

Foundational Skills

Resources:

- *Rhyme Stew Big Book*, pp. 16–17
- *Letter Cards*
- *Sound/Spelling Card 26*
- Routines 1, 2, 4, 5, 6
- *Skills Practice 1*, pp. 91–92
- *Decodable 32*, *Hills of Fuzz*
- *eGames*

Objectives:

- Students will segment medial vowels.
- segment initial consonant blends.
- generate words that end with /z/.
- blend, spell, and read words that contain /z/ spelled _s.
- build fluency by reading *Decodable 32*.

CCSS

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

Warm Up

Rhyme Stew

DISPLAY and read “De colores”/“Colorful” on *Rhyme Stew Big Book* pages 16–17. Choose one verse to read line by line. Read the Spanish line, and then have students join in as you read the English line. Repeat until students can say the English lines on your signal.

Silly Sentences

SAY the sentence *Pat picks pickles*. Have students repeat the sentence with you. Call on volunteers to add words to the sentence that begin with /p/. Explain that this is a silly sentence, so the words also can be silly. Demonstrate with these sentences. *Pat picks pink pickles. Pat picks pink plastic pickles. Pretty Pat picks pink plastic pickles.*

ePresentation

Rhyme Stew

Page 16-17



Phonemic Awareness

Phoneme Segmentation: Medial Vowels

CCSS RF.1.2.C

CONTINUE the medial-vowel activity from the previous lesson. Tell students that you will say a word and they will say only the sound in the middle of the word, the vowel sound. Say the following words:

kit /i/	rub /u/	sack /a/	ridge /i/
puff /u/	lad /a/	jot /o/	prom /o/

Phoneme Segmentation: Initial Consonant Blends

CCSS RF.1.2.C

BRING out *Lion Puppet*. Tell students you will say a word and they will say only the first sound of the word. Demonstrate with the puppet.

Teacher: trip

Puppet: /t/

Teacher: dress

Puppet: /d/

Turn over the game to students, using the following words:

grip /g/	block /b/	clock /k/	prance /p/
drill /d/	creep /k/	bridge /b/	flap /f/
grub /g/	plus /p/	slap /s/	bride /b/



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.

Phonics and Decoding

/z/ spelled _s

Introduce the Sound/Spelling ROUTINE I

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

EL Point to the picture on **Sound/Spelling Card 26—Zipper**. Ask students to give the name of the card. *Zipper* Review the sound, /z/, and the spellings z and zz.

Point to the _s spelling and ask students what the blank means. If necessary, explain that the blank shows that this spelling for /z/ comes at the end of a word or syllable.

Play the Zipper story again:

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/.

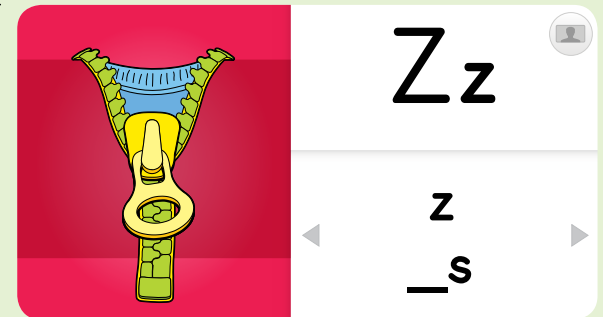
Review the name of the card, the sound /z/, and the spellings z, zz, and _s.

Generating Words

DIVIDE the board into two columns, using zz and _s as the column headings. Ask students to think of words that end with /z/. Write their suggestions in the appropriate column. Circle the target spelling in each word and tell students to say the sound as each spelling is circled.

End the activity by reviewing **Sound/Spelling Card 26—Zipper**. Have students give the name of the card, the sound, and the spellings. Ask them how they can use this card to help them remember the sound and spellings. *We can look at the card and think about the sound Zack's zipper makes: /z/ /z/ /z/ /z/ /z/.*

ePresentation



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.



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.



Teacher Tip

GENERATING WORDS If students have a difficult time thinking of words ending with /z/ spelled _s, give them clues to help them generate words. Possible clues include: I'm thinking of a word that means the opposite of hers (his); I'm thinking of a word that means more than one wall (walls); I'm thinking of a body part that is at the end of your arms (hands).

Foundational Skills

EL

Blending

ROUTINE
2ROUTINE
4

CCSS RF.1.3.B, RF.1.3.F

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 *as* and *he*. 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.

