

**Teacher's Manual**

**Instruction**

**Coach** ™

**English Language Arts**

**1**

**Dear Educator,**

*Instruction Coach* has been built to meet the new, higher standards for English Language Arts and contains the rigor that your students will need. We believe you will find it to be an excellent resource for comprehensive instruction, practice, and assessment.

***The Triumph Learning Team***

**Instruction Coach, English Language Arts, First Edition, Grade 1, Teacher's Manual** 531NATE ISBN-13: 978-1-62928-441-5

**Cover Image:** © Thinkstock

**Triumph Learning**® 136 Madison Avenue, 7th Floor, New York, NY 10016 © 2014 Triumph Learning, LLC. All rights reserved. No part of this publication may be reproduced in whole or in part, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without written permission from the publisher.

Printed in the United States of America. 10 9 8 7 6 5 4 3 2 1

# Teacher's Manual Contents

<b>Student Edition Contents</b> .....	<b>iv</b>
<b>Instructional Overview</b> .....	<b>vii</b>
<hr/>	
<b>Lesson 1</b> Read About Social Studies.....	<b>2</b>
<b>Read Aloud</b> “Mount Rushmore”.....	<b>4</b>
<b>Lesson 2</b> Read About Science.....	<b>24</b>
<b>Read Aloud</b> “An Incredible Journey”.....	<b>26</b>
<b>Lesson 3</b> Write About Facts.....	<b>46</b>
<b>Lesson 4</b> Read a How-to.....	<b>62</b>
<b>Read Aloud</b> “Feed the Birds”.....	<b>64</b>
<b>Lesson 5</b> Write a How-to.....	<b>84</b>
<b>Lesson 6</b> Read a Story.....	<b>100</b>
<b>Read Aloud</b> “Fairy Tale Theater”.....	<b>102</b>
<b>Lesson 7</b> Read a Fantasy Story.....	<b>122</b>
<b>Read Aloud</b> “Three Wishes”.....	<b>124</b>
<b>Lesson 8</b> Write a Story.....	<b>144</b>
<b>Lesson 9</b> Read an Opinion.....	<b>160</b>
<b>Read Aloud</b> “Longer Lunch Periods”.....	<b>162</b>
<b>Lesson 10</b> Write an Opinion.....	<b>182</b>
<b>Lesson 11</b> Read a Poem.....	<b>198</b>
<b>Read Aloud</b> “The Owl and the Pussycat”.....	<b>200</b>
<b>Appendix A: Correlations Charts</b> .....	<b>A</b>

# Student Edition Contents

## Contents

### Lesson 1: Read About Social Studies . . . . . 5

**GET READY TO READ** Consonant Blends . . . . . 6

**LISTEN AND LEARN** "Our First President" . . . . . 8

**READ AND LEARN** "Clothes to Keep Safe" . . . . . 12

**WORD FUN** . . . . . 16

### Lesson 2: Read About Science . . . . . 19

**GET READY TO READ** Consonant Digraphs . . . . . 20

**LISTEN AND LEARN** "The Life of a Butterfly" . . . . . 22

**READ AND LEARN** "Butterfly Defenses" . . . . . 26

**WORD FUN** . . . . . 30

### Lesson 3: Write About Facts . . . . . 33

**LEARN THE BASICS** Kinds of Nouns/ Punctuation Marks . . . . 34

**READ AND LEARN** "Christopher Columbus" . . . . . 36

**LEARN AND WRITE** "Helen Keller" . . . . . 38

### Lesson 4: Read a How-to . . . . . 47

**GET READY TO READ** Long Vowels . . . . . 48

**LISTEN AND LEARN** "An Orange Bird Feeder" . . . . . 50

**READ AND LEARN** "A Bottle Bird Feeder" . . . . . 54

**WORD FUN** . . . . . 58



Duplicating any part of this book is prohibited by law. © 2013 Triumph Learning, LLC

Duplicating any part of this book is prohibited by law. © 2014 Triumph Learning, LLC



**Lesson 5: Write a How-to . . . . . 61**

**LEARN THE BASICS** Word with Nouns/Words That Link . . . . 62

**READ AND LEARN** "Peanut Butter and Jelly" . . . . . 64

**LEARN AND WRITE** "Ants on a Log" . . . . . 66

**Lesson 6: Read a Story . . . . . 75**

**GET READY TO READ** Long Vowel Teams . . . . . 76

**LISTEN AND LEARN** "Coal's Big Day" . . . . . 78

**READ AND LEARN** "A Stormy Night" . . . . . 82

**WORD FUN** . . . . . 86

**Lesson 7: Read a Fantasy Story . . . . . 89**

**GET READY TO READ** r-Controlled Vowels . . . . . 90

**LISTEN AND LEARN** "New Friends for Horse" . . . . . 92

**READ AND LEARN** "Planet Plurp" . . . . . 96

**WORD FUN** . . . . . 100

**Lesson 8: Write a Story . . . . . 103**

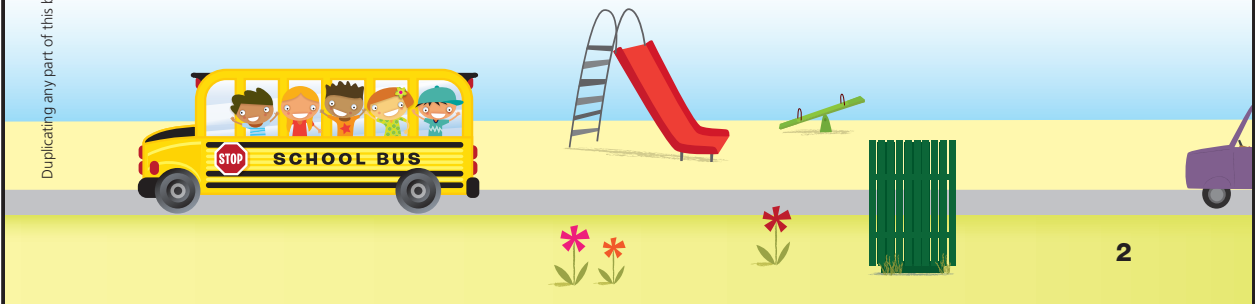
**LEARN THE BASICS** Connecting Words/ Capital Letters. . . . 104

**READ AND LEARN** "Who Will Win?" . . . . . 106

**LEARN AND WRITE** "New Friends" . . . . . 108

Duplicating any part of this book is prohibited by law. © 2014 Triumph Learning, LLC

Duplicating any part of this book is prohibited by law. © 2013 Triumph Learning, LLC



**Lesson 9: Read an Opinion . . . . . 117**

**GET READY TO READ** Silent Letters . . . . . 118

**LISTEN AND LEARN** “Lincoln School Fair” . . . . . 120

**READ AND LEARN** “Frog and Toad Together” . . . . . 124

**WORD FUN** . . . . . 128

**Lesson 10: Write an Opinion . . . . . 131**

**LEARN THE BASICS** Pronouns . . . . . 132

**READ AND LEARN** “Green Eggs and Ham” . . . . . 134

**LEARN AND WRITE** “Little Bear” . . . . . 136

**Lesson 11: Read a Poem . . . . . 145**

**GET READY TO READ** Syllables/Reading Long Words . . . . . 146

**LISTEN AND LEARN** “The Arrow and the Song” . . . . . 148

**READ AND LEARN** “Our Kittens” . . . . . 152

**WORD FUN** . . . . . 156

**Glossary . . . . . 159**

# Instructional Overview

This program is based on the philosophy that English Language Arts skills are developed through strategies. English Language Arts are the foundation for success in all subject areas. When students understand English Language Arts skills and how they connect to real life and other subject areas, they are better equipped to succeed in school and in the world.

