Foundational Skills

Resources:
- *Rhyme Stew Big Book,* pp. 14–15
- *Lion Puppet*
- *Letter Cards*
- *Sound/Spelling Card* 21
- Routines 1, 2, 4, 5, 6
- *Skills Practice I,* pp. 87–88
- *Decodable* 30, *Plum Pond*

Objectives: Students will
- blend words with consonant blends.
- segment individual sounds in words.
- generate words that contain /u/.
- blend, spell, and read words that contain /u/ spelled *u*.
- build fluency by reading *Decodable* 30.

CCSS **RF.1.2.B** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

ePresentation

Rhyme Stew

Pages 14–15

Warm Up

Sound/Spelling Chain Game

HAVE students play the Sound/Spelling Chain game. Write the first word of a word chain on the board, point to and say each spelling in the word and then sweep your hand under the word and ask, *If this spells _____, then how do you spell _____ (the next word in the chain)?* Words you may use are: *back, pack, pick, sick, stick, stack.* When the list is complete, have students read the entire column, top to bottom.
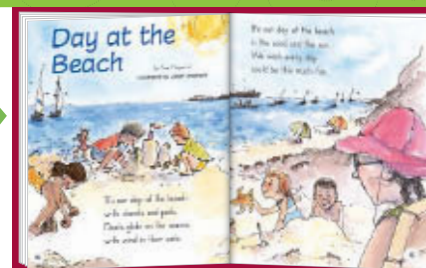
Blending Phonemes

CCSS **RF.1.2.B**

USE the procedure for reading the Phoneme Blending stories to read the poem "Day at the Beach," on pages 14–15 of the *Rhyme Stew Big Book.* As you read, pause at the end of several lines and say the last word in the line sound by sound. Have students blend the sounds together to say the word. Use the following words:

beach /b/ /ē/ /ch/   pails /p/ /ā/ /l/ /z/   waves /w/ /ā/ /v/ /z/

day /d/ /ā/   sun /s/ /u/ /n/   fun /f/ /u/ /n/

Phonological and Phonemic Awareness

Phoneme Blending: Consonant Blends

CCSS **RF.1.2.B**

TELL students you will say a word and then *Lion Puppet* will say a consonant sound. They will blend his sound onto the beginning of your word to make a new word. Use the puppet to demonstrate:

Teacher: core   **Teacher:** top
Puppet: /sss/   **Puppet:** /sss/
Teacher: /sss/ core, score!   **Teacher:** /sss/ top, stop!

Continue to say a word and have the puppet say a sound. Signal students to blend and say the new word.

lie /s/ *sly*   kin /s/ *skin*   mall /s/ *small*
tone /s/ *stone*   pie /s/ *spy*   mile /s/ *smile*
tar /s/ *star*   lip /s/ *slip*   peak /s/ *speak*

Teacher Tip

RESPONSES Periodically switch from group to individual responses. This will allow you to see who is and is not progressing in phonemic awareness.

Phoneme Segmentation: Individual Sounds **CCSS RF.I.2.D**

ePresentation

TELL students you are going to say some words and **Lion Puppet** will repeat the word sound by sound. Use the puppet to demonstrate:

Teacher: hid

Puppet: /h/ /i/ /d/

Teacher: not

Puppet: /n/ /o/ /t/

Have students take over for the puppet. Say the following words:

desk */d/ /e/ /s/ /k/*	trap */t/ /r/ /a/ /p/*	rip */r/ /i/ /p/*
sand */s/ /a/ /n/ /d/*	spin */s/ /p/ /i/ /n/*	mint */m/ /i/ /n/ /t/*
help */h/ /e/ /l/ /p/*	gold */g/ /ō/ /l/ /d/*	fast */f/ /a/ /s/ /t/*
most */m/ /ō/ /s/ /t/*	find */f/ /ī/ /n/ /d*	just */j/ /u/ /s/ /t/*

Phonics and Decoding
/u/ spelled *u*

Introduce the Sound/Spelling **ROUTINE I**

USE Routine I, the <u>Introducing Sounds and Spellings Routine</u>, to introduce /u/ spelled *u*.

EL Point to the back of **Sound/Spelling Card** 2I—Tug, and ask students what they already know about the card. *It is a vowel because the spelling is red.* Have them identify the Capital *U* and lowercase *u* at the top of the card.

TURN the card. Point to the picture, and tell students that this is the Tug card. Explain that a *tug* is a small boat that is used to pull or push ships. Point to and name the *u* spelling for /u/. Ask students to explain what the green band means. If necessary, remind them that *u* is a vowel and that vowels each have a long and a short sound. The green band shows that /u/ is a short-vowel sound.

Uu

u

🍎 Teacher Tip

ADDING ACTIONS Some teachers find it helpful to have students use actions as an aid in remembering the sounds. For example, for /u/, you might have students put both hands over one shoulder and make a pulling movement as if tugging a rope as they say the sound.

EL English Learner

PHONICS AND DECODING Use the *English Learner Teacher's Guide* during Workshop to provide additional reinforcement for students who need support with the skills taught in this part of the lesson.

Foundational Skills

Play or read the Tug story:

Tubby the Tugboat can huff and puff

and push and pull to move big stuff.

/u/ /u/ /u/ /u/ /u/ /u/. That's the sound of Tubby the Tug.

If a boat is stuck and will not budge,

Tubby the Tugboat can give it a nudge.

