

# Foundational Skills

## Resources:

- *Rhyme Stew Big Book*, pp. 16–17
- *Lion Puppet*
- *Sound/Spelling Card 26*
- Routines 1, 2, 4, 5, 7, 8, 9
- *Skills Practice 1*, pp. 89–90
- *Decodable 31*, *Buzz* and *Zip*

## Objectives:

- Students will identify initial sounds.
- segment medial vowels.
- generate words that contain /z/.
- blend, spell, and read words that contain /z/ spelled z and zz.
- build fluency by reading *Decodable 31*.

**CCSS** RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

## Warm Up

### Consonant Riddle Game

**PLAY** the Consonant Riddle game. Say a sound and a word, and have students say the sound, then use it to make a new rhyming word.

What starts with /j/ and rhymes with *met*? /j/, *jet*

What starts with /g/ and rhymes with *hood*? /g/, *good*

What starts with /u/ and rhymes with *bus*? /u/, *us*

## Colors

**DISPLAY** and read “De colores”/“Colorful” on *Rhyme Stew Big Book* pages 16–17. Ask students to name colors they might see in the situation mentioned in each verse—a field or meadow, birds flying, a rainbow, and all around them.

## ePresentation

### Rhyme Stew

Pages  
16–17



## Phonemic Awareness

### Identifying Initial Sounds

**CCSS** RF.1.2.C

**TELL** students that you are going to say sets of words, and that each word in a set will start with the same sound. Tell them to fold their arms as soon as they can identify the sound and name its *Sound/Spelling Card*. After students tell you the initial sound and card for a set of words, ask them to say additional words that begin with that sound.

Use the following word sets:

tell, toll, tune, trust /t/—*Timer card*

month, moss, moose, melt /m/—*Monkey card*

bank, bear, bag, brook /b/—*Ball card*

deal, dish, dodge, daze /d/—*Dinosaur card*

horse, hinge, harp, hall /h/—*Hound card*

sun, salt, spend, suds /s/—*Sausages card*

nine, noise, neck, nose /n/—*Nurse card*

peace, peel, pace, prime /p/—*Popcorn card*



### Teacher Tip

**SIGNALING** Observe the speed and confidence with which students signal that they can identify the initial sounds in words. Students who are slow to signal may be having difficulty hearing individual sounds and so are taking cues from classmates. Sit with individual students to repeat the activity and help them identify the sounds.

## Phoneme Segmentation: Medial Vowels

CCSS RF.1.2.C

**BRING** out *Lion Puppet*. Tell students you will say a word and *Lion Puppet* will say only the sound in the middle of the word, the vowel sound. Use the puppet to demonstrate:

**Teacher:** jab

**Puppet:** /a/

**Teacher:** fin

**Puppet:** /i/. Your turn!

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

pop /o/

pup /u/

bag /a/

big /i/

budge /u/

badge /a/

flip /i/

blot /o/

**CCSS** RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

## ePresentation

# Phonics and Decoding

## /z/ spelled z and zz

### Introduce the Sound/Spelling ROUTINE I

**USE** Routine I, the *Introducing Sounds and Spellings Routine*, to introduce /z/ spelled z and zz.

Point to the back of *Sound/Spelling Card* 26—Zipper, and ask students what they already know about the card. *Z is a consonant.* Have them identify the capital Z and lowercase z on the card.

Turn the card. Point to the picture, and say that this is the Zipper card. Say /z/ and explain that it is the sound at the beginning of the word *zipper*. Point to z and explain that it is a spelling for /z/. Tell students that /z/ can also be spelled zz. This spelling only comes at the end of words or syllables. Explain that like other consonants they have learned, the double spelling makes only one sound. Play or read the Zipper story:

Zack's jacket has a big, long zipper.

The zipper zips like this: /z/ /z/ /z/ /z/ /z/.

When little Zack goes out to play,

he zips the zipper up this way: /z/ /z/ /z/ /z/ /z/.

Later, when he comes back in,

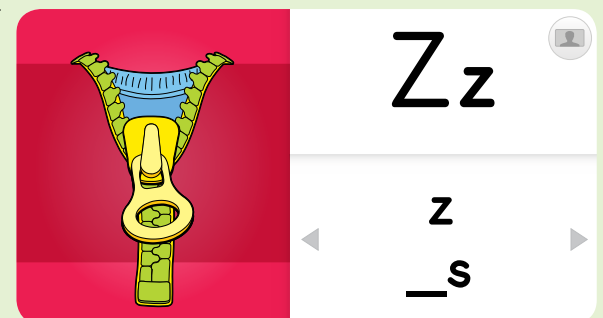
Zack zips the zipper down again: /z/ /z/ /z/ /z/ /z/.