## Implementation

---

This program is your instructional anchor. You probably have other instructional materials in your class—they may be books and workbooks, computers, smart boards, or a basal textbook. You know when and how to apply the appropriate mix of instruction for your students as the content demands. In the end, these are your students, who are in your class and your school. You know your class best. You have the wisdom and knowledge to use this program in the best way possible for your students.

### Supplemental Implementation

If you use a basal textbook, then this program becomes an excellent partner in helping to strengthen and advance your English Language Arts instruction. This program and your basal can work together. Your basal, for example, may use a thematic approach with its reading selections. This program uses a genre-based approach to show students how multiple skills and strategies can be used to understand any text type—literary or informational.

### Basal Implementation

This program offers complete instruction for your grade. The accompanying Teacher’s Manual is full of practical and inventive suggestions for every lesson. You can use it as your main instructional vehicle throughout the school year because it is a complete package. A friendly Home-School Connection book brings extra practice home and informs families of the English Language Arts skills children are learning.

# Student Edition

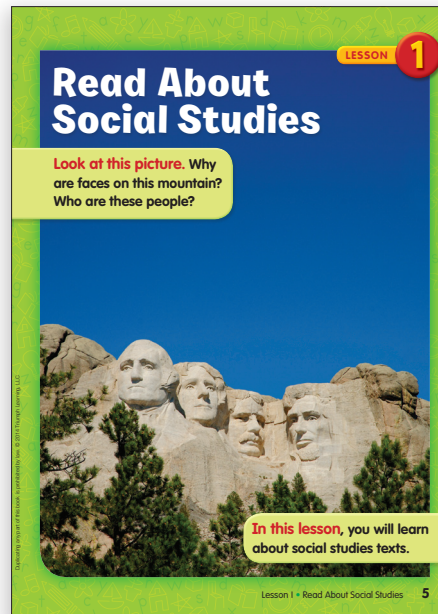
The Student Edition contains two types of ELA lessons—reading and writing. The Student Edition lessons are child-friendly and grade-appropriate. On the following pages you will find in-depth explanations of each Student Edition feature.

## Reading Lessons

Each reading lesson provides instruction through the use of a teacher-modeled selection and covers a cluster of applicable skills and strategies. Each reading lesson has five parts—a lesson opener, Get Ready to Read, Listen and Learn, Read and Learn, and Word Fun.

### Lesson Opener

The lesson opener is an engaging page that introduces students to the **genre** and prompts a teacher-led discussion about the image and concepts students will encounter as they read.




### Get Ready to Read


The Get Ready to Read spread features **foundational skills** practice students need in order to become fluent readers. The skills are reinforced in the reading selections throughout the lesson.

**GET READY TO READ**





### Consonant Blends

A **consonant blend** is two or three consonant letters together in a word.

  
skunk

  
desk







Say the name of the picture. Circle the letters that stand for the beginning sounds.

<p>1.  bl br gr</p>	<p>2.  gl spr tr</p>
<p>3.  cl fl sm</p>	<p>4.  cr pl st</p>

6 Lesson 1 • Read About Social Studies

**GET READY TO READ**

Say the name of each picture. Write a consonant blend to complete the word.

<p>5.  _____rab</p>	<p>6.  _____sled</p>
<p>7.  _____flag</p>	<p>8.  _____drum</p>
<p>9.  _____nest</p>	<p>10.  _____tent</p>

Lesson 1 • Read About Social Studies 7

Duplicating any part of this book is prohibited by law. © 2014 Triumph Learning, LLC



## Listen and Learn/Read and Learn

The Listen and Learn section and the Read and Learn section are identical in layout but different in reading techniques and strategies. The differences will be explained in the Teacher’s Manual section.

Each reading selection is grade-appropriate with the appropriate level of rigor expected of students. The Reading Check is a **comprehension** assessment of students’ understanding of the selection and its related skills.

LISTEN AND LEARN
WORD BANK
LISTEN AND LEARN

### Listen to a Text

Think about what you learn as you listen.


#### Our First President

Look at a dollar bill. Look at a quarter. Who is the man you see? It is George Washington.


A long time ago, Americans fought a war to win their freedom. They formed a new **country** called the United States of America. The people needed a leader for the new country. They chose George Washington to be their first **president**. Washington helped make the laws for the new country.

People remember Washington for what he did. They remember his birthday on President’s Day. They build statues for him and name places after him. Our capital, Washington, D.C., and the **state** of Washington are named after him. Your town may have a building, school, or street named after him, too!

bills



quarters



George Washington’s face is on the dollar bill and the quarter.

### Reading Check

Complete the items about “Our First President.”

- Put a ✓ by the words that tell what the text is mostly about.
  - how people choose a president
  - how people make a new country
  - how people remember Washington
- Go back to the text. Circle the sentence that tells why people remember George Washington.
- Go back to the text. Draw a line under details that tell how we remember George Washington.
- Draw a picture to show something that helps you remember George Washington. Then write about your picture.

Pictures may show any of the items mentioned in the text or something from students’ experiences, such as a local school, park, street, or building.

8 Lesson 1 • Read About Social Studies
Lesson 1 • Read About Social Studies 9

Each reading selection features **vocabulary words** for students to acquire and use in their writing and everyday lives. Students’ understanding of the vocabulary is assessed in the Word Check.

LISTEN AND LEARN
WORD BANK
LISTEN AND LEARN

### Word Check

A **common noun** names a person, place or thing. A **proper noun** is a name. It begins with a capital letter.

The boy is named Ben.

Draw a line to match the common noun to a proper noun.

Common Noun	Proper Noun
1. president	United States
2. country	Washington
3. state	George Washington

Write a word for each meaning.

- one part of a country state
- a person who leads a country president
- a land with its own people and laws country

Write a word to complete each sentence. *Answers will vary.*

- The name of my **state** is \_\_\_\_\_
- A **country** I know is \_\_\_\_\_
- Today our **president** is \_\_\_\_\_

Choose a word from the Word Bank.

10. Use the word to write a sentence. *Sentences will vary.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10 Lesson 1 • Read About Social Studies
Lesson 1 • Read About Social Studies 11

## Word Fun

The Word Fun section features fun and friendly activities that **review the foundational skills** taught in the Get Ready to Read section, as well as introduce other necessary **language skills** that do not neatly fit in with the reading selections.

This Word Fun activity reviews the foundational skills from earlier in the lesson.

**WORD FUN**

### Word Puzzles

Complete each word puzzle. Write the new word.  
Draw a picture for your new word.

- clock - cl = \_\_\_ock  
Add bl.  
block
- stand - nd = sta\_\_\_  
Add mp.  
stamp
- plum - pl = \_\_\_um  
Add dr.  
drum
- best - st = be\_\_\_  
Add lt.  
belt

16 Lesson 1 • Read About Social Studies

This Word Fun activity introduces a new language skill.

