEACHING NOTES**

Your student might write something like, "I set the table with forks and knives."

If your student struggles to come up with a category, suggest ideas such as games, snacks, clothing items, or others.
If your student struggles to write a sentence with things in a category, offer this template:

My favorite snacks are _________ and _________.

Template key: My favorite snacks are [item] and [item].

Ask your student to tell you the category of the things he or she wrote about.

Possible response: Putting things in categories shows me how things are connected.

---

**TEACHING NOTES**

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

Read this sentence to your student:

Delivery drivers in trucks and in vans drop off papers and food in packets and cans. (page 15)

Then say, "This sentence includes items in categories. Think about another person you read about in While I Am Sleeping. What does that person do at night? Write a sentence about what that person does. In your sentence, include at least two things that are in a category."

Your student might write or dictate something like: At night, bakers make cookies and pies.

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

At night, grocery store workers put _________ and _________ on shelves.

Template key: At night, grocery store workers put [thing in category] and [thing in category] on shelves.

---

You found the meaning of words you did not know in *While I Am Sleeping*. You thought about how these words connect to your real life. Now, you will find details about the setting in the story. Good readers pay attention to the setting of a story because they know it affects how events happen.

You can use what you know about cities to understand the setting in *While I Am Sleeping*. The setting is when and where a story takes place. As you read, think about these questions:

- What do the words tell about the setting?
- What do the pictures tell about the setting?

Now, read pp. 14–24 of *While I Am Sleeping*. 
The setting of a story is when and where it takes place. You know that this story takes place in a city and at night. A story can have more than one setting. Look back at the words and pictures in the book. Write a list of details about the setting in your ELA Journal. Think about how the setting changes.

Allow your student to dictate the details if he or she cannot write them. Possible answers: many apartment buildings, streetlights on, dark skies, sidewalks, a diner.

The words and pictures show that the story takes place in the city. The words and pictures show that the story takes place at night.

Talk about these questions with your Learning Guide:

- Where does the story take place? What details tell you this?
- When does the story take place? What details tell you this?

To practice finding details about settings, read So Funny. Talk to your Learning Guide about the setting. Find details about the setting in the words and pictures. Then, tell your Learning Guide about the setting.
If you need more help understanding details about settings, watch the video Story Elements: Setting and Characters (02:44). It will help you find details about setting in the books you read.

Please go online to view this video ▶

LONG U SPELLED U_E

Look at the word cub. Say the word out loud. You can add e to the end of cub to change the middle sound. Say the new word: cube. Cube has a long u sound in the middle.

Add e to these words to make new words. Say the new words with your Learning Guide.

tub
cut
hug

You have been working on writing a travel brochure. Last time, you revised and edited your opinion. The next step is to publish your writing.

To publish means to make a neat copy for readers. You can also add pictures to make it more interesting.

First, you will add a conclusion to your brochure. Your conclusion should restate your opinion. It should leave readers wanting to visit the place in your brochure.

Write the text of your brochure on a clean sheet of paper or type it on a computer.

Now, you will add a picture. Think about what details a picture can show about the place. Pictures can show some details better than words. Are there any details that you did not include in the words? Draw a picture to add to your travel brochure. Write a caption for your picture.

Show your finished brochure to your Learning Guide.

Help your student type or write the opinion for the travel brochure if he or she is unable to do so. Your student’s brochure should:

- Have a clear topic and title
- State an opinion with a reason
- Include a conclusion restating the opinion
- Include a picture and caption related to the location
PHONICS

PRACTICE: LONG AND SHORT VOWEL SOUNDS

We have been talking about long and short vowel sounds. Let's look at the picture cards. Say each word. What vowel sound do you hear? Which card has the long /a/ sound? Now find the card with the short /a/ sound. Did you find the match?

Bat and rake are spelled with the same vowel letter, A. But they sound different: bat has the short /a/ sound and rake has the long /a/ sound.

Work with your Learning Guide and find the other vowel matches. What sounds do they make? Write the words in your ELA Journal.

TEACHING NOTES

Assist your student in matching the vowels and saying the long and short vowel sounds. Make sure he or she is pronouncing each word correctly.