Can you help Zack zip his jacket zipper?

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

Review the name of the card, the sound /z/, and the spellings z and zz.

On the board, write the letter z. 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.



### Differentiated Instruction

**AL** **APPROACHING LEVEL** If students are having difficulty with isolating the medial vowel, work with small groups of students during Workshop. Say words such as *lip*, *gap*, and *jot*. Have students say the words sound by sound and identify the vowel.



### Teacher Tip

**ADDING ACTIONS** To help students remember /z/, have them move their hands up and down as if zipping a zipper as they say the sound.

# Foundational Skills

## Generating Words

**ASK** students to think of words that begin with /z/. Write their suggestions on the board. Circle the spelling z in each word and tell students to say the sound as each z is circled.

Repeat the activity with words that end in /z/.

End the activity by reviewing **Sound/Spelling Card 26**—Zipper. 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 Zack's zipper makes: /z/ /z/ /z/ /z/ /z/.*

## Blending

ROUTINE 2

ROUTINE 4

CCSS RF.1.3.B

**USE** Routine 2, the Sound-by-Sound Blending Routine, and Routine 4, the Blending Sentences Routine, to have students blend the words and sentences.

Before blending the sentences, introduce the high-frequency words *ask* and *of*. Write and read each word. Repeat the words and have students read them several times. Then spell each word with students. Invite volunteers to use the words in sentences. Write the words on index cards and add them to the High-Frequency Word Bank.

## EL About the Words

- 1 Have students notice that /z/ comes at the beginning of each word. Explain to students that the words *zig* and *zag* combine to create another word, *zigzag*. Explain that when two words are combined to make another word with a new meaning, the new word is called a *compound* word. Remind students that every syllable in a word must have a vowel sound/spelling. Have them identify and count the vowel sound/spellings in *zigzag*. */i/ spelled i and /a/ spelled a; There are two vowel sound/spellings.*
- 2 Point out the final zz spelling for the words. Have students say each word and notice that the spelling makes only one sound, /z/.
- 3 Ask students to explain why *Liz* and *Zack* begin with capital letters. *Liz and Zack are the names of people, and names begin with a capital letter.*
- 4 Review /u/ spelled *u*. Have students identify words that rhyme with each pair of words.  
**Possible Answers:** *dug, mug, tug; fun, sun*

## About the Sentences

- 1-2** Review end punctuation and have students identify the end punctuation in each sentence. *period, question mark* For sentence 2, ask students to explain the meaning of the apostrophe and s in Zack's. *The apostrophe and s mean that Zack has something.* Ask what Zack has. *Zack has a drum.*



## Differentiated Instruction

**AL APPROACHING LEVEL** Work with small groups of students who need additional practice with /z/. Explain that you are going to say some words and they should pretend to zip a zipper when they hear /z/ at the beginning of a word. Use words such as the following: **zoo, zero, bus, stop, zebra, zoom, stoop, zip.**



## EL English Learner

**COGNATES** For native speakers of Romance languages, point out the following cognates: **zap, zigzag, and jazz** (Spanish: *zapear* (colloquial), *zigzag, jazz*).

**CCSS** RF.1.3.B Decode regularly spelled one-syllable words.

## ePresentation

### Blending

#### Words

1	zap	zig	zag	zigzag
2	razz	jazz	buzz	fuzz
3	zip	fizz	Liz	Zack
4	bug	rug	run	bun

### Blending

#### Sentences

- 1 Ask Roz to zip the bag.
- 2 What bug was on top of Zack's drum?

Developing Oral Language

**REVIEW** the words by calling on students to identify and read the words from the word lines that answer the following questions.

- Which word is a compound word? *zigzag*
- Which two words make up the compound word? *zig, zag*
- Which two words are people’s names? *Liz, Zack*
- Which word is something you might do to a coat? *zip*
- Which word is a sound a bee makes? *buzz*
- Which word is a type of music? *jazz*
- Which word is another word for *insect*? *bug*

Guided Practice

**HAVE** students complete *Skills Practice I* pages 89–90 for additional practice with /z/ spelled z and zz and for dictation. Review the sound/spellings at the top of page 67. Then have students complete the activities on the pages. Students can use the bottom of page 68 for dictation. Be sure to have students proofread their work.