**WORD FUN**

### Hands or Feet?

Read the words in the box. Then sort the words.

clap drop scrub skip  
spin stop trot strum

- Things I can do with my hands 🖐️🖐️  
clap drop scrub strum
- Things I can do with my feet 🦶🦶  
skip spin stop trot

What else can you do with your hands and feet?  
Add more words to the boxes.

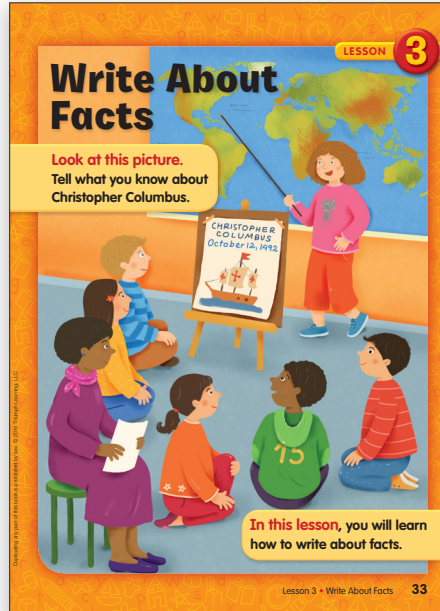
Lesson 1 • Read About Social Studies 17

## Writing Lessons

Each writing lesson provides instruction through the use of an exemplar selection, called a **mentor text**, followed by modeled organizational and drafting activities, and covers a cluster of applicable skills, standards, and strategies. The teacher walks students through the **writing process**—from brainstorming to presenting a final draft.

### Lesson Opener

Just as with the reading lessons, each writing lesson starts with a lesson opener. The lesson opener is an engaging page that introduces students to the **genre** and prompts a teacher-led discussion about the image and concepts students will encounter as they learn to write.



### Learn the Basics

The Learn the Basics spread introduces **grammar skills** students need to learn in order to become efficient writers.

**LEARN THE BASICS**

#### Kinds of Nouns

An **noun** names a person, place, or thing. A **proper noun** names a noun. It begins with a capital letter.

Gina visits her aunt in July.

A **possessive noun** shows what someone or something owns. Add 's to form a possessive noun.

The aunt of Gina = Gina's aunt

Write a possessive noun to take the place of the underlined words. Use a capital letter for each proper noun.

- The cap that Jim has is red. Jim's cap
- I have the leash of the dog. dog's leash
- The tooth of Beth is loose. Beth's tooth
- The book that Mike has is funny. Mike's book

34 Lesson 3 • Write About Facts

**LEARN THE BASICS**

#### Punctuation Marks

A telling sentence ends with a **period** (.). A question ends with a **question mark** (?). A sentence that shows strong feeling ends with an **exclamation point** (!).

We wait for Dad. Where is he? There he is!

A **comma** (,) separates the day and year in a date. It also separates words in a list.

Today is May 2, 2013. We walk, run, and ride.

Write the missing punctuation marks on the lines.

- Will Jill, Max, and Jim come?
- The cats are white, black, and orange.
- I got my kitten on August 15, 2013.
- My kitten is so cute!

35 Lesson 3 • Write About Facts

## Read and Learn

Each writing lesson teaches students how to read like a writer by **analyzing** a well-written, grade-appropriate **mentor text**.

**READ AND LEARN**

### Read Like a Writer

A biography tells the facts about a real person. Think about the facts in this biography.

#### Christopher Columbus

Christopher Columbus was born in Italy in 1451. He went to sea as a teen. After many years, Columbus became a ship captain.

Columbus had an idea. He wanted to sail across the ocean to Asia. No one had ever done that. At that time, people went to Asia over land.

The king and queen of Spain liked Columbus's idea. They gave him three ships.

Columbus sailed for thirty-three days. On October 12, 1492, the ships landed. Columbus thought he had reached Asia. But he had reached what we call the Americas.

Columbus sailed back to Spain. He told the king and queen about his trip. They had never heard of this new place. It was big news! Soon many people sailed there. They wanted to find out more.

**36** Lesson 3 • Write About Facts

**READ AND LEARN**

### Facts Planner

A good biography tells facts about a person. It also tells why the person is important. Write the parts of the biography in the chart.

Person's name  
Christopher Columbus

Facts about this person

born in Italy in 1451  
went to sea as a teen  
became a ship captain  
wanted to sail across the ocean to Asia  
reached the Americas

Why this person was important

found a place that people in Spain did not know about

**37** Lesson 3 • Write About Facts

## Learn and Write

Students learn the different steps of the **writing process** and use what they learn to write, revise, rewrite, and present a final draft.

Students get started by learning how to brainstorm ideas for a writing topic.

**LEARN AND WRITE**

### Get Started

Oscar wants to write about a real person. He lists three people he knows about. Then he chooses one.

Ben Franklin  
César Chávez  
Helen Keller

Oscar finds facts about his person. He writes them in a chart.

Person's name  
Helen Keller

Facts about this person

born June 27, 1880  
a fever made her blind and deaf at 19 months old  
learned to speak and to read Braille  
went to college

Why this person was important

showed that being blind or deaf should not stop you from doing things

**38** Lesson 3 • Write About Facts

**LEARN AND WRITE**

### Try It!

Get ready to write about a person. List two people. Circle the name of the one you will write about.

.....  
.....  
.....  
.....

Find facts about your person. Write them in the chart.

Person's name

Facts about this person

Why this person was important

**39** Lesson 3 • Write About Facts

Students learn how to use their brainstorming ideas to write a first draft.

**LEARN AND WRITE**

### Write About a Person

Oscar looks at the facts in his chart. He uses them to write about his person.


Helen Keller

Helen Keller was born on June 27, 1880. A fever made her blind and deaf.

A teacher named Annie helped Helen. Helen learned to speak and to read Braille. Helen went to college.

Helen helped others. She showed that being blind or deaf should not stop you from doing things.

I write down my facts first. I can go back and check my writing later.



**LEARN AND WRITE**

**Try It!**  
Look at the facts in your chart. Use them to write about your person.

**Tips**

- Follow your chart.
- Write your facts in complete sentences.
- Add details to explain ideas.

Handwriting practice lines with a dashed midline and solid outer lines.


40 Lesson 3 • Write About Facts
Lesson 3 • Write About Facts 41

Students learn how to constructively review and critique other students' writing, as well as learn how to receive and apply similar comments to their own writing.

**LEARN AND WRITE**

### Partner Review

Oscar reads his biography to a partner. His partner has ideas to make it better.



I listen to my partner's ideas. We talk about ways to make my writing better.

**LEARN AND WRITE**

**Try It!**  
Read your biography to a partner. Ask your partner for ideas to make it better. Write notes in the chart.

**Tips**

- Take turns speaking.
- Listen to each other.
- Ask and answer questions to get more information.
- Respond to your partner's ideas.

**Name the person and tell facts about him or her.**

**You did a good job** telling how Helen became blind and deaf.

**Think about** telling when this happened.

---

**Tell what the person did.**

**You did a good job** telling about the things Helen learned.

**Think about** explaining what Braille is.

---

**In your ending, tell why the person is important.**

**You did a good job** explaining why Helen is important.

**Think about** making the ending better by telling who Helen helped.

**Name the person and tell facts about him or her.**

**You did a good job**

**Think about**

---

**Tell what the person did.**

**You did a good job**

**Think about**

---

**In your ending, tell why the person is important.**

**You did a good job**

**Think about**

42 Lesson 3 • Write About Facts
Lesson 3 • Write About Facts 43

Students use their partner's comments and what they learned from Learn the Basics in order to make their writing even better.