TEACHING NOTES

ANOTHER WAY

ADDING A CONCLUSION

If your student is struggling to write a conclusion, review how using certain words to start a conclusion sentence lets readers know that the writing is coming to an end. Provide your student with the sentence starter "in conclusion" and ask him or her to restate his or her opinion.

If your student is struggling to write a strong conclusion, use online sources to help your student create a list of persuasive opinion words. Start the list with words such as incredible, fantastic, wonderful, certainly, clearly.

If your student is finding it difficult to understand how the conclusion indicates the end of his or her writing, review synonyms for the word conclusion, words such as, last, finally, end.

You found details about the setting in While I Am Sleeping. You also published your travel brochure. Next time, you will compare and contrast texts. You will also write to tell an opinion.
The City Never Sleeps - Part 4

**Objectives**
- To identify characters in a story
- To create a travel brochure
- To identify details about a setting
- To compare and contrast texts
- To form and support an opinion

**Books & Materials**
- While I Am Sleeping by Malaika Rose Stanley
- Neighborhood Walk: City by Peggy Pancella
  - Computer
  - Venn diagram

**Assignments**
- Read While I Am Sleeping by Malaika Rose Stanley.
- Complete a Details About Characters chart.
- Write an opinion using opinion words.
- Play the Make a Word game.
- Revise and edit travel brochure.
- Read Neighborhood Walk: City by Peggy Pancella.
- Complete the Compare and Contrast chart.
- Write an opinion based on reading.
- Write to state a preference.

---

**LEARN**

You found details about the setting in *While I Am Sleeping*. Now, you will compare and contrast texts. Good readers compare and contrast texts, so they can better understand individual authors’ perspectives.

You can compare and contrast two texts to find how the details are alike and different. You will look at details about cities and the people who live there. You will read *Neighborhood Walk: City* and *While I Am Sleeping*. As you read, think about these questions:

- What do each of these texts tell about cities?
- How are the details about cities in these texts alike?

Now, read *While I Am Sleeping* and *Neighborhood Walk: City*.

**TEACHING NOTES**

Pause while reading to ask your student to talk about the details used in each of these texts to describe cities and the people who live in them. Possible responses:

- Both texts tell about the people who live in cities and what they do.
- The details are alike because they tell about what it is like to be in a city.

Talk about these questions with your Learning Guide:

- Which of these texts is an informational text? Which is a story?
- How are the pictures in these texts different?
When readers compare they find things that are alike. When readers contrast they find things that are different. You can compare the two texts you read. You can use a Compare and Contrast Chart to show how the details in the texts are the same and are different.

Now, use a Venn diagram to complete a Compare and Contrast chart. Your Learning Guide will fill in the headings. Neighborhood Walk: City will go in the left circle. While I Am Sleeping will go in the right circle. “Both” goes in the middle. Write the details from each text in the correct circle. Write the details that tells about both texts under “Both.”

See a partially filled in chart below.

![Compare and Contrast Diagram]

Your student might also add the following details:

- *Neighborhood Walk: City*: Has sections with headings
- *While I Am Sleeping*: Tells about a made-up character
- *Both*: Show what people do in cities
BENCHMARK VOCABULARY

When you find words you don’t know, you can sometimes 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 metropolitan on p. 5 of Neighborhood Walk: City. 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 metropolitan through context clues, look in a dictionary for the definition. Repeat this exercise with the words repair (p. 13, Neighborhood Walk: City) and bright (p. 24, While I Am Sleeping).

You found how the details in the texts you read were alike and different. Now, you will write an opinion about the texts you read and use a reason to support it.

Sometimes writers give their preference when they write an opinion. A preference tells which of a group of things you like best. Next, you are going write your preference. You will support it with a detail.

Think about this question: Which book do you think would make people want to live in a city more? Look back through the books with your Learning Guide. Look at the pictures. Ask your Learning Guide to reread parts of the book that will help you decide. Pay attention to the details in the words and the pictures. You will use one of the details to support your opinion.

Now, write an opinion to answer the question: Which book do you think would make people want to live in a city more? Use a detail from the book you chose to support your opinion.

