UNIT 4

Magnetic Literacy™

Sample Lessons

MAPPING OUR WORLD: SESSIONS 21–25



by i-Ready

GRADE 1

A Week of Connected Literacy Instruction

Welcome, and thank you for your interest in *Magnetic Literacy*.

What follows is one week pulled from a complete, year-long core literacy program.* Explore these pages to see how foundational skills and integrated reading and writing come together across a typical week.



**Not included in these pages: Magnetic Readers, Program Cards, Session Slides, Anchor Charts, and the Student Assessment Book.*

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Your Guide to This Sample Week

Connected Learning at a Glance

Sessions 21–25 make up the fifth week of this six-week, 30-session unit.

Across these sessions, students discover how storytellers and mapmakers see the world differently—from the vivid imagery of *My Heart Is a Compass* to the real-world craft of *The Boy Who Loved Maps*—before beginning the unit's narrative writing task.

Each session pairs foundational skills instruction with integrated literacy, so students apply their growing knowledge of letters and sounds as they read and write.

		Session 21	Session 22	Session 23	Session 24	Session 25
Foundational Skills		Phonics: Long *e: e, ee*	Phonics: Long *e: ee*	Phonics: Long *e: ea*	Phonics: Long *e: ea*	Assessment: Long *e (e, ee, ea)*
Integrated Literacy	**Texts**	*My Heart Is a Compass*	*The Boy Who Loved Maps*	*The Boy Who Loved Maps*	*The Boy Who Loved Maps*	*My Heart Is a Compass*
	Skills	Use Words and Images	Ask and Answer Questions	Use Words and Images	Compare and Contrast Characters	Narrative Writing

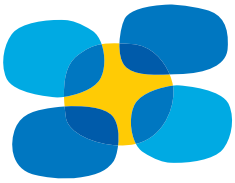
4 Things to Look For:



It's a Thinking Curriculum

Curated text sets build real knowledge, then authentic writing lets students apply it.

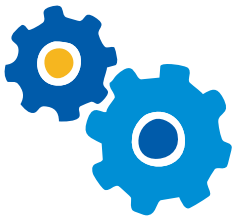
Notice: Students learn sequence words and see them used in a mentor text before applying that language in the end-of-unit narrative writing task. See pages 40 and 55.



Literacy Instruction Is Integrated

Reading and writing grow together, with vocabulary, grammar, and skills taught in context, not isolation.

Notice: Students ask and answer questions about a text, then use that same text to practice a grammar skill. See pages 27 and 30.



Skills Connect to Meaning

Foundational skills are taught explicitly, then applied right away through connected reading and writing.

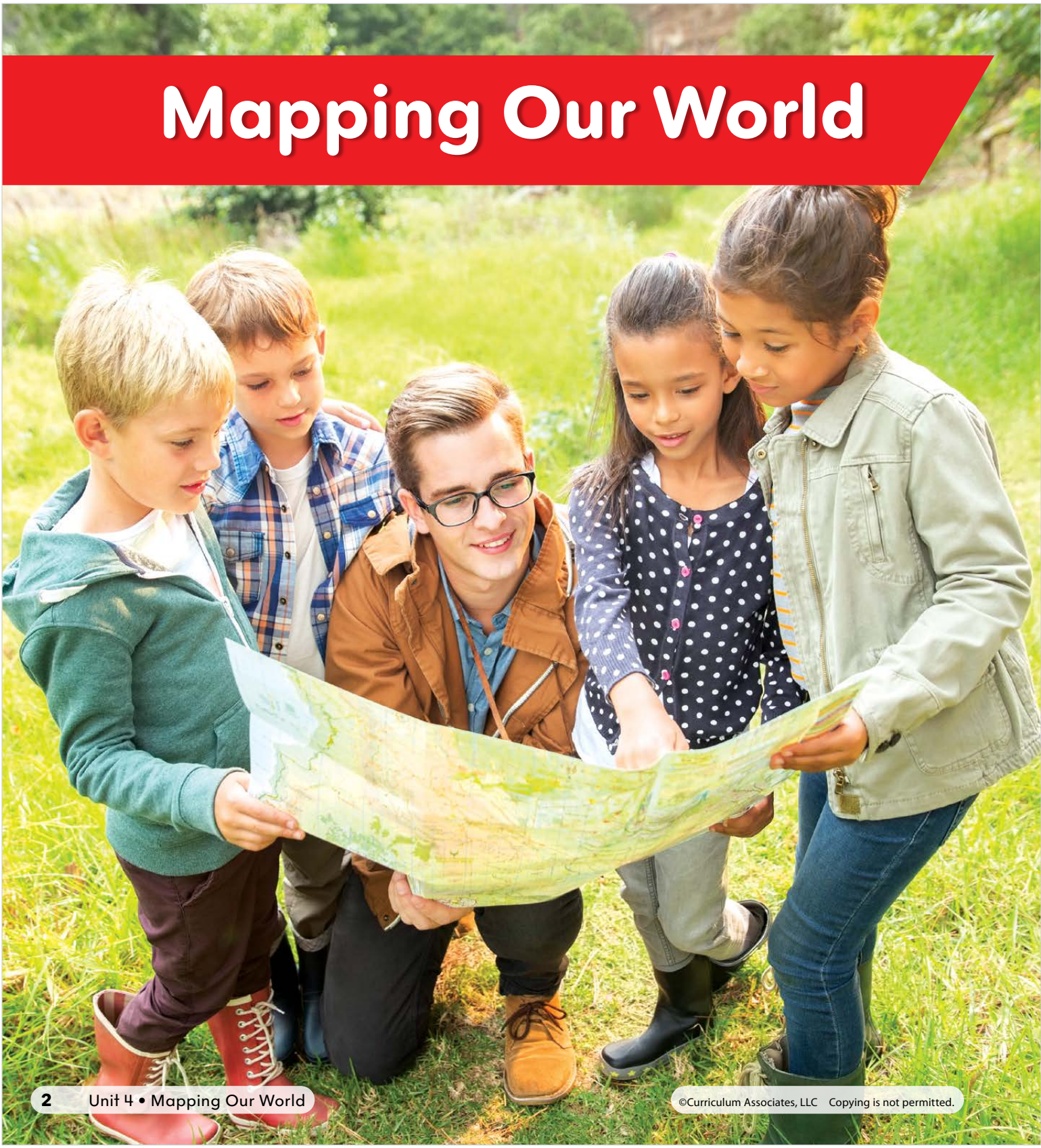
Notice: Phonics skills are explicitly taught, then immediately applied by reading a connected decodable text that relates to the unit's knowledge build. See page 22.



Responsive Instruction

Embedded assessments and scaffolds provide the right next step for every learner.

Notice: Checks for Understanding, Exit Tickets, and content-specific, tiered English learner supports appear throughout. See pages 9 and 10.



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1 2 3 4 5 6

Unit 4 Overview

In this unit, children will learn how maps help people navigate and explore the world. Reading both fiction and informational texts, children will learn to identify basic map features and how to use them. They will apply this knowledge by writing a story about mapmaking and creating a map.

ESSENTIAL QUESTION

How can maps help us understand our world?

KNOWLEDGE

- Maps have many features that help people use them.
- Maps help us organize information, show where things are, and understand spaces.
- People make maps of all kinds of places, such as towns, countries, hiking trails, bus routes, even imaginary places.

KEY LANGUAGE FOCUS

- Narrate/Inform: Use language to tell a story and to share information about maps and their features.

READING SKILLS

- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

WRITING SKILLS

- Plan, Revise, and Edit.
- Recall and Gather Information.
- Write Narratives.

FOUNDATIONAL SKILLS

- Identify, blend, and segment phonemes.
- Decode and encode words with VCe spellings for long vowel sounds and vowel teams.
- Decode and encode words with soft *c* and *g*.
- Decode and encode words with inflectional endings *-ed, -ing*, prefixes *re-, un-*, and suffixes *-ful, -less*
- Read texts with accuracy and fluency.

END-OF-UNIT WRITING

Imagine you are friends with the Mapmaker. Write a story about him making you a special map. Begin by asking him to make it and tell what happens next.

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SESSION PREVIEW

MODULE 3 • Session 21

SESSION GOALS

FOUNDATIONAL SKILLS
Introduce

LEARNING GOALS

- Blend the sounds and listen for the middle sound in words.
- Read and write words with long *e* spelled *e, ee*
- Read Super Words *around, found, good, now.*
- Isolate and pronounce phonemes in single-syllable words.
- Decode words with long *e: e, ee.*
- Recognize and read grade-level high frequency words.

INTEGRATED LITERACY
Reading Comprehension

LEARNING GOALS

- Explain how words and images help describe events in a story.
- Use possessive pronouns *my* and *your.*

LANGUAGE GOAL

- Use the story words *exist, imagination,* and *uncharted* to describe the events in the story.

MATERIALS & PACING

FOUNDATIONAL SKILLS (P. 222) WHOLE CLASS (45 MIN.)	INTEGRATED LITERACY (P. 224) WHOLE CLASS (45 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 4, Module 3, Session 21 • **SS&A Card and Video:** /ē/ • **Super Word Card:** *around, food, good, now*	• **Integrated Literacy Slides:** Unit 4, Module 3, Session 21 • **Vocabulary Cards:** *exist, imagination, charted* • **Anchor chart:** Use Words and Images • **Graphic Organizer:** Use Words and Images	• **Magnetic Reader:** *East Park Beat* • Additional materials vary based on class needs–*See Weekly Materials (p. 219) for full list of options.*

ENGLISH LEARNERS

EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

During Read and Discuss on p. 226, help children to analyze the last sentence on p. 14 of the text: *Her imagination became a blueprint, with her heart a compass.* Display and read it aloud.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Circle the word *blueprint*. Explain that a blueprint is a kind of drawing or plan and when we travel a map is our blueprint. **Ask,** *"How can Rose's imagination be a map?"* Read, "her heart a compass." **Say,** *"When the author writes her heart is a compass, she means that Rose's heart gives her the directions for the way to go in the map from her imagination."*	Ask partners to answer these questions about the sentence: • *"What is another word for a blueprint?" (map)* • *"How can blueprints be imaginary?" (They can be plans you make up.)* • *"What does 'her imagination became a blueprint' mean?" (She imagined a map.)* • *"What does 'her heart a compass' mean?" (Rose's feelings in her heart tell her the directions to go.)*	Facilitate a discussion with a small group of children about the meaning of the sentence: *What are the imagination blueprint and the heart compass?* Model rephrasing sentences to add more detail and precise language. Direct children to add on to others' responses and say if they agree or disagree.

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FOUNDATIONAL SKILLS • Long *e*: *e*, *ee*

Learning Goals

- I will blend the sounds and listen for the middle sound in words.
- I will read and write words with long *e* spelled *e*, *ee*.
- I will read Super Words *around, found, good, now.*

Listen Up! (5 MIN.)

PHONOLOGICAL AWARENESS

Blend Phonemes

EL **SCAFFOLD RESPONSES** As you blend a word, hold up a different finger for each sound to help children distinguish each sound in the word. Have children hold up a finger for each sound when they listen to sounds and blend them.

BLEND SOUNDS ROUTINE

MODEL Blend the sounds in *feet*.

Listen to the Sounds: *"I am going to blend sounds together to say a word. Listen: /f/ /ē/ /t/."*

Blend the Sounds Together: *"Now I will blend those sounds together: /fffēēēt/. The word is* feet*."*

APPLY Have children blend the sounds in *beet*.

Listen to the Sounds: *"Your turn! Listen as I say the sounds in a word: /b/ /ē/ /t/."*

Blend the Sounds Together: *"Now **you** blend the sounds together to say the word."* (/bēēēt/) *"What is the word?"* (beet)

Now use the routine and have children blend the sounds in the words below. Correct all errors.

/ch/ /ē/ /k/, cheek
/sh/ /ē/ /t/, sheet
/w/ /ē/ /k/, week
/p/ /ē/ /l/, peel
/s/ /ē/ /d/ /l/ /ĕ/ /s/, seedless
/k/ /r/ /ē/ /k/, creek

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to blend the sounds in words . . .*

THEN Reteach the **Blend Sounds Routine** using a visual, such as Elkonin boxes. Place a counter in a box for each phoneme in the word. Point to a counter as you say each phoneme. Then slide your finger below the counters as you blend the sounds to say the word.

PHONOLOGICAL AWARENESS

Isolate Phonemes

TIP Listening for the phoneme (sound) before introducing the grapheme (symbol) helps children understand the connection between the sound and the letters used to represent that sound.

ISOLATE SOUNDS ROUTINE

MODEL Isolate the medial sound in the word *met*.

Listen for the Sound: *"I am going to listen for the middle sound in the word* met*."*

Say the Sound: *"Now I will say the middle sound I hear in* met*: /ĕ/. The middle sound I hear is /ĕ/. The word* met *has a short e sound in the middle."*

APPLY Have children isolate the medial sound in the word *meet*.

Listen for the Sound: *"Your turn! What is the middle sound in the word* meet*?"*

Say the Sound: *"Now **you** say the middle sound you hear."* (/ē/) *"Again."* (/ē/) *"Does it have a long or short e sound in the middle?"* (long e)

Now use the routine and have children isolate the medial sound in each word below and tell if the sound is a long *e* or short *e*. Correct all errors.

beef, /ē/, long *e*
seen, /ē/, long *e*
peel, /ē/, long *e*
set, /ĕ/, short *e*
shell, /ĕ/, short *e*
need, /ē/, long *e*

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Build Words! (40 MIN.)

PHONICS

Long *e*: *e*, *ee*

EL **SUPPORT LANGUAGE TRANSFER** There is no sound-spelling match for *e* and *ee* in Spanish or Haitian Creole. Have children skywrite the word as they say it to connect sounds to letters.

TEACH Display the **SS&A Cards** for /ē/. Say the image name, say the long *e* sound, and have children repeat after you. Explain that /ē/, long *e*, can have different spellings. Write *greet* and read it aloud. Underline *ee* and say the vowel sound. Point out that *ee* is a vowel team: together, the vowels stand for /ē/. Repeat with *me*. Point out that *e* by itself can stand for /ē/.

BLEND WORDS ROUTINE

MODEL Write the word *she*.

Say the Sounds: *"I am going to say each sound in the word* she: *the letters* sh *stand for /sh/, and the letter* e *stands for /ē/."*

Blend the Sounds Together: *"Now listen as I blend these sounds together: /shēēē/,* she. *Say the word with me:* she."

APPLY Write the word *seed*.

Say the Sounds: *"Your turn! Say each sound in the word."* (/s/ /ē/ /d/)

Blend the Sounds Together: *"Now blend the sounds together."* (/sssēēēd/, seed)

Now use the routine and have children blend sounds to say the words below.

be	**sleep**	**cheek**
me	**three**	**speech**

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to decode words with long* e . . .

THEN Model how to self-correct. Demonstrate reading a word incorrectly with the short *e* sound, then walk through sounding out the word to self-correct, reminding yourself that *ee* stands for the long *e* sound. Repeat several times to help children understand how to self-correct reading words with /ē/. If children continue to struggle, review the Isolate Phonemes lesson.

High-Frequency Words

TEACH Introduce Sessions 21–25's High-Frequency Words ***a*round**, ***fou*nd**, ***goo*d**, and ***now***.

SUPER WORDS ROUTINE

See and Say the Word: Display the **Super Word Card**. Read the word and have children repeat it. Read the context sentences on the back of the card.