/u/ /u/ /u/ /u/ /u/ /u/.

It's Tubby the trusty Tug.

If a ship is caught in mud and muck,

Tubby the Tugboat can get it unstuck. /u/ /u/ /u/ /u/ /u/ /u/.

It's Tubby the trusty Tug.

Can you help Tubby push and pull?

(Have students join in:) /u/ /u/ /u/ /u/ /u/ /u/.

Review the name of the card, Tug, the sound /u/, and the spelling *u.*

On the board, write the letter *u.* As you write, have students use their fingers to write the spelling several times in the air, on their palms, or on the surface in front of them as they say the sound.

The "Short-Vowel Song"

TEACH students the /u/ verse of the "Short-Vowel Song."

The short *u* is in *tug.*
The short *u* is in *tug.*
/u/ /u/ /u/–/u/ /u/ /u/
The short *u* is in *tug.*

Have students sing the song several times. Have different groups of students sing only the /u/ /u/ /u/–/u/ /u/ /u/ line on your signal as the rest of the class remains quiet.

Generating Words

ASK students to think of words that contain /u/. Write their suggestions on the board. Circle the spelling *u* in each word and tell students to say the sound as each *u* is circled. If they suggest a word that does not contain *u,* such as *done* or *none,* write that word in a different column. Point out that these words are irregular because they make the /u/ sound, but do not have the spelling *u.*

End the activity by reviewing ***Sound/Spelling Card*** 21—Tug. Have students give the name of the card, the sound, and the spelling. Ask them how they can use this card to help them remember the sound and spelling. *We can look at the card and think about the sound that Tubby the Tug makes: /u/ /u/ /u/ /u/ /u/.*

Teacher Tip

"SHORT-VOWEL SONG" If time allows, add the /a/, /i/, and /o/ verses to the song.

Differentiated Instruction

AL **APPROACHING LEVEL** If students have a difficult time thinking of words, write a few words, such as *run* and *bug,* on the board and have students think of words that rhyme.

Blending ROUTINE 2 ROUTINE 4

USE Routine 2, the <u>Sound-by-Sound Blending Routine</u>, and Routine 4, the <u>Blending Sentences Routine</u>, to have students blend the words and sentences.

Before blending the sentences, introduce the high-frequency word *get*. Write and read the word. Repeat it and have students read it several times. Then spell *get* together. Write the word on an index card, and add it to the High-Frequency Words Bank.

EL About the Words

1 For *up* and *us,* have students notice that /u/ comes at the beginning of each word. For *cup* and *bus,* ask what kinds of spellings come before and after /u/, *u*. *consonants* Remind them that when a vowel sound/spelling is closed in by consonants in a word or syllable, it makes the short sound.

2 Have students identify the word family for the words on this line. *–ug*

3 Have students explain how *sun* becomes *spun* and *spun* becomes *stun*. *A sound/spelling is added or changed in the words.* Ask what one sound/spelling change does to the word. *It changes the meaning.*

4 Review /j/ spelled *j* and ■*dge* and ask students to identify the spellings for /j/ in the words. Ask students which word has two spellings for /j/. *judge*

About the Sentences

1-2 Review the features of sentences, such as first word, capitalization, and end punctuation, with students. Have students identify the first word of each sentence. *Did, Gus* Then have them identify the words that are capitalized and the ending punctuation. *Did, Gus, I; question mark, period*

Developing Oral Language

USE this activity to review the words and to have students practice reading the words aloud. Say a word, and have a student touch it. Then give directions such as "move two words right and one word down." Have students restate the directions to make sure everyone understands. Have the student read the new word. For example, touch the word *rug.* Say: Move one word left and one word up. What is the word? *us* Continue with additional words and directions.

Guided Practice

HAVE students complete *Skills Practice I* pages 87–88 for additional practice with /u/ spelled *u.* Review the sound/spelling at the top of page 87. Then have students complete the activities on the pages. Be sure to have students proofread their work.

○ Dictation and Spelling ROUTINE 6

FOLLOW Routine 6, the <u>Word Building Routine</u>, to help students practice spelling words with /u/ spelled *u*. For this lesson, students will need their *b, c, g, h, j, l, m, p, r,* and *u **Letter Cards.***

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: ***bus, just,*** and ***judge*** (Spanish: *bus, justo* (by a fair margin; fair), *jueza/juzgar*).

○ Teacher Tip

DICTATION AND SPELLING Be sure to have students proofread and correct their spelling before you dictate the next word.

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ePresentation

Blending

Words

1	up	us	cup	bus
2	bug	mug	rug	dug
3	fun	sun	spun	stun
4	jump	just	judge	smudge

Blending

Sentences

1 Did the truck get stuck in the mud?

2 Gus and I spot a bug on the rug.

Dictation and Spelling

Words

1	bug	mug
2	rug	cub
3	hug	club
4	jug	plug

Fluency: Reading a Decodable Book

Core Decodable 30: Plum Pond

/u/ spelled *u*

▶ High-Frequency Words

REVIEW the high-frequency word *get* by pointing to it in the High-Frequency Word Bank and having students read the word. Have a volunteer use the word in a sentence. Review other high-frequency words by pointing to them in the High-Frequency Word Bank and having students read them.

▶ Reading the Decodable ROUTINE 5

CCSS RF.I.3.B

USE Routine 5, the Reading a Decodable Routine, as you read the story with students.

Ask students to read the title, browse the story, and discuss what they think the story will be about.