Dictation and Spelling

ROUTINE 7 ROUTINE 8 ROUTINE 9

CCSS L.I.2.D, L.I.2.E

**USE** Routine 7, the Sounds-in-Sequence Dictation Routine, for the words on Line 1 and Routine 8, the Whole-Word Dictation Routine, for the words on Line 2. Use Routine 9, the Sentence Dictation Routine, for the sentence. Remind students to refer to the *Sound/Spelling Cards* when they are writing the words. When students are writing the sentence, remind them to think about the different types of sentences and end punctuation marks and to write the appropriate end punctuation mark. After each line, write the words and sentence on the board and have students proofread the spelling of their words.



Differentiated Instruction

**AL RETEACH** For students needing additional support, use the *Intervention Teacher’s Guide* during Workshop to reteach the skills taught in this part of the lesson.

**CCSS** L.I.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.I.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

ePresentation

Dictation and Spelling

Words

1	zips	zaps
2	jazz	buzz

Dictation and Spelling

Sentence

1 Did Liz see fuzz on the rug?



Teacher Tip

**DICTATION AND SPELLING** After each line, be sure to have students proofread the spelling of their words and to make needed corrections.

# Foundational Skills

## Fluency: Reading a Decodable Book

### Core Decodable 3I: Buzz and Zip

### /z/ spelled z and zz

#### ► High-Frequency Words

CCSS RF.1.3.G

**REVIEW** the words *ask* and *of* by pointing to them in the High-Frequency Word Bank and having students read them. Have volunteers use the words in sentences. Have students look through the story and identify any high-frequency words that they recognize. Tell students to practice reading the high-frequency words until they can read them automatically and fluently.

#### ► Reading the Decodable

ROUTINE  
5

CCSS RF.1.3.B, RF.1.3.G

**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.1.4.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:

- Who is in back of Liz? *Zack is in back of Liz.*
- Who asks lots of stuff? *Zack asks lots of stuff.*
- What can buzz and zip? *Zack the bug can buzz and zip.*

#### ► Building Fluency

CCSS RF.1.3.B

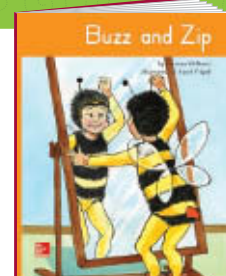
**BUILD** fluency by having students echo read *Core Decodable* 3I twice with a partner, alternating pages. For additional practice, have students read *Practice Decodable* 27, *Zap! Zap!*

**CCSS** RF.1.3.B Decode regularly spelled one-syllable words. RF.1.3.G Recognize and read grade-appropriate irregularly spelled words. RF.1.4.A Read grade-level text with purpose and understanding.

## ePresentation

### Core Decodable 3I

#### Buzz and Zip



### Teacher Tip

**SOUND/SPELLING CARDS** Remind students to refer to the *Sound/Spelling Cards* if they are unsure of a sound/spelling.



### English Learner

**SENTENCE FRAMES** Remember to offer students sentence frames to help them answer questions about the story. For example: “\_\_\_\_\_ is in back of \_\_\_\_\_. \_\_\_\_\_ asks \_\_\_\_\_. \_\_\_\_\_ can \_\_\_\_\_.” If necessary, point to the text or illustration that will help students answer the question. Allow students at Levels 1 and 2 English language proficiency to respond with a word or phrase or point to the text or a picture. Reframe their answer and help them repeat the complete answer after you.

**Resources:**

- *Be My Friend Big Book 2*, pp. 46–57
- Routines 12, 13

**Objectives:** Students will

- review the elements of informational text.
- listen to and discuss “Far Away Friends.”
- identify the Asking Questions comprehension strategy.
- identify parts of a book: glossaries and picture-text relationships.
- develop their understanding of vocabulary words.

**CCSS** SL.I.I.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

## Build Background

### Background Information

**CCSS** SL.I.I.A

- EL ASK** students whether they have had friends who moved away or that they left when they moved. Ask, *Did you remain friends? How?* Then ask whether anyone has a pen pal. If anyone does, ask him or her to tell the class something about the pen pal and how they communicate. Remind students to speak one at a time and to listen carefully while others are speaking.