**LEARN AND WRITE**

### Make It Even Better

Oscar thinks about his partner's ideas. He uses them to make his writing better.

**EDITOR'S MARKS**  
 / lowercase  
 ✂ take out

Helen Keller

Helen Keller was born on June 27, 1880. When she was 19 months old, a fever made her blind and deaf.

A teacher named Annie helped Helen. Helen learned to speak and to read Braille. Braille is an alphabet you read with your fingers. Helen went to college. Helen helped other blind and deaf people. She showed that being blind or deaf should not stop you from doing things.


I add how old Helen was when she got sick.

I explain what Braille is.

I tell who Helen helped.

**Try It!**  
 Think about your partner's ideas. Use the ideas to make your writing better.

44 Lesson 3 • Write About Facts



Students then learn how to make a final copy of their writing in order to publish and present it to the class.

**LEARN AND WRITE**

### Make a Final Copy

Oscar uses a computer to make his final copy. He may add a picture from the computer, too.

**Helen Keller**

Helen Keller was born on June 27, 1880. When she was 19 months old, a fever made her blind and deaf. A teacher named Annie helped Helen. Helen learned to speak and to read Braille. Braille is an alphabet you read with your fingers. Helen went to college. Helen helped other blind and deaf people. She showed that being blind or deaf should not stop you from doing things.

**Try It!**  
 Make a neat copy of your story. You can use a computer and add pictures if you wish.

Lesson 3 • Write About Facts 45

# Home-School Connection Book

The Home-School Connection book features family-friendly activities based on the Student Edition lessons. The activities provide parents or guardians with a snapshot of what the child has learned in school.

## Get Ready to Read/Learn the Basics

The Get Ready to Read and Learn the Basics activities mirror the activities in the Student Edition.


**GET READY TO READ**

LESSON 1: READ ABOUT SOCIAL STUDIES


Name \_\_\_\_\_ Date \_\_\_\_\_

At school I learned about **consonant blends**. Let me show you what I learned.

A **consonant blend** is two or three consonant letters together in a word.




steps



vest


Circle the letters that stand for the beginning sound.

1.



sl pr pl

2.



fr tr fl

1. pl (plane) 2. fr (frog)

**7**

**LEARN THE BASICS**

LESSON 3: WRITE ABOUT FACTS

Name \_\_\_\_\_ Date \_\_\_\_\_

At school I learned about **nouns**. Let me show you what I learned.

A **noun** names a person, place, or thing.  
 A **proper noun** begins with a capital letter.  
 A **possessive noun** shows what a noun has or owns. Add 's to a noun to show what it has or owns.

The friend of Max = Max's friend

Write a possessive noun to take the place of the underlined words. Capitalize any proper nouns.

- The bike that rose has is blue. \_\_\_\_\_
- I have the string of the kite. \_\_\_\_\_
- Write a sentence. Use a possessive noun.  
 \_\_\_\_\_

1. Rose's bike 2. Kite's string 3. Answers will vary.

**15**

## Read and Learn

The Read and Learn selection and activity are based on the lesson's genre and applicable reading skills.

**READ AND LEARN**

LESSON 1: READ ABOUT SOCIAL STUDIES

Name \_\_\_\_\_ Date \_\_\_\_\_

At school I read a passage about social studies. Here is another passage we can read together.

### Police Cars

The police drive around and make sure everyone follows the law. Cars with special parts help the police get their job done. Powerful motors speed the police to wherever they are needed. Extra strong bumpers **protect** the people inside the cars. Flashing lights and loud sirens tell people to clear the way. Special radios tell the police where trouble is. Then they can **respond** to the call. Help is on the way!

**Discuss** What else would you like to know about police cars?

Use a dictionary to look up the meanings of the bold words.

1. details 2. illustrations 3. main topic 4. connections

**9**

**READ AND LEARN**

These are the skills I learned when reading a social studies passage.

**main topic**      **details**      **connections**

**illustrations**

Use the words from the box to complete the activity.

- The \_\_\_\_\_ in a social studies passage tell more about the main topic.
- The \_\_\_\_\_ in a social studies passage help me understand what things look like.
- The \_\_\_\_\_ of a social studies passage is what the passage is mostly about.
- A social studies passage has \_\_\_\_\_ between pieces of information.

1. details 2. illustrations 3. main topic 4. connections

**10** Lesson 1 • Read About Social Studies

Duplicating any part of this book is prohibited by law. © 2014 Triumph Learning, LLC

# Teacher's Manual

The Teacher's Manual provides explanatory material for **English Language Arts** skills and strategies, including a chart that correlates them to the appropriate lesson in the Student Edition. It also provides detailed support for every reading and writing lesson. Reduced Student Edition pages are included on pages requiring teacher-led, whole-class instruction. The Teacher's Manual also includes extension activities. These activities emphasize communication and collaboration.

## Reading Lessons

Each reading lesson provides instruction through the use of a teacher-modeled selection and covers a cluster of applicable skills and strategies. Each reading lesson has five parts—a lesson opener, Get Ready to Read, Listen and Learn, Read and Learn, and Word Fun.

## Lesson Introduction

Each Teacher's Manual lesson begins with a lesson table of contents and a reduced Student Edition lesson opener with teacher wrap instruction.

**LESSON 1**  
**Read About Social Studies**

READING SELECTIONS

Speaking and Listening	"Mount Rushmore".....	4
Listen and Learn	"Our First President".....	8
Read and Learn	"Clothes to Keep Safe".....	14

**Foundational Skills**  
Understand Print Features  
Read Words with Consonant Blends  
Decode One-Syllable Words  
Read Words with Inflectional Endings

**Comprehension Skills**  
Ask and Answer Questions  
Identify Main Topic and Details  
Describe Connections in a Text  
Clarify Word Meanings  
Distinguish Between Information in Illustrations and Text  
Describe Key Details in Illustrations and Text  
Participate in Collaborative Discussions  
Recall Key Details in a Text Read Aloud  
Print Upper-/Lowercase Letters  
Recognize Common and Proper Nouns  
Use End Punctuation  
Spell Words Phonetically  
Use Context Clues  
Real-Life Connections Between Words and Use

**Review Skills**  
Isolate and Pronounce Sounds  
Identify Letter-Sound Correspondences

2 Lesson 1 • Read About Social Studies

Student Edition, page 5

**LESSON 1**  
**Read About Social Studies**

Look at this picture. Why are faces on this mountain? Who are these people?

In this lesson, you will learn about social studies texts.

5

**Read About Social Studies**

**Discuss a Photograph**  
Direct students' attention to the photograph on page 5. Have students follow along as you read the lesson title and introductory sentences aloud. Tell students that the photograph shows Mount Rushmore, a mountain in South Dakota. Use the following prompts to lead a discussion about the photograph.

- Why do you think someone carved faces on Mount Rushmore?
- Who do you think these people are?
- How could you find out more about the people or the mountain? *Accept reasonable responses.*

**Define Social Studies**  
When we read about social studies, we learn about real people, places, and events. A social studies text gives information about real people, places, or events.