The first time through, have students read a page silently. Then have one student read it aloud. Repeat this procedure for each page.

Reread the story at least twice, calling on various students to read. Then have the entire class do a choral reading of the story.

▶ Checking Comprehension

CCSS RF.I.4.A

TALK with students about the story and answer any questions they have. Ask them to identify any difficult words in the book.

Have students retell the story.

As students answer the following questions, make sure they focus on the words in the story rather than getting the answers by listening or from the pictures. Have students answer by pointing to and reading aloud the answers in the text:

- **Where is the sun up?** *The sun is up at Plum Pond.*

- **What does Gramps see on the stump?** *Gramps sees a slug on the stump.*

- **What sits in mud?** *A big bug sits in mud.*
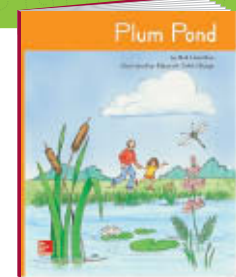
▶ Building Fluency

CCSS RF.I.3.B

BUILD fluency by having students chorally reread *Core Decodable* 30 twice with a partner. For additional practice, have students read *Practice Decodable* 26, *Ron on the Run.*

ePresentation

Core Decodable 30

Plum Pond

Objectives: Students will
- review and practice using selection vocabulary words.
- reread "No Wolves Allowed" and identify cause-and-effect relationships.
- analyze the story element plot.
- generate conjectures for inquiry.

CCSS **L.I.4.A** Use sentence–level context as a clue to the meaning of a word or phrase. **L.I.5.C** Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). **L.I.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

ePresentation

Practice Vocabulary

CCSS **L.I.4.A, L.I.5.C, L.I.6**

🍎 **DISPLAY** the selection vocabulary words from "No Wolves Allowed" that were developed on Day I. Review the definition of each word and then use the following activity to have students show their understanding of the words.

EL Read the following sentences. Have students give the correct answers in complete sentences. Then have them explain their answers.

- If you **stormed** out of a room, did you leave angrily or happily? *If I stormed out of a room, I left angrily.* Stormed *means to leave in an angry way.*

- If you **solve** a problem, do you forget about it or find an answer to it? *If I solve a problem, I find an answer to it.* Solve *means to find an answer to a problem.*

- If you had a **conflict** with a friend, would you argue or laugh? *If I had a conflict with a friend, we would argue. A* conflict *is a strong disagreement you have with someone.*

- If a store is in the **neighborhood,** it is across town or in your area? *If a store is in my neighborhood, it is in my area. A* neighborhood *is an area of town.*

Vocabulary Words

stormed

solve

conflict

neighborhood

🍎 **Teacher Tip**

GLOSSARY The selection vocabulary words *stormed, solve, conflict,* and *neighborhood* can be found in the Glossary of *Be My Friend Big Book 2.*

EL **English Learner**

COGNATES Speakers of a Romance language might recognize the following vocabulary words because they are cognates: *solve* and *conflict* (Spanish: *resolver, conflicto*). Note that *solve* and *resolve* are the same word in Spanish.

Close Reading

TELL students that they are going to take a closer look at "No Wolves Allowed" to help them explore the more difficult, or complex, parts of the text.

Close Reading is not a strategy. It is another approach to reading that is effective when students are reading a piece multiple times. This way of reading involves looking for something different in the text during each successive reading.

Access Complex Text

REVIEW with students the following aspect of text complexity.

▶ Cause and Effect

Remind students that one way that authors help readers understand a story is to tell them why something changed. The *cause* is why something happens, and the *effect* is what happens as a result. Learning to identify causes and effects helps readers follow and understand a story. To help students conceptualize cause and effect relationships, use the Cause and Effect Graphic Organizer, which is available digitally.

Writer's Craft

REMIND students that they are also looking closer at how authors create their writing. Identifying authors' writing strategies will help them become better writers themselves.
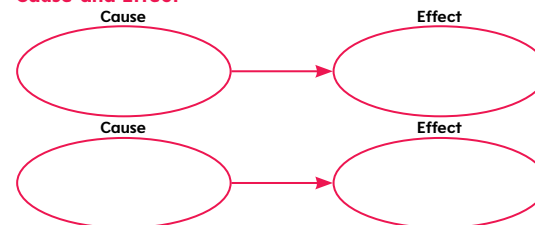
▶ Story Element: Plot

Tell students that a *plot* is the series of events that occur in a story. A plot includes a beginning, a middle, and an ending. Plot events usually include a problem that the character must fix or solve. Sometimes authors use cause and effect to give sequence to the events.

Access Complex Text

Cause and Effect

Cause		Effect
◯	→	◯

Cause		Effect
◯	→	◯

Differentiated Instruction

AL APPROACHING LEVEL To ensure that students understand plot development, have them retell familiar stories or fairy tales and then identify what happens at the beginning, in the middle, and at the end of the story.

Teacher Tip

GRAPHIC ORGANIZER Before reading the selection, introduce the Cause and Effect Graphic Organizer to students. Explain that the cause goes on the left side because it happens first. The arrow in the middle indicates that the cause leads to the effect, which happens after the cause. Demonstrate with a familiar cause and effect relationship, such as *The dog saw a cat (cause). The dog chased the cat (effect).*

ePresentation

Essential Question What can others teach you about friendship?