Spell the Word: Have children say the letters in the word. Review known sound-spellings and have children say them with you. Point out that the letters in Super Words may not always follow the rules. Pronounce any unfamiliar parts of the word, which are underlined above, and have children repeat after you.

Write the Word: Have children write the word on a piece of paper and check their spelling.

APPLY See the practice page for High-Frequency Words.

APPLY/PRACTICE

Before children begin working, say any picture names aloud as necessary.

STUDENT WORKTEXT	PAGE
Phonics	p. 116
High-Frequency Words	p. 117

WORD-LEVEL READING FLUENCY

Guide children to read the words on **Student Worktext** p. 118. Remind them that some words will have the sound-spellings they are learning in Sessions 21–25; others will have review sound-spellings. Line 4 is intended for children who are ready for a challenge.

she	**he**	**we**	**me**
need	**meet**	**seem**	**three**
rain	**mail**	**stay**	**day**
return	**recall**	**freedom**	**reward**

We found sheep on the green grass.

She will sleep now.

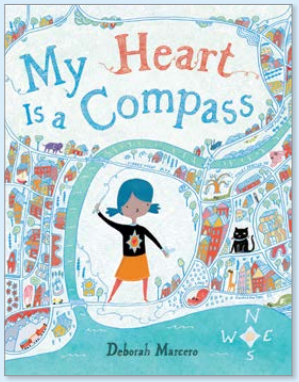
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READING COMPREHENSION

Learning Goals

To learn how maps can help us understand our world, I will:

- explain how words and images help me describe events in a story.
- use possessive pronouns *my* and *your*.



My Heart Is a Compass

Genre: Fiction

Unlock the Text (10 MIN.)

STEP 1 | Review the Topic and Text

- Remind children of the **Unit Topic: Mapping Our World.** Discuss what children have learned about maps.
- Display the cover of *My Heart Is a Compass.* Remind children that this text is fiction, or a made-up story.
- Have children **Turn and Talk** about how Rose used her maps. **Ask,** *"What did we learn about Rose?" (Responses will vary but should reflect that Rose is imaginative and adventurous.)*

STEP 2 | Review Key Vocabulary

- Use the routine and cards to review the words. Use the **Cognate Routine** to connect new words to words children may already know in their home language.

KEY VOCABULARY ROUTINE

Say It	Define It	Use It	Frame It
 **exist** EL Spanish cognate: *existir*	To exist means to live or be real.	Things that exist in the world are mountains, bikes, buildings, and animals.	*Examples of things that only exist in stories are* ___.
 **imagination** EL Spanish cognate: *imaginación*	Your imagination is the part of your mind that creates things that aren't real or that you haven't seen before.	I use my imagination to pretend I can fly.	*I use my imagination when I try to* ___.
 **charted**	When you have charted something, you have made a map or chart or laid out a plan.	Before we went to the park, we charted our way there.	*I charted something when I* ___.

- Have volunteers use each key vocabulary word in a sentence.

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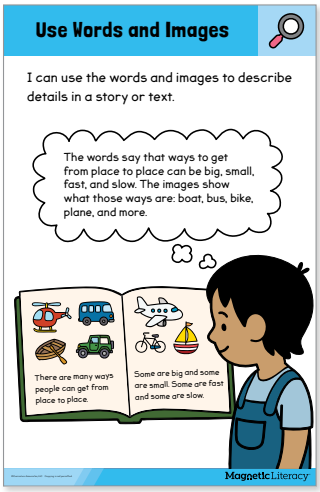
STEP 3 | Teach: Use Words and Images

Revisit today's **Learning Goal. Say,** *"When we read the story, we will explain how details in the words and images help us describe the events."*

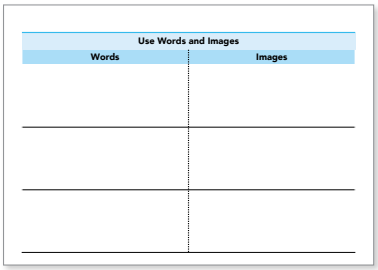
TEACH Introduce using details in words and images to understand a story.

- Display the **Use Words and Images Anchor Chart**.
  - Explain that readers can learn about the characters, setting, and events in a story by paying attention to the story's words and images.
  - **Say,** *"The words and pictures work together to help us understand a story. Sometimes the images show readers details that are not in the author's words. Sometimes the author's words tell readers details that are not in the images."*
- Display the **Use Words and Images Graphic Organizer**. Explain that this tool helps readers pay attention to details in the words and the pictures. As you read, have children help you complete the graphic organizer.

EL **SUPPORT MEANING** **Say,** *"We learned to make pictures in our minds as we read. This helps us understand."* Explain that now they will look for what information comes from words and pictures. **Say,** *"We learn these things to understand more as we read. Think about which tools work best for you."*



Use Words and Images Anchor Chart



Use Words and Images Graphic Organizer

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READING COMPREHENSION

Read and Discuss (15 MIN.)

PURPOSE FOR READING Read the story aloud, stopping at the following points to guide children to discuss how the words and images work together to help readers understand the events in the story.

PAGES 10–11



MODEL Model using words and images to understand events.

Think Aloud: *"The words tell me Rose wants to find something 'exotic' and 'magical' to bring to show-and-tell. The details in the pictures give me more information about what Rose would like to find. The pictures show a giant butterfly and a magical dragon. That helps me understand what kinds of exotic and magical things Rose is imagining. Together, the words and pictures help me understand that Rose wants to find something very unusual and wonderful."*

- Add details from the words and images to the graphic organizer.

into the cosmos: On p. 19, explain that the phrase *into the cosmos* means "going into outer space or out into the universe."

EL **CONNECT TO COGNATES** Prompt speakers of Latin-based languages to identify the cognate for *cosmos,* such as *cosmos* in Spanish, and note that both words mean "the universe." On p. 20 point out Rose's blue path from the launch up through the layers of the sky into the black cosmos.

PAGES 18–19



APPLY Have children use the words and images to understand events.

EL See the Session Preview for differentiated EL support.

- **Ask,** *"Where does Rose decide to go when she doesn't find treasure on the beach?" (She decides to launch into the cosmos.)*
- Point to the first picture on p. 19. **Ask,** *"What do you see Rose taking out of her backpack?" (a toy rocket) "What happens in the pictures after she sees the toy rocket?" (She gets into a rocket and goes to outer space.)*
- **Ask,** *"What do you think Rose thought about when she looked at the toy rocket?" (Answers will vary but should reflect an understanding that looking at the rocket gave her an idea for her next adventure.)*
- Add details from the words and images to the graphic organizer.

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CHECK FOR UNDERSTANDING

IF *Children aren't yet able to identify details in words and pictures to help them understand events . . .*

THEN Use guiding questions about details in the words and pictures on pp. 18–19. **Ask**, *"Did Rose find treasure at the beach?" (no) "What is Rose holding in her hand in the first picture on p. 19?" (a toy rocket) "What is Rose looking at in the next picture?" (a real rocket) "Where is Rose going next? (into the cosmos)*

TIP Display pp. 23 and 26. Call attention to the repeated pattern in the illustrations. The first illustration shows Rose looking at a toy boat or train. The next illustrations show her traveling in an actual boat or train. Challenge children to recall where they first saw these toys in the story. *(p. 12)*

PAGES 34–35



APPLY Have children use the words and images to understand events.

- **Say,** *"The words tell me Rose found something no one else had ever discovered before. But the words don't give me any details about what she found. I will have to look closely at the pictures for details to help me understand this part of the story."*
- **Ask,** *"What details help you understand what Rose has found?" (The picture on pp. 34–35 shows her classmates looking at the maps she created.) "What is on those maps?" (her imaginary places) "Why had nobody ever discovered these places before?" (because they are from Rose's imagination)*
- Add details from the words and images to the graphic organizer.

USE WORDS AND IMAGES

Words	Images
Rose wants to find something exotic or something magical.	Rose is thinking about finding a giant butterfly or a dragon.
(Rose launches into the cosmos.)	*(Rose looks at a toy rocket. Then she gets in a rocket.)*
(The words tell that she found something no one else had discovered.)	*(The picture shows that the maps she made with her imagination have things no one had discovered.)*

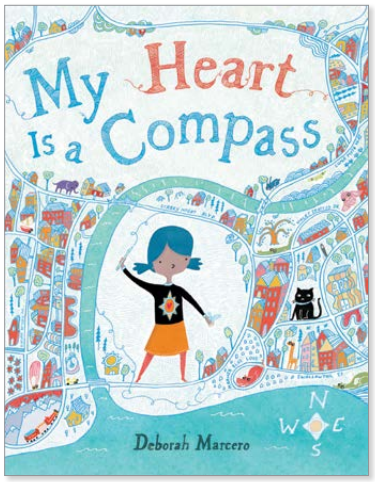
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READING COMPREHENSION

Reflect (10 MIN.)

Revisit the Text

- Review the completed **Use Words and Images Graphic Organizer**. Remind children that paying attention to details in the words and pictures will help them understand a story. Emphasize that the words and the pictures work together to tell a story.
- Discuss what you have learned from both the words and illustrations in *My Heart Is a Compass*. *(Answers will vary.)*
- Invite children to think about the places that Rose visits in the story.
  - **Ask,** *"What details in the words and pictures tell you she is using her imagination?" (Answers will vary but should reflect that Rose visits many places that would be very hard to visit or seem imaginary, and she starts the story and ends the story in the same place.)*



My Heart Is a Compass

USE WORDS AND IMAGES	
Words	**Images**
Rose wants to find something exotic or something magical.	Rose is thinking about finding a giant butterfly or a dragon.
Rose launches into the cosmos.	Rose looks at a toy rocket. Then she gets in a rocket.
The words tell that she found something no one else had discovered.	The picture shows that the maps she made with her imagination have things no one had discovered.

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EXIT TICKET

Assess

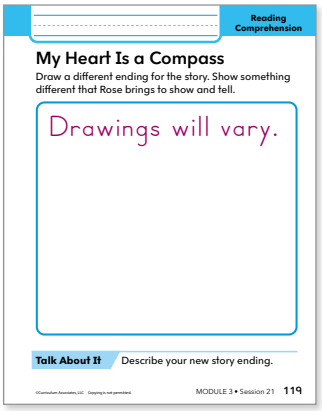
- Have children turn to p. 119 in their **Student Worktext.**
- Read aloud the directions. As needed, page through the story so children can examine details in the maps to help them get ideas for a different item Rose can bring to show and tell.

EL **GROUP STRATEGICALLY** Pair children with similar English proficiency levels to share the location they most want to visit and why. Prompt them to describe with details.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to identify an alternate ending based on details in the story . . .*

THEN Display different maps from the story for children to examine how Rose represented her ideas in the maps. Have children think about what else Rose could bring to show-and-tell that connects to some of the ideas she had. Prompt them with questions to help them consider options, such as: *What kinds of things do you see on this map? What new and exciting things from this map could she bring to show-and-tell?*



Reading Comprehension

My Heart Is a Compass

Draw a different ending for the story. Show something different that Rose brings to show and tell.

Drawings will vary.

Talk About It Describe your new story ending.

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Student Worktext, p. 119

Revisit the Topic

- Remind children of the **Unit Topic: Mapping Our World** and the **Essential Question**: **How can maps help us understand our world?**
- **Ask,** *"What clues helped you understand that Rose's maps showed you imaginary places?" (Answers will vary, but should reflect that they showed things that could not happen in real life.) "How is exploring places in your imagination like exploring a new place?" (Answers will vary.)*

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Possessive Pronouns (10 MIN.)

Revisit today's **Learning Goal. Say,** *"We will use possessive pronouns* my *and* your*."*

TEACH Introduce possessive pronouns *my and your.*

- Review that possessive pronouns are used to show ownership. Remind children they have learned the possessive pronouns *his* and *her.*
- Explain that today children will learn about the possessive pronouns *my* and *your.* Write or display and read aloud: *my, your*
  - **Say,** *"I use the word* my *when I am talking about something that belongs to me."* Hold up a pencil or other item from your desk. *"If I wanted to tell you whose pencil this is, I would say* This is **my** pencil."
  - **Say,** *"I use the word* your *when I am talking about something that belongs to you, the person I am talking to."* Point to a child's writing utensil. *"[Child's name], that is your pencil."*
- Put objects belonging to multiple people in the room in a bag or on a desk or table. Point out each object one at a time and **ask**, *"Is this yours?".* Have children respond: *That is my ___. That is your ___. (Answers will vary.)*

MODEL Model using the possessive pronouns *my* and *your.*

Think Aloud: *"Let's imagine I can ask Rose what she took with her on her journey. I would say: What did you take on your trip? I would use the word* **your** *because I am speaking to Rose about her trip. She might answer: I took my cat. She would use the word* **my** *because she is talking about something that belongs to her."*

APPLY Have children use the possessive pronouns *my* and *your.*

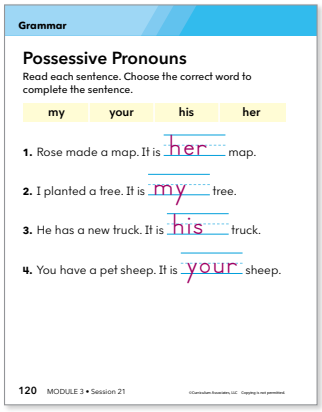
- Tell children to think about what they would take on an imaginary trip like Rose's.
- Have children **Think-Pair-Share** what they would take on their trip. Guide them to practice using *your* and *my* in conversation by providing the following guidance:
  - *What would you take on your trip?*
  - *I would take my ___ because ___. (Answers will vary.)*
- Have children complete **Student Worktext** p. 120.

EL **CROSSLINGUISTIC CONNECTIONS** Languages show possession in different ways. In English and Spanish, a possessive pronoun comes before the noun: *my book / mi libro.* In Haitian Creole, it comes after: *liv mwen / liv ou.* Invite children to share how they say *my book* and *your book* in their home language. Compare with **Language Connections**.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to use the possessive pronouns* my *and* your *. . .*

THEN Write simple sentences about objects in the classroom, such as: *This is a desk. This is a backpack. This is a book.* Have children replace the word *a* with possessive pronouns *my* or *your.*



Grammar

Possessive Pronouns

Read each sentence. Choose the correct word to complete the sentence.

my	your	his	her

1. Rose made a map. It is her map.
2. I planted a tree. It is my tree.
3. He has a new truck. It is his truck.
4. You have a pet sheep. It is your sheep.

120 MODULE 3 • Session 21

Student Worktext, p. 120

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SESSION PREVIEW

MODULE 3 • Session 22

SESSION GOALS

FOUNDATIONAL SKILLS Practice & Extend	INTEGRATED LITERACY Reading Comprehension	
LEARNING GOALS	**LEARNING GOALS**	**LANGUAGE GOAL**
• Break words into their sounds. • Read and write words with long *e* spelled *e, ee.* • Read and write words with suffixes *-ful, -less.* • Read Super Words *around, found, good, now.* • Read *Main Street Fun* fluently at an appropriate rate/pace.	• Ask and answer questions about a story. • Name oneself last using the pronoun *I.*	• Understand the words *border* and *replied* and the use of pronouns in the story.