**Make Connections**  
Encourage students to suggest other books and sources that give information about real people, places, and events, such as other informational books or on the computer.

**Use the Think Alouds to model the process of thinking through a skill or question.**

Lesson 1 • Read About Social Studies 3

© 2014 Triumph Learning, LLC  
© 2014 Triumph Learning, LLC



## Speaking and Listening

Children's listening comprehension develops before their reading comprehension. The Speaking and Listening skills are covered in a Teacher's Manual-only Read Aloud selection. The Read Aloud selection is connected to the Student Edition lesson opener image. Questions and extension activities assess students' listening comprehension skills.

### SPEAKING AND LISTENING

#### Read Aloud

Read "Mount Rushmore" to develop students' oral vocabulary and listening comprehension skills. Ask students to listen as you read the text aloud. Have them think about what they learn as they listen.

## Mount Rushmore

Mount Rushmore is a national **memorial**. A memorial is something that reminds us of our past. Each year nearly three million people go to Mount Rushmore to see its **statues**.

In 1923, a man named Doane Robinson had an idea. He imagined giant statues carved on the side of Mount Rushmore. He asked Gutzon Borglum, a famous **sculptor**, to design the statues.

Gutzon wanted the statues to remind Americans of their past. He chose four presidents to stand for the first 150 years of our country's history. He chose George Washington, our first president, to stand for the birth of our country. He chose Thomas Jefferson for helping to **expand** our country and make it larger. He chose Abraham Lincoln for helping to **preserve** our country by keeping the states together after the Civil War. He chose Theodore Roosevelt for helping to **develop** our country and make it grow stronger.

Carving statues on the side of a mountain was not easy. It took 400 workers to make the statues. Each day, the workers climbed 700 stairs to the top of the mountain. Then workers lowered other workers over the side of the mountain to carve the statues. The workers hung from thick cables in swings called bosun chairs. They worked in the hot sun. They worked in the wind and cold. They worked for fourteen years to carve the statues.

The statue faces are huge. Each face is 60 feet tall. Each eye **measures** 11 feet wide. It took a lot of work to make such big statues. First, workers called blasters made an egg-shaped face. They used dynamite to blast away large **sections** of rock. This was dangerous work. Workers on top of the mountain lowered the blasters over the side of the mountain. The blasters carefully placed the dynamite. Then workers pulled the blasters back up. All the workers had to be out of the way before they exploded the rock.

After the rough shape of the face was ready, it was time for the drillers. These workers would **drill** small holes in the rock. The holes loosened the rock and made it weak. Then carvers chipped away the loose rock and made the faces smooth.

Mount Rushmore helps Americans remember our past. It helps us remember the birth of our country and how it grew. It helps us remember how we must work together to keep it strong.

Copyright © 2014 Triumph Learning, LLC  
Duplicating this page is prohibited by law. © 2014 Triumph Learning, LLC  
Duplicating this page is prohibited by law. © 2014 Triumph Learning, LLC

### SPEAKING AND LISTENING

#### Recall Key Details

After reading "Mount Rushmore," ask students to share what they learned. Then use the questions below to develop oral vocabulary and assess listening comprehension skills.

- **What is this text about? Mount Rushmore**
- **Why is Mount Rushmore called a memorial? It helps us remember our past.**
- **What do the statues on the mountain show? They show four of our presidents.**
- **What kind of artist is a sculptor? A sculptor makes statues.**
- **Why did Gutzon Borglum choose four presidents to carve onto the side of Mount Rushmore? He chose four presidents to show the first 150 years of our country's history.**
- **Who was our first president? George Washington**
- **What did Thomas Jefferson do to help expand our country? Thomas Jefferson helped to make our country larger.**
- **What did Abraham Lincoln do to preserve our country? Abraham Lincoln helped to keep our country together after a war.**
- **How did Theodore Roosevelt help to develop our country? Theodore Roosevelt helped to make our country stronger.**
- **Why was working on the statues hard? Sample answer: The workers had to climb 700 stairs each day; they had to hang over the side of the mountain; they worked in the hot and cold.**
- **How big do the statues measure? The faces measure 60 feet tall. The eyes measure 11 feet.**
- **How did workers blast away large sections of rock to make the rough shape of the faces? The workers used dynamite to blow away large sections of the rock.**
- **Why did workers drill holes in the rock? They drilled holes to loosen the rock to make it weak.**
- **What was the most interesting thing you learned about Mount Rushmore? Answers will vary.**

#### Extend the Read Aloud

##### Participate in Collaborative Discussions

When people discuss a topic they follow rules so that everyone can enjoy the discussion and have a chance to speak.

If your class has established discussion rules, review them now. If not, help students establish rules that lead to productive discussions. List rules, such as the following, on chart paper and discuss each one:

- Listen to others with care.
- Take turns speaking.
- Stay on topic.
- Add to a speaker's comments.
- Be polite.
- Ask questions if you do not understand something.

Have students put the discussion rules into practice. Say: *Imagine you are a worker on Mount Rushmore. Tell which job you would want and why—blaster, driller, or carver.*

**Challenge** Arrange students in small groups. Have them imagine that they are going to make a sculpture to honor a school worker. Have them discuss which worker they would honor and why. Have a spokesperson from each group share the group's ideas with the class.

##### Make Connections to Math

Recall that the faces on Mount Rushmore are very large and that just one eye measures about 11 feet wide. Help students use rulers to measure the width of one eye on the classroom floor. Ask how measuring the size of one eye helps them understand how big the statues are.

**Challenge** Have students work together to measure out the size of one face (60 feet) on the playground or other large surface. How many children does it take, holding hands with arms outstretched, to equal the height of one face?

Lesson 1 • Read About Social Studies 5

## Comprehension Skills

All the instruction children need to acquire the skills needed to become efficient English Language Arts students is covered in the Teacher's Manual sidebar. A separate page explaining the comprehension skills and how they relate to the reading selection provides the teacher and students with the skills they need to learn.

**GET READY TO READ**

### Consonant Blends

**Warm-Up**  
Use the following activities to access skills students learned in Kindergarten.

**Phonemic Awareness: Isolate Initial, Medial, and Final Sounds**  
Say: I will say a word. Tell me what sound you hear at the beginning of the word.  
• hat /h/, map /m/, hat /h/, fan /f/, rug /r/

Repeat the activity, having students isolate medial and final sounds:  
• red /r/, pot /p/, big /b/, hat /h/, rub /r/

• jam /j/, top /p/, cat /t/, bon /n/, mug /g/

**Phonemic Awareness: Blend Sounds to Produce Words**  
Say: Now I will say some sounds. Blend the sounds to say a word.  
• /h/ /a/ /t/ /p/ cap • /h/ /i/ /b/ /l/ /p/ clap  
• /r/ /i/ /g/ /o/ /g/ log • /r/ /i/ /b/ /l/ /p/ /r/ /o/ /g/ frog  
• /s/ /l/ /l/ /p/ /s/ /p/ slip • /s/ /l/ /l/ /l/ /p/ /s/ /k/ /p/ skip

**Phonics: Letter-Sound Correspondences**  
Randomly point to letters on an alphabet chart. Have students name each letter and say the sound for the letter. Say: We can use what we know about the sounds for letters to read and write words.