### Genre

**TELL** students that they will be listening to a selection about pen pals called “Far Away Friends.” Explain that the selection is a kind of writing called *informational text*. Authors use this kind of writing to inform readers or to explain something. Introduce to students the following elements of informational text.

- Informational text is about real people, animals, places, or events.
- It often contains facts that can be checked in other sources.
- It might use diagrams, photographs, or other illustrations.
- It presents information in a clear way. It might be organized by topics.

### Essential Question

**READ** the Essential Question on page 46. Tell students to think about the Essential Question as you read “Far Away Friends.”

*How can you keep in touch with a friend who lives far away?*

## ePresentation

### Genre

#### Elements of Informational Text

- ▶ Informational text is about real people, animals, places, or events.
- ▶ It often contains facts that can be checked in other sources.
- ▶ It might use diagrams, photographs, or other illustrations.
- ▶ It presents information in a clear way. It might be organized by topics.

### Essential Question

- ▶ How can you keep in touch with a friend who lives far away?

**EL****English Learner**

**BACKGROUND INFORMATION** Students might not know what a pen pal is. Explain to them that it is a person of the same age from another city, state, or country who they write letters to. It might be a person they have never met.




## Preview the Selection

### Browse ROUTINE 12

CCSS RI.1.5, RI.1.6, RI.1.7

**FOLLOW** Routine 12, the Reading the Selection Routine, to browse “Far Away Friends.” Display *Be My Friend Big Book 2* and have a student turn to the Table of Contents page. Point to and read aloud the title and the beginning page number of “Far Away Friends.”

Have another student turn to page 46. Ask students to compare the title and page number on the page to those on the Table of Contents page. Read aloud the name of the author. Explain that there is no illustrator name because this selection uses photographs.

 Have students browse the entire selection, commenting on the photos and text. Help them identify the world map on pages 46 and 47 and explain that the photos show people who live in different areas of the world. Ask a volunteer to choose one of the photos in the selection and describe what it shows. Point out the letters and e-mail examples and ask students how they differ from the main text. Have Students use the information they get from browsing to predict what the selection is about.

### Set Purposes

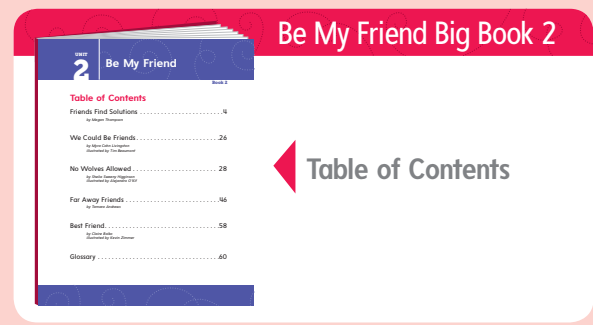
**REMINDE** students that it is important to have a purpose for reading. Tell them that as they listen to the selection, they should think about how pen pals can be good friends even though they live far apart.

### BIG Idea: What does it take to be a good friend?

**READ** the Big Idea question before the class reads the selection. Tell students to keep this idea in mind as they listen to the selection.

**CCSS** **RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **RI.1.7** Use the illustrations and details in a text to describe its key ideas.

## ePresentation



### BIG Idea

**BIG Idea**  
What does it take to be a good friend?

### Teacher Tip

**BROWSING** For this nonfiction selection, have students browse the entire selection. This will familiarize them with the organization of informational text and how it differs from fiction and poetry.



# Read the Selection

As you read the entire selection, continue to reinforce for students the idea that we read words from left to right on the lines and that those lines are read moving downward from the top to the bottom of the page.

## Comprehension Strategy



**MODEL** the use of the Asking Questions comprehension strategy during the first reading of the selection.

Remind students that asking questions is a way for readers to check their understanding of what is happening in a selection and of what the author is thinking. Tell them that as they listen to this nonfiction selection, they should use the question words *who*, *what*, *when*, *why*, *where*, and *how* to ask themselves questions about the information that the author provides. They should also check to see whether their questions are answered in the selection.



### Differentiated Instruction



**AL APPROACHING LEVEL** As needed, work with students to help them generate *who*, *what*, *when*, *why*, *where*, and *how* questions about things that they observed as they browsed the selection.