MATERIALS & PACING

FOUNDATIONAL SKILLS (P. 232) WHOLE CLASS (45 MIN.)	INTEGRATED LITERACY (P. 236) WHOLE CLASS (45 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 4, Module 3, Session 22 • **Word Building Cards:** *b, d, ee, h, k, p, sh* • **SS&A Cards and Video:** Long *e* • **Super Word Cards:** *around, food, good, now*	• **Integrated Literacy Slides:** Unit 4, Module 3, Session 22 • **Vocabulary Cards:** *borders, replied* • **Anchor Chart:** Question Answer Relationship (QAR) • **Graphic Organizer:** QAR	• **Magnetic Reader:** *East Park Beat* • Additional materials vary based on class needs–*See Weekly Materials (p. 219) for full list of options.*

ENGLISH LEARNERS

EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

Have children add the key vocabulary words *border* and *replied* to their personal dictionaries and use the words during Step 3 Teach Key Vocabulary on p. 237.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Invite children to add visuals, cognates, and home language with the key vocabulary. Ask children to *reply* when you **say,** *"Imagine borders made of candy!"* Then have partners discuss a time they *replied* to someone saying something funny. Explain that the action *replied* means they responded in the past so they use past tense verbs to describe it such as, *"When I replied, I laughed and said . . ."*	After children add *border* and *replied,* brainstorm other key vocabulary (for example, *exist, imagined, charted*) and related words (*mapped relates to charted*) together. Ask pairs to use *reply* and past tense *replied* in pairs. Display an example, *"Yesterday I replied no to a snack, but I reply yes today, because it is my favorite."* Ask which words are clues for the verb tenses. *(yesterday, today)*	Guide children to include synonyms/antonyms of the key vocabulary (*replied: said; border: fence*) in addition to other key or related words. Ask partners to discuss questions: • *Where are borders?* • *If teacher asks a question you do not know, how do you reply?* • *When have you replied to someone with laughter?*

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FOUNDATIONAL SKILLS • Long *e*: *e*, *ee*

Learning Goals

- I will break words into their sounds.
- I will read and write words with long *e* spelled *e*, *ee*.
- I will read and write words with suffixes *-ful*, *-less*.
- I will read Super Words *around*, *found*, *good*, *now*.

Listen Up! (5 MIN.)

PHONOLOGICAL AWARENESS

Segment Phonemes

SEGMENT SOUNDS ROUTINE

MODEL Segment the sounds in *feed*.

Listen to the Word: *"I am going to break the word* feed *into its sounds."*

Say the Sounds in the Word: *"What sounds do I hear in* feed*?"* */f/ /ē/ /d/)*

APPLY Have children segment the sounds in *peel*.

Listen to the Word: *"Your turn! Listen as I say a word:* peel*."*

Say the Sounds in the Word: *"Now* ***you*** *say the sounds you hear in* peel*."* */p/ /ē/ /l/)*

Now use the routine and have children segment the sounds in the words below. Correct all errors.

street, /s/ /t/ /r/ /ē/ /t/

wheel, /hw/ /ē/ /l/

day, /d/ /ā/

queen, /kw/ /ē/ /n/

screen, /s/ /k/ /r/ /ē/ /n/

hail, /h/ /ā/ /l/

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to segment the phonemes in single-syllable words . . .*

THEN Say a word with three phonemes. Have three children stand next to each other. Have the group say the first word. Challenge each child to say the phoneme in the order in which they are standing. Repeat as needed.

Build Words! (25 MIN.)

PHONICS

Encode Words

BUILDING WORDS Warm up for dictation. Use **Word Building Cards** to model building *deep*. Point to each card, say the sound, and blend the word. Have children change one letter to spell *keep*. Repeat for *sheep*.

DICTATION *"We built some long e words with our cards. Now let's write some words!"*

SPELL IT ROUTINE

MODEL Think aloud as you spell the word *beep*.

Say the Word: *"The word is* beep*. I am going to think about the sounds I hear in* beep*."*

Connect Sounds to Spellings: *"First, I say the word slowly,* beep*. Next, I think about the first sound I hear. The first sound in* beep *is /b/. I know that the letter* b *stands for /b/. I will write* b*."* Repeat for the remaining sounds.

APPLY Have children write today's dictation words and sentence on p. 122 of their **Student Worktext.**

Say the Word: *"Your turn! The first word is* we*. Say the word to yourself to help you think about the sounds."*

Connect Sounds to Spellings: *"Think about the first sound in* we*. Which letter stands for that sound? Write the letter. Keep going for each sound in* we*!"*

Dictate the words and sentence below. When done, write them and have partners check each other's spelling for accuracy.

1. we **2. seem** **3. green** **4. brain**

5. He sees three trees.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to accurately spell words with long e spelled e, ee . . .*

THEN Review the **SS&A Cards** for long *e* with children and use the **Corrective Feedback Routine** for encoding to help children correct errors.

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WORD ANALYSIS

Suffixes *-ful, -less*

TEACH Write the words *useful* and *useless* and read them aloud. Circle the suffixes *-ful* and *-less* in each word, say them aloud, and then have children read the suffixes with you in unison. Explain that *-ful* and *-less* are suffixes, which are word parts that are added to the end of words that change their meaning. Explain that the suffix *-less* means "not having any" and the suffix *-ful* means "full of." Explain that children can use what they know about suffixes and familiar spelling patterns to read and understand longer words.

MODEL Write the word *hopeful* on the board. **Say,** *"I see that this word has the base word* hope *and the suffix* -ful. *I will divide it into syllables by drawing a slash between* hope *and* -ful." Blend the syllables to read *hopeful*. Tell children that *hopeful* means "full of hope." Repeat with the word *restless*, pointing out the base word *rest* and the suffix *-less*.

APPLY Write *thankful* and *endless*. Guide children to identify each base word and suffix and to tell you where to divide the words into syllables. Then, together with children, blend the syllables to read the words. Discuss the word meanings.

See the practice page for Word Analysis.

High-Frequency Words

TIP As time permits, have children present their own clues for the rest of the group to solve.

REVIEW Display Sessions 21–25's **Super Word Cards**. Give children a clue about a particular word. For example, **say,** *"Which word has six letters?"* Have children answer by spelling and saying the word. (*a-r-o-u-n-d,* around) Repeat for all words.

APPLY See the practice page for High-Frequency Words

APPLY/PRACTICE

Before children begin working, say any picture names aloud, as necessary.

STUDENT WORKTEXT	PAGE
Encode Words	p. 122
Word Analysis	p. 123
Super Words	p. 124

Let's Read!

Turn to the next page to have children read *Main Street Fun*.



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FOUNDATIONAL SKILLS • Long *e*: *e*, *ee*

Let's Read! (15 MIN.)

Learning Goals

- I will read *Main Street Fun* fluently at an appropriate rate/pace.

- **Introduce:** Children will read about neighborhood fun. This text, *Main Street Fun*, is about having fun at a fair on Main Street.
- **Share:** Review the story words *here* and *neighbor*. Say the words and have children repeat after you.



Let's Read!

Words with **e, ee**
Super Words: **around, found, good, now**

Main Street Fun

Main Street is nice and wide.
It has big green trees.
On this day, Main Street is shut!
It is **now** safe to play.
Kids can have fun here.
Kids can run **around**.

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FIRST READ

Read Connected Text

TIP After reading the text, go back and identify places where children figured something out. For example, say, *When you came to the word ___, at first you said ___, but then you fixed it. What did you do? How did you know what to do?*

TEACH/MODEL Model decoding the title. Call attention to Sessions 21–25's Super Words in bold and any Unit Words or story words. Remind children that they are learning about words with the long *e* sound. Write target-skill words from the text, such as *green* and *meet*. Have children practice reading the words in isolation to build automaticity. Model decoding the first sentence before reading the text in unison with children. Point to each word as you read and have children do the same. Be sure children understand line 3. Explain that Main Street is shut down to cars so people can be on the street safely.

APPLY Have children reread the text in unison. Circulate and provide feedback as needed. If time permits, have children read the text again using partner-reading or whisper-reading.

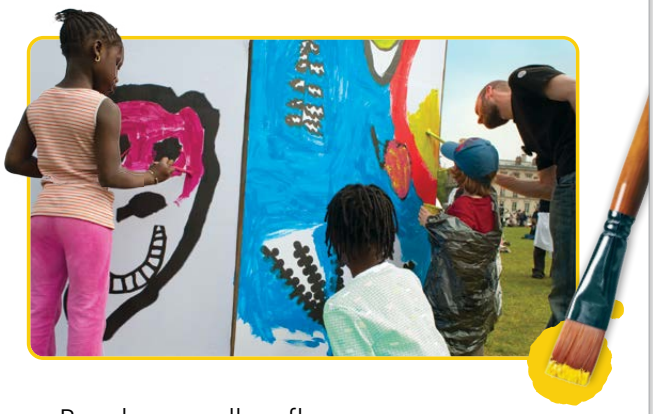
CHECK FOR UNDERSTANDING

IF *Children aren't yet able to read the text accurately and with ease . . .*

THEN Use the **SS&A Cards** to review *e* and *ee*. Help children use what they know about sound-spellings to blend the words in the text. Call on individual children to use the **Blend Words Routine** to blend the words.

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Let's Read!



People can sell crafts.
They can meet a neighbor.
See the kids paint?
They **found** a place to paint.
It is a **good** day on Main Street.
Main Street is fun!

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SECOND READ

Build Fluency: Rate/Pace

TEACH/MODEL Explain to children that reading at a natural pace that is not too fast or too slow will help them understand the text. Model reading the first sentence too quickly. Ask children what they noticed about your reading. Guide them to recognize that reading too quickly makes it hard for listeners to understand the text. Then demonstrate reading the sentence at a slower, more natural pace. Point out that reading at a natural pace will make it easier for listeners to follow along.

SELF-CORRECTION

PACING Fix-Up Strategy

Explain to children that readers use different strategies, or tools, to help them as they read. **Say,** *"If your reading is too fast or too slow, stop and read again. Remember that when you read aloud, you should read at a pace that sounds like you are talking. That will help you and your listeners understand the text. Ask yourself:* Did my pace make it easy for my listeners to understand the text?"

APPLY Have children read aloud the text in unison. Circulate and guide children to use the **Fix-Up Strategy** to self-correct and read with appropriate pacing.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to read aloud at an appropriate pace . . .*

THEN Have children practice reading aloud with you, following your pace. Have them reread each sentence until they have mastered reading at a pace that sounds natural.

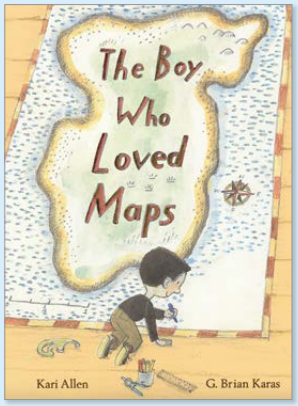
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READING COMPREHENSION

Learning Goals

To learn how maps help us understand our world, I will:

- ask and answer questions about a story.
- name myself last using the pronoun *I*.



The Boy Who Loved Maps

Genre: Realistic Fiction

Unlock the Text (10 MIN.)

STEP 1 | Connect to the Topic

- Remind children of the **Unit Topic: Mapping Our World** and the **Essential Question: How can maps help us understand our world?**
- **Ask,** *"Why do mapmakers use symbols?"* Have children **Turn and Talk** to answer this question. Invite volunteers to share their ideas. *(Answers will vary but should relate to communicating ideas in pictures.)*
- Revisit the **Mapping Our World Chant**. You may wish to have children sing it to the tune of "The Muffin Man" and use the movements noted below.

Mapping Our World

Use a map to find your way. *(hand above eyes and look ahead)*
A map can help you every day. *(nod and give a thumbs-up)*
The symbols are like secret codes *(use fingers to type on hand)*
That help you find your way down roads. *(walk in place)*
Pack a bag. Put on your cap. *(put on imaginary cap)*
Don't get lost! Use a map! *(hold out an imaginary map)*

- Explain that in the text you will read today, a mapmaker and a girl will take us on an adventure visiting places to create the map they both need.

Mapping Our World

Use a map to find your way.
A map can help you every day.
The symbols are like secret codes
That help you find your way down roads.
Pack a bag. Put on your cap.
Don't get lost! Use a map!

Mapping Our World Chant

STEP 2 | Introduce the Text

- Display the cover of *The Boy Who Loved Maps*. Read aloud the title and the names of the author and illustrator.
- Tell children that this text is fiction, or a made-up story. Explain that the characters do things that people do in real life, but the things these characters say and do are made up by the author.
- Have children use the title, the illustration on the cover, and their understanding of the genre to make a prediction about what this story will be about. *(Sample prediction: I think this story will be about a boy who likes to make maps.)*

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STEP 3 | Teach Key Vocabulary

- Use the routine and cards to introduce the words.

KEY VOCABULARY ROUTINE

Say It	Define It	Use It	Ask
 **borders**	Borders are lines on a map that show the edges of things like parks, cities, states, or countries.	Borders divide the United States into individual states on a map.	*What borders could you see on a map of a city?*
 **replied**	If someone replied, it means they gave an answer.	Grandpa replied to my question.	*When have you replied to a question?*

- Discuss how the word *replied* is a past-tense verb. Remind children that when they see the letters *-ed* added to a verb, it means that the action has already happened.

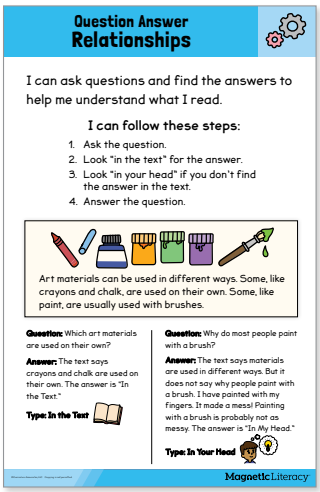
EL See the Session Preview for differentiated EL support.

STEP 4 | Read Strategically: Question Answer Relationships

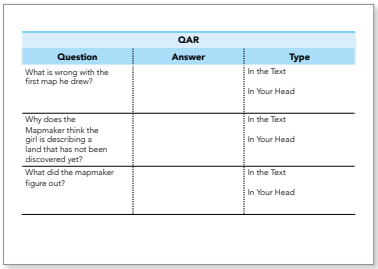
Revisit today's **Learning Goal. Say,** *"When we read the story, we will ask and answer questions about it."*

TEACH Review the Question Answer Relationships (QAR) strategy.

- Display the **Question Answer Relationships (QAR) Anchor Chart** and review the steps in the strategy. **Say,** *"Asking questions and then answering them can help you understand a text as you read."*
- Remind children there are two types of answers in QAR. **Say,**
  - *"An answer that is* In the Text *means we can find the answer to the question in the text."*
  - *"An answer that is* In Your Head *means we use information in the text and information we already know to answer the question."*
  - Use the anchor chart to model the two types.
- Display the **QAR Graphic Organizer**. **Say,** *"As we read* The Boy Who Loved Maps, *this tool will help us keep track of questions we have and the answers we find."*



QAR Anchor Chart



QAR

Question	Answer	Type
What is wrong with the first map he drew?		In the Text In Your Head
Why does the Mapmaker think the girl is describing a land that has not been discovered yet?		In the Text In Your Head
What did the mapmaker figure out?		In the Text In Your Head

QAR Graphic Organizer

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READING COMPREHENSION

Read and Discuss (15 MIN.)

PURPOSE FOR READING Read the story aloud, stopping at the following points to guide children in applying the QAR strategy as they build knowledge about different types of maps for different needs.

borders: On p. 5, review that *borders* are "lines on a map that show the edges of things like parks, cities, states, or countries."

replied: On p. 8, review that *replied* means "someone gave an answer."

PAGE 12



MODEL Model applying the QAR strategy.