**Teach/Model**  
**Phonics: Consonant Blends**  
Write rap and snap on the board. Have students blend the sounds to read the words: /r/ /i/ /b/ /l/ /p/ rap /r/ /i/ /b/ /l/ /p/ snap. Underline the sn in snap. Say: When two consonant letters are together in a word, say the sound for each letter.  
Direct students' attention to page 6 and read the explanation aloud. Say: Say the word skunk with me. What sounds do you hear at the beginning of the word? /s/ /k/

Repeat for the word desk, noting that the consonant blend is at the end of a word.  
More consonant blends can be found on Teacher's Manual page 23.

6 Lesson 1 • Read About Social Studies

Student Edition, page 6

**GET READY TO READ**

### Consonant Blends

A consonant blend is two or three consonant letters together in a word.

skunk desk

Say the name of the picture. Circle the letters that stand for the beginning sound.

skunk desk clock flag bird tent

6 Lesson 1 • Read About Social Studies

Student Edition, page 7

**GET READY TO READ**

Say the name of each picture. Write a consonant blend to complete the word.

crab sled flag drum nest tent

7 Lesson 1 • Read About Social Studies

**Practice/Apply**

Read aloud the directions for each section. Work with students to read and discuss the items in each section.

**1-4 Isolate Initial Sounds / Consonant Blends**  
Name the first picture with students: crab. Have students say the word crab slowly and listen for the beginning sounds. Then have students circle the letters that stand for the beginning sounds. Repeat with the pictures train, clock, and plate.

**5-10 Consonant Blends**  
Name the first picture with students: crab. Have students say the word crab slowly and listen for the beginning sounds. Then have students use what they know about the sounds for letters to write a consonant blend to complete the word. Repeat with the pictures sled, flag, drum, nest, and tent.

**Extend the Activity**  
Write the following consonant blends on separate index cards: bl, br, cl, cr, dr, fl, gr, pl, pr, sl, sm, sn, sw, and tr. Place the cards in a bag or basket. Have partners draw a card from the bag.  
**Consonant Blend Scavenger Hunt** Tell partners to work together to search the room for words and items that begin or end with their consonant blend. Have partners list the words they find. You may wish to set a time limit of five to ten minutes for the hunt. Then have students share their lists with the class.

Distribute Home-School Connection, pp. 7-8.

Lesson 1 • Read About Social Studies 7

**LISTEN AND LEARN**

### Listen to a Text

**Warm-Up**  
Tell students that today you will read a text that they might see in a social studies book. Have students open their books to page 8. Read the heading and directions aloud. Then have students point to the Word Bank. Read the words and have students repeat them after you. Explain that these words are in the text.

**Teach/Model**  
**First Read: Comprehension Skills** Ask students to follow along as you read the text aloud. Have students think about what they learn as they listen. As you read, model adjusting your reading rate for an informational text and read the second and third paragraphs more slowly than you do the first paragraph.  
After reading, tell students that good readers ask questions as they read. Then they reread or read on to find the answers. Explain that asking questions and then rereading to find the answers helps readers to better understand what they read.

**Ask and Answer Questions**  
 One question I asked myself about this text was, "Why do I have to look at a dollar and a quarter?" When I read the text again, I will look for an answer.  
Write your question on the board. Ask students if they have any questions to add to yours. Then ask students to listen for answers to their questions as you reread the text. Pause during reading to teach the Comprehension Skills with the Think Alouds.

8 Lesson 1 • Read About Social Studies

Student Edition, page 8

**LISTEN AND LEARN**

### Listen to a Text

Think about what you learn as you listen.

**Our First President**

Look at a dollar bill. Look at a quarter. Who is the man you see? It is George Washington. A long time ago, Americans fought a war to win that freedom. They formed a new country called the United States of America. The people needed a leader for the new country. They chose George Washington to be their first president. Washington helped make the laws for the new country. People remember Washington for what he did. They remember his birthday on President's Day. They hold statues for him and name places after him. Our capital, Washington, D.C., and the name of Washington are named after him. Your town may have a building, school, or street named after him, too!

George Washington's face is on the dollar bill and the quarter.

8 Lesson 1 • Read About Social Studies

**LISTEN AND LEARN**

### Comprehension Skills: "Our First President"

**PARAGRAPH 1**  
**Main Topic**  
Explain that a text that gives information tells about one topic. The topic is what the text is mostly about. The title and the first paragraph tell what the topic is.  
 The title tells me that I will read about our first president. The first paragraph names George Washington. I think the topic of this text is George Washington, our first president.  
**Print Features**  
Explain to students that all sentences begin with a capital letter and end with a punctuation mark.  
 How many sentences are in the first paragraph? I see four sentences. Each sentence begins with a capital letter and ends with an end mark. One sentence asks a question. It ends with a question mark.  
**Ask and Answer Questions**  
Tell students that active readers try to answer their own questions as they read.  
 I found part of the answer to my question in the first paragraph. The text tells me to look at a dollar and a quarter so I can see that George Washington's face is on them. Now I wonder why his picture is on a dollar. I will read on to find out.  
**Clarify Word Meanings**  
Equip that students can ask and answer questions about words and phrases to clarify meaning.  
 At first, the words dollar bill confused me. Why did the author use the word bill? I know that in this text, the word bill doesn't name a boy. I think the word must name paper money. I have heard people say "a five-dollar bill," and that is paper money, too.

**PARAGRAPH 2**  
**Connections in a Text**  
Tell students that deciding how things are connected in a text can help them understand what they read.  
 When I read this paragraph, I think about how the events are connected. First, the people fought a war to win their freedom. Then, they formed a new country. This helps me understand why they needed a leader.

**Details**  
Explain to students that details in an informational text tell more about the topic.  
 In this paragraph, I learn that people chose George Washington to be the first president. I also learn another detail about George Washington. He helped make the laws for our new country.

**PARAGRAPH 3**  
**Information in Illustrations and Text**  
Tell students that photographs and other illustrations work with a text to give information about a topic.  
 This paragraph shows me how we remember George Washington by building statues, naming things after him, and celebrating his birthday. The photographs tell me another way we remember George Washington—by putting his picture on our money. The photographs tell more about the topic.

**AFTER READING**  
**Key Details in Illustrations and Text**  
Tell students that one way to remember what we have read is to describe the important details from the illustrations and the text.  
 To remember what I learned, I tell the important details about George Washington. People chose George Washington to be the first president of the new country. As president, George Washington helped to make the laws for the new country. People remember George Washington on his birthday. They also remember him by building statues, naming places after him, and putting his picture on our money.

**Social Studies Texts / Make Connections**  
Remind students that social studies texts give information about real people, places, and events.  
 To decide if "Our First President" is like a social studies text, I think about the topic and the details. The topic is George Washington. George Washington was a real person. All the details tell more about George Washington and how people remember him for being our first president. So I think this text is like a social studies text. It gives information about real people, places, and events.

Lesson 1 • Read About Social Studies 9

## Three Reads Strategy

In order for students to become efficient readers, they need to learn different reading techniques and strategies. The best way for students to understand a text is to reread it as many times as necessary. Students read selections multiple times in order to improve comprehension and fluency. Each read focuses on a different purpose for reading.

1

The first read is intended for teachers to pause and use guided reading techniques in order to **teach the comprehension skills**.

2

The second read is intended for an uninterrupted read in order for students to understand the text as a whole and **answer the Reading Check questions**.