TEACHING NOTES

Allow your student to dictate an opinion if he or she cannot write. Your student might write, “I think While I Am Sleeping would make a person want to live in a city. The pictures make cities look pretty.”

PHONICS

PRACTICE: PRINT CONCEPTS, LONG AND SHORT VOWEL SOUNDS

We are going to read a new story!
Look at the cover of the story "Where Do Animals Live." Read the title. Who is the author? Who is the illustrator? Let’s take a picture walk. Look at each picture. What is happening? Do 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. Go on a word hunt! Reread the story with your Learning Guide. Find a word with a short /a/ sound and a word with a long /a/ sound. Now find words for the other vowels. Write the words you find in your ELA Journal.

**TEACHING NOTES**

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 to figure it out or 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 just telling the word. This encourages your student to be more independent.

Make sure your student is reading left to right, top to bottom and looking at 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 he or she is looking closely at each word.

Assist your student in identifying words for each vowel sound.

## PREPOSITIONAL PHRASES

A preposition is a word that tells how a noun in a sentence relates to another word. The preposition, noun, and the words between make up prepositional phrases. Look at these examples:

- Many people travel on city buses.
- Some people work in the city.

Look at this sentence: My sister works at a grocery store. Point to the preposition. Listen as your Learning Guide reads the prepositional phrase.

Now, write your own sentence using a prepositional phrase.
Allow your student to dictate a sentence if he or she cannot write one. Your student might write, “I like to go to the park.”

PHONICS
PRACTICE: LONG AND SHORT VOWEL SOUNDS
Let’s practice long and short vowel sounds. Play the game “Pack Up the Skills” with your Learning Guide. To play the game, 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 compared and contrasted two texts. You also wrote an opinion to tell a preference about the texts. Next time, you will use key details to understand texts. You will also write to tell an opinion.

RATE YOUR UNDERSTANDING
Please go online to view and submit this assessment.
You compared and contrasted two texts. Now, you will use key details to understand texts.

Asking and answering questions about key details can help readers check their understanding of a text. You will read While I Am Sleeping and Neighborhood Walk: City again. As you read, think about these questions:

- Are there any ideas you don’t understand?
- What do the key details tell about the most important ideas in the texts?

Now, reread While I Am Sleeping and Neighborhood Walk: City.

**TEACHING NOTES**

Pause to allow your student to comment on any ideas they do not understand and the most important details in the texts.

**POSSIBLE RESPONSES**

- I don’t understand why people who work at night could not do their jobs during the day.
- Some of the key details in Neighborhood Walk: City tell about the different jobs people in the city can have.
After reading, talk about these questions with your Learning Guide:

- What do people in cities do to have fun?
- Where do people in cities go to find food?

**TEACHING NOTES**

ANSWERS
- They have parties, parades, and other special events.
- People get food in grocery stores, markets, diners, restaurants, cafes, and from street vendors.

Writers provide details in the texts they write. Readers can ask questions about these details and look for answers as they read. Asking and answering questions helps readers understand what they are reading.

Look back through the texts. Ask one question about each book. Then, your Learning Guide will help you read to find the answer. Write your questions and answers in your ELA Journal.

**TEACHING NOTES**

Allow your student to dictate the questions and answers if he or she is unable to write them.

Possible questions and answers:

- *Neighborhood Walk: City*: Why are city school buildings often quite large? Schools in cities need to have room for lots of students.
- *While I Am Sleeping*: When do people who work at night sleep? During the day.

Remember to read books for fun. Write the title and author of the books you read in your Reading Log. Make a note to tell if the book you read is informational or a story. Show your Reading Log to your Learning Guide.

**TEACHING NOTES**

Review your student’s Reading Log. Ask your student to tell about one informational text and one story he or she read since you last looked at the Reading Log.
Previously, you wrote an opinion to tell a preference about the books you read. Now, you will write to tell a preference about a new topic. You will support your opinion with reasons. Reasons are the facts and details writers use to convince readers to agree with their opinion.

Think about this question: Would you rather live in a city or a small town? Think about what you know about cities from what you read in the books. Think about your own experiences with cities. Think about what you know about small towns.