Think Aloud: *"I know the little girl wants a map of a warm place with sandy beaches. When the Mapmaker shows her the map he made, she shakes her head no. What is wrong with the first map he drew?"*

Model finding the answer in the text. **Say,** *"The answer to this question is right here in the text. It is not the map she needs. It doesn't have all the places she wants. She wants an X-marks-the-spot map with treasures and all the best hiding spots."*

- Add the answer to the graphic organizer. Circle *In the Text*.

TIP On p. 16, have children close their eyes and visualize while you slowly read what the little girl is describing to the Mapmaker. Ask children what they see, hear, and smell as they imagine the place in their minds. *(Answers will vary.)*

PAGES 16–17



APPLY Have children apply the QAR strategy.

- **Ask,** *"Why does the Mapmaker think the girl is describing a distant land that has not been discovered yet?"* Remind children to use the QAR strategy. *(Sample answer: The Mapmaker knows about many places, but he doesn't know the place she is describing.)*
- **Ask,** *"Was the answer in the text or in your head?"* Guide children to identify the answer as *In Your Head*. Point out that the text tells readers the Mapmaker knows a lot of different places. That is a clue about what the Mapmaker is thinking. If the place the girl is describing had already been discovered, he would know about it.
- Add the answer to the graphic organizer. Circle *In Your Head*.

EL AMPLIFY LANGUAGE Read aloud from p. 21: *they pored over books in the glint and gleam of the morning*. Ask what scene the illustrations and words create in their mind and invite them to act it out. **Ask,** *"What sounds repeats in* glint and gleam*?" (the sounds g-l)* Explain that writers sometimes repeat sounds to create an effect.

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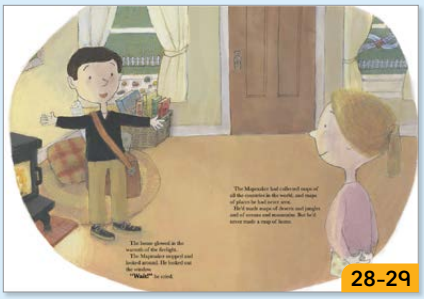
CHECK FOR UNDERSTANDING

IF *Children aren't yet able to identify why the Mapmaker thinks the place the girl is describing is a place that has not been discovered yet . . .*

THEN Remind children of the steps in the QAR strategy. Guide them to use what they know and details from the story to make an inference. **Ask,** *"Does the Mapmaker know about a lot of places?" (yes) "Would the Mapmaker know about a place that was not discovered yet?" (no) "Does he know the place the girl is describing?" (no)*

scarfed down: On p. 23, explain that *scarfed down* means "ate fast."

PAGES 28-29



APPLY Have children apply the QAR strategy.

- **Ask,** *"What does the Mapmaker figure out at the end of the story?"* Remind children to use the QAR strategy. Give them time to compare and contrast the illustration with other pages in the story to support understanding that the places the characters visit near the girl's home match her descriptions. *(The girl had been describing her home all along.)*
- **Ask,** *"Was the answer in the text or in your head?" (in the text)*
- Add the answer to the graphic organizer. Circle *In the Text*.

QUESTION	ANSWER	TYPE
Why is wrong with the first map?	It is not the map she needs. It doesn't have all the places she wants.	(In the Text) / In Your Head
Why does the Mapmaker think the girl is describing a land that has not been discovered yet?	*(The Mapmaker knows about many places, but he doesn't know about the place she is describing.)*	In the Text / (In Your Head)
What did the Mapmaker figure out?	*(The girl had been describing her home all along.)*	(In the Text) / In Your Head

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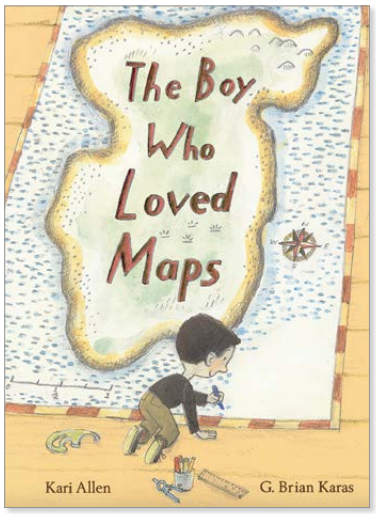
READING COMPREHENSION

Reflect (10 MIN.)

Revisit the Text

- As you revisit the text, look back at the **QAR Graphic Organizer**. Review the questions and answers you recorded.
- Invite children to share any additional questions they had about the text. Encourage them to tell if they think the answer is in the text or in their head as they work together to determine the answers.

QUESTION	ANSWER	TYPE
What is wrong with the first map he drew?	It is not the map she needs. It doesn't have all the places she wants.	(In the Text) In Your Head
Why does the Mapmaker think the girl is describing a land that has not been discovered yet?	The Mapmaker knows about many places, but he doesn't know about the place she is describing.	In the Text (In Your Head)
What did the mapmaker figure out?	The girl had been describing her home all along.	(In the Text) In Your Head



The Boy Who Loved Maps

EL **DEVELOP ACADEMIC LANGUAGE** Encourage children to share more questions about the story and work in pairs to identify how to answer them. Then ask children to reflect on the strategy. Display and model sentence frames. **Say,** *"I find answers 'In The Text' by ___. I think about ___ and ___ to figure out answers 'In Your Head'."* Have volunteers explain.

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EXIT TICKET

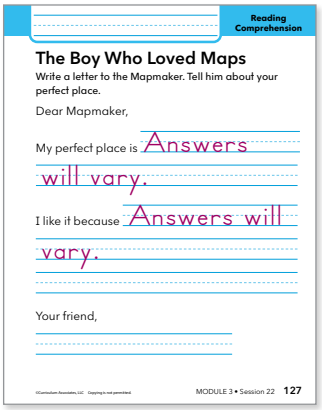
Monitor

- Have children turn to p. 127 in their **Student Worktext.**
- Have them write a letter to the Mapmaker describing their own perfect place and why they like it.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to describe a perfect place that the Mapmaker could make a map of . . .*

THEN Discuss places children like best. **Ask,** *"What makes this place special? What does it look like? How do you feel when you go there?"* Make a list of words that the children can use to describe a place.


Reading Comprehension

The Boy Who Loved Maps

Write a letter to the Mapmaker. Tell him about your perfect place.

Dear Mapmaker,

My perfect place is Answers will vary.

I like it because Answers will vary.

Your friend,

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Student Worktext, p. 127

Revisit the Topic

- Remind children of the **Unit Topic: Mapping Our World** and the **Essential Question: How can maps help us understand our world?**
- Have children **Think-Pair-Share** about the following prompt: *"What do you think the Mapmaker learns about making maps?" (Sample answer: You can make maps of places close to you, like home, too.)*

EL **GROUP STRATEGICALLY** Group children with different English proficiency levels to discuss the prompt so English learners can hear language models and all children can learn from each other.

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TARGETED INSTRUCTION • Grammar

Pronoun I (10 MIN.)

Revisit today's **Learning Goal. Say,** *"We will name ourselves last using the pronoun* I*."*

TEACH Introduce naming yourself last using the pronoun *I*.

- Remind children that they can use the pronoun *I* when talking or writing about themselves.
  - Remind them that they should always write a capital letter when writing the word *I*.
  - **Say,** *"When you talk about yourself and another person, you name yourself last."*
- Display pp. 32–33 in *The Boy Who Loved Maps*.
  - **Say,** *"If the girl was telling us about her day, she could say* The Mapmaker and I made a map. *It wouldn't sound right if she said* I and the Mapmaker made a map. *The girl is speaking about herself and someone else, so she names herself last."*
- Explain that when writing about themselves and another person, they should name themselves last just like when speaking about themselves and someone else.



The Boy Who Loved Maps, pp. 32–33

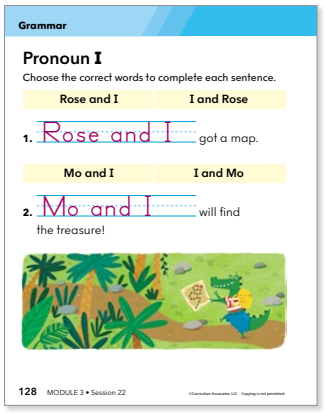
MODEL Model naming yourself last using the pronoun *I*.

- Write or display and read aloud the following sentence: *Rose and I are friends.*

  Think Aloud: *"This sentence is about me and another person, Rose. When I write about myself and another person, I name myself last. It wouldn't be correct if I wrote* I and Rose are friends." Circle *and I*. *"I use the words* and I *to name myself last in the sentence."*
- Repeat with a new sentence: *Dad and I went to the library.*

APPLY Have children name themselves last using the pronoun *I*.

- Divide children into small groups. In each group, have children take turns making up sentences about themselves and another person. *(Answers will vary, but should include correct use of* I.*)*
- Circulate and remind children to say the other person's name first, followed by and *I* in each sentence.
- Have children complete the activity on **Student Worktext** p. 128 by choosing the correct words to complete the sentence.



Student Worktext, p. 128

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to name themselves last using the pronoun "I" when writing or speaking about themselves and another person . . .*

THEN Write or display simple sentences and read them aloud, such as: *Gran and I skip. Tom and I play.* Have children write the sentences and circle *and I* in each sentence. Have them identify who is listed first in each sentence and who is listed last.

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SESSION PREVIEW

MODULE 3 • Session 23

SESSION GOALS

FOUNDATIONAL SKILLS Introduce	INTEGRATED LITERACY Reading Comprehension	
LEARNING GOALS	**LEARNING GOALS**	**LANGUAGE GOAL**
• Add sounds to make new words and recognize letter sounds. • Read and write words with long *e* spelled *ea*. • Read Super Words *around, found, good, now* and review *away, because, each, where*.	• Explain how words and images help describe events in a story. • Use the words *first, next,* and *last* to tell events in order.	• Retell events in order using the words, *first, next,* and *last*.

MATERIALS & PACING

FOUNDATIONAL SKILLS (P. 244) WHOLE CLASS (45 MIN.)	INTEGRATED LITERACY (P. 246) WHOLE CLASS (45 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 4, Module 3, Session 23 • **SS&A Cards and Video**: /ē/ • **Super Word Cards:** *around, food, good, now*	• **Integrated Literacy Slides:** Unit 4, Module 3, Session 23 • **Vocabulary Cards:** *borders, replied* • **Anchor Chart:** Use Words and Images • **Graphic Organizer:** Use Words and Images	• **Magnetic Reader:** *East Park Beat* • Additional materials vary based on class needs–*See Weekly Materials (p. 219) for full list of options.*

ENGLISH LEARNERS

EL **SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT**

Support children in using the words *first, next,* and *last* to retell the story during Model on p. 252.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Display 3 pieces of paper each with a large number and a word: *1 First, 2 Next, 3 Last.* Display the papers in order from left to right. Have children point and repeat the words with you. Say the Mapmaker's retelling of his day. Before you narrate each part, prompt children to point to and say the corresponding sequence word: *First, a girl asked me to make her a map./ Next, we explored the neighborhood. /Last, we made a map together.*	Ask pairs to pick A or B. Child A asks questions and Child B responds. Group A asks: *What happens first? What happens next?* What happens last? Group B answers as the Mapmaker. Read aloud and display frames for his answers: *___, a girl asked me to make her a map./ ___, we explored the neighborhood. /___, we made a map together.* Then have children switch groups so everybody has a chance to ask questions and retell the story.	Ask children to form trios with a role for each child. Child A is the narrator for the story. Child B role-plays the girl and Child C role-plays the Mapmaker. They follow whatever the narrator describes. Tell the narrator to use the words *first, next,* and *last* to tell parts of the story from their own point of view. Have children switch roles to give everyone a chance to retell the story using *first, next, last.*

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FOUNDATIONAL SKILLS • Long *e*: *ea*

Learning Goals

- I will add sounds to make new words and recognize letter sounds.
- I will read and write words with long *e* spelled *ea*.
- I will read Super Words *around, found, good, now* and review *away, because, each, where*.

Listen Up! (5 MIN.)

PHONOLOGICAL AWARENESS

Add Phonemes

EL SCAFFOLD RESPONSES Use your hands to indicate the placement of the new sound in a word. To make the word *team*, hold up your right hand and say *tea*. When you say /m/, hold up your left hand.

ADD SOUNDS ROUTINE

MODEL Add /m/ to *tea* to form *team*.

Listen and Add a Sound: *"I am going to add a sound to the word* tea *to make a new word. I will add /m/ to the end of* tea."

Say the New Word: *"When I add /m/ to the end of* tea, *the new word is* team."

APPLY Have children add /ē/ to the end of *leaf* to form *leafy*.

Listen and Add a Sound: *"Your turn! Say* leaf. *Add the /ē/ sound to the end of* leaf."

Say the New Word: *"What new word do you get when you add /ē/ to the end of* leaf?" (leafy)

Now use the routine and have children add phonemes to say the words below. Correct all errors.

steam + /ē/ = steamy
grease + /ē/ = greasy
sea + /t/ = seat
he + /l/ = heal
leak + /s/ = leaks
me + /t/ = meat

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to add sounds to words . . .*

THEN Repeat the **Add Sounds Routine** using visuals. Use something large (like a block) for the starting word, and something small (like a counter) for the phoneme being added. Set down the block as you say the starting word, then set down the counter after the block as you say the phoneme to be added. Then run your finger under the block and counter as you say the word. Have children repeat after you and practice with the materials.

PHONOLOGICAL AWARENESS

Identify Phonemes

TIP Listening for the phoneme (sound) before introducing the grapheme (symbol) helps children understand the connection between the sound and the letters used to represent that sound.

IDENTIFY SOUNDS ROUTINE

MODEL Identify the common sound in the words *cheap, read,* and *beak*.

Listen for the Same Sound: *"I am going to listen for the same sound in three words. Listen as I say the words:* cheap, read, *and* beak."

Name the Sound: *"Now I will say the sound that is the same in all three words: /ē/. The middle sound in* cheap, read, *and* beak *is /ē/. It is a long vowel sound."*

APPLY Have children identify the common sound in the words *jet, led,* and *shell* and tell whether it is a long or short sound.

Listen for the Same Sound: *"Your turn! Put on your listening ears as I say three words. What sound is the same in* jet, led, *and* shell?"

Name the Sound: *"Now* ***you*** *say the sound that is the same." (/ĕ/) "Is it a long or short vowel sound?" (a short vowel sound)*

Have children identify the medial sound in each set of words below and tell if the sound is a long or short vowel sound. Correct all errors.

team, heat, reach, /ē/, long vowel sound
tell, chess, men, /ĕ/, short vowel sound
peak, wheat, lean, /ē/, long vowel sound
then, web, shed, /ĕ/, short vowel sound

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Build Words! (40 MIN.)

PHONICS

Long *e: ea*

EL **SUPPORT LANGUAGE TRANSFER** There is no sound-spelling match for the *ea* pattern in Spanish, Haitian Creole, or Arabic. Spanish speakers may pronounce both vowel sounds because all vowels are pronounced in Spanish.

TEACH Review the **SS&A Cards** for /ē/. Remind children that vowel sounds can have different spellings. Write *leap* and read it aloud. Point out that *ea* is a vowel team. The vowels work together to stand for /ē/.

BLEND WORDS ROUTINE

MODEL Write the word *bean*.

Say the Sounds: *"I am going to say each sound in the word* bean*: the letter* b *stands for /b/,* ea *stand for /ē/, and* n *stands for /n/."*

Blend the Sounds Together: *"Now listen as I blend these sounds together: /bēēēnnn/,* bean*. Say the word with me:* bean*."*

APPLY Write the word *leak*.