About the Words

- 1 Review these high-frequency words and have students blend them until they can read the words automatically.
- 2 Tell students that *pins*, *drums*, and *balls* are plural nouns. *Pins* means “more than one pin,” *drums* means “more than one drum,” and *balls* means “more than one ball.” Point to *Bill’s*. Ask what they know about the apostrophe and *s*. *An apostrophe and s at the end of a word shows who has or owns something.*
- 3 Tell students that when the spelling *s* is used after the consonant *f*, *k*, *p*, or *t*, it has the /s/ sound. When it is used after the consonant *g*, *d*, *b*, *v*, *r*, *l*, *m*, or *n*, it has the /z/ sound. Have them identify which words end with /s/ spelled *s* and which end with /z/ spelled *s*. */s/: pits, tops; /z/: pans, tabs* Have them identify the consonant spellings before the final *s* in each word.
- 4 Review /z/ spelled *z* and *zz*. Have students identify whether /z/ is at the beginning or end of each word. *beginning: zip, zap; end: buzz, fuzz*

About the Sentences

- 1-2** In Sentence 1, have students identify the plural nouns. *bags, pins, pans* In Sentence 2, have them identify the possessive noun. *Jan’s* Ask students what Jan has. *Jan has a cat.*

Developing Oral Language

REVIEW the words on the word lines by asking a volunteer to use at least two words in a sentence. Then have another student extend the sentence by adding another word. Repeat until as many words as possible have been used.

Guided Practice

HAVE students complete *Skills Practice I* pages 91-92 for additional practice with /z/ spelled *s*. Review the sound/spelling at the top of page 91. Then have students complete the activities on the pages. Be sure to have students proofread their work.

Dictation and Spelling

ROUTINE
6

CCSS L.1.2.D, L.1.2.E

USE Routine 6, the Word Building Routine, to help students practice spelling words with /z/ spelled *s*. For this lesson, students will need their *a, b, d, g, h, l, p, r, s*, and *u* **Letter Cards**.

EL

English Learner

NON-TRANSFERABLE FINAL SOUNDS Students who are native speakers of certain languages might drop or replace certain final sounds, such as /z/. Work with these students in small groups by contrasting words with the problem final sound and the sound with which they replace it, such as words with /z/ and /s/: buzz/bus, grace/graze, faze/face, his/hiss, bags/bass. Say a pair of words, and have students identify the word with /z/. Then have students say the word ending in /z/.

CCSS RF.1.3.B Decode regularly spelled one-syllable words. RF.1.3.F Read words with inflectional endings. L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

ePresentation

Blending

Words

1	is	has	was	as
2	pins	drums	balls	Bill’s
3	pits	pans	tops	tabs
4	zip	zap	buzz	fuzz

Blending

Sentences

- 1 He has ten bags of pins and pans.
- 2 Jan’s cat is as big as a bus!

Dictation and Spelling

Words

1	bugs	rags
2	rugs	gags
3	hugs	bags
4	plugs	drags

Fluency: Reading a Decodable Book

Core Decodable 32: Hills of Fuzz

/z/ spelled _s

► High-Frequency Words

REVIEW the words *as* and *he* by pointing to them in the High-Frequency Word Bank and having students read them. Have volunteers use the words in sentences. 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.1.3.B

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

Ask students to read the title and browse the story. As they browse, point to words such as *bits* and *hills*. Read each word. Then ask students to say the sound for the *s* spelling.

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 zigzags past Liz? *Zack zigzags past Liz.*
- What does Zack do as he zigzags? *Zack hums as he zigzags.*
- What does Zack stand in when he stops zigzagging? *He stands in hills of fuzz.*

► Building Fluency

CCSS RF.1.3.B

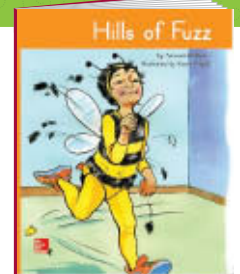
BUILD fluency by having students echo read **Core Decodable 32** twice with a partner, alternating pages. For additional practice, have students read **Practice Decodable 28**, *Bobcat and Rabbit*.

CCSS RF.1.3.B Decode regularly spelled one-syllable words. RF.1.4.A Read grade-level text with purpose and understanding.

ePresentation

Core Decodable 32

Hills of Fuzz



Teacher Tip

CHECKING COMPREHENSION To ensure that all students understand the story, work with individual students to assess their ability to answer the comprehension questions.



Monitor Progress

INFORMAL ASSESSMENT Have students use **eGames** to practice skills learned in this part of the lesson.

Reading and Responding

Resources:

- *Be My Friend Big Book 2*, pp. 46-57
- Graphic Organizer: Word Web

Objectives:

- Students will
- review and practice using selection vocabulary words.
- reread “Far Away Friends” and learn how to analyze Main Idea and Details.
- learn how to demonstrate Genre Knowledge.
- conclude Inquiry and prepare presentations.