Now, write to answer this question: Would you rather live in a city or a small town? Write a sentence that tells your opinion. Then, write a sentence with a reason to support your opinion. Write your opinion and reason in your ELA Journal.

TEACHING NOTES

Allow your student to dictate the sentences if he or she cannot write them. Your student might write, “I would rather live in a city. There are lots of things to do in a city.”

PHONICS

Practice: Long and Short Vowel Sounds

Let’s practice long and short vowel sounds. Play the game “Pack Up the Skills” with your Learning Guide. To play the game, 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 vowel sounds. Note any difficulty he or she has completing the task and review vowel sounds as needed.
You asked and answered questions to understand key details in the texts you read. You also wrote to tell a preference. Next time, you will use what you have learned to write an opinion about the books you have read this year.

✅ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
The City Never Sleeps - Part 6

Objectives
- To identify characters in a story
- To create a travel brochure
- To identify details about a setting
- To compare and contrast texts
- To form and support an opinion

Books & Materials
- Computer

Assignments
- Read While I Am Sleeping by Malaika Rose Stanley.
- Complete a Details About Characters chart.
- Write an opinion using opinion words.
- Play the Make a Word game.
- Revise and edit travel brochure.
- Read Neighborhood Walk: City by Peggy Pancella.
- Complete the Compare and Contrast chart.
- Write an opinion based on reading.
- Write to state a preference.

USE

You have read many books this year. You have also learned a lot about opinion writing. Now, you will think about what you have read. You will then write an opinion about which book is your favorite and why.

USE FOR MASTERY

Draw a picture about a book you enjoyed reading. Write or tell your Learning Guide why you like the book. Then upload your picture in the box below.

File Limit
Supported file formats: PDF, JPG, GIF, PNG, Word

0 / 12 File Limit
TEACHING NOTES

Type your student's response if he or she cannot do so independently.

TEACHING NOTES

ANOTHER WAY

PARTS TO WRITING AN OPINION

If your student is finding it difficult to include all the parts of writing an opinion, use this worksheet to support his or her writing.
Unit Quiz: Exploring Communities

⚠️ UNIT QUIZ

Please go online to view and submit this assessment.
This form is to be used when completing Use for Mastery assessments or Projects offline. Your assessment can then be scanned and uploaded into the correct lesson online.

Please Fill In This Form Completely

Student’s Name

Grade

Course Name

Lesson Title

Provide your answer in the space below.
Tell About Your Home

**Student Facing Project Rubric**

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Uses colorful words from the texts and other sources to describe home.</td>
<td>Uses descriptive words from the texts and other sources to describe home.</td>
<td>Uses common words to describe home.</td>
<td>Does not use colorful words to describe home.</td>
</tr>
<tr>
<td>Your Opinion</td>
<td>Writes a clear opinion about home and includes supporting reasons.</td>
<td>Writes an opinion about home and includes a few supporting reasons.</td>
<td>Writes an opinion about home but does not support the opinion.</td>
<td>No clear opinion about home is provided.</td>
</tr>
<tr>
<td>Name the Setting</td>
<td>Identifies settings from the unit texts and gives key details about them.</td>
<td>Identifies settings from the unit texts and gives some details about them.</td>
<td>Identifies a setting but does not give details about it.</td>
<td>Does not identify settings from the unit texts.</td>
</tr>
<tr>
<td>List Words</td>
<td>Writes a complete list of descriptive words used in texts to describe settings, as well as additional words to describe them.</td>
<td>Writes a list of words describing some of the settings in the texts and may add a few more.</td>
<td>Writes a few descriptive words used in texts to describe settings.</td>
<td>Does not create a list of descriptive words used in texts to describe settings.</td>
</tr>
<tr>
<td>Pictures</td>
<td>Creates drawings or finds pictures that adds more detail to the description of home.</td>
<td>Creates drawings or finds pictures that adds more detail to the description of home.</td>
<td>Creates drawings that do not accurately portray the description of home.</td>
<td>Does not include drawings or pictures with description.</td>
</tr>
</tbody>
</table>