Say the Sounds: *"Your turn! Say each sound in the word* leak*." (/l/ /ē/ /k/)*

Blend the Sounds Together: *"Now blend the sounds together." (/lllēēēk/,* leak*)*

Now use the routine and have children blend sounds to say the words below.

tea	**squeak**	**dream**
eat	**steam**	**treat**

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to decode words with long e spelled* ea . . .

THEN Use markers to write the word *bead* in three different colors: *bead*. Guide children to say the sound for each different color. Then rewrite the word in one color after they blend the sounds and say the word. Repeat for *leaf* and *seal*. If children continue to struggle, review the Identify Phonemes lesson to help discriminate between medial short *e* and long *e* sounds.

High-Frequency Words

REVIEW Use the **Super Word Cards** to review Sessions 21–25's words *around, found, good, now* and Sessions 16–20's words *away, because, each,* and *where*.

APPLY Display the **Super Word Cards** one at a time. Choose a word. Write a dash on the board to represent each letter. Have children call out letters. If the letter is in the word, write it on the appropriate dash. Continue until someone guesses the word. Repeat for each word.

See the practice page for High-Frequency words.

APPLY/PRACTICE

Before children begin working, say any picture names aloud, as necessary.

STUDENT WORKTEXT	PAGE
Phonics	p. 130
Super Words	p. 131

WORD-LEVEL READING FLUENCY

Guide children to read the words on **Student Worktext** p. 132. Remind them that some words will have the sound-spellings they are learning in Sessions 21–25; others will have review sound-spellings. Line 4 is intended for children who are ready for a challenge.

leak	**cheap**	**flea**	**reach**
sneak	**teach**	**beast**	**eat**
day	**may**	**say**	**way**
squeaky	**reason**	**teacher**	**please**

Dad will clean around each rug with steam.

Dean can reach the good treat.

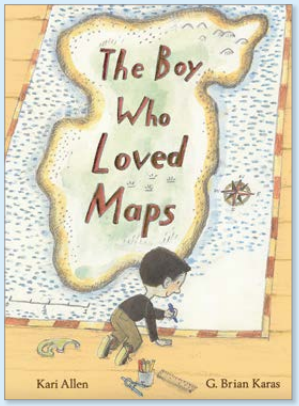
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READING COMPREHENSION

Learning Goals

To learn how maps help us understand our world, I will:

- explain how words and images help me describe events in a story.
- use the words *first, next,* and *last* to tell events in order.



The Boy Who Loved Maps

Genre: Fiction

Unlock the Text (10 MIN.)

STEP 1 | Review the Topic and Text

- Remind children of the **Unit Topic: Mapping Our World. Ask,** *"If you could be a mapmaker, what would be the best part?" (Answers will vary.)*
- Display the cover of *The Boy Who Loved Maps.* Remind children this text is fiction, or a made-up story.
  - **Ask,** *"What did this story help you understand about making maps?"* Have children **Raise-A-Hand** to share their answers. *(Sample answer: I learned that you have to know what a place looks like before you can make a map of it.)*

STEP 2 | Review Key Vocabulary

- Use the routine and cards to review the words. Use the **Cognate Routine** to connect new words to words children may already know in their home language.

KEY VOCABULARY ROUTINE

Say It	Define It	Use It	Frame It
 **borders**	Borders are lines on a map that show the edges of things like parks, cities, states, or countries.	Borders divide the United States into individual states on a map.	*If I look on a map of my neighborhood, I can see the border between ___.*
 **replied**	If someone replied, it means they gave an answer.	Grandpa replied to my question.	*When my mom called me for dinner, I replied ___.*

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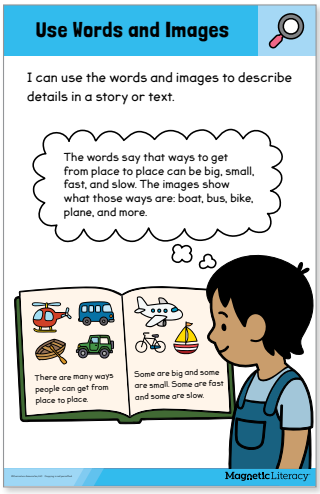
STEP 3 | Teach: Use Words and Images

Revisit today's **Learning Goal.** *"When we read the story, we will explain how words and images help us describe the events."*

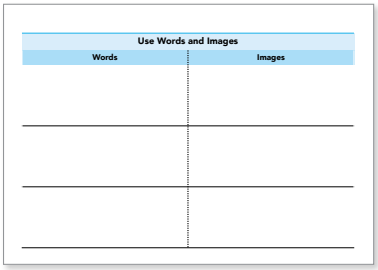
TEACH Review using details in the words and images to understand a story.

- Display and review the **Use Words and Images Anchor Chart**.
- Explain that readers can learn about the characters, setting, and events in a story by paying attention to a story's words and pictures.
  - **Say,** *"The words and pictures work together to help us understand a story. Sometimes the images show readers details that are not in the author's words. Sometimes the author's words tell readers details that are not in the images."*
- Display the **Use Words and Images Graphic Organizer**. Explain that this tool helps readers pay attention to details in the words and the pictures. As you read, have children help you complete the graphic organizer.

EL **AMPLIFY LANGUAGE** Call attention to how the author writes creative descriptive phrases. For example, the girl asks the Mapmaker to draw a map that is *toes-in-the-sand* and *wrapped-up-in-a-towel* warm. Ask children how this language helps them picture the place the girl wants to see on a map.



Use Words and Images Anchor Chart



Use Words and Images Graphic Organizer

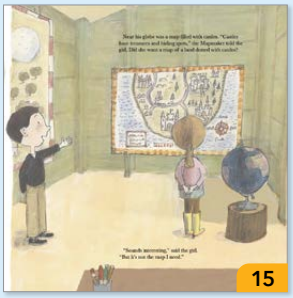
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READING COMPREHENSION

Read and Discuss (15 MIN.)

PURPOSE FOR READING Read the story aloud, stopping at the following points to guide children to explain how the words and images work together to help readers understand the events in the story.

PAGE 15



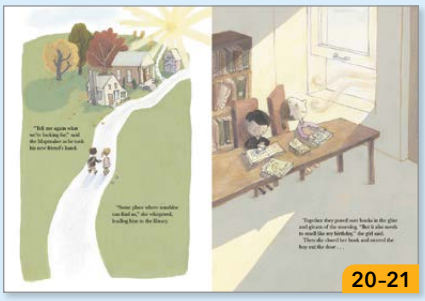
MODEL Model using words and images to understand events.

Think Aloud: *"The picture shows us that the Mapmaker is showing the girl a very beautiful map. He looks proud of his map. The words say that the girl tells him the map isn't the map she needs. I think this is an important event in the story because it tells us about the problem the characters will deal with in this story. The girl needs a map and the Mapmaker isn't sure what kind of map she needs."*

- Add details from the words and images to the graphic organizer.

TIP On p. 20, call attention to the figurative language. Explain that when the girl says "where sunshine can find us," she means a place where the sun shines on them and they feel warm and happy. Tell children that it is not just about feeling the sunshine, but also about how the sunshine makes them feel inside.

PAGES 20-21



APPLY Have children use words and images to understand events.

- **Ask,** *"What does the girl say when the Mapmaker asks what they are looking for?" (She says they are looking for a place where sunshine can find them.)*
- **Ask,** *"What clues in the words and pictures help you know if they found a place like that?" (Sample answers: The words say they were in the 'glint and gleam of the morning.' The pictures show the sun shining on them.)*
- **Say,** *"This information helps readers understand more about what kind of place the girl is looking for."*
- Add details from the words and images to the graphic organizer.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to use words and images to help them understand what kinds of things in a place the girl is looking for . . .*

THEN Reread pp. 16-17, asking guiding questions about details in the words and illustrations, such as: *What are they looking for? Did sunshine find them in the library? How do you know?*

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PAGES 32–33

APPLY Have children use words and images to understand events.

- Review the problem the characters face: the girl needs a map and the Mapmaker isn't sure what kind of map she needs.
- Focus attention on the words and illustration on pp. 32–33. **Ask,** *"What do the words tell us about how the problem is solved?" (The boy and girl draw a map together and it is what they both needed.) "What does the picture show?" (a detailed map of all the places the girl and the Mapmaker visited on their adventure that day)*
- Discuss how the words and images reveal the resolution of the story.
  - **Ask,** *"What made the map perfect for the girl?" (Sample answer: It showed all the things she wanted to see on a map.) "Why was it the map the Mapmaker needed?" (Sample answer: He had never made a map of home.)*
- Add details from the words and images to the graphic organizer.

EL **GROUP STRATEGICALLY** Partner children with the same home language to discuss the story. Encourage children to look carefully and discuss the illustration details to help them understand the story.

USE WORDS AND IMAGES	
Words	**Images**
The Mapmaker shows the girl a map filled with castles. The girl says it is not the map she needs.	The Mapmaker looks proud of the map he made.
(The girl wants to be somewhere where sunshine can find them. In the library, they are in the 'glint and gleam' of the morning.')	*(The sun is shining on them in the library.)*
(The Mapmaker and the girl draw a map together and it is what they both need.)	*(a map of the neighborhood)*



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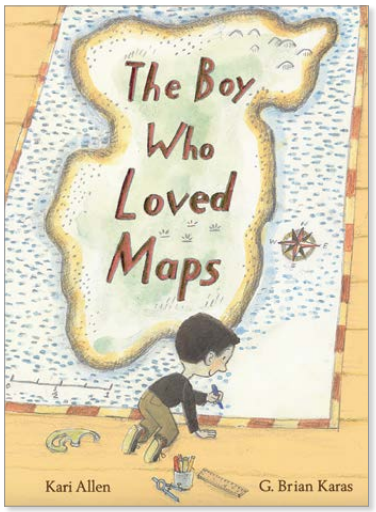
READING COMPREHENSION

Reflect (10 MIN.)

Revisit the Text

- Review the completed **Use Words and Images Graphic Organizer**. Remind children that paying attention to details in the words and images will help them understand a story. Emphasize that the words and images work together to tell a story.
  - **Ask,** *"How did the words and pictures help you understand that the girl's perfect place is right at home?" (Answers will vary but should reflect that the pictures show how happy the girl is when she is at home with her new friend, and the words describe the place that she lives.)*

USE WORDS AND IMAGES	
Words	**Images**
The Mapmaker shows the girl a map filled with castles. The girl says it is not the map she needs.	The Mapmaker looks proud of the map he made.
The girl wants to be somewhere where sunshine can find them. In the library, they are in the 'glint and gleam of the morning.'	The sun is shining on them in the library.
The Mapmaker and girl draw a map together and it is what they both need.	a map of the neighborhood



The Boy Who Loved Maps

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EXIT TICKET

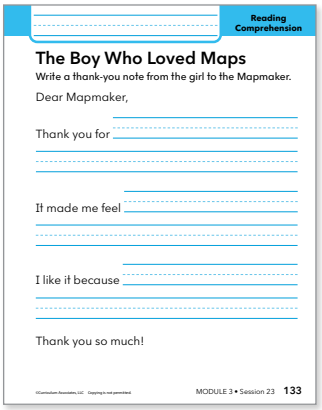
Assess

- Have children turn to p. 133 in their **Student Worktext.** Have them write a thank-you note from the girl to the Mapmaker thanking him for making the map with her. Guide them to use details from the story to explain how the girl felt during that event.
- Point out that the girl's name is never shared in the story. You may wish to have the class give her a name so they can sign their letters.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to describe how the girl felt while making the map with the mapmaker . . .*

THEN Review the events on pp. 28-32. **Ask,** *"What kind of map did the Mapmaker make at the end of the story?" (a map of their neighborhood) "Is that the kind of map the girl wanted? How can you tell?" (Yes. The words tell me that is the map that they both needed and the picture shows me that she is happy at the end of the story.)*


Reading Comprehension

The Boy Who Loved Maps

Write a thank-you note from the girl to the Mapmaker.

Dear Mapmaker,

Thank you for

It made me feel

I like it because

Thank you so much!

MODULE 3 • Session 23 133

Student Worktext, p. 133

Revisit the Topic

- Remind children of the **Unit Topic: Mapping Our World** and the **Essential Question: How can maps help us understand our world?**
- **Ask,** *"What did you learn about how to be a good mapmaker from this story?"* Have children **Turn and Talk** to share their answers. *(Sample answer: I learned that mapmakers need to love maps, like to draw, and be good listeners.)*

EL **DEVELOP ACADEMIC LANGUAGE** Ask partners to support responses using gestures and sketches. Rephrase their everyday English answers to model academic language. For more practice, provide sentence frames with academic language such as:

- *I learned that a good mapmaker needs to ___.*
- *I think I [would/would not] be a good mapmaker, because ___.*

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TARGETED INSTRUCTION • Writing

Use Language: *First, Next, Last* (10 MIN.)

Revisit today's **Learning Goal. Say,** *"We will use the words* first, next *and* last *to tell events in order."*

TEACH Introduce using *first, next,* and *last* to tell events in order.

- Review the steps for making a peanut butter and jelly sandwich. Use *first, next,* and *last* to describe each step: *First, you spread peanut butter on one slice of bread. Next, you spread jelly on the other slice. Last, you put the two slices together.*
  - **Ask,** *"What would happen if I put the two slices of bread together first? (Sample answer: the bread wouldn't stick together; there wouldn't be any filling.) "If I do the steps out of order, the sandwich won't turn out right. That's why the words* first, next, *and* last *are so important. They tell us the order in which things should happen."*
  - **Say,** *"When authors write a story, they can use the words* first, next, *and* last *to help readers understand the order of events in the story."*

MODEL Model using the words *first, next,* and *last* to tell events in order.

Think Aloud: *"If the Mapmaker were to write a story about his day, he could use the words* first, next, *and* last *to help readers understand the order of events.*

- Write or display and read aloud: *First, a girl asked me to make her a map.* Circle *First.* **Say,** *"The word* First *tells us this is the first event in the story."*
- Repeat with the sentences *Next, we explored the neighborhood. Last, we made a map together.* Point out how the words *Next* and *Last* show the order in which these events happen.

EL See the Session Preview for differentiated EL support.

APPLY Have children use the words *first, next,* and *last* to tell events in order.

- Have children think about how the story would be different if the girl told it. Have them **Turn and Talk** to tell what happens *first, next,* and *last* from her perspective. *(Answers will vary but should indicate a logical sequence from the girl's perspective.)*

EL **OBSERVE LANGUAGE** Listen for children to use *first, next,* and *last* as they retell the story from the girl's point of view. If you do not hear these words, have children review *first, next, last* in the anchor chart. Then have children retell the story again.

- Have children complete **Student Worktext** p. 134. You may wish to have partners make up a story about the pictures using *first, next,* and *last.* For a challenge, have children write their own story using these sequence words.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to use* first, next, *and* last *to tell events in order . . .*

THEN Choose a familiar story and orally share three events from the story in the wrong order. Have children retell the story, using *first, next,* and *last* to sequence the events correctly.


Writing

First, Next, Last

Look at the pictures. Write the words **First**, **Next**, and **Last** to show the order of what happens.

1. Next
2. Last
3. First

134 MODULE 3 • Session 23

Student Worktext, p. 134

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SESSION PREVIEW

MODULE 3 • Session 24

SESSION GOALS

FOUNDATIONAL SKILLS Practice & Extend	INTEGRATED LITERACY Reading Comprehension	
LEARNING GOALS	**LEARNING GOALS**	**LANGUAGE GOAL**
• Change sounds in words to make new words. • Read and write words with long *e* spelled *ea*. • Read and write words with suffixes *-ful, -less*. • Read Super Words *around, found, good, now* and review *away, because, each, where*. • Read *A Big Meal* fluently at an appropriate rate/pace.	• Compare and contrast characters from different stories. • Write a story ending.	• Compare and contrast characters using the words *both, but, alike, the same*, and *different*.