No Wolves Allowed

by Sheila Sweeny Higginson
illustrated by Alejandro O'Kif

Once there were three little pigs. Polly, Poppy, and Peter Pig did everything together. They lived in the same house, they went to the same school, and they shared the same friends.

"We should start a club," Poppy said. "We can ask our friends to join."

"Yes," said Peter. "And no wolves allowed!"

"Walter Wolf is not nice," Poppy agreed.

28

29

Writer's Craft

Plot

READ pages 28 and 29. Focus students' attention on plot by asking the following questions. Remind students to express their ideas clearly.

Who are the characters in the story? *The characters are Polly, Poppy, and Peter Pig and Walter Wolf.*

What happens in the beginning of the story? *The three little pigs decide to start a club for themselves and their friends, but no wolves are allowed to join.*

Tell students to listen carefully as you read to identify the problem that the three little pigs have.

Differentiated Instruction

AL **APPROACHING LEVEL** For students needing additional support, use the *Intervention Teacher's Guide* during Workshop to reteach the skills taught in this lesson.
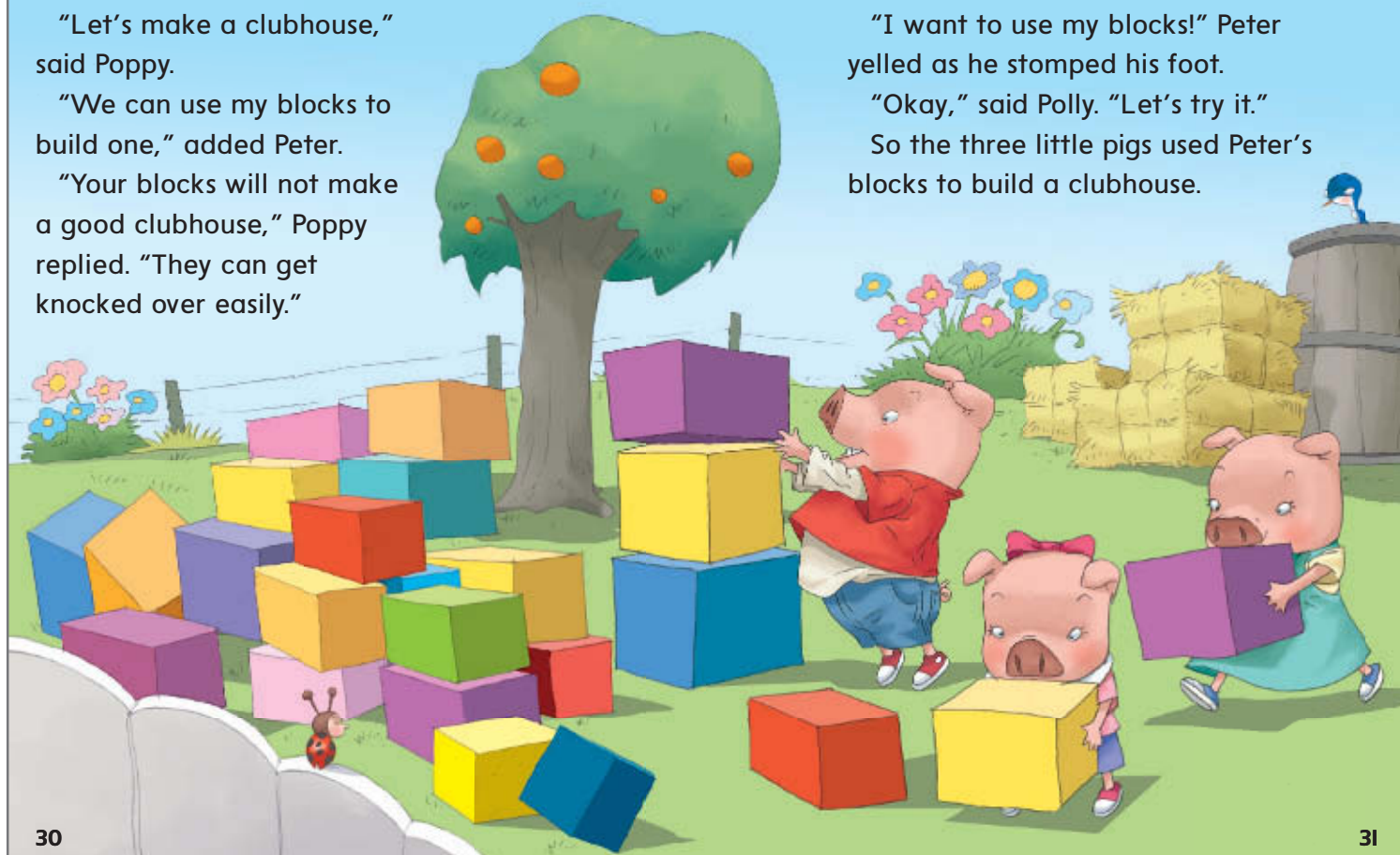
"Let's make a clubhouse," said Poppy.

"We can use my blocks to build one," added Peter.

"Your blocks will not make a good clubhouse," Poppy replied. "They can get knocked over easily."

30

"I want to use my blocks!" Peter yelled as he stomped his foot.

"Okay," said Polly. "Let's try it."