3

The third read is intended for students to focus on vocabulary in order to **answer the Word Check questions**.

**LISTEN AND LEARN**

**Listen to a Text**

**Warm-Up**  
Tell students that today you will read a text that they might see in a social studies book. Have students open their books to page 8. Read the heading and directions aloud. Then have students point to the Word Bank. Read the words and have students repeat them after you. Explain that these words are in the text.

**Teach/Model**  
**First Read: Comprehension Skills** Ask students to follow along as you read the text aloud. Have students think about what they learn as they listen. As you read, model adjusting your reading rate for an informational text and read the second and third paragraphs more slowly than you do the first paragraph.  
After reading, tell students that good readers ask questions as they read. Then they reread or read on to find the answers. Explain that asking questions and then rereading to find the answers helps readers to better understand what they read.

**Ask and Answer Questions**  
One question I asked myself about this text was, "Why do I have to look at a dollar and a quarter?" When I read the text again, I will look for an answer.  
Write your question on the board. Ask students if they have any questions to add to yours. Then ask students to listen for answers to their questions as you reread the text. Pause during reading to teach the Comprehension Skills with the Think Alouds.

Student Edition, page 8

**Listen to a Text**

Think about what you learn as you listen.

**Our First President**

Look at a dollar bill. Look at a quarter. Who is the man you see? It is George Washington.  
A long time ago, Americans fought a war to win their freedom. They formed a new country called the United States of America. The people needed a leader for the new country. They chose George Washington to be their first president. Washington helped make the laws for the new country.  
People remember Washington for what he did. They remember his birthday on President's Day. They built statues for him and name places after him. Our capital, Washington, D.C., and the name of Washington are named after him. Your town may have a building, school, or street named after him, too!

WORD BANK  
country  
president  
state

8 Lesson 1 - Read About Social Studies

**LISTEN AND LEARN**

**Listen to a Text**

Direct students' attention to page 8. Have them read the title of the text with you and look at the photographs.

Guide students to share what they remember about the text. Prompt them with questions:

- Who was our first president?
- How did George Washington become our first president?
- How do people today still remember George Washington?

**Teach/Model**  
**Second Read: Comprehension Check**  
Tell students that today they will hear the text again and answer some questions about it.

**Main Topic and Details**  
Say: When you listen to a text that gives information, listen for details that tell more about the topic. This will help you to better understand the text and remember what it is about.  
Invite students to follow along as you read the text aloud all the way through.

Student Edition, page 8

**Listen to a Text**

Think about what you learn as you listen.

**Our First President**

Look at a dollar bill. Look at a quarter. Who is the man you see? It is George Washington.  
A long time ago, Americans fought a war to win their freedom. They formed a new country called the United States of America. The people needed a leader for the new country. They chose George Washington to be their first president. Washington helped make the laws for the new country.  
People remember Washington for what he did. They remember his birthday on President's Day. They built statues for him and name places after him. Our capital, Washington, D.C., and the name of Washington are named after him. Your town may have a building, school, or street named after him, too!

WORD BANK  
country  
president  
state

8 Lesson 1 - Read About Social Studies

**LISTEN AND LEARN**

**Word Check**

Have students open their books to page 8. Explain that you will read "Our First President" again to talk about the words in the text.

**Teach/Model**  
**Third Read: Vocabulary Acquisition and Use**  
Ask students to follow along as you read the text aloud. Pause during reading to teach the vocabulary acquisition strategies.

**Context Clues**  
Pause after reading the second paragraph. Ask students to point to the word *country*. Tell students that when they read, they may see a word they do not recognize. Explain that often they can use context clues, or hints around the word, to help them figure out what the word means.

**Clues**  
I can use clues in this paragraph to figure out what *country* means. The words United States of America, people, and laws are all good clues. They help me figure out that a country is a land with its own people and laws.

Follow a similar procedure to determine the meaning of *president* and *state*:

- president:** The sentence before the word tells that the people wanted a leader for their new country. A president is a leader of a country.
- state:** The words United States and Washington help me figure out that a state is a part of a country.

Have students turn to page 10. Direct attention to the Word Bank at the top of the page. Point out that these are the same words they read in "Our First President."

**Common and Proper Nouns**  
Tell students that a noun is a word that names a person, place, or thing. Explain that there are different kinds of nouns. Then ask students to follow along as you read the explanation aloud.

**Clues**  
I notice that all the words in the Word Bank are common nouns. The word *president* names a person. The words *country* and *state* name places. I do not use a capital letter to write the word *president*, but I would use capital letters to write the name of a president, such as George Washington.

Student Edition, page 10

**Word Check**

A common noun names a person, place, or thing. A proper noun is a name. It begins with a capital letter.  
The boy is named Ben.

Draw a line to match the common noun to a proper noun.

Common Noun	Proper Noun
1. president	United States
2. country	Washington
3. state	George Washington

Write a word for each meaning.

one part of a country: state

a person who leads a country: president

land with its own people and laws: country

10 Lesson 1 - Read About Social Studies

## Writing Lessons

The writing lessons walk students through the **writing process** from brainstorming to final draft.

## Lesson Introduction

Each Teacher's Manual lesson begins with a lesson table of contents and a reduced Student Edition lesson opener with teacher wrap instruction.

**LESSON**

### 3 Write About Facts

**MENTOR TEXTS**

**Read and Learn** "Christopher Columbus" ..... 50

**Learn and Write** "Helen Keller" ..... 52

---

**Writing Skills**

- Write an Informative Text
- Revise Writing
- Publish Writing
- Research
- Gather Information

**Language Skills**

- Use Common, Proper, and Possessive Nouns
- Capitalize Dates and Names
- Use End Punctuation
- Use Commas
- Spelling

**Speaking and Listening Skills**

- Participate in Collaborative Discussions
- Ask and Answer Questions of a Speaker
- Add Drawings
- Produce Complete Sentences

Student Edition, page 33

**Write About Facts**

Direct students' attention to the top of page 33. Read the lesson title and directions aloud. Ask students to look at the picture of the classroom.

**Tell About Christopher Columbus**

Tell students that the girl standing by the map is telling facts about Christopher Columbus. Explain that a fact is something that is true.

Write the following fact about Christopher Columbus on the board: Columbus made a voyage across the Atlantic Ocean.

Read the sentence aloud and explain to students that it is a fact about Christopher Columbus. Prompt students to share additional facts about Christopher Columbus by drawing on information in the illustration. Record their responses on the board. Ask:

- Look at the poster. How did Columbus travel across the ocean? *by ship.*
- Look at the map the girl is pointing to. Where did Columbus sail? *to the Americas.*
- Why is the date on the poster important? *The date tells when Columbus reached the Americas.*

Discuss how students could find facts about Christopher Columbus, including finding information by looking in books or on a computer.

Then read aloud the facts you listed with students. Discuss how students can find out whether their responses are facts. If possible, use a reference book or a computer with Internet access to model how to look up facts about Christopher Columbus and check students' responses.

## Learn the Basics

Each writing lesson starts with a grammar-based activity. The **grammar skills** taught in this spread are basic skills that students need to learn in order to write clearly and effectively.

**LEARN THE BASICS**

### Kinds of Nouns

**Warm-Up**

Display pictures of people, places, and things, and use them to play "Spy" with students. Begin by saying a sentence about one of the pictures, such as "I spy something you wear that is red." Have students name what you spy.