**Total Possible Points: 20**
# Weather in the World

## Student Facing Project Rubric

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather Information</td>
<td>All weather facts are correct.</td>
<td>There are two mistakes in a weather fact.</td>
<td>There are three or more mistakes in a weather fact.</td>
<td>There are four or more mistakes in a weather fact.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Weather vocabulary you learned is in all four sentences.</td>
<td>Weather vocabulary you learned is in three sentences.</td>
<td>Weather vocabulary you learned is in two sentences.</td>
<td>Weather vocabulary you learned is in one sentence.</td>
</tr>
<tr>
<td>Pictures</td>
<td>All four pictures go with the sentences.</td>
<td>Three pictures go with the sentences.</td>
<td>Two pictures go with the sentences.</td>
<td>One picture goes with the sentences.</td>
</tr>
<tr>
<td>Capitalization and End Punctuation</td>
<td>The first word of each sentence starts with a capital. Each sentence ends with a period, question mark, or exclamation point.</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>
</tr>
<tr>
<td>Book Publishing</td>
<td>The book has four pages.</td>
<td>The book has three pages.</td>
<td>The book has two pages.</td>
<td>The book has only one page.</td>
</tr>
</tbody>
</table>

Total Possible Points: 20
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patterns</td>
<td>There are two copied patterns and one created pattern.</td>
<td>Two sentences match the pattern they describe.</td>
<td>Two sentences are complete and describe a pattern.</td>
<td>No sentence matches the pattern it describes.</td>
</tr>
<tr>
<td>Matching descriptions</td>
<td>All sentences match the pattern they describe.</td>
<td>All three sentences are complete and describe a pattern.</td>
<td>One sentence is complete and describes a pattern.</td>
<td>No sentence is complete.</td>
</tr>
<tr>
<td>Complete sentences</td>
<td>The first word of each sentence starts with a capital. Each sentence ends with a period.</td>
<td>The published work has three patterns and three sentences.</td>
<td>The published work is missing one pattern or one sentence.</td>
<td>The published work is missing two patterns or two sentences.</td>
</tr>
<tr>
<td>Publishing</td>
<td>The published work is missing three or more patterns and sentences.</td>
<td>Three or more capitals and end marks are missing.</td>
<td>Two capitals or end marks are missing.</td>
<td>One capital or end mark is missing.</td>
</tr>
</tbody>
</table>

Total Possible Points: 20
## Cause-and-Effect Chart

**Title:** ______________________________

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did it happen?</td>
<td>What happened?</td>
</tr>
</tbody>
</table>
Look at each set of pictures and try to figure out what happened. Circle your answer.

The chicks hatched.
The chicks came and broke the eggs.
The eggs fell down and cracked open.

Someone mowed the lawn.
All the grass died.
The horse stopped eating because it was full.

The tree fell over in the wind.
Someone chopped the tree down.
A beaver cut down the tree.
<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
</table>
Key Events Chart

Title: ________________________________

Beginning

Middle

End
Sequence Chart

Title: ______________________________________

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
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<tbody>
<tr>
<td>Event 1</td>
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<td>Event 2</td>
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<td>Event 3</td>
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<td>Event 4</td>
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<td>Event 5</td>
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<tr>
<td>Event 6</td>
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</tbody>
</table>
Story Sequence Chart

Title: ____________________________________________

<table>
<thead>
<tr>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Characters</td>
</tr>
<tr>
<td>Events</td>
</tr>
<tr>
<td>1. First</td>
</tr>
<tr>
<td>2. Next</td>
</tr>
<tr>
<td>3. Then</td>
</tr>
<tr>
<td>4. Last</td>
</tr>
</tbody>
</table>
T-Chart

Title: ____________________________________________
Three Sorting Circles Graphic Organizer

Title: ________________________________
# Three Column Chart

**Title:** ____________________________________________

<p>| | | |</p>
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</tbody>
</table>
Two Sorting Boxes Graphic Organizer

Title: ______________________________
Two-Column Chart

Title: ____________________________________________

<p>| | |</p>
<table>
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</tbody>
</table>


Venn Diagram
Web A Graphic Organizer

Title: ____________________________
Web B Graphic Organizer

Title: ____________________________________________