MATERIALS & PACING

FOUNDATIONAL SKILLS (P. 254) WHOLE CLASS (45 MIN.)	INTEGRATED LITERACY (P. 258) WHOLE CLASS (45 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 4, Module 3 Session 24 • **Word Building Cards:** *a, e, h, l, s, t* • **SS&A Cards and Video:** long *e*: *ea* • **Super Word Cards:** *around, food, good, now, away, because, each, where*	• **Integrated Literacy Slides:** Unit 4, Module 3 Session 24 • **Vocabulary Cards:** *borders, replied* • **Anchor Chart:** Compare and Contrast Characters • **Graphic Organizer:** Compare and Contrast Characters	• **Magnetic Reader:** *East Park Beat* • Additional materials vary based on class needs–*See Weekly Materials (p. 219) for full list of options.*

ENGLISH LEARNERS

SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

Support children in Read and Discuss on p. 261 as they compare and contrast the Mapmaker and Rose using the terms *both, but, alike, the same,* and *different,*

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Use Vocabulary Cards and objects to say how things are *alike, the same, different.* Ask children to say ways the two characters are alike and different with a phrase, a picture, or using home language. Provide sentence frames: • *Both characters are ___ because they make maps.* • *The characters are ___ because they explore different places.*	Guide children to compare and contrast the characters using a Venn diagram. Ask them for contrasting information to put in the circles and similarities in the overlapping part. Ask a volunteer to model one similarity and one difference in the characters using comparing and contrasting terms. Help children share other similarities and differences using words such as *both, but, alike, the same,* and *different.*	Provide children with paper and pencils. After discussing the graphic organizer have children write one sentence comparing and another one contrasting the characters. Invite volunteers to share their work with the class. Encourage children to identify and write down words such as *similar, different, both, but,* and *like* when they hear them.

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FOUNDATIONAL SKILLS • Long *e*: *ea*

Learning Goals

- I will change sounds in words to make new words.
- I will read and write words with long e spelled *ea*.
- I will read and write words with suffixes *-ful, -less*.
- I will read Super Words *around, found, good, now* and review *away, because, each, where*.

Listen Up! (5 MIN.)

PHONOLOGICAL AWARENESS

Substitute Phonemes

TIP Have children who struggle with substituting sounds say each sound in the new word before combining all the sounds to say the word.

CHANGE SOUNDS ROUTINE

MODEL Change /m/ in *meat* to /n/ to form *neat*.

Listen: *"I am going to change the sound in a word to say a new word. I will change /m/ in* meat *to /n/."*

Say the New Word: *"When I change /m/ in* meat *to /n/, the new word is* neat*."*

APPLY Have children change /p/ in *peep* to /k/ to form *keep*.

Listen: *"Your turn! Change /p/ in* peep *to /k/."*

Say the New Word: *"What new word do you get when you change /p/ in* peep *to /k/?"* (keep)

Now use the routine and have children substitute phonemes in the words below. Correct all errors.

/sh/ in *sheet* to /f/ = feet

/b/ in *beak* to /s/ /n/ = sneak

/d/ in *day* to /s/ = say

/d/ in *deal* to /r/ = real

/s/ in *sea* to /t/ = tea

/m/ in *may* to /w/ = way

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to substitute phonemes in words with long e and long a . . .*

THEN Give children the words above and have them say rhyming words to give them practice with initial phoneme substitution. Then have them work with other word pairs to practice initial phoneme substitution. Use these words: *sheep/cheep, neat/seat, seed/feed.*

Build Words! (25 MIN.)

PHONICS

Encode Words

BUILDING WORDS Warm up for dictation. Use **Word Building Cards** to model building *sea*. Point to each card, say the sound, and blend the word. Have children add one letter to spell *seal*. Repeat to spell *steal*.

DICTATION *"We built some long e words with our cards. Now let's write some words!"*

SPELL IT ROUTINE

MODEL Think aloud as you spell the word *leash*.

Say the Word: *"The word is* leash*."*

Connect Sounds to Spellings: *"First, I will say the word slowly,* leash*. Next, I will think about the first sound I hear. The first sound in* leash *is /l/. I know the letter* l *stands for /l/. I will write* l*."* Repeat for the remaining sounds to spell *leash*.

APPLY Have children write today's dictation words and sentence on p. 136 of their **Student Worktext.**

Say the Word: *"Your turn! The first word is* lean*. Say the word to yourself to help you think about the sounds."*

Connect Sounds to Spellings: *"Think about the first sound in* lean*. Which letter stands for that sound? Write the letter. Keep going for each sound in* lean*!"*

Dictate the words and sentence below. When done, write them and have partners check each other's spelling for accuracy.

1. **lean** 2. **scream** 3. **heap** 4. **paid**
5. **He will eat the peas.**

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to accurately spell words with long e spelled* ea *. . .*

THEN Remind children to use the **SS&A Cards** displayed in the room as tools to help them spell the words.

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WORD ANALYSIS

Suffixes *-ful, -less*

TEACH Remind children that a suffix is a word part added to the end of words to change the meaning. The suffix becomes the last syllable of the longer word. Review that the suffix *-less* means "not having any" and the suffix *-ful* means "full of." Write the suffixes and have children say them in unison with you.

MODEL Write the word *sleepless*. Read it aloud and have children repeat after you. **Say,** *"I see that this word has the base word* sleep *and the suffix* -less. *I will divide the word into syllables by placing a slash between* sleep *and* -less." Blend the syllables to read *sleepless*. **Say,** "Sleepless *means "not having any sleep."* Repeat with the word *restful,* pointing out the base word *rest* and the suffix *-ful*.

APPLY Write *playful* and *endless*. Prompt children to tell you where to divide the syllables. Then have children blend the syllables to read the words in unison. Have children tell the meaning of each word. Then have children use the words to generate sentences.

See the practice page for Word Analysis.

High-Frequency Words

REVIEW Display Sessions 16–20's and Sessions 21–25's **Super Word Cards**. Have children choose a Super Word and write a sentence for it on a separate piece of paper. Have children exchange sentences, read them aloud, and check the spelling.

APPLY See the practice page for High-Frequency Words.

APPLY/PRACTICE

Before children begin working, say any picture names aloud, as necessary.

STUDENT WORKTEXT	PAGE
Encode Words	p. 136
Word Analysis	p. 137
High-Frequency Words	p. 138

Let's Read!

Turn to the next page to have children read *A Big Meal*.



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FOUNDATIONAL SKILLS • Long *e*: *ea*

Let's Read! (15 MIN.)

Learning Goals

- I will read *A Big Meal* fluently at an appropriate rate/pace.

- **Introduce:** Children will read about different neighborhood activities. This text, *A Big Meal*, is about neighbors making and sharing a meal.
- **Share:** Review the story words *neighbor* and *work*. Say the words and have children repeat after you.

Let's Read!

Words with **ea**
Super Words: **around, found, good, now**

A Big Meal



It is a fine day for a meal.
Each neighbor makes a nice dish.
People bring eggs, meat, and cheese.
They bring nuts, peaches, and beans.
They feel thankful for this **good** meal.
They feel glad that it did not rain.

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FIRST READ

Read Connected Text

EL **SUPPORT MEANING** Guide children to understand the meaning of the food words in the text. Explain what the words *pack up* and *spotless* mean.

TEACH/MODEL Model decoding the title. Call attention to Sessions 21-25's Super Words in bold and any Unit Words or story words. Remind children that they are learning about words with the long *e* sound spelled *ea*. Write target-skill words from the text, such as *each* and *meat*. Have children practice reading the words in isolation to build automaticity. Model decoding the first sentence before reading the text in unison with children. Point to each word as you read and have children do the same.

APPLY Have children reread the text in unison. Circulate and provide feedback as needed. If time permits, have children read the text again using partner-reading or whisper-reading.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to read the text accurately and with ease . . .*

THEN Use **Word Building Cards** to form a word from the text that children struggled with. Model pointing to each letter, saying the letter sound, and then blending the sounds to say the word. Repeat as needed for other words.

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Let's Read!



But **now** the meal must end.
It is time for work.
People clean and pack up things.
Kids will be helpful as well.
Kids look **around** for trash.
They pick up what is **found**.
Kids will leave this place spotless!

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SECOND READ

Build Fluency: Rate/Pace

TEACH/MODEL Remind children that reading at a natural pace means reading at a speed that sounds like you are talking with someone. Model reading the first sentence very slowly. Ask children what they noticed about your reading. Guide them to understand that reading too slowly makes it hard for listeners to follow along. Then demonstrate reading the sentence at a more natural pace. Point out that reading at a natural pace will make it easier for them and their listeners to understand the text.

SELF-CORRECTION

PACING Fix-Up Strategy

Explain to children that readers use different strategies, or tools, to help them as they read. **Say,** *"If your reading is too fast or too slow, stop and read again. Remember that when you read aloud, you should read at a pace that sounds like you are talking. That will help you and your listeners understand the text. Ask yourself:* Did my pace sound like I was talking to someone?"

APPLY Read the text aloud as children echo-read. Circulate and guide children to use the **Fix-Up Strategy** to self-correct and read with appropriate pacing.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to read the text with accuracy and with proper rate/pacing . . .*

THEN Have children take turns reading sentences with a partner. Circulate and provide feedback to guide children to read at a smooth, natural pace.

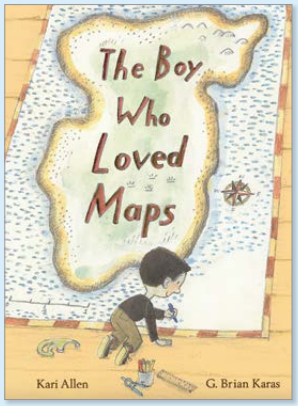
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READING COMPREHENSION

Learning Goals

To learn how maps help us understand our world, I will:

- compare and contrast characters from different stories.
- write a story ending.



The Boy Who Loved Maps

Genre: Fiction

Unlock the Text (10 MIN.)

STEP 1 | Review the Topic and Text

- Review the **Unit Topic: Mapping Our World** and the **Essential Question: How can maps help us understand our world?**
- Display the cover of *The Boy Who Loved Maps*. Then read the Author's Note on p. 34.
  - **Ask,** *"Why do you think the author wrote a book about a boy who loves maps?" (because she loves maps and her son likes to make maps, just like the main character does)*

STEP 2 | Review Key Vocabulary

- Use the routine and cards to review the words.

KEY VOCABULARY ROUTINE			
Say It	**Define It**	**Use It**	**Connect It**
 **borders**	Borders are lines on a map that show the edges of things like parks, cities, states, or countries.	Borders divide the United States into individual states on a map.	What do borders look like on a map?
 **replied**	If someone replied, it means they gave an answer.	Grandpa replied to my question.	What word means almost the same as *replied*?

- Play a word association game. Set a timer for 30 seconds. During that time, invite children to name as many words as possible that are similar in meaning to *replied*. Record the words and display them for children to use during writing activities.

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ACADEMIC VOCABULARY
compare, contrast

STEP 3 | Teach: Compare and Contrast Characters

Revisit today's **Learning Goal. Say,** *"We will compare and contrast characters from different stories."*

TEACH Review comparing and contrasting characters from different stories.

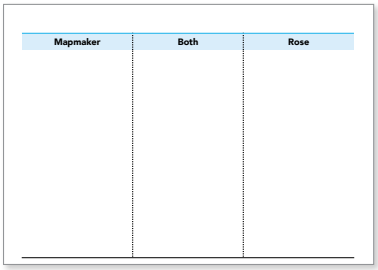
- Review comparing and contrasting. Remind children that to **compare** means "to tell how things are alike." To **contrast** means "to tell how things are different."
- Demonstrate comparing and contrasting an apple and an orange. **Say,**
  - *"First I will compare an apple and an orange. That means I will tell how they are alike. One way they are alike is that they are both fruits that people eat."*
  - *"Now I will contrast the apple and the orange. That means I will tell how they are different. One way they are different is the apple has a peel you can eat, but you need to take the peel off the orange before you eat it."*
- Invite children to make other observations about how an apple and an orange are alike and different. *(Answers will vary.)*
- Display the **Compare and Contrast Characters Anchor Chart** and discuss the examples. **Say,**
  - *"First let's compare the little pig and the little bear. What are some ways they are alike?" (Sample answer: They are both animals.)*
  - *"Now let's contrast them. How are these two characters different?" (The pig looks sad. The bear looks surprised.)*

EL **BUILD BACKGROUND** Explain that the pig and the bear are characters from stories. *The Three Little Pigs* is about pigs who build houses made of different things. The Big Bad Wolf blows down two of the houses. *Goldilocks and the Three Bears* is about a girl who goes into a bear's home. She tries the food, the chairs, and the beds, then falls asleep. She runs away when the bears return home.

- Tell children that today you will compare and contrast characters from two different stories: the Mapmaker from *The Boy Who Loved Maps* and Rose from *My Heart Is a Compass*.
- Display the **Compare and Contrast Characters Graphic Organizer.** Tell children that this tool will help them describe similarities and differences between characters. Explain that you will write the things that are the same about the characters in the middle. You will write the things that are different about them on each side.



Compare and Contrast Characters Anchor Chart



Compare and Contrast Characters Graphic Organizer

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READING COMPREHENSION

Read and Discuss (15 MIN.)

PURPOSE FOR READING Before reading aloud *The Boy Who Loved Maps*, page through *My Heart is a Compass* to review Rose' s adventures and the map she drew. Then read aloud *The Boy Who Loved Maps*. Use the stopping points to support children in comparing and contrasting the experiences of the Mapmaker and Rose as children continue to build knowledge about mapmaking.

PAGES 10–11 | *The Boy Who Loved Maps*
PAGES 12–13 | *My Heart Is a Compass*

MODEL Model comparing and contrasting characters.

- Display pp. 12–13 of *My Heart Is a Compass* as you compare the two characters.

  Think Aloud: *"First I will compare the Mapmaker and Rose to tell how they are alike. Both characters are making maps."*

  "Now I will contrast the Mapmaker and Rose to tell how they are different. The Mapmaker is getting ready to make a map for a girl. He is listening to her ideas and writing notes about what she would like on her map. Rose is making a map for herself to help her find something for show and tell."

- Record these ideas on the graphic organizer: ***Both:*** *They make maps.;* ***The Mapmaker:*** *making a map for the girl;* ***Rose:*** *making a map for herself, for show and tell.*



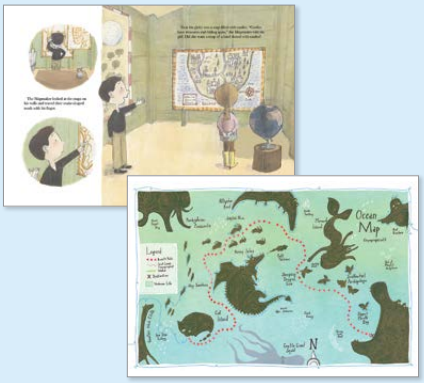
Top: *The Boy Who Loved Maps*, pp. 10–11,
Bottom: *My Heart Is a Compass*, pp. 12–13

PAGES 14–15 | *The Boy Who Loved Maps*
PAGES 24–25 | *My Heart Is a Compass*

APPLY Have children compare and contrast characters.