**Teach/Model**

**Identify Nouns**

Use a picture from the Warm-Up activity to review nouns with students. Say, for example: "This picture shows a hat. The hat is red." On the board, write the sentence "The hat is red." Read the sentence aloud and circle the word *hat*. Explain: *hat* is a noun. It names a thing. Repeat with several other pictures and nouns.

**Identify Proper Nouns**

Review proper nouns. Write your name on the board and read it aloud. Elicit that your name is a proper noun because it names a specific person, place, or thing. Circle the capital letters in your name. Point out that a proper noun begins with a capital letter. Follow a similar procedure to discuss other familiar proper nouns, such as the names of students, your school, and your town.

**Identify Possessive Nouns**

Ask students to talk about things that belong to classmates. Model a sentence, such as "Kim's shirt is pink." Write the sentence on the board, read it aloud, and underline the possessive noun. Have students listen to how the noun *Kim* changes when it shows what someone owns.

Direct students' attention to the box at the top of page 34 and read the explanation aloud. Work through the example sentences together.

**Practice/Apply**

Read aloud the directions beneath the box. Then read the first sentence. Elicit that the underlined words can be replaced with *Jim's cap*. Write *Jim's cap* on the board, pointing out the apostrophe and the capital letter. Tell students to write the words correctly on the lines. Then work with them to complete the remaining items.

Student Edition, page 34

**Writing Connections**

Explain that students should always check their writing for the correct use of capital letters and apostrophes. Have students choose a piece of writing from their writing folders, check to see whether they used capital letters and apostrophes correctly, and revise as needed.

If students do not have writing folders, suggest that they begin folders now. Students can fold a large sheet of construction paper in half and staple the edges, or you can provide students with folders. Explain that students can save both finished works and works in progress in their folders.

**LEARN THE BASICS**

### Punctuation Marks

**Warm-Up**

Write these sentences on the board in a single line without punctuation: *Jon plays ball when does he play playing ball is fun.* Track the print as you read the sentences aloud without pausing and without expression. Explain to students that you read three sentences. Ask students how they could show where each sentence ends.

**Teach/Model**

**Use End Marks**

Recall with students that every sentence should end with an end mark. Discuss why reading sentences without end marks is a problem—it is hard to tell where each sentence ends and what kind of sentence it is.

Identify the first sentence: *Jon plays ball.* Explain: *This is a telling sentence. It should end with a period.* Add a period to the sentence and read it aloud. Continue with the remaining sentences, adding a question mark and an exclamation mark. Point out that end marks also help readers know what expression to use when they read.

**Use Commas**

Display this sentence: *Julia Marie and Kim raced on June 12, 2012.* Track the print as you read the sentence aloud without pausing. Underline *Julia Marie and Kim*. Point out that without commas, the list of names is hard to understand—*Did two or three girls race?* Add commas to separate the three girls. Guide students to see how commas improve the meaning. Follow a similar procedure to add a comma to the date in the sentence.

Direct students' attention to the box at the top of page 35. Use the explanation to reinforce how to use end marks and commas.

**Practice/Apply**

Read aloud the directions. Then read aloud the first sentence and help students to punctuate it correctly. Guide them to complete the remaining items.

Student Edition, page 35

**Writing Connections**

Explain that students should always check their writing for the correct use of end marks and commas before they make a final copy of their work. Ask students to choose a piece of writing from their writing folders, check to see whether they used end marks and commas correctly, and then revise accordingly.

## Read and Learn: Mentor Text

Each writing lesson has a **mentor text**—an exemplar selection of what students should ultimately be able to write by the end of the lesson. The teacher wrap provides instruction on how to **analyze** a mentor text.

**READ AND LEARN**

### Read Like a Writer

Direct students' attention to page 36 and read the directions aloud. Remind students that a fact is information that is true. Help students recall the facts they shared about Christopher Columbus.

**Teach/Model**

**Facts About a Real Person / Sequence**  
Explain that a biography is a kind of writing that tells facts about the life of a real person. The facts are often written in the order they happened in the person's life.

Read the biography title aloud. Explain that this biography goes with the picture on the Lesson Opener on page 33 where the girl is telling facts about Christopher Columbus. Ask students to tell what they think they will learn from this biography. Then read the biography aloud all the way through, as students follow along.

Read the biography again, pausing to discuss the Read Like a Writer questions below.

**PARAGRAPH 1**

- Who is the biography about? *Christopher Columbus.*
- What events does this part tell about? *It tells when Columbus was born, what he did as a teen, and his job when he was grown up.*
- What do you think you will read about next? *Sample answer: where Columbus sailed.*

**PARAGRAPHS 2–4**

- What was Columbus's idea? *He wanted to sail across the ocean to Asia.*
- What details tell about Columbus's trip? *He sails for thirty-three days. When he lands, he thinks he is in Asia, but he is in the Americas.*
- Why do you think the author tells the date when the ship landed? *Sample answer: It is an important fact about Columbus.*

**PARAGRAPH 5**

- How does the biography end? *It tells what happened when Columbus went back to Spain.*

50 Lesson 3 • Write About Facts

Student Edition, page 36

**READ AND LEARN**

### Read Like a Writer

A biography tells the facts about a real person. Think about the facts in this biography.

**Christopher Columbus**

Christopher Columbus was born in Italy in 1451. He went to sea as a teen. After many years, Columbus became a ship captain. Columbus had an idea. He wanted to sail across the ocean to Asia. No one had ever done that. At that time, people went to Asia over land. The king and queen of Spain liked Columbus's idea. They gave him three ships. Columbus sailed for thirty-three days. On October 12, 1492, the ships landed. Columbus thought he had reached Asia. But he had reached what we call the Americas. Columbus sailed back to Spain. He told the king and queen about his trip. They had never heard of this new place. It was big news! Soon many people sailed there. They wanted to find out more.

36 Lesson 3 • Write About Facts

Student Edition, page 37

**READ AND LEARN**

### Facts Planner

A good biography tells facts about a person. It also tells why the person is important. Write the parts of the biography in the chart.

Person's name  
*Christopher Columbus*

Facts about this person  
*born in Italy in 1451  
went to sea as a teen  
became a ship captain  
wanted to sail across the ocean to Asia  
reached the Americas*

Why this person was important  
*found a place that people in Spain did not know about*

Lesson 3 • Write About Facts 37

**READ AND LEARN**

### Facts Planner

Direct students' attention to page 37 and read the directions aloud. Replicate the chart on the board.

**Practice/Apply**

**Recount Events**  
Point to the chart and explain: We can use a chart to recall what happens in the biography of Christopher Columbus.

Write the name *Christopher Columbus* in the appropriate place in the chart. Then ask students to recall facts they learned from reading the biography. Record their responses in the chart. Have students copy the responses into the charts in their own books. Follow a similar procedure to complete the remaining sections of the chart.

Alternately, partners can work together to complete their charts. Suggest that partners look back at the biography to find facts about Columbus and underline the facts they find. Students can copy these facts into the chart. When partners are finished, ask them to share their responses with the class. Record the responses in the remaining chart boxes on the board. Then review the facts as a whole group. Explain to students that they will use a similar chart to plan their own biographies.

**Speaking and Listening: Ask and Answer Questions**  
Tell students that they should ask questions if they are confused at any point in the