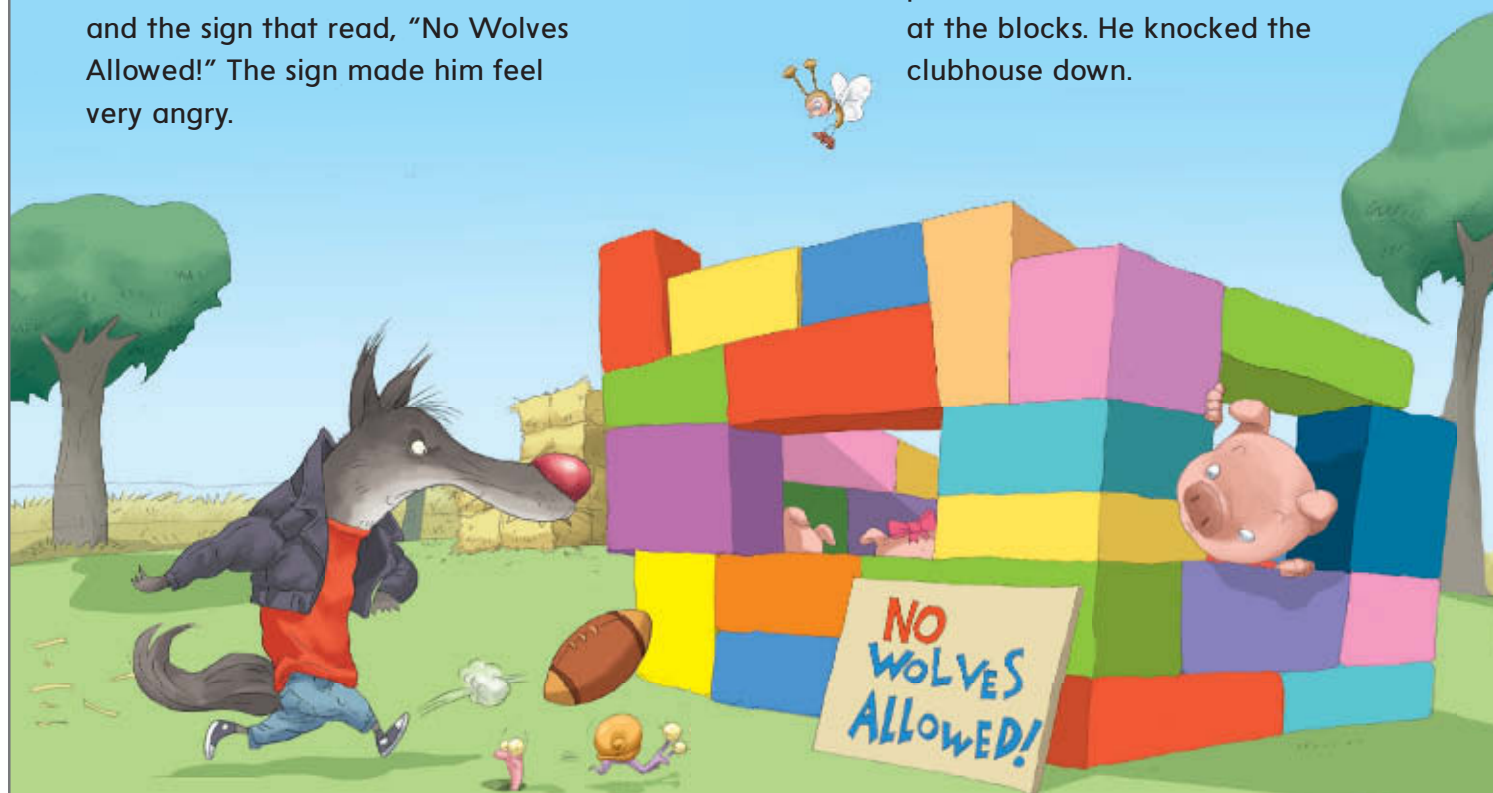So the three little pigs used Peter's blocks to build a clubhouse.

31

Walter Wolf saw the pigs playing next door. He saw their clubhouse and the sign that read, "No Wolves Allowed!" The sign made him feel very angry.