### Monitor Progress

**INFORMAL ASSESSMENT** Use the Comprehension Strategies Rubrics in the Level Appendix to determine whether a student is using the strategy Asking Questions.



**Essential Question** How can you keep in touch with a friend who lives far away?

## Far Away Friends

by Tamara Andrews

Have you ever had a pen pal?  
A pen pal is a friend you make  
through letters or e-mails to  
each other.



Many children have more than one pen pal. Some have pen pals all over the world.

At times, pen pals meet face to face. Other pen pals never meet, but they can still be good friends. 2

46

47

## Comprehension Strategy

### Asking and Answering Questions

- 1 **TEACHER MODEL:** *This title is interesting. When I think of friends, I think of the people I see and talk to in person. I wonder what far away friends are. Let's start reading to see what the title means.*
- 2 **TEACHER MODEL:** *Our question is answered right away. The author explains that far away friends are pen pals who send letters or e-mails to each other. I wonder what far away friends talk about when they write one another. Face-to-face friends can talk about things that both of them know about or do, like being classmates or playing on the same sports team. But what do you say to someone you have not met? I remember from browsing that there are examples of pen pal letters and e-mails in the selection. We can find out what those pen pals wrote in their letters.*



#### Teacher Tip

**ASKING QUESTIONS** Throughout the reading of this selection, keep track of the questions that students are asking to ensure that they focus on key information in the text.

## ePresentation

**CCSS** RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

How can you be a good pen pal?  
You can share your stories. Did something funny happen at school? Tell your pen pal! Does your pen pal like school? Find out! Ask questions in a note.



48

Hi, Luke!

Today we played freeze tag on the playground. Ben tagged me first. I had to stand very still. Then Ann came to the rescue! After she tagged me, I was able to run again. Do you play freeze tag at your school?

Your friend,  
Tiana 3



49

## Comprehension Strategy

### Asking and Answering Questions

**CCSS** RI.1.4, SL.1.2

- 3 TEACHER MODEL:** Here's an answer to our question about what pen pals say when they write to one another. Tiana tells Luke that she played freeze tag at school. Then she asks him if he plays freeze tag. You can share the same kinds of stories with pen pals that you share with your face-to-face friends. The only difference is that you write your stories instead of tell them. At the end of her letter, Tiana asks Luke a question. Asking each other questions is a great way to get to know someone and make a friend. What else can pen pals write about? Let's keep reading to find out.



#### Teacher Tips

**ASKING AND ANSWERING QUESTIONS** Remind students that as they read, they should think about their questions. Then they should listen to see whether the selection gives information that answers their questions.

**SOUND/SPELLING** Remind students that they learned /z/ spelled z, zz earlier in the lesson. When you encounter these sound/spellings during the day, point them out, or encourage students to point them out. Note the word *freeze* on page 49 has /z/ spelled z.

## Reading and Responding

## ePresentation

**CCSS** SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.



You can write to your pen pal about the things you like to do. You can write about your family and friends. Remember to ask about your pen pal's family and friends too.

50



Pen pals can learn a lot from each other. You can learn about life in a different area. Your pen pal can learn about life where you live. For example, you may eat different foods and do different things. 4

51

## Comprehension Strategy

### Asking and Answering Questions

**CCSS** SL.1.2

**EL** **TEACHER MODEL:** *These pages help answer our question about other things pen pals write about. They say that pen pals tell each other about their families and friends. They can learn from each other what life is like in the places they live. What else can pen pals learn from one another? Let's keep reading to find out.*

**EL**

English Learner

**COGNATES** Speakers of a Romance language might recognize the following cognates: *family*, *different*, and *example* (Spanish: *familia*, *diferente*, *ejemplo*).



## ePresentation

You could have a pen pal in a foreign country. You could learn about another family's customs and daily life. Then you could tell your pen pal how things differ in your country.



52



Dear Rosa,  
It will be Valentine's Day soon. I will make cards for my family and friends. I say, "You are sweet!" Do you celebrate Valentine's Day in Mexico?

