

Foundational Skills

Resources:

- *Sound/Spelling Cards* 10, 21, 26
- Routines 2, 4, 5, 7, 8, 9
- *Skills Practice I*, pp. 95–96
- *Decodable* 33, *Rock and Jazz*
- *Lesson and Unit Assessment I*, pp. T49–T50

Objectives: Students will

- listen for /u/ and /ū/.
- segment individual sounds in words.
- blend, spell, and read words that contain /j/, /u/, and /z/.
- build fluency by reading *Decodable* 33.

CCSS

RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words. **RF.1.2.D** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Warm Up

Short-Vowel Review

REVIEW the *Sound/Spelling Cards* for the short vowels and have students sing the /a/, /i/, /o/, and /u/ verses of the “Short-Vowel Song.”

I Spy Game

PLAY the I Spy game with students. Tell them you are going to say clues for them to use to identify something in the classroom. Say *I spy with my little eye something that begins with /r/ and covers part of the floor*. Call on students to name something that matches the clues. *rug*
Continue with other clues such as the following:

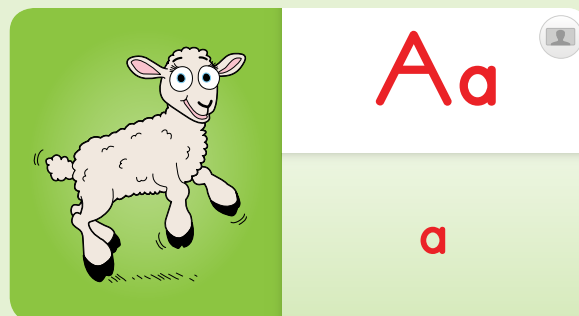
It begins with /d/ and opens and shuts. *door, drawer*

It begins and ends with /k/ and tells us the time. *clock*

It begins with /f/ and keeps us cool. *fan*

It begins with /p/ and we use it when we write. *pencil, pen, paper*

ePresentation



Phonemic Awareness

Listening for /u/ and /ū/

CCSS RF.1.2.A

REPEAT the sounds /u/ and /ū/ several times. Then have students say the sounds. Have students stand. Tell them that you are going to say some words. If they hear /ū/, they should stretch their arms above their heads as far as possible. If they hear /u/, they should scrunch down as low as possible. Say the following words:

tub /u/

mute /ū/

cut /u/

cute /ū/

us /u/

use /ū/

up /u/

menu /ū/

cub /u/

cube /ū/

lump /u/

bugle /ū/

Phoneme Segmentation: Individual Sounds

CCSS RF.1.2.D

TELL students you are going to say some words and they will repeat the word sound by sound. Say the following words:

nudge /n/ /u/ /j/

drip /d/ /r/ /i/ /p/

lab /l/ /a/ /b/

past /p/ /a/ /s/ /t/

drag /d/ /r/ /a/ /g/

buzz /b/ /u/ /z/

Phonics and Decoding

Review /j/ spelled **dge**; /u/ spelled **u**; and /z/ spelled **z**, **zz**, and **_s**

Review the Sound/Spellings

POINT to *Sound/Spelling Cards* 10—Jump, 21—Tug, and 26—Zipper. Touch each card and have students name the picture and then say the sound. Remind students that the spellings **dge**, **zz**, and **_s** come at the end of a word or syllable. Ask students what the green box in front of **dge** means. *A short vowel comes before the spelling.*

Generating Words

DIVIDE the board into five columns with the headings **dge**, **u**, **z**, **zz**, and **_s**. Ask students to think of words that contain the target spellings. As students suggest words, have them determine the correct column for the word. Circle the target spelling in each word and tell students to say the sound.

Blending

ROUTINE 2 ROUTINE 4

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

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

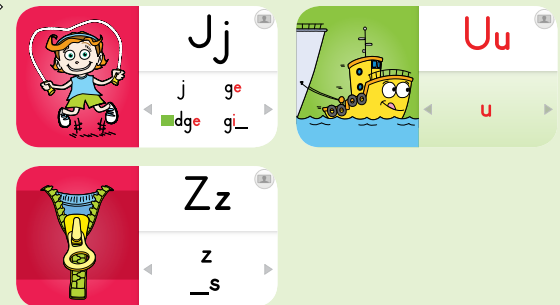
Before blending the sentences, introduce the high-frequency words *his* and *just*. Write the words on index cards and add them to the High-Frequency Word Bank.