32

Walter didn't huff. He didn't puff. But he did kick his football at the blocks. He knocked the clubhouse down.
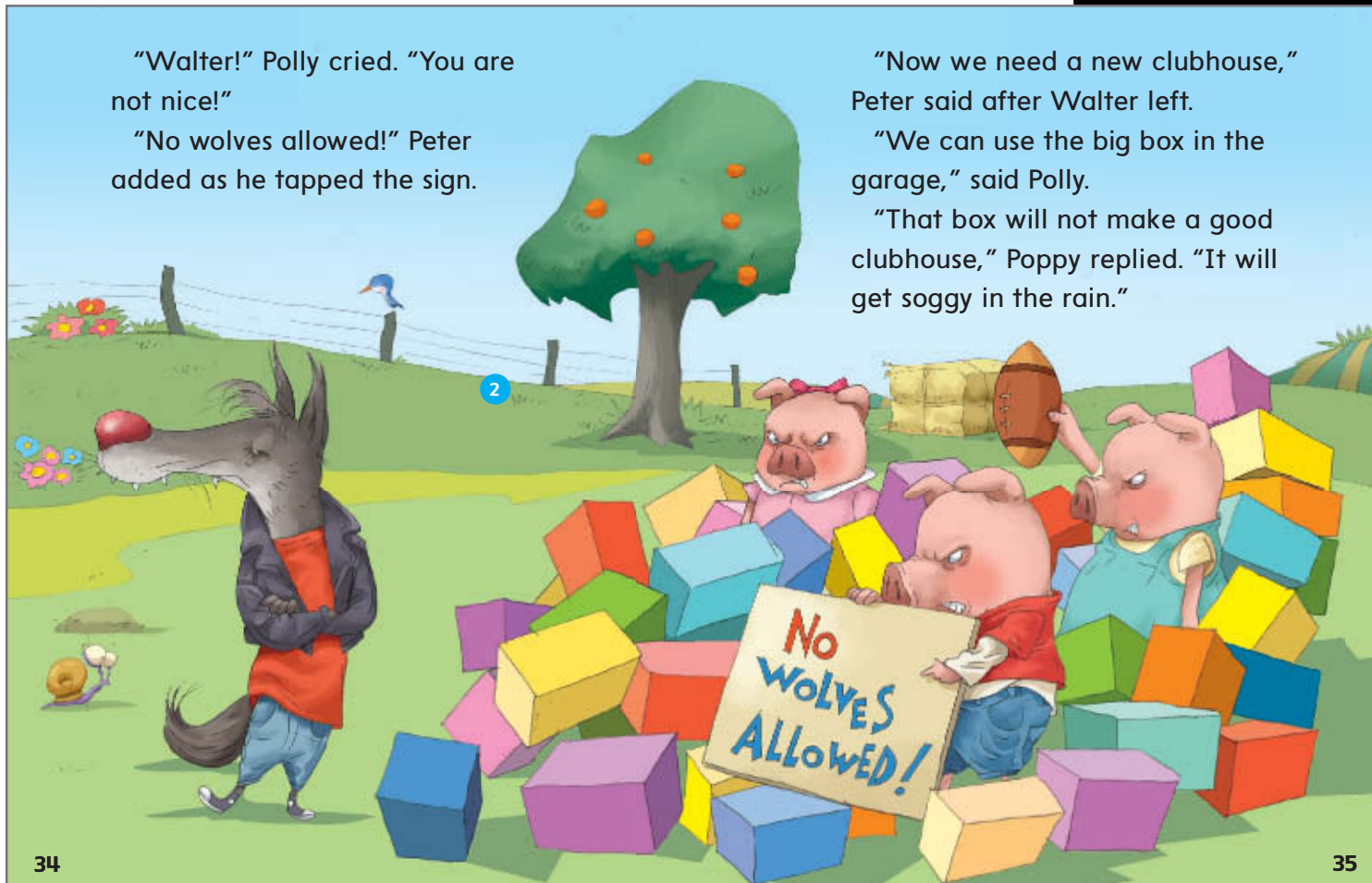
33

ePresentation

"Walter!" Polly cried. "You are not nice!"

"No wolves allowed!" Peter added as he tapped the sign.

"Now we need a new clubhouse," Peter said after Walter left.

"We can use the big box in the garage," said Polly.

"That box will not make a good clubhouse," Poppy replied. "It will get soggy in the rain."

34   35

Access Complex Text

Cause and Effect

CCSS RL.I.I

⭕ **ASK** students, *What happened to the pigs' clubhouse? Walter Wolf knocked it down when he kicked a football at it.*

Explain that the *effect* is that the pigs' clubhouse was knocked down. The *cause* is that Walter kicked a football that knocked the clubhouse down.

Why was it so easy for Walter to knock down the clubhouse? The clubhouse was made from blocks.

Why did the little pigs use blocks to build the clubhouse? They used blocks because that is what Peter wanted. He yelled and stomped his foot until they built the clubhouse his way.

What does this tell you about the problem that the little pigs might have? They aren't working together very well. If they don't work together well, they won't build a solid clubhouse.

Tell students that as you read, they should keep asking themselves what is happening in the story (the plot) and why it is happening.

🍎 **Teacher Tip**

HIGH-FREQUENCY WORDS As you come to high-frequency words that students have learned, read them, pause, and have students read them with you. Words to note on pages 30 and 3I are *a, can, get, I, it, said, the,* and *to.*

"You never like my ideas," Polly cried as tears fell down her face. "Fine," Poppy said. "Let's try it." So the three little pigs used the big box to build a clubhouse.

Walter Wolf saw the pigs playing next door. Their new clubhouse had an even bigger sign above the door that said "No Wolves Allowed!" The sign made him feel very angry.

36

37

CCSS RL.1.1 Ask and answer questions about key details in a text. **SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Writer's Craft

Plot

CCSS RL.1.1, SL.1.4

READ pages 36 and 37. *At the beginning of the plot, the little pigs wanted to start a club for themselves and their friends and build a clubhouse. What problem have they run into?* **Possible Answers:** *They have a hard time working together because they do not discuss or listen to each other's ideas. When the* No Wolves Allowed *sign made Walter Wolf angry, he easily knocked the clubhouse down.*

What do the pigs do next? They build another clubhouse using a big box.

Poppy tells the others that a big box will not make a good clubhouse because it will get soggy in the rain. Why do they use the box anyway? The big box is Polly's idea, and she cries when the others do not like it.

What do you think will happen next in the plot? Walter will knock down the new clubhouse.

Differentiated Instruction

AL **APPROACHING LEVEL** For additional support, read a previously-read book with students during Workshop. Identify the beginning, middle, and end of the story, but not in the correct order, and have students put the events in order.

OL **ON LEVEL** For additional practice, reread "No Wolves Allowed" with students during Workshop. Have students use a Story Map Graphic Organzier to draw the beginning, middle, and end of the story.