Your friend,  
Keisha 5



53

## Comprehension Strategy

### Answering Questions

- 5 **TEACHER MODEL:** *The photos on these pages help answer my question about what other things pen pals can learn from one another. They show people doing many different things, including going to the market, hiking, and sharing cards. In her letter, Keisha tells her pen pal Rosa what she is doing for Valentine's Day. Then she asks Rosa whether Valentine's Day is celebrated in Mexico.*

## Reading and Responding

## ePresentation

**CCSS** SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.



E-mails give you quick access to friends who live many miles away. Writing letters or e-mails is one way to make new friends. It is also a great way to stay friends for years and years. 6

54

New Message X

To: Antonio

Subject: Hi, friend!

Hi, Antonio!

I am so glad I can write to you. My grandmother was visiting us for a few weeks and she went home today. We had a lot of fun, but now I feel sad. Writing to you always makes me feel better. You are a good friend. I hope to hear from you again soon.

Your friend,  
Mason

Send



55

## Comprehension Strategy

## Asking Questions

CCSS SL.1.2

6 **TEACHER MODEL:** *In the beginning of the selection, the author said that pen pals also send each other e-mails. E-mails are quicker to write and send than letters, so e-mail pen pals can share stories more often. The e-mail from Mason to Antonio shows that they are good friends. Mason is sad because he misses his grandmother, but writing Antonio makes him feel better. What else can pen pals do for each other?*



## Teacher Tip

**E-MAIL** Point to the example of the e-mail on page 55. Discuss with students the parts of the e-mail. Then write the word *e-mail* on the board. Explain to students that the word *e-mail* is a combination of the words *electronic* and *mail*. It is a type of mail that is sent electronically.



## Differentiated Instruction

AL

**APPROACHING LEVEL** For students needing additional support, use the *Intervention Teacher's Guide* during Workshop to reteach the comprehension strategies and vocabulary words taught in this lesson.

If your friends move away, make them your pen pals! When they receive your letters or e-mails, they will smile. They will know you are thinking about them.



56



You can cheer them up when they feel sad. You can send each other pictures that make both of you laugh. Good friends are always there for you, even if they are far away. 7

57

## Comprehension Strategy

### Answering Questions

- 7 **TEACHER MODEL:** *On these pages we learn other things pen pals can do for each other. The text says that pen pals can make each other smile, cheer each other up, and just be there when they need a friend. So friends are friends whether they live nearby or very far away.*



#### Teacher Tip

**ASKING QUESTIONS** If students asked questions that were not answered, have them write their questions down and add them to the **Concept/Question Board**.

# Reading and Responding

## Print and Book Awareness

**REVIEW** the selection with students. Use the following suggestions to reinforce students' understanding of glossaries and picture-text relationships.

### Parts of a Book: Glossaries

CCSS RI.1.5

**USING** *Be My Friend Big Book 2*, briefly review with students the front and back covers and the purpose of the Table of Content page. Then turn to the Glossary page. Say the word *glossary* and have students say it with you. Tell them that the Glossary page in a book is like a small dictionary. It contains a list of words and their meanings. This Glossary only contains words that are used in the selections that they read in the *Be My Friend Big Book 2*. Have students notice that, just as in a dictionary, the words are arranged in alphabetical order.

Point to and read a few vocabulary words that were taught in previous selections. Have students give the definitions of the words. Compare what they tell you to the definitions in the Glossary.

### Picture-Text Relationships

**DISPLAY** page 51 of "Far Away Friends." Read the text and have students look at the photos to tell which words match the photos. *The words "you may eat different foods" match the photos of people eating foods that they like where they live.* Turn to other pages and have students match the words that you read to the correct photos.

## Discuss the Selection

### Discussion Starters

CCSS RI.1.1, SL.1.1.A, SL.1.1.B, SL.1.1.C, SL.1.6

**REMIN** students that before reading "Far Away Friends," you asked them to think about how pen pals can be good friends even though they live far apart. Have students discuss their ideas. Prompt the discussion by having students discuss things that pen pals can share with each other.

**Ask** students the following questions to help generate discussion about "Far Away Friends."

*How can you be a good pen pal?* **Possible Answers:** *You can share stories about what you do and ask your pen pals questions about what they do. You can tell them about your family and friends and ask them about their families and friends, too. You can cheer up your pen pals if they are sad.*

*What can you learn from pen pals?* **Possible Answers:** *You can learn about life in different places. You can learn about their family's customs and daily life.*

*Think about what "Far Away Friends" adds to what you know about the unit theme of friendship.*

### Essential Question

**REVIEW** the Essential Question for "Far Away Friends" with students and have them discuss their answers: *How can you keep in touch with a friend who lives far away?* **Possible Answer:** *You can write letters or send e-mails to tell what you are doing and to ask what they are doing.*



#### Teacher Tip

**DISCUSSION** Remind students to speak loudly enough for everyone to hear and to use complete sentences when they answer questions.