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*).

Practice Vocabulary

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



DISPLAY the selection vocabulary words from “Far Away Friends” that were introduced on Day 3.



Review the definition of each word and then use the following activities to have students show their understanding of the words. Prompt them to give their responses in complete sentences.

- Have students name **foreign** countries that they have read about, visited, or lived in. Ask a volunteer to explain that a **foreign** country is a place outside your own country.
- Ask, *What are customs?* **Possible Answer:** *Customs are the usual way that people do things.* Have volunteers describe any **customs** that their families have, such as the foods they enjoy most or things they do to celebrate holidays and other special days.
- Have students discuss how the family customs they described **differ** from each other.
- Ask students, *If a computer gives you access to your grandparents across the country, what does it let you do?* **Possible Answer:** *The computer helps you contact them.*

ePresentation

Vocabulary Words

foreign

customs

differ

access

Close Reading

TELL students that they are going to explore the more difficult parts of “Far Away Friends.”

Access Complex

INTRODUCE students to the following aspect of text complexity.

► Main Idea and Details

TELL students that authors organize their writing by first presenting a big, or main, idea and then giving pieces of information, called details, to add information to the main idea. These details usually tell *who*, *what*, *why*, *where*, *when*, or *how*. Identifying an author’s main idea and the details that support it helps readers understand the topic of the writing.

Writer’s Craft

REMIND students that they are also looking closer at how authors create their writing.

► Point of View

EXPLAIN TO students that for informational writing, such as “Far Away Friends,” the point of view is what the author thinks about the subject of her or his writing. Authors reveal their points of view by the words that they choose and by the details that they include in their writing.



Teacher Tip

GLOSSARY The selection vocabulary words *foreign*, *customs*, *differ*, and *access* can be found in the Glossary of *Be My Friend Big Book 2*.



Differentiated Instruction



ON LEVEL If students could use more practice with the vocabulary words, then have them use the words during Workshop to tell a story about two pen pals.

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.



Access Complex Text

Main Idea and Details

- EXPLAIN TO** students that authors organize their writing by focusing on a main idea and adding information, or details, to support that idea. Display the Word Web Graphic Organizer and point to the center rectangle. Label it Main Idea. Remind students about the Essential Question for this selection: *How can you keep in touch with a friend who lives far away?* Explain that this is the main idea for “Far Away Friends” and write it in the rectangle. Tell students that as you read the selection, they should look and listen for details to support this idea. Then read pages 46 and 47.

Word Web



Teacher Tip

MAKING CONNECTIONS Some of your students might already be communicating with friends or family members who live far away. Discuss which methods they use and the subjects that they talk about.

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.

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



49

Writer's Craft

Point of View

CCSS SL.1.2

Remind students that the point of view for informational text is what an author thinks about the subject matter.

Readers can identify the point of view by paying attention to the words that the author uses and the details that he or she provides about the subject. Ask, *What point of view does the author have about pen pals?* **Possible Answers:** *She thinks that being pen pals is a good idea. Which words and details help you identify this point of view?* **Possible Answers:** *The author uses words such as good and share. She gives details about funny stories that pen pals can share. She also includes a letter that shows the funny story that a girl tells her pen pal.*

ePresentation

CCSS RI.1.7 Use the illustrations and details in a text to describe its key ideas. 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.

51

Access Complex Text

Main Idea and Details

CCSS RI.1.7, SL.1.2

READ page 50 and display the Word Web Graphic Organizer. Point to one of the smaller squares and label it *What Pen Pals Can Write About*. Ask, *Which details tell you what pen pals write about?* *Pen pals can write about things that they like to do. They can write about their families and friends.*

Read page 51. Point to another one of the smaller squares and label it *What Pen Pals Can Learn from Each Other*. Ask, *Which details tell you what pen pals learn from each other?* *Pen pals can learn about life in different parts of the country or the world. They can learn whether or how the foods that they like and the things that they do are different.*

Word Web



Teacher Tip

SOUND/SPELLING Remind students that they learned /z/ spelled _s earlier in the lesson. Point out, or have students point out, words in the selection with this sound/spelling. Words to note on pages 50–51 include *friends*, *pal's*, *pals*, and *foods*.