BL **BEYOND LEVEL** For a challenge, reread "No Wolves Allowed" with students during Workshop. Have students use a Story Map Graphic Organzier to draw the beginning, middle, and end of the story and label each event with a sentence.

Walter didn't huff. He didn't puff. He took a deep breath and sprayed water into their yard with the garden hose. He knocked the clubhouse down.

"Walter! You are not nice!" Poppy cried.

"No wolves allowed!" Polly added as she tapped the sign.

38

39

Access Complex Text

Cause and Effect

CCSS **RL.I.I, SL.I.4**

READ pages 38 and 39. Ask, *What does Walter do when he sees the even bigger* No Wolves Allowed *sign on the new clubhouse? He sprays the clubhouse with water from the garden hose. What is the cause? Walter sees the even bigger No Wolves Allowed sign. What is the effect? He sprays the clubhouse with water.*

Why does the water knock it down? The clubhouse is made from a big box. What is the cause? The pigs made their clubhouse from a box. What is the effect? The water knocks it down.

As we read, ask yourselves What happened? *and* Why did that happen? *Answering these questions as you listen will help you understand how the author is using cause and effect to develop the plot.*

ePresentation

"I have a plan for a new clubhouse," said Poppy. "We can build it with paper tubes."

"It will take hours," Peter complained. "I'm too tired for that."

"Me too," Polly agreed.

"Fine," Poppy huffed. "Then I will do it myself."

"Good," said Polly. "Then I am going to play by myself."

"Me too," Peter agreed.

So the three little pigs played by themselves.

40

41

Writer's Craft

Plot

CCSS RL.I.2

REMIND students that a plot has a beginning, a middle, and an end. Then ask them to summarize the plot events from the beginning of the story.

Read pages 40 and 41. *The plot is changing on these pages. The little pigs have given up trying to work together to build a clubhouse. Instead, they are each doing things on their own. Let's keep reading and focus on how the plot changes.*

ePresentation

Walter Wolf saw the three pigs playing and started to laugh.

"What's so funny?" Peter asked.

"You say that I am not nice," Walter replied. "But you are really not nice."

"What do you mean?" Polly asked.

"Well, Peter yelled when he did not get his way, Polly cried, and Poppy stormed off," he replied. "You did not work together to solve your conflict. Instead, you each tried to get your own way."

42

43

Access Complex Text

Cause and Effect

CCSS RL.I.I, SL.I.4

◯ **READ** pages 42 and 43. Ask, *Why does Walter Wolf laugh at the little pigs?* *The pigs did not want Walter to be in their club because they think he is not nice. Walter Wolf is laughing at the pigs because he sees that they are not being nice to one another.*

Why couldn't the little pigs solve their conflicts when they built their clubhouses? *They did not stop to act calmly and arrive at a decision and work together well. They stomped and cried and each tried to get his or her own way.*

◯ **Teacher Tip**

VOCABULARY Call attention to the selection vocabulary words *stormed, solve,* and *conflict* on page 43 and have students give their meanings.

ePresentation

"I have ideas too, you know," Walter added. "You did not even try to include me."

Poppy, Polly, and Peter knew that Walter was right.

"Will you tell us your ideas now?" they asked.

"Sure," Walter said.

Walter and the three pigs talked about their ideas. They built a fine clubhouse together, and they were all happy with their new creation.

Then they asked everyone in the neighborhood to join their club.

44

45

Writer's Craft

Plot

CCSS RL.1.1, SL.1.4

🟠 **READ** pages 44 and 45. Then remind students that a plot has a beginning, a middle, and an end. Use the following questions to prompt a discussion of the story's plot development. Record students' responses on a Story Map Graphic Organizer.

What happens at the beginning of the story? The little pigs decide to form a club for themselves and their friends, but wolves are not allowed to join.

What happens in the middle of the story? The pigs try to build clubhouses, but they can't agree. The clubhouses they build do not work well They make Walter Wolf angry by putting No Wolves Allowed *signs on their clubhouses, and he gets angry and easily knocks down both of them.*

What happens at the end of the story? Walter tells the little pigs that they are not nice because they each want to get their own way. They ask him to share his ideas about how to build a clubhouse. Everybody works together to build a fine clubhouse. Then they ask everybody in the neighborhood to join their club.

No Wolves Allowed

Story Map

Beginning:	Middle:	End:

🍎 **Teacher Tip**

VOCABULARY Call attention to the selection vocabulary word *neighborhood* on page 45 and have students give its meaning.

Inquiry

Finalizing Projects

REMIND students that in Inquiry, they will ask questions that their reading, discussion, and personal experiences have made them wonder about.

Call on students to share what they have learned from listening to "No Wolves Allowed" and what they found most interesting. Prompt them to use complete sentences. Make a list of what they have learned. Then ask students whether they have any more wonderings or questions about friendship. Review some of the pages in "No Wolves Allowed" to see whether students can think of other questions or wonderings about the unit theme.

Read some of the new questions added during the week to the **Concept/Question Board.** Encourage students to continue to add additional ideas.

Have students continue to work on the class project. Students should be finishing it up this week.

Concept/Question Board

TELL students to continue posting information and improve ideas on the Be My Friend **Concept/Question Board** and to check the Board from time to time to see whether their questions have been answered.

Teacher Tips

INQUIRY During Workshop, meet with small groups of students to help them work on their Inquiry activities.