#### Differentiated Instruction



**BL BEYOND LEVEL** If students are ready, then ask them additional comprehension questions about the selection during Workshop.

**CCSS** **RI.1.1** Ask and answer questions about key details in a text. **RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **SL.1.1.A** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). **SL.1.1.B** Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **SL.1.1.C** Ask questions to clear up any confusion about the topics and texts under discussion. **SL.1.6** Produce complete sentences when appropriate to task and situation.

### ePresentation

#### Be My Friend Big Book 2

Glossary

#### Glossary

A

access  
can reach or  
contact

D

differ  
to be different, or  
unlike something  
else

C

conflict  
a strong  
disagreementdisagree  
to have a different  
opinioncustoms  
plural form of  
custom: the usual  
way of doing  
something by a  
person or group

40

#### Be My Friend Big Book 2

page 51



Pen pals can learn a lot from each other. You can learn about life in a different area. Your pen pal can learn about life where you live. For example, you may eat different foods and do different things.

#### Essential Question

► How can you keep in touch with a friend who lives far away?



## Genre Review

CCSS L.I.6, RI.1.1

- REVIEW** the elements of informational text with students. Ask students to give examples of how the following elements are used in “Far Away Friends.”
- Informational text might use diagrams, photographs, or other illustrations. **Possible Examples:** *The photos in “Far Away Friends” show pen pals around the world and their families. They show the different things that pen pals can write and ask about. It also includes letters from pen pals that help readers understand the information that the author gives.*
  - It presents information in a clear way. It might be organized by topics. **Possible Examples:** *“Far Away Friends” is organized in a clear way. The author tells what pen pals are, what they can write each other about, what they can learn from each other, and how they can help friends stay friends, even if they are very far away from each other.*

## Develop Vocabulary

ROUTINE  
13

**USE** Routine 13, the Selection Vocabulary Routine, as you display the vocabulary words. Say each word as you write it. Then point to the word, say it again, and have students repeat the word after you.

## Words and Definitions

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

- USE** the following activity to help students develop their vocabulary.
- USE** The word **foreign** is defined as “**a place outside your own country.**” Let’s look at the selection to see how it uses that word. Turn to pages 52 and 53. Read the text on page 52 and the letter on page 53. How does the information in the letter help you understand what **foreign** means in the paragraph? **Possible Answer:** *Keisha asks Rosa how she celebrates Valentine’s Day in Mexico. Mexico is a place outside of our country.*

Read the second sentence on page 52 and then point to the word **customs**. The word **customs** is defined as “**the usual ways of doing something by people or groups.**” Use that definition and your own words to tell what the sentence says. **Possible Answer:** *You could learn about another family’s usual ways of doing something.*

Read the last sentence on page 52. Then point to the word **differ**. The word **differ** is defined as “**to be different, or unlike, something else.**” Use that definition and your own words to tell what the sentence says. **Possible Answer:** *You could tell your pen pal how your family does things that are different, or unlike, the things your pen pal’s family does.*

The definition of the word **access** is “**can reach or contact.**” Let’s look at page 54 to see whether the text verifies that meaning. Read the sentence that contains **access**. Use the definition of **access** to show that the sentence verifies this meaning. **Possible Answer:** *E-mails give you a quick way to reach or contact friends who are far away.*

**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*). RI.1.1 Ask and answer questions about key details in a text.

## ePresentation

### Genre Review

#### Elements of Informational Text

- Informational text might use diagrams, photographs, or other illustrations.
- It presents information in a clear way. It might be organized by topics.

### Vocabulary Words

foreign	differ
customs	access



### Teacher Tips

**GENRE** If students have difficulty understanding the informational text genre, then review the elements with them once again and have them find photos and other text features in the selection that make it different from the fantasies and fables that they have read.

**PARTS OF SPEECH** The parts of speech, for each selection vocabulary word developed on this day, are as follows: **foreign** adjective, **customs** noun, **differ** verb, and **access** noun.



### Differentiated Instruction: Vocabulary

**AL APPROACHING LEVEL** If students have difficulty with the selection words and definitions, then say a sentence that contains one of the words and have students say a sentence following your model.