About the Words

- 1 Have students identify the vowel sound in each word. *badge: /a/; lodge: /o/; bridge: /i/; grudge: /u/* Have them identify the spelling for final /j/. **dge**
- 2 Review consonant blends with students and have them identify which words have a consonant blend. *club, plug*
- 3 Point out the double-consonant spelling in each word. Have students say each word and notice that the double consonant makes only one sound. Have them identify the words that end with /s/ and the words that end with /z/. */s/: fuss, dress; /z/: buzz, jazz*
- 4 Remind students that plural nouns and possessive nouns often end with /z/ spelled **_s**. Have them identify the plural nouns. *pins, jobs* Remind them that when the **s** spelling comes after *n* or *b*, it has the /z/ sound. Have students identify the possessives nouns. *judge's, Bob's*

CCSS RF.1.3.B Decode regularly spelled one-syllable words. RF.1.3.F Read words with inflectional endings.

ePresentation



Blending

Words

1	badge	lodge	bridge	grudge
2	cub	club	pug	plug
3	fuss	buzz	dress	jazz
4	pins	jobs	judge's	Bob's

Blending

Sentences

- 1 Liz's dog is just a pup.
- 2 His cup is on the rug.



Teacher Tip

SOUND/SPELLINGS Review the stories that correspond to the target *Sound/Spelling Cards* for additional practice with the sound/spellings.



English Learner

VOWEL-FIRST BLENDING If students have difficulty associating the correct sounds to vowels when blending words, then have them decode the vowel first and then blend the whole word using EL Routine 2, the Vowel-First Blending Routine. This routine can be found in the Appendix of the *English Learner Teacher's Guide*.



Teacher Tip

ABOUT THE WORDS Discuss the meanings of unfamiliar words in the word lines, such as *grudge* and *fuss*. Use pictures, objects, drawings, or pantomime to help students visualize the words.

Foundational Skills

About the Sentences

1-2 Ask students to identify the possessive noun. *Liz's* Ask students what Liz has. *Liz has a dog.* Have students reread the sentences several times to develop fluency.

Developing Oral Language

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

Which words are plural nouns? *pins, jobs*

Which word begins with /d/ /r/ and rhymes with *press*? *dress*

Which word ends with the spelling *zz* and rhymes with *has*? *jazz*

Which words end with the /j/ sound? *badge, lodge, bridge, grudge*

Which word is a sound a bee makes? *buzz*

Which word ends with the spelling *ss* and rhymes with *bus*? *fuss*

Guided Practice

HAVE students complete *Skills Practice I* pages 95–96 for additional practice with /j/ spelled *dge*; /u/ spelled *u*; and /z/ spelled *z*, *zz*, and *_s* and for dictation. Have students complete the activities on the pages. Be sure to have students proofread their work.

Dictation and Spelling

ROUTINE
7ROUTINE
8ROUTINE
9

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

CCSS 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

Dictation and Spelling

Words

1	ridge	judge
2	zap	fuzz

Dictation and Spelling

Sentence

1 Did Madge zip the bag?



Differentiated Instruction: Sentences

AL **APPROACHING LEVEL** Have students use the *High-Frequency Flash Cards* to practice reading the high-frequency words.

OL **ON LEVEL** Have students work in pairs to generate additional sentences containing the high-frequency words.

BL **BEYOND LEVEL** Use index cards to make several sets of word cards. Include decodable words as well as high-frequency words. Have students use the cards to build sentences.

Fluency: Reading a Decodable Book

Core Decodable 33: Rock and Jazz

Review /j/ spelled **■dge**; /u/ spelled **u**;
/z/ spelled **z, zz, _s**

► High-Frequency Words

CCSS RF.1.3.G

REVIEW the words *his* and *just* by pointing to them in the High-Frequency Word Bank and having students read the words. 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:

- What does Jim have in the attic? *Jim has drums.*
- Who zips to the attic? *Dad zips to the attic.*
- What gift does Dad give to Mom? *Dad gives muffs to Mom.*
- What gift does Mom give to Dad? *Mom gives plugs to Dad.*

► Building Fluency

CCSS RF.1.3.B

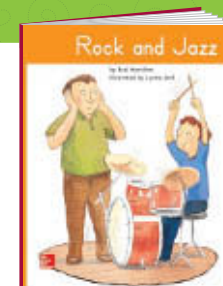
BUILD fluency by having students reread *Core Decodable* 33 twice with a partner, alternating pages. For additional practice with the target sound/spellings, have them read one or more of the following books: *Core Decodables* 29–32 or *Practice Decodables* 25–28.