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 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



53

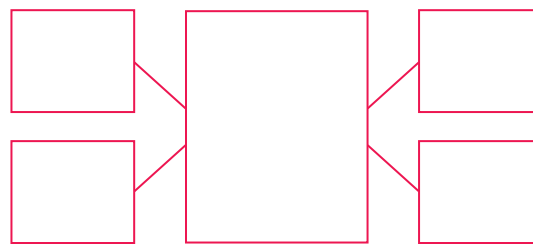
Access Complex Text

Main Idea and Details

CCSS SL.1.2

READ pages 52 and 53. Point to the *What Pen Pals Can Learn from Each Other* square on the Word Web Graphic Organizer. Ask, *Which other details tell you what pen pals learn from each other?* *When pen pals live in different countries, they can learn about each other's family customs and daily life.*

Word Web



Teacher Tip

VOCABULARY Call attention to the selection vocabulary words *foreign*, *customs*, and *differ* on page 52 and have students give their meanings.



English Learner

CLARIFY Students may not be familiar with Valentine's Day. Explain to them that it is a holiday that is celebrated on February 14. On that day, people write cards and give presents to family and friends.

ePresentation

CCSS RI.1.7 Use the illustrations and details in a text to describe its key ideas. 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.

54

New Message ×

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

Writer's Craft

Point of View

CCSS RI.1.7, SL.1.2

READ pages 54 and 55. Ask, *What point of view does the author have about using e-mails to write to pen pals?* *The author thinks it is a good idea for pen pals to use e-mail. Which details in the text help you identify this point of view?* *The author says that e-mail is a great way to make new friends and to stay friends for years and years. She includes an e-mail message that was sent from a friend to his pen pal.*



Teacher Tip

VOCABULARY Call attention to the selection vocabulary word *access* on page 54 and have students give its meaning.



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.

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.

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.

57

Access Complex Text

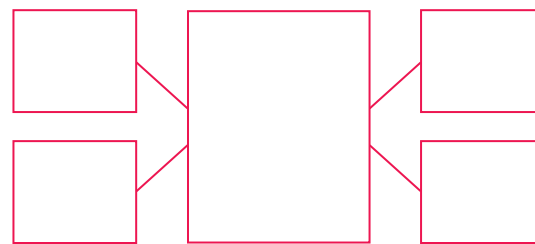
Main Idea and Details

CCSS SL.1.2

READ pages 56 and 57 and display the Word Web Graphic Organizer. Point to another of the smaller squares and label it *How Pen Pals Can Remain Friends*. Ask, *Which details tell you how pen pals can remain friends even though they live far away from each other?* *Pen pals can do things to make each other smile or to cheer one another up. They can send each other funny pictures to laugh about.*

Review the completed Word Web with students and have them discuss how the author used details to support the main idea: *How can you keep in touch with a friend who lives far away?*

Word Web



Differentiated Instruction: Main Idea and Details

AL APPROACHING LEVEL If students have difficulty identifying details to support the main idea, then reread the relevant pages and model how to choose supporting information.

OL ON LEVEL If students would benefit from identifying additional details to support the main idea, then ask them to summarize information on relevant pages and choose the supporting information during Workshop.

BL BEYOND LEVEL If students need a challenge, have them explain to students having difficulty how they identified the supporting details for the main idea.

Inquiry

Share Presentations

CCSS SL.I.I.C, W.I.7, W.I.8

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 found to be most interesting in “Far Away Friends” and what new information they learned about friendship from this selection. Review some of the photos in the selection to see whether students can think of other inquiries, questions, or wonderings they might have. Make a list of what they learned.

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

- Students should now be completing their investigations for the unit. For example, if your class decided to create a story of their own about friendship, have students complete their final draft, add a cover with a title, and sign their names. Then ask students to tell how they would like to share their story. They might, for example, want to read it to another class or place it in the school library for everyone to read. Assist students in sharing their stories however they choose.

Afterward, discuss the investigations. Ask students to share their thoughts about the planning, the gathering of information, the creation of the project, and the presentation. Invite students to share what they learned, what they enjoyed most, and what they would do differently for a similar project.

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.

CCSS SL.I.I.C Ask questions to clear up any confusion about the topics and texts under discussion. **W.I.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). **W.I.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



Teacher Tip

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

Resources:

- Routine 18
- *Skills Practice I*, pp. 85–86, 93–94
- Writer's Notebook
- eGames

Objectives:

- Students will edit and publish their narratives.
- identify verbs as action words.
- identify helping verbs.

Writing a Narrative

Editing and Publishing

Instruct ROUTINE 18

TELL students that it is important to review their work for mistakes one last time before they begin their final copies. Explain that errors can make their narratives difficult to understand. Remind students that their narratives must have clear beginnings, middles, and ends, and that they should have details describing the setting. Have students tell what the setting of a story is. *The setting is where and when the story happens.*

Display the revised copy of your narrative of a school event. Use Routine 18, the Checklist Routine, and model using the Editing checklist on *Skills Practice I* page 85 to edit your writing. Read aloud the points of the checklist, and make sure students understand how to complete each point. Use the ePresentation visuals on How Do I Check My Writing? for additional information.