**OL ON LEVEL** If students would benefit from extra practice with the words, then during Workshop review with them the photos in the selection that relate to the words and have them use the words in sentences to describe what the photos show.

**BL BEYOND LEVEL** If students need a challenge, during Workshop have them use the words to describe what he or she would want to share with a pen pal.

## Resources:

- Routine I8
- *Skills Practice I*, p. 85

## Objectives: Students will

- revise their narratives.
- learn about action verbs.

## CCSS

**W.1.3** 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

CCSS W.1.3

## Instruct

**TELL** students that today they will use the feedback they received from their partners to revise their descriptions of a school event.

**Teacher Modeling:** Display your model narrative and the notes you made from student feedback. Use students' comments to model revising a story. Ask students to suggest how you can make some changes to your description using their feedback. Write their ideas and your changes on the chart paper, and read them aloud. Leave your revised draft posted in the room so students can refer to it as a revision model if necessary.

## Guided Practice

**HELP** students follow your model and use the notes they made as their partners responded to their narratives to revise their writing. Remind students they should check their narratives for sentences in order of beginning, middle, and end. Their writing should also have details that give the reader clear information about the setting, or when and where the event took place.

## Apply

ROUTINE  
18



**REMIND** students to make sure they have completed each step of the Revising checklist on *Skills Practice I* page 85. Use Routine I8, the Checklist Routine, to review the checklist, and read it aloud again if necessary. Remind students that adding descriptive details will make their narratives more interesting. Help students spell and write words as needed.



## Teacher Tip

**SKILLS PRACTICE** Be sure to read all information and instruction on the Writing *Skills Practice* pages aloud to students. Make sure they understand how to complete each page.

# Grammar, Usage, and Mechanics

## Action Verbs

CCSS L.I.I.E, L.I.I.F

### Instruct

**REVIEW** with students that words called *adjectives* are used to describe things by asking volunteers to describe the clothes that they are wearing. **Possible Answers:** *yellow shirt, warm sweater* Explain that today they will learn about a different kind of descriptive word. Write the following sentences on the board:

1. The bear shakes the water off its fur.
2. The cubs rolled in the snow.

Read the first sentence aloud, emphasizing the word *shakes*. Tell students that in this sentence, *shakes* describes the action of the bear and that it is an example of an action verb. Explain that action verbs describe the action that is being performed by the person or thing named in the sentence. Explain that the spelling of many action verbs tells when the action happened. Re-read the first sentence and tell students that in this sentence, the action is happening now, or in the present.

Read the second sentence and ask students *What did the cubs do?* *They rolled*. Point to the *-ed* ending of the verb and explain that when verbs end with *-ed*, it usually shows that the action happened in the past. Display the ePresentation visuals on Action Verbs and read the additional examples for further explanation.

### Guided Practice

- DISPLAY** the ePresentation visual featuring several action verbs. Have students work with partners to create sentences using words from each column. Tell students to identify the action verb and to tell whether the action is happening right now or whether it happened in the past. *now: hops, blows; past: played, splashed* Circulate to help with reading or to provide sentence frames for students who struggle. Help students spell and write words as needed.

### Apply

**HAVE** students look through their earlier writing for places to add action verbs. If time permits, have them rewrite a few sentences using a new present- or past-tense verb. Provide sentence frames and help them spell and write, if it is necessary. Then have students share their favorite sentence with partners.



#### Teacher Tip

**ACTION VERBS** Connect this lesson with the selection students listened to earlier. Point out action verbs in "Far Away Friends," such as *played* and *tagged* on page 49. Have students tell when the action of each verb happened (present or past).

**CCSS** L.I.I.E Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).  
L.I.I.F Use frequently occurring adjectives.

### ePresentation

#### Grammar, Usage, and Mechanics

##### Action Verbs

Verbs are action words. They tell you what a person or thing does.

skip	throws	catches
write	jumped	smiles

#### Grammar, Usage, and Mechanics

- ▶ Meg and Joe **skip**.
- ▶ Sara **throws** the ball.
- ▶ Jin **catches** the ball.
- ▶ Paul and Kate **write** stories.
- ▶ They **jumped** up and down.
- ▶ Our teacher **smiles** at us.

#### Grammar, Usage, and Mechanics

Column 1	Column 2
bunny	hops
boy	played
dog	splashed
wind	blows