- Display pp. 24–25 *of My Heart Is a Compass*.
  - **Say,** *"Let's compare a map that the Mapmaker made with a map that Rose made. How are these maps they made alike?" (Sample answers: Both characters made maps that show land and water and have labels on them. They are beautiful with lots of details.)*
  - **Ask,** *"How are these maps different?" (Sample answers: The Mapmaker's map has buildings and trees. It looks like a real place. Rose's map has islands shaped like animals. It does not look like a real place.)*
- Record these details on the graphic organizer.

EL **DEVELOP ACADEMIC LANGUAGE** Provide sentence frames to help children practice the language of comparing and contrasting. For example: *The Mapmaker and Rose both ___. Their maps are alike, because ___. There maps are different, because ___.*



Top: *The Boy Who Loved Maps*, pp. 14–15,
Bottom: *My Heart Is a Compass*, pp. 24–25

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CHECK FOR UNDERSTANDING

IF *Children aren't yet able to describe how the characters' approaches to mapmaking are different . . .*

THEN Remind children that one way the Mapmaker and Rose are alike is that they both make maps. Have children tell how the Mapmaker decided what to put on his map. *(He listened to what kind of map the girl wants.)* Then, have children tell how Rose got ideas for what to put on her map. *(from her imagination)*

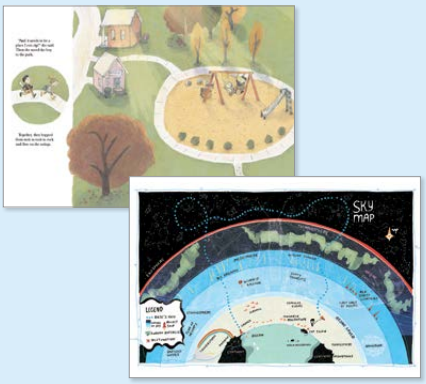
PAGES 24–25 | *The Boy Who Loved Maps*
PAGES 20–21 | *My Heart Is a Compass*

APPLY Have children contrast characters.

- Display pages 20–21 of *My Heart Is a Compass*.
  - **Say,** *"Both the Mapmaker and Rose go on adventures. That is one way they are alike. How are the adventures they have different?" (Sample answer: The Mapmaker explores his own neighborhood with a friend, but Rose goes to outer space and a desert island with her cat. The Mapmaker visits real places and Rose visits imaginary places)*
- Guide children to find evidence in the words and illustrations that support their responses.
- Record these details on the graphic organizer.

EL See the Session Preview for differentiated EL support.

MAPMAKER	BOTH	ROSE
• making a map for the girl • *(His map looks like a real place.)* • *(He and his friend explore a real neighborhood.)*	• They make maps. • *(Their maps are beautiful with lots of details.)* • *(They go on adventures.)*	• making a map for herself, for show and tell • *(Her map does not look like a real place.)* • *(She explores outer space and other places that are in her imagination.)*



Top: ***The Boy Who Loved Maps*****, pp. 24–25,**
Bottom: ***My Heart Is a Compass*****, pp. 20–21**

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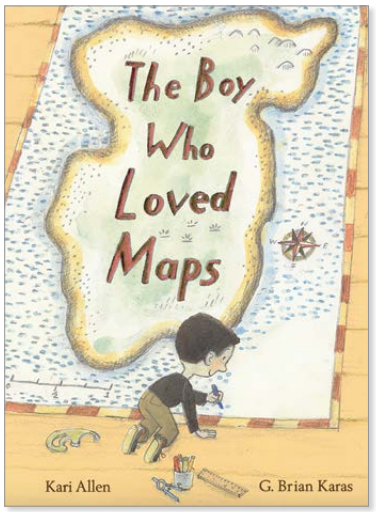
READING COMPREHENSION

Reflect (10 MIN.)

Revisit the Text

- Review the information on the completed **Compare and Contrast Characters Graphic Organizer.**
  - **Ask,** *"How is the Mapmaker like Rose? How are they different?"*
  - Have children **Turn and Talk** to answer. Then have volunteers suggest ideas to add to the graphic organizer. *(Answers will vary but should reflect an understanding that they both make maps, but the reasons they make maps are different. The Mapmaker relies on what he knows to make a map for the girl. Rose relies on her imagination to make a map for herself.)*

MAPMAKER	BOTH	ROSE
• making a map for the girl • His map looks like a real place. • He and his friend explore a real neighborhood.	• They make maps. • Their maps are beautiful with lots of details. • They go on adventures.	• making a map for herself, for show and tell • Her map does not look like a real place. • She explores outer space and other places that are in her imagination.



The Boy Who Loved Maps

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EXIT TICKET

Assess

- Have children turn to p. 141 in their **Student Worktext** to answer questions about Rose and the Mapmaker. Have partners discuss how the characters and their maps are alike and different.

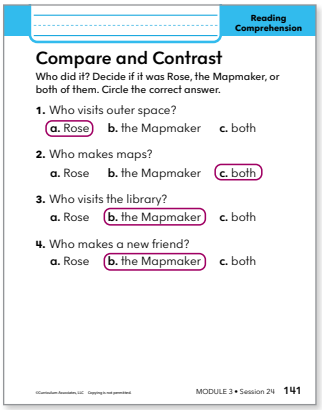
EL **OBSERVE LANGUAGE** As children compare and contrast the Mapmaker and Rose, listen for them to use words that express similarities and differences. If children use other words, provide a word bank including *both, but, like, and different from* and/or sentence frames:

- *[Name] is like/different from [Name].*
- *Both characters ___.*
- *[Name] ___ but [Name] ___.*

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to compare and contrast characters from different stories . . .*

THEN Review the words *both, and, alike, different,* and *but.* Have children orally describe the Mapmaker and Rose, using these words in their sentences. Record their responses. Flip through the texts as needed to help children use details in their sentences.



Reading Comprehension

Compare and Contrast

Who did it? Decide if it was Rose, the Mapmaker, or both of them. Circle the correct answer.

1. Who visits outer space?
   a. Rose **b.** the Mapmaker **c.** both
2. Who makes maps?
   a. Rose **b.** the Mapmaker **c.** both
3. Who visits the library?
   a. Rose **b.** the Mapmaker **c.** both
4. Who makes a new friend?
   a. Rose **b.** the Mapmaker **c.** both

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Student Worktext, p. 141

Revisit the Topic

- Reflect on the **Unit Topic: Mapping Our World.** Remind children of the **Essential Question: How can maps help us understand our world?**
- **Ask,** *"What did you learn about maps that surprised you?" (Answers will vary.)*

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TARGETED INSTRUCTION • Writing

Write a Story Ending (10 MIN.)

Revisit today's **Learning Goal. Say,** *"We will write a story ending."*

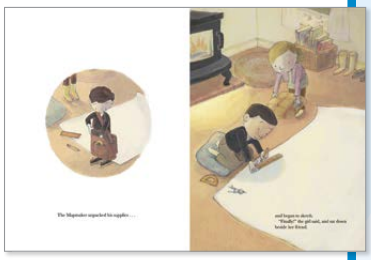
TEACH Introduce qualities of a strong story ending.

- **Say,** *"The end of a story is important. When authors write the end of a story, they want to be sure the story feels finished. If there is a problem in the story, the end is where readers find out if it was solved."*
- Review that in the beginning of *My Heart Is a Compass,* Rose had a problem to solve: She needed something to share for show-and-tell. In the middle of the story, she tried to solve her problem.
  - **Say,** *"A good story ending finishes the story and solves the problem. A story ending can also teach a lesson or be a surprise. In* My Heart Is a Compass, *Rose discovered that she already had an interesting thing for show-and-tell: her maps! That is a good ending because it solves the problem and she learned something important."*
- Point out that not all stories have a happy ending, but the ending should still make the story feel finished.

MODEL Model identifying the qualities of a strong story ending.

- Display pp. 30–31 of *The Boy Who Loved Maps.* Reread the ending of the story.

  Think Aloud: *"I will think about what makes this a good story ending. In the beginning and middle of the story, the Mapmaker and the girl tried to solve a problem: figuring out what kind of map the girl needed. At the end of the story, they solved the problem by making a map of a place that is important to the girl. Both characters were happy, and the story feels finished."*



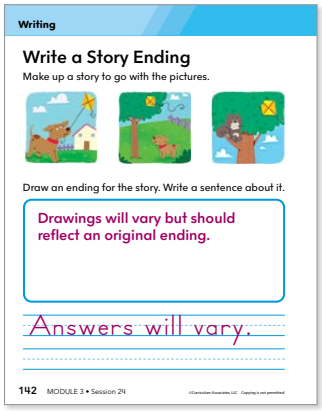
The Boy Who Loved Maps, **pp. 30–31**

APPLY Have children write a story ending.

- Have children suggest alternate endings for *The Boy Who Loved Maps* or another familiar story. Remind them to make sure their ending tells how the problem in the story is solved and how it makes the story feel finished. *(Answers will vary.)*

EL **GROUP STRATEGICALLY** Consider grouping children who speak different home languages yet have similar English-language proficiency to create alternate story endings. This will create a safe space for children to take risks with language.

- Have children complete **Student Worktext** p. 142. Guide them to recognize the problem depicted in the pictures before suggesting an ending: the kite is stuck in the tree and the puppy can't get it down.



Student Worktext, p. 142

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to write a story ending . . .*

THEN Discuss the setting, characters, and problem. Suggest ideas that could influence the ending of the story. **Ask,** *"What happens if we change the setting at the end of the story? What if another character gets involved? What if the kite falls and breaks?"* Explain that changing small details can lead to a different ending.

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SESSION PREVIEW

MODULE 4 • Session 25

SESSION GOALS

FOUNDATIONAL SKILLS Assessment	INTEGRATED LITERACY Unit Assessment	
LEARNING GOALS	**LEARNING GOALS**	**LANGUAGE GOAL**
Complete Foundational Skills Unit 4 Assessment.	• Review the steps in the writing process. • Identify important parts of narrative writing. • Explore a narrative writing example.	• Retell the events of a story in order using *first, next,* and *last.*

MATERIALS & PACING

FOUNDATIONAL SKILLS WHOLE CLASS (45 MIN.)	INTEGRATED LITERACY (P. 266) WHOLE CLASS (45 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 4, Module 4, Session 25 • **Foundational Skills Unit 4 Assessment**	• **Integrated Literacy Slides:** Unit 4, Module 4, Session 25 • **Modeling Text:** *My Heart Is a Compass* • **Anchor Charts:** Steps in the Writing Process, Narrative Writing	• **Magnetic Reader:** *East Park Beat* • Additional materials vary based on class needs–*See Weekly Materials (p. 219) for full list of options.*

ENGLISH LEARNERS

EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

Have children add the words *first, next,* and *last* to their personal dictionaries. Support them in ordering events in the story using the words during Apply on p. 268.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Use a story such as *The Three Little Pigs* or *Goldilocks and the Three Bears* to provide practice ordering events in a narrative. Display and read aloud the words *first, next,* and *last.* Have children repeat the words and copy your gestures as you hold up 1, 2, 3 fingers to emphasize the sequence of the words. Ask children to draw the events in the story in order and label them using *first, next,* and *last.*	Model how to circle each part of the story text in the Student Worktext page in a different color and match it to the corresponding story picture. Have children match text and pictures in their SWT pages. Prompt trios to retell the story beginning, middle, and end. Have each child say one part of the story. Provide sentence frames, as needed: • *First, Rose ___.* • *Next, she met ___ and ___.* • *Last, ___.*	Ask pairs to label the pictures they drew in the Student Worktext page with the words *beginning, middle,* and *end* under the boxes. Have children point to each picture and retell the story using the words *first, next,* and *last.* Model a dramatic read aloud with emphasis on the words indicating sequence. Then invite children to take turns retelling the story using *first, next,* and *last* with expressive voices.

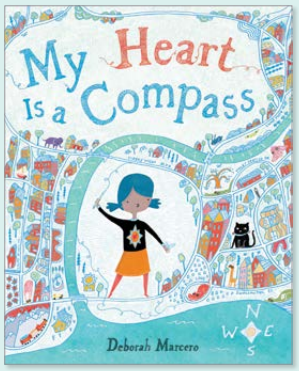
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PROCESS WRITING • Analyze the Task

Learning Goals

To write a narrative about a story, I will:

- review the steps in the writing process.
- identify important parts of narrative writing.
- explore a narrative writing example.



My Heart Is a Compass

Genre: Fiction

Introduce (45 MIN.)

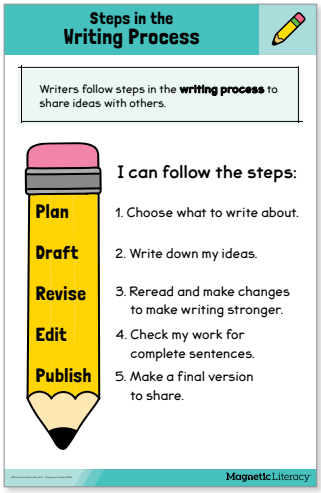
STEP 1 | Teach

Review the writing process and introduce the features of narrative writing.

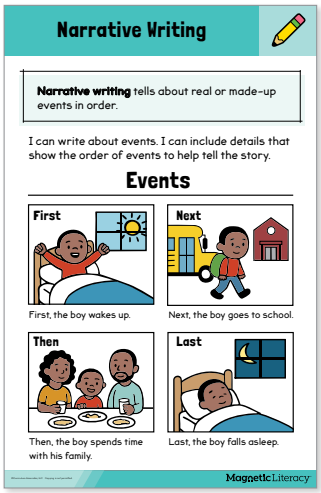
- Display and read aloud the **Steps in the Writing Process Anchor Chart**.
  - **Ask,** *"What are reasons why we write?" (to share information, to tell stories, to express opinions) "How does the writing process help make our writing stronger?" (It helps us plan our ideas, write them clearly, and check our work.)*
- Display and read aloud the **Narrative Writing Anchor Chart**.
- Explain that **narrative writing** tells a story about real or made up events. In narrative writing, or story writing, writers tell the events of a story in order. They tell what happened first, next, and last.
- Name some examples of narrative writing that children have recently read, such as *My Heart Is a Compass* and *The Boy Who Loved Maps*. Encourage children to suggest additional examples.

EL **VALUE STUDENT ASSETS** Invite children to share stories that are special to their family or community. Ask them to identify what they like about the story, using their home language as needed.

- **Say,** *"When I write a narrative, I tell events in order, so readers will understand the story. I make sure my story has a beginning, middle, and end. I also include some details to help readers visualize what is happening."*



Steps in the Writing Process Anchor Chart



Narrative Writing Anchor Chart

STEP 2 | Model

Model narrative writing.

- Display the cover of *My Heart Is a Compass*. **Say,**
  - *"In this unit, we've read several stories about maps. We can write our own stories, too. We can write a narrative based on* My Heart Is a Compass*."*
  - *"I can write a story to answer this prompt: Imagine you are Rose, and you are searching for treasure. Where would you go? What would happen next?"*
- Review the story to find ideas. Call on children to recall and describe a few of the places Rose mapped and visited.

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ACADEMIC VOCABULARY
narrative writing

- Explain that *My Heart is a Compass* is an example of narrative writing. It is a story with a beginning, middle, and end.
  - **Ask,** *"What happened in the beginning of the story?" (A girl named Rose wanted to bring something to show-and-tell.) "What happened in the middle?" (She made maps to guide her explorations.) "What happened in the end?" (She brought her maps to show-and-tell.)*
- Display p. 11 in *My Heart Is a Compass*. **Ask,** *"We can make up our own story to tell more about this scene. Which characters and events should we write about?" (Sample answer: Rose and a mermaid are looking for treasure.)*
- Model writing a narrative. Encourage children to help you with spelling and mechanics as you write.