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 33

Rock and Jazz



Teacher Tip

READING ALOUD As you read the story with students, use your voice to show expression and intonation, which are essential to fluency and support comprehension.



Monitor Progress

FORMAL ASSESSMENT Use *Lesson and Unit Assessment I* pages T49–T50 to assess students' understanding of the skills taught in this part of the lesson.

Reading and Responding

Resources:

- *Be My Friend Big Book 2*, pp. 58–59
- Routines 12, A
- *eGames*
- *Lesson and Unit Assessment I*, pp. T51–T52

Objectives:

- Students will
- listen to and discuss the poem “Best Friend.”
 - identify the Asking Questions comprehension strategy and Point of View.
 - review the Lesson 3 selection vocabulary and the Asking Questions and Predicting comprehension strategies.
 - review Cause and Effect and Main Ideas and Details as used in this lesson.
 - review the Writer’s Craft elements Story Elements: Plot and Point of View.

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

ASK students to talk about pets. If they have a pet, what kinds of things do they do with their pet? Ask, *How does a pet show that it likes being with you?* If students don’t have a pet, ask whether they would like to have one, what kind they would like to have, and why. Remind students to speak one at a time and to listen carefully while others are speaking.

Genre

TELL students that the selection they will be listening to is a poem called “Best Friend.” Review with them the elements of poetry.

- Sentences are sometimes broken into parts in a poem. Each part is on a line of its own.
- Words that rhyme are often used.
- The lines often have rhythm or a regular pattern or beat.
- Some words or phrases are repeated.

Essential Questions

READ the Essential Questions on page 58. Tell students to think about the Essential Questions as your read “Best Friend.”

How can an animal be your friend? How can you be a friend to animals?

ePresentation

Genre

Elements of Poetry

- ▶ Sentences are sometimes broken into parts in a poem. Each part is on a line of its own.
- ▶ Words that rhyme are often used.
- ▶ The lines often have rhythm or a regular pattern or beat.
- ▶ Some words or phrases are repeated.

Essential Questions

- ▶ How can an animal be your friend?
- ▶ How can you be a friend to animals?



Monitor Progress

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

Preview the Poem

Browse the Poem ROUTINE I2

CCSS RI.1.5, RI.1.7

USE Routine I2, the Reading a Selection Routine, to browse the poem. 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 “Best Friend.”

Have another student turn to page 58. Ask students to compare the title and page number on the page to those on the Table of Contents page. Read the names of the poet and illustrator aloud.

- Help students browse the illustration on pages 58 and 59. Ask them to describe what is happening in the picture. *How do the characters feel about each other? How can you tell?* Have students use the information that they get from browsing to predict what the poem is about.

Set Purposes

REMIND students that it is important to have a purpose for reading. Tell them that as they listen to the poem, they should think about how and what animals can teach us about friendship.

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 poem.

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.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

ePresentation



BIG Idea

BIG Idea

What does it take to be a good friend?



Teacher Tip

BROWSING Have students browse only the illustration and first verse of the poem. This will focus their attention and keep them interested in listening to and enjoying the entire poem.

Reading and Responding


Read the Poem

As you read the poem, 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. Use gestures and expression to reflect the actions in the poem.

Comprehension Strategy

MODEL the use of the Asking Questions comprehension strategy during the first reading of “Best Friend.”

▶ Asking Questions

 **REMIND** students that asking themselves questions is a way to check their understanding of what is happening in a selection and of what the author is thinking. Explain that as they listen to the poem, they should use the question words that they have learned—*who*, *what*, *when*, *why*, *where*, and *how*—to ask themselves questions about anything they find puzzling or do not understand. Tell them to pay close attention as you read to see whether their questions are answered in the poem.



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.

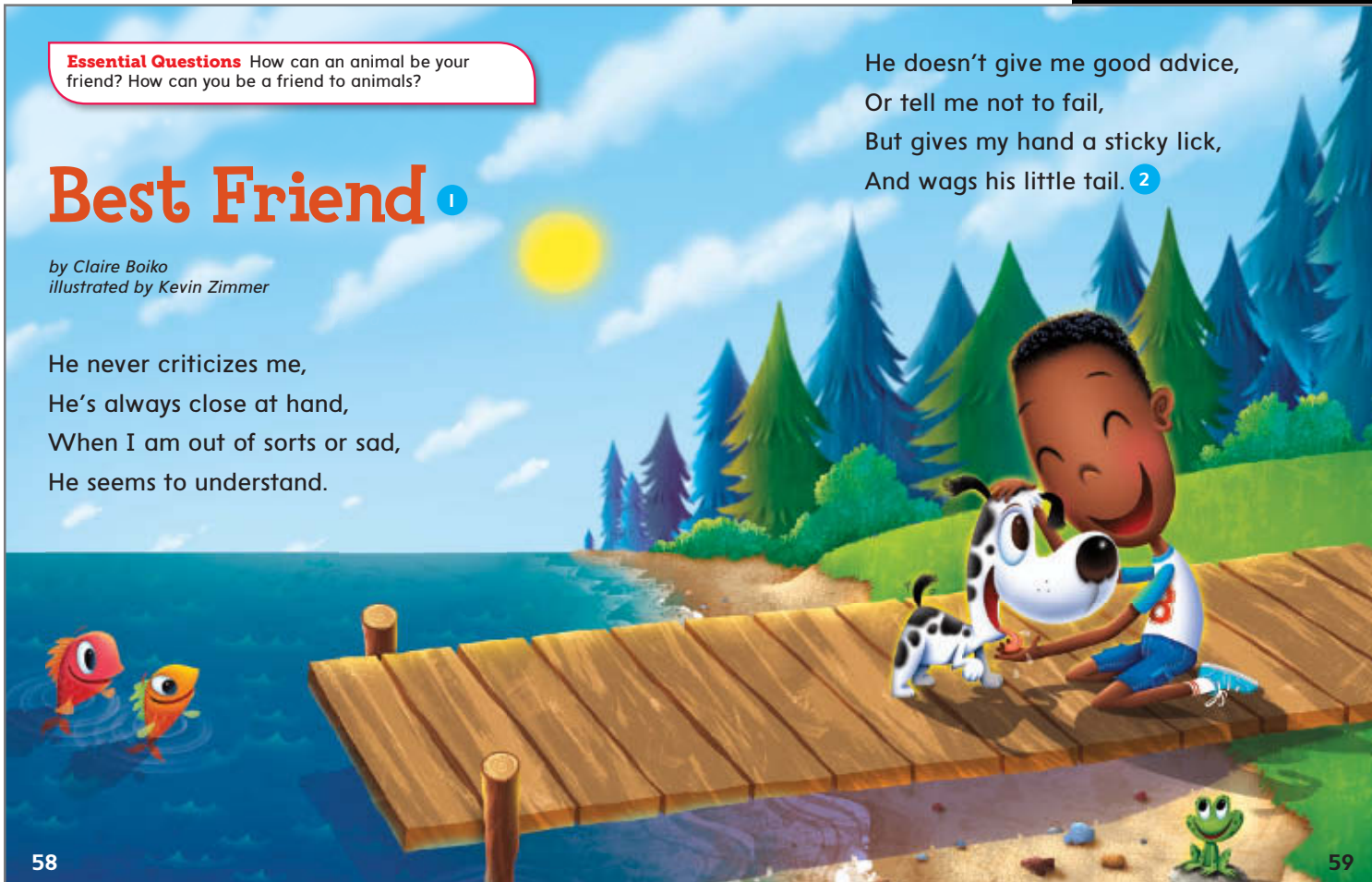
Essential Questions How can an animal be your friend? How can you be a friend to animals?

Best Friend 1

by Claire Boiko
illustrated by Kevin Zimmer

He never criticizes me,
He's always close at hand,
When I am out of sorts or sad,
He seems to understand.

He doesn't give me good advice,
Or tell me not to fail,
But gives my hand a sticky lick,
And wags his little tail. 2



Comprehension Strategy

Asking and Answering Questions

- 1 **TEACHER MODEL:** *The title of the poem is "Best Friend," but the illustration shows a boy and a dog. Can a dog be a friend? How can a dog show friendship? Let's read the poem to see whether it answers my questions.*
- 2 **TEACHER MODEL:** *This poem does answer my questions! A dog can be a friend. The dog supports the boy just like a friend does. He does not criticize the boy or tell him what he should do. Instead, he shows he is a friend to the boy by licking his hand and wagging his tail.*



Teacher Tips

ASKING AND ANSWERING QUESTIONS Remind students that as they listen to the poem, they should ask themselves questions and listen for answers in the text.

ACTION AND HELPING VERBS Remind students that they have learned about action verbs and helping verbs this week. Have them identify action verbs and helping verbs in the poem.

Reading and Responding



Writer's Craft

Point of View

CCSS RL.1.6, SL.1.2

- EL REMIND** students that the point of view of a narrative or fictional text involves identifying who is telling the story. If a character in the text is telling the story, the author is using the first-person point of view. If the story is told in third-person point of view, someone outside the story is telling it. Ask, *What point of view does the poet use in this poem?* *The poet uses the first-person point of view. How do you know?* **Possible Answers:** *The poem uses the words I, me, and my. We know what the person telling the story in the poem is thinking and feeling.*



Discuss the Poem

CCSS RL.1.1, SL.1.1.B, SL.1.1.C, SL.1.6

- REMIND** students that you asked them to think about what animals can teach us about friendship. As they discuss their ideas, ask them to explain what they heard in the poem that supports their ideas.

Continue the discussion of “Best Friend” by asking students the following questions. Throughout the discussion, encourage them to ask new questions about the poem, to ask for clarification of what someone else says, and to build on the responses of others.

What does the dog do to show friendship to the boy? **Possible Answers:** *The dog is always close to the boy. When the boy is feeling sad, the dog shows friendship by licking his hand and wagging his tail.*

How does the boy show friendship to his dog? **Possible Answer:** *The dog shows friendship to his dog by keeping him close at hand and by saying nice things about him.*

Think about what “Best Friend” adds to what you know about the unit theme of friendship.

CCSS **RL.1.1** Ask and answer questions about key details in a text. **RL.1.6** Identify who is telling the story at various points in a text. **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.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.6** Produce complete sentences when appropriate to task and situation.



English Learner

QUESTION WORDS If it is necessary, remind students that, when asking a *how* question, it means that you want to find examples or reasons for something. When you ask “How do you know?”, you want examples from the text that show that the poet is using the first-person point of view.



Teacher Tip

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

Essential Questions

REVIEW the Essential Questions for this selection: *How can an animal be your friend?* **Possible Answers:** *An animal can be your friend by playing with you. An animal can be a good listener when you need to talk about something.*

How can you be a friend to animals? **Possible Answers:** *You can be a friend to animals by taking care of them and not letting anyone hurt them. You can be kind by giving rescue animals a safe home.*

Review Big Book

CCSS RL.1.7, SL.1.1.B, SL.1.1.C, SL.1.2

DISPLAY *Be My Friend Big Book 2* and show “No Wolves Allowed,” “Far Away Friends,” and “Best Friend.” Ask students to retell each selection, prompting them to use illustrations and details if it is necessary. Encourage students to share comments about each selection, build on the comments of others, and ask questions for clarification. Ask students the following questions:

- *What can you learn about friendship from people who are not your friends?*
- *How can you be friends with someone who lives far away?*
- *How can animals be our best friends?*

CCSS **RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events. **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.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

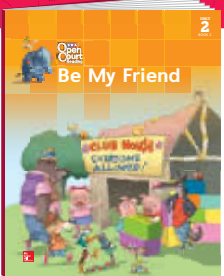
ePresentation

Essential Questions

- ▶ How can an animal be your friend?
- ▶ How can you be a friend to animals?

Be My Friend Big Book 2

Cover



Reading and Responding

Review 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: **foreign**, **customs**, **differ**, and **access**. Review the definition of each word. Then use the following questions to have students show their understanding of the words’ meanings. Have them explain their answers in complete sentences.

- Is a **foreign** country the country that you live in or a country that you and your family visit?
- Are a group’s **customs** things that they do for the first time or things that they usually do?
- If you tell your parent how teachers in your new school **differ** from those in your old school, what do you tell them?
- If your family gives you **access** to an online reading game, what can you do?

Display and review the selection vocabulary words from “No Wolves Allowed”: **stormed**, **solve**, **conflict**, and **neighborhood**. Call on students to choose a word, tell its meaning, and use it correctly in a sentence. After each sentence, ask the class to give the thumbs-up signal if the word is used correctly and the thumbs-down signal if it is not. Call on volunteers to correct incorrect sentences.

Comprehension Strategies

ROUTINE
A

CCSS RL.I.7, SL.I.I.C, SL.I.2

REVIEW Routine A, the Listening Routine, with students. Then review the comprehension strategies where they stopped to ask questions or predicted by revisiting the points in the texts.



Asking Questions prompts readers to ask strategic questions as a way to check their understanding of what is happening in a selection and their understanding of what the author is thinking. Turn to pages 58 and 59 of **Be My Friend Big Book 2** and point to the poem’s title. Say, *After I read the title of this poem, I stopped to ask myself a question about whether a dog could be a best friend. How did asking a question and looking for the answer help me understand the poem?* **Possible Answers:** *Asking the questions about the title caused you to look for clues in the poem to answer them. Reading the entire poem let you learn that the poet thinks that a dog can be a friend. The poet also explains how a dog can show friendship.*

Predicting helps readers think about what will happen next in a story. Revisit “No Wolves Allowed,” and have students identify what predictions they made and tell whether or not their predictions were confirmed.



Differentiated Instruction: Comprehension

AL APPROACHING LEVEL If students have difficulty asking questions about the poem, then reread it to individuals or small groups during Workshop, pausing after the first verse to ask the question, *What does this friend do?* Have students answer the question. Then reread the remaining verse and have them use your question as a model to ask and answer a question about it.

OL ON LEVEL If students need more practice asking questions, then during Workshop have them identify the question words and use one of the words to ask a question about the poem.

BL BEYOND LEVEL For a challenge, have students ask each other questions about the poem during Workshop.

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*). RL.I.7 Use illustrations and details in a story to describe its characters, setting, or events. SL.I.I.C Ask questions to clear up any confusion about the topics and texts under discussion. SL.I.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ePresentation

Vocabulary Words

foreign	stormed
customs	solve
differ	conflict
access	neighborhood

Access Complex Text

CCSS RI.1.2, RI.1.3

REVIEW the skills for accessing complex text by asking students to find examples in the text where they identified cause and effect relationships and main idea with details.

Cause and Effect relationships explain why something happens or how one event is related to another. Turn to pages 44 and 45 of “No Wolves Allowed” and ask students, *How did the pigs finally build a clubhouse? What was the cause?* **Possible Answers:** *They became friends with Walter and he helped them.*

The **Main Idea and Details** is the topic of the selection and the details that support the main idea by telling who, what, why, where, when, or how. Using “Far Away Friends,” ask students to identify a main idea and supporting details they found. **Possible Answers:** *The main idea is why it is good to have a pen pal. The details are how to be a good pen pal, like to write a letter or e-mail.*

Writer's Craft

CCSS RI.1.2, RI.1.3, RI.1.7, SL.1.1.C, SL.1.2

REVIEW the skills for analyzing writer's craft by asking students to find examples in the text where they noticed the story element of plot and point of view.

Story Elements: Plot is the overall structure of a story, and usually includes a beginning (problem), middle, and ending (solution). Ask students to identify the beginning of the plot on pages 28–29 of “No Wolves Allowed.” **Possible Answer:** *The pigs want to build a clubhouse. They do not want to include Walter Wolf.*

The **Point of View** in an informational text is the position or perspective that the author takes on the topic he or she is writing about. Turn to pages 48–49 of “Far Away Friends” and ask students what the point of view is on these pages. **Possible Answer:** *The author thinks that being pen pals is a good idea. The author uses words such as good and share.* If time allows, remind students that the **Point of View** of a narrative or fictional text involves identifying who is telling the story. Ask students, *In the poem “Best Friend,” what point of view does the poet use?* *The poet uses the first-person point of view. How do you know?* *The poem uses the words I, me, and my.*

CCSS **RI.1.2** Identify the main topic and retell key details of a text. **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text. **RI.1.7** Use illustrations and details in a story to describe its characters, setting, or events. **SL.1.1.C** Ask questions to clear up any confusion about the topics and texts under discussion. **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.



Monitor Progress

FORMAL ASSESSMENT Use *Lesson and Unit Assessment* / pages T51–T52 to assess students' understanding of the skills taught in this part of the lesson.

Resources:

- Routine 19
- Portfolios
- *Lesson and Unit Assessment I*, pp. T53–T63

Objectives: Students will

- present narrative writing.
- form the letters *o*, *a*, *e*, and *c* correctly.
- identify action verbs and helping 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

Presenting

CCSS W.1.3

Instruct



ROUTINE
19

TELL students that today they will present their narratives about an event that happened at school. Use Routine 19, the Presenting Writing Routine, and remind students of the class rules for sharing work and being good listeners.

Guided Practice

HAVE students practice sharing their writing with a partner or small group before students present their work to the class. Provide students with time to finish publishing their presentations, if necessary.

Apply

-  **CALL** on each student to present, read, or perform his or her narrative from the Author's Chair. If students have difficulty reading their own work, help them share their writing with the class. Remind students that they have a responsibility to be a good audience while other students are presenting their work. Explain that being a good audience means being quiet, listening carefully, and respecting one another's work.
-  After each presentation, have students tell what they like about the piece of writing and offer feedback, such as helpful suggestions. As students give peer feedback, take notes about their comments to share with the author after his or her presentation. Ask all students to place their writing in their Portfolios.

Assessment

USE the Writing Rubrics found in the Level Appendix to evaluate students' narratives. You may use any of the rubrics for Genre, Writing Process, and Writing Traits.



Teacher Tips

PRESENTING Before students present their writing to the class, remind them to be polite and respectful to one another. Explain that it is not acceptable to talk, tease, or interrupt as others are presenting their narratives.

PORTFOLIOS Periodically conference with students to discuss how the writing in their Portfolios has progressed throughout the year, and discuss things they can do to improve their writing.

Penmanship

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

Guided Practice

REVIEW left and right margins briefly. Ask students to tell you where they begin and where they end their writing. *Start on the left; stop on the right.* Distribute handwriting paper and have students use markers to make a green dot to show where to begin writing and a red dot to show where to stop writing.

Apply

CCSS L.I.I.A

WRITE the following sentence on the board: *The colt can eat the oats.* Read it aloud, pointing to each word, and have students repeat it after you. Have students copy the sentence three times; one sentence per line. Remind students to leave spaces between the words in the sentence and to start and stop at the margins. Have students proofread their work and underline their best letters.

Grammar, Usage, and Mechanics

Action Verbs and Helping Verbs

CCSS L.I.I.E

Instruct

ASK students to suggest some sentences that use action verbs. Write their responses on the board and have them tell whether the action is happening in the present or whether it happened in the past. Review that action verbs describe the action that is performed by the person or thing that is named in the sentence. Remind students that the spellings of many verbs signal when the action occurred—now or in the past.

Model several actions such as waving your hand, walking across the room, and snapping your fingers. Ask students to name each action. Write the verbs that they name on the board and read them aloud. Then ask volunteers to use each verb in a sentence. Ask other volunteers to use the verbs in sentences to show that the actions occurred in the past.

Remind students that sometimes action verbs need help from other verbs, called *helping verbs*, to show when the action happened. Have them recall some of the helping verbs that they have learned, such as *is*, *are*, *has*, *have*, *was*, and *were*.

Guided Practice

DISPLAY the ePresentation visual on Action Verbs and Helping Verbs on the board and read the sentences to students. Ask them to identify the helping verb and action verb in each sentence.

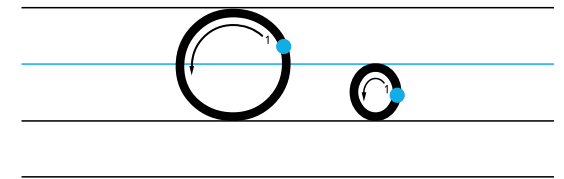
Apply

ASK students to suggest action words and then make a list on chart paper titled *Our Action Verbs*. Have students work with partners to generate two sentences using the action verbs from the list. Circulate to help with sentence formation, spelling, and writing as students share ideas.

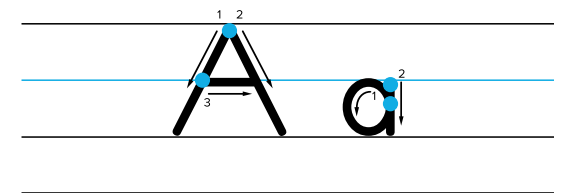
CCSS L.I.I.A Print all upper- and lowercase letters.
L.I.I.E Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*).

ePresentation

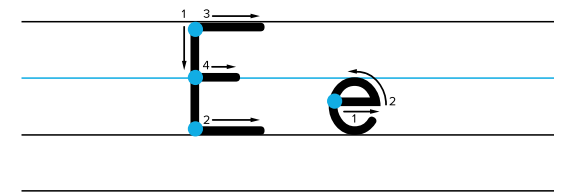
Penmanship



Penmanship



Penmanship



Action Verbs and Helping Verbs

Sentences	Verbs
1. The child is eating the apple.	<i>is</i> , helping; <i>eating</i> , action
2. Children were sharing the snack.	<i>were</i> , helping; <i>sharing</i> , action
3. We have learned about being friends.	<i>have</i> , helping; <i>learned</i> , action



Monitor Progress

FORMAL ASSESSMENT Use *Lesson and Unit Assessment I* page T53 to assess students' understanding of the skills taught in this part of the lesson and pages T54–T63 to assess the skills taught in this unit.

Resources:

- *Be My Friend Big Book 1*, pp. 4–51
- *Be My Friend Big Book 2*, pp. 4–59

Objectives:

- Students will
- discuss the unit reading selections.
 - discuss the unit theme.

CCSS

SL.I.1.A Follow agreed rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). **SL.I.1.B** Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. **SL.I.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

ePresentation

Theme Wrap-Up and Review

Discussion

CCSS SL.I.1.A, SL.I.1.B, SL.I.3

HAVE students look in *Be My Friend Big Book 1* and *Be My Friend Big Book 2* at the selections and poems for Unit 2. Have them choose the selection they liked best. Organize students into small groups based on the selection they chose. Review the rules for collaborative conversations, such as listening to others and speaking one at a time, and then have the small groups use the following activities to discuss and review the unit selections:

- Retell the selection.
- Explain why you liked the selection.
- Identify what you learned about friendship from the selection.
- Make connections to the selection by describing an experience or telling a story that relates to the selection.
- After someone in your small group has spoken, respond to what they said.

Have each group share its responses with the class. After each group has presented, tell students in the audience to ask the group questions in order to clarify or gather additional information.

Continue the discussion about the unit theme by asking students the following questions:

- Why is it important to be a good friend?
- How can you be a good friend every day?
- What did you learn about friendship from the selections in this unit?

BIG Idea

DISPLAY the Big Idea question and have students suggest answers to the question. Ask students to explain how the selections in the unit helped them answer the Big Idea question.

Be My Friend Big Book 1

Cover



Be My Friend Big Book 2

Cover



BIG Idea

BIG Idea

What does it take to be a good friend?




Teacher Tip

DISCUSSION Be sure that each student has an opportunity to share his or her thoughts and ideas about the selections and the unit theme.

Concept/Question Board

Review the items on the Be My Friend **Concept/Question Board** and have students discuss what they have learned about friendship. Read each question to see if there are any that have been answered and can be moved to the Concept side of the Board. Discuss how their ideas about friendship have changed since the beginning of the unit. Ask students to suggest other questions and ideas about friendship that they have.

Additional Reading

-  To help students find further information and answer their new questions, provide additional books about friendship for students to read. Use books such as the following:

Frog and Toad Are Friends by Arnold Lobel

Alexander and the Wind-Up Mouse by Leo Lionni

So Shy by Vicki Morrison

The Adventures of Beekle: The Unimaginary Friend by Dan Santat

Albert and Lila by Rafik Schami

The Bad Mood! by Moritz Petz

Best Friend Trouble by Frances Itani

Making Friends Is an Art! by Julia Cook

To enhance students' comprehension, fluency, and vocabulary skills, have students use **SRA Reading Laboratory 2.0**. This component will help to develop independent, confident readers. Go to srareadinglabs.com for further details.



Teacher Tip

PREVIEW You should preview any trade books for appropriateness in your classroom before recommending them to students.