Guided Practice

HELP students follow your model to use the Editing checklist to review their work for mistakes and make corrections before beginning the final versions of their narratives. Circulate to help small groups of students carefully check for errors in their revised drafts. Help them spell and write words as needed.

Apply ROUTINE 18

USE Routine 18, the Checklist Routine, after students have completed their corrections, and read aloud the Publishing checklist on *Skills Practice I* page 86. Help students use it as they copy their writing onto a clean sheet of paper or into their Writer's Notebooks to create the final versions of their narratives.

- Encourage students to think of fun and creative ways to publish their writing. Ask volunteers to suggest ways to share their writing. **Possible Answers:** *read it to the class, a teacher or a family member; create an illustrated cover and turn the writing into a mini-book; record yourself reading your narrative aloud or on camera; make a class book to place in the reading center* Allow time for students to complete their illustrations or other presentation materials.



Teacher Tip

PLAN AHEAD Prior to class, set up an area with art supplies or other materials for students to use to publish their narratives.

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.

ePresentation

How Do I Check My Writing?

- ▶ Read your writing.
- ▶ Look for words that need capital letters.
- ▶ Look for an end mark at the end of every sentence.
- ▶ Look for space between words.
- ▶ Check your spelling.

How Do I Check My Writing?

Patricia checked her writing.



Proofreading Marks

- ^ Add something.
- Take out something.
- ≡ Make a capital letter.
- Add a period.

My class went to the portland zoo.
We saw big brown bears, a tall
giraffe
jerat watched us. karen and i saw
the new baby elephant.

How Can I Make My Writing Better?

Checking your writing makes it easier to read and understand. This list will help you proofread your writing.

- ☒ Did I begin every sentence with a capital letter?
- ☒ Did I put the correct end mark at the end of every sentence?
- ☒ Did I begin names with a capital letter?
- ☒ Did I use a capital letter to write the pronoun I?
- ☒ Did I put spaces between words?

FUN fact

A baby elephant is called a calf. You can find books about baby animals at the library.


Grammar, Usage, and Mechanics

Action Verbs and Helping Verbs

CCSS L.I.I.E


Instruct

REVIEW that action verbs tell us what action is performed by the person or thing named in the sentence. Remind students that the spelling of many verbs signals whether the action is happening now or whether it happened in the past. Have students generate oral sentences using action verbs or display the ePresentation visual featuring example sentences.

-  Read each sentence aloud and have a student underline its action verb. *eat, hatched, fly, flapped* For each sentence, have a student identify whether the action is happening now or happened in the past. *now, past, now, past*

Tell students that sometimes action verbs need help from other verbs to show when the action happens. These verbs are called *helping verbs*. List several helping verbs on the board, such as *is, are, has, have, was, and were*, and read them aloud.

Guided Practice

-  **DISPLAY** the ePresentation visual featuring example sentences and read them aloud, stressing the helping verbs (*were, have, are, is*).

Call on volunteers to circle the helping verb in each sentence. *were, have, are, is* Have partners choose a helping verb from the board and work to create a new sentence. Circulate to answer questions and provide sentence frames or support with spelling and writing, if it is needed.

Apply

HELP students begin *Skills Practice I* pages 93–94. Read the Focus section aloud and complete the Practice problems as a class. Then circulate to answer any questions as students complete the Apply section. Read the instructions and activity words aloud with students to help with reading, and help them spell and write words.

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*).

ePresentation

Grammar, Usage, and Mechanics

Action Verbs and Helping Verbs

- ▶ The geese eat plants.
- ▶ Two eggs hatched yesterday.
- ▶ Bats fly in the barn.
- ▶ The big owl flapped its wings.

Grammar, Usage, and Mechanics

Action Verbs and Helping Verbs

- ▶ The geese were eating plants.
- ▶ Two eggs have hatched today.
- ▶ Bats are flying in the barn.
- ▶ The big owl is flapping its wings.



Teacher Tip

GRAMMAR For more practice determining whether action verbs are past or present tense, post a list of them on the board, read them aloud, and have students circle the words with *-ed* endings. Remind them that these action verbs describe something that occurred in the past.



Differentiated Instruction

AL **APPROACHING LEVEL** If students need more practice with helping verbs, then write two lists on the board—action verbs and helping verbs. Read the lists aloud and help students create sentences using one word from each list.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this portion of the lesson.