RECREATIONAL READING Because it is important to read daily to your students, choose a friendship-themed book from Additional Reading listed in the Unit Review and find time during the day to read the book to your students.

Objectives: Students will
• share their drafts with a partner.
• respond to a partner's writing.
• use alignment and margins in penmanship.
• form the letters *o, a, e,* and *c* correctly.
• control the size and spacing of letters.

CCSS W.I.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Writing a Narrative

Revising with a Partner

CCSS W.I.3

Instruct

TELL students that today they will share their narratives with partners. Explain that as they share, they must follow the established rules for listening and speaking.

Teacher Modeling: Model how to share writing by reading aloud your narrative. Ask students to listen carefully and to think about how they might respond to your writing. *What do they like? What do they think could be better?* Explain to students that when they are responding to another's writing, it is important to be honest about your opinions, but it is also best to avoid hurting someone's feelings. For example, *Instead of saying "This sentence is dull," you could say, "Maybe you could add some describing words to make this sentence more interesting."* Model how to respond to others' writing by telling students specific things they might say, such as the following:

• I like the part of your story where you...

• I like the way you tell about...

• I would like to know more about...

• I think you could make this part better by...

Guided Practice

ASK for one or two volunteers to share their narratives. Remind students to listen attentively to the speaker. Have volunteers give feedback by telling what specific details they liked about the narrative and suggesting ways it could be improved.

Apply

ARRANGE students into pairs. Have them take turns reading their narratives to each other. Provide support with reading as needed. Tell them to spend time thinking about the writing before they respond. Remind them to listen attentively and to be courteous as their partners read. They should not make any comments until their partners have finished reading their narratives.

As a partner responds, the author should listen carefully and write comments in their Writer's Notebook to use when revising his or her narrative. Ask students to stay on the topic of their partner's narrative as they respond. Explain that speaking about something other than their writing is not acceptable and will not be helpful as they continue revising their work. As students read and respond, circulate and listen briefly to each pair. If necessary, remind students how to respond appropriately.

Teacher Tip

SENTENCES Ask students to make sure they are speaking in complete sentences as they read their narratives and respond to their partners.

Penmanship

Alignment and Lowercase Letters *o*, *a*, *e*, and *c*

ePresentation

Instruct

⭕ **DISPLAY** the chart paper from Day I and review with students the left and right margins. Make another green dot on the left margin line and ask students what it shows. *It shows where to start writing on a line.* Make another red dot on the right margin line and ask what the red dot shows. *It shows where to stop writing on a line.*

Briefly review how to form lowercase *o, a, e,* and *c* by writing the letters on the chart paper. Start at the green margin dot and describe the process as you write.

Guided Practice

CCSS **L.I.I.A**

DISTRIBUTE handwriting paper and markers or crayons to students. Tell them to use markers to make dots on their papers at the margins. Then have them follow your model and write each of the lowercase letters twice.

Apply

CCSS **L.I.I.A**

👥 **WRITE** the following words on the board: *coat, poet, oat, eat.* Point to and read each word and have students repeat it after you.

Ask students to copy the words several times until they have filled a complete line for each word. Remind them to leave spaces between the letters and between the words and to start and stop at the margins. Help students to spell and write the words, providing support and additional handwriting paper, if it is needed.

Have students proofread their lines by circling any incorrect words and making them better by rewriting them above or next to the original words. Then have students underline their best letters.
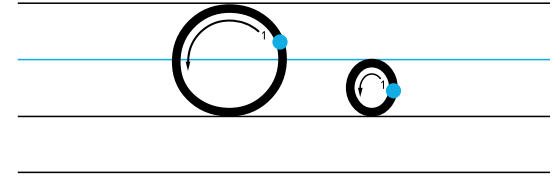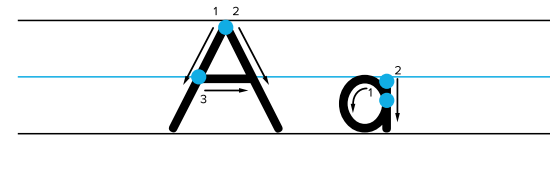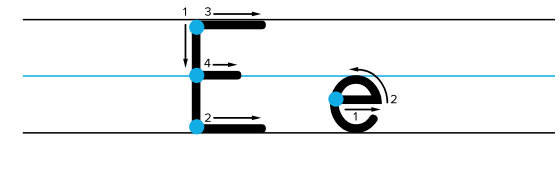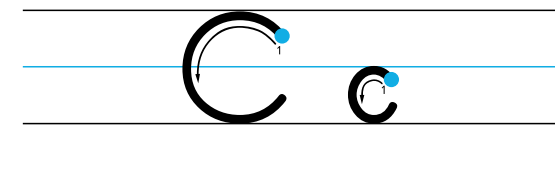
Penmanship

Penmanship

Penmanship

Penmanship

👥 **Teacher Tip**

WRITING LINK Make sure that students leave enough space between letters and words as they write. Remind them that spacing is important because it allows the reader to clearly understand the writing.

👥 **Differentiated Instruction**

AL **APPROACHING LEVEL** For additional practice, help students use *Magnetic Dry Erase Boards* to practice writing rows of the letters *o, a, e,* and *c*.

OL **ON LEVEL** For additional practice, have pairs of students practice writing rows of the letters on the board.

BL **BEYOND LEVEL** For a challenge, have pairs of students find and write words that contain the letters in classroom books.