  Think Aloud: *"I'm going to write a story about what happens on p. 11. I'll begin by introducing the setting and main character."* Write the opening sentence.



***My Heart Is a Compass*, p. 11**

Rose hoped to find treasure under the ocean. First, she dove down to the ocean floor.

Next, she met a smiling mermaid with long hair like seaweed. They swam and played together.

Last, Rose was happy. She did not find treasure, but she made a new friend.

Narrative Writing Exemplar

"Now I will write the first event, related to how Rose got to this place." Write the first event.

"I will tell what happened after that." Write the next event.

"Then, I'll write the last event, which tells how my story ends." Write the final event.

"Notice that I used the words first, next, *and* last *to show the order of the events. I also made sure my story had a strong ending."*

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PROCESS WRITING • Analyze the Task

STEP 3 | Apply

Have children identify features of narrative writing.

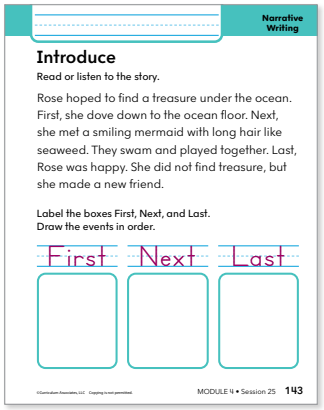
- Read the exemplar aloud. Have children **Raise a Hand** when they hear a word that indicates the order of story events.
- Have children **Turn and Talk** to discuss the parts of the story in order using the sequence words *first, next,* and *last.*
- Have children turn to p. 143 in their **Student Worktext**. Read aloud the directions.
- Have children read or listen to the exemplar again, then label the boxes and draw the story events in order.

EL See the Session Preview for differentiated EL support.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to identify features of narrative writing . . .*

THEN Read aloud the exemplar. Have children act out the parts of the story as you read aloud. Then guide children to orally retell the parts of the story, using the words *first, next,* and *last.*


Narrative Writing

Introduce

Read or listen to the story.

Rose hoped to find a treasure under the ocean. First, she dove down to the ocean floor. Next, she met a smiling mermaid with long hair like seaweed. They swam and played together. Last, Rose was happy. She did not find treasure, but she made a new friend.

Label the boxes First, Next, and Last.
Draw the events in order.

First Next Last

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MODULE 4 • Session 25 143

Student Worktext, p. 143

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Phonics

Use the letter tiles to build the words.
You may use a letter more than once.

t	ee	b	f	r	sh	p

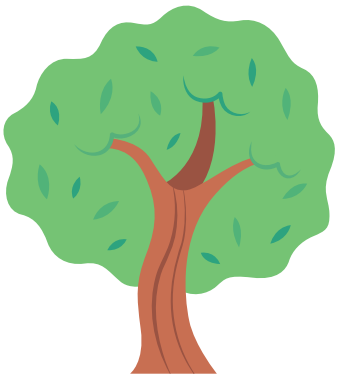
1.



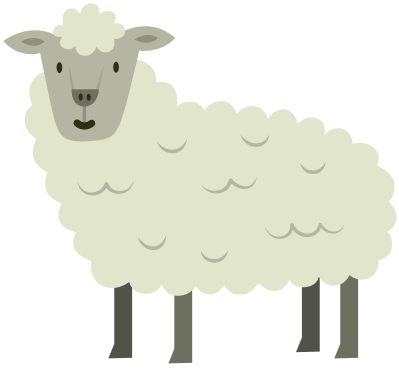
2.



3.



4.



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Super Words

Trace and write each Super Word.

around	found	good	now

1. around
2. found
3. good
4. now

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Phonics

Read out loud.

1.	she	he	we	me
2.	need	meet	seem	three
3.	rain	mail	stay	day
4.	return	recall	freedom	reward

5. We found sheep on the green grass.

6. She will sleep now.

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My Heart Is a Compass

Draw a different ending for the story. Show something different that Rose brings to show and tell.

Talk About It Describe your new story ending.

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Grammar

Possessive Pronouns

Read each sentence. Choose the correct word to complete the sentence.

my	your	his	her

1. Rose made a map. It is _____ map.

2. I planted a tree. It is _____ tree.

3. He has a new truck. It is _____ truck.

4. You have a pet sheep. It is _____ sheep.

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Writing

Listen and write.

1. _____

2. _____

3. _____

4. _____

5. _____

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Word Analysis

Add **ful** or **less** to the words in the box to complete the sentences.

play	end	pain	use

1. A bee sting feels _____.

2. A smashed dish is _____.

3. The sheep are _____ and sweet.

4. The long day seemed _____.

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Super Words

Write the missing letters to spell the Super Words.

around	found	good	now

1. a _ _ ou _ _ d

2. f _ _ u _ _ _ _

3. g _ _ _ _ d

4. n _ _ _ _

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Let's Read!

Words with **e, ee**

Super Words: **around, found, good, now**

Main Street Fun



Main Street is nice and wide.

It has big green trees.

On this day, Main Street is shut!

It is **now** safe to play.

Kids can have fun here.

Kids can run **around**.

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Let's Read!



People can sell crafts.
They can meet a neighbor.
See the kids paint?
They **found** a place to paint.
It is a **good** day on Main Street.
Main Street is fun!

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Reading Comprehension

The Boy Who Loved Maps

Write a letter to the Mapmaker. Tell him about your perfect place.

Dear Mapmaker,

My perfect place is

I like it because

Your friend,

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Grammar

Pronoun I

Choose the correct words to complete each sentence.

Rose and I	I and Rose

1. _____ got a map.

Mo and I	I and Mo

2. _____ will find the treasure!

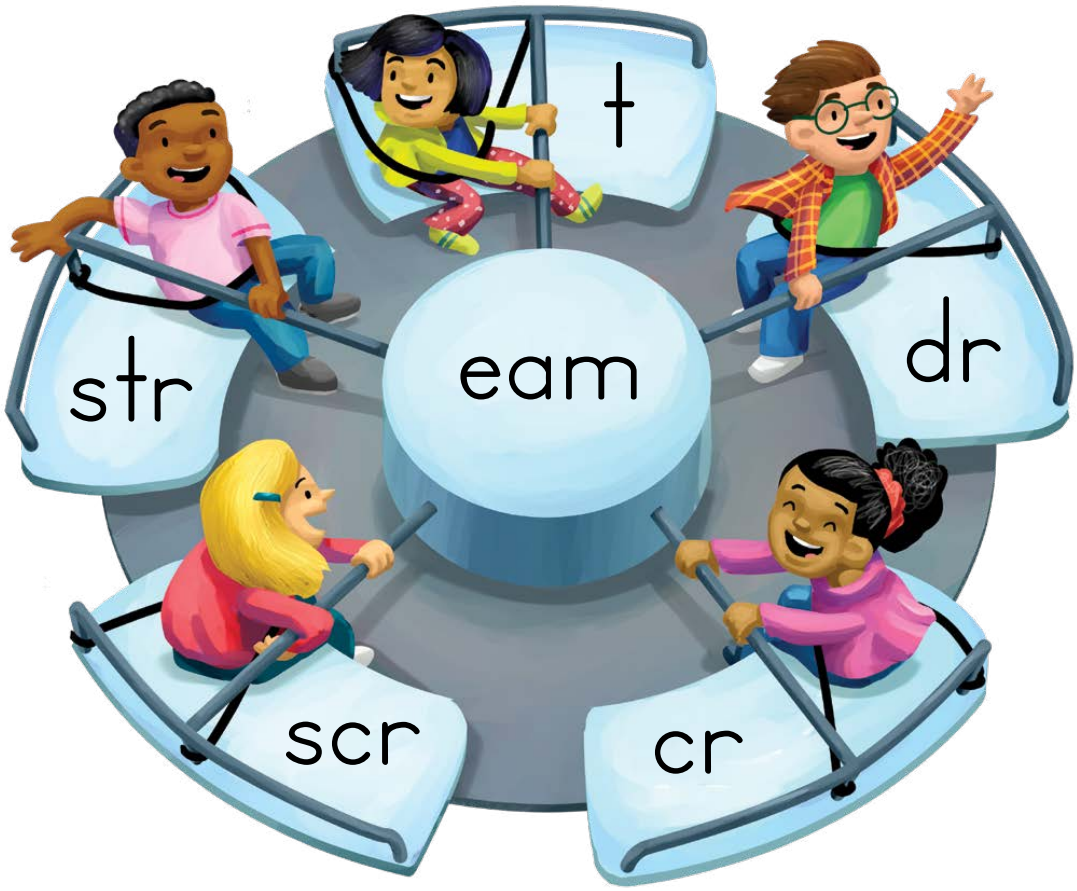


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Phonics

Use the letters in the picture to make words.



1. _____

2. _____

3. _____

4. _____

5. _____

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Super Words

Read the sentences in each box. Write the number for the picture that goes with the sentences.

1 

2 

3 

4 

Neal ran around.
Neal ran around the bush.
Neal ran around the bush by the sea.

Jean found her cat.
Jean found her cat in a tree.
Jean found her cat in a tree by the lake.

Is that good?
Is that good and hot?
Is that good and hot and meatless?

Now I can go.
Now I can go to sleep.
Now I can go to sleep in my bed.

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Phonics

Read out loud.

1.	leak	cheap	flea	reach
2.	sneak	teach	beast	eat
3.	day	may	say	way
4.	squeaky	reason	teacher	please

5. Dad will clean around each rug with steam.

6. Dean can reach the good treat.

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The Boy Who Loved Maps

Write a thank-you note from the girl to the Mapmaker.

Dear Mapmaker,

Thank you for _____

It made me feel _____

I like it because _____

Thank you so much!

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Writing

First, Next, Last

Look at the pictures. Write the words **First**, **Next**, and **Last** to show the order of what happens.

1. 

2. 

3. 

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Writing

Listen and write.

1. _____

2. _____

3. _____

4. _____

5. _____

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Word Analysis

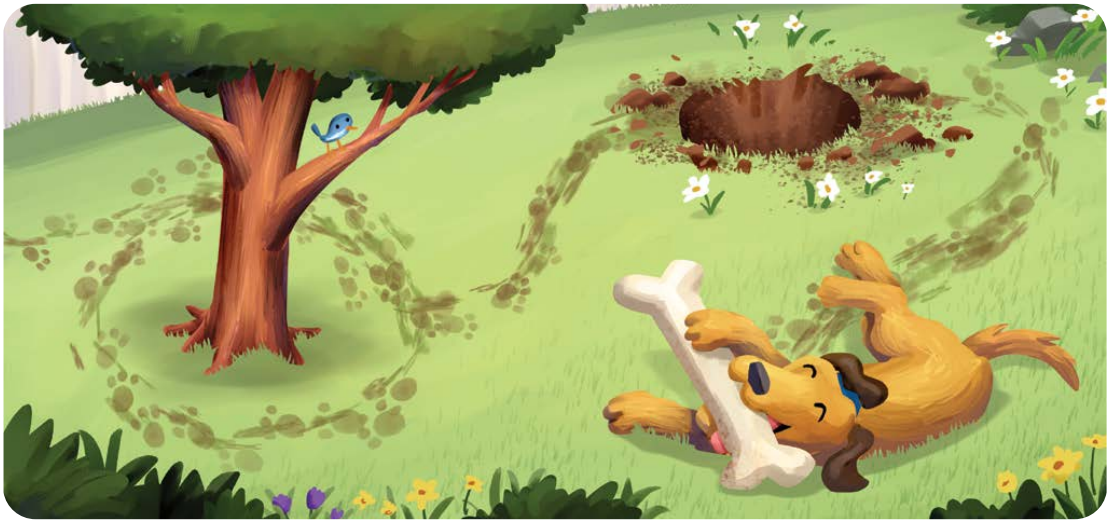
Write a word with **less** or **ful** to match each definition.

1. full of thanks = _____
2. full of skill = _____
3. a full plate = _____
4. not having help = _____
5. not having any meat = _____

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Super Words

Build a story! Write the missing Super Words.



around	found	good	now

1. The dog sniffed _____ the tree.
2. Then he _____ a big bone.
3. The bone tasted so _____.
4. _____ the dog will go to sleep.

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Let's Read!

Words with **ea**

Super Words: **around, found, good, now**

A Big Meal



It is a fine day for a meal.
Each neighbor makes a nice dish.
People bring eggs, meat, and cheese.
They bring nuts, peaches, and beans.
They feel thankful for this **good** meal.
They feel glad that it did not rain.

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Let's Read!



But **now** the meal must end.
It is time for work.
People clean and pack up things.
Kids will be helpful as well.
Kids look **around** for trash.
They pick up what is **found**.
Kids will leave this place spotless!

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Compare and Contrast

Who did it? Decide if it was Rose, the Mapmaker, or both of them. Circle the correct answer.

1. Who visits outer space?

a. Rose **b.** the Mapmaker **c.** both

2. Who makes maps?

a. Rose **b.** the Mapmaker **c.** both

3. Who visits the library?

a. Rose **b.** the Mapmaker **c.** both

4. Who makes a new friend?

a. Rose **b.** the Mapmaker **c.** both

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Writing

Write a Story Ending

Make up a story to go with the pictures.







Draw an ending for the story. Write a sentence about it.

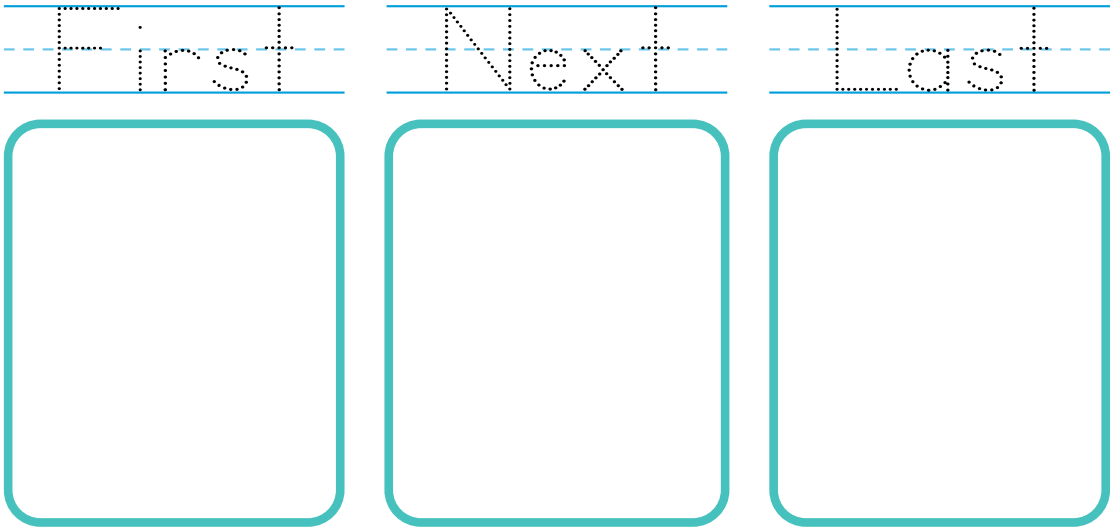
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Introduce

Read or listen to the story.

Rose hoped to find a treasure under the ocean. First, she dove down to the ocean floor. Next, she met a smiling mermaid with long hair like seaweed. They swam and played together. Last, Rose was happy. She did not find treasure, but she made a new friend.

Label the boxes First, Next, and Last.
Draw the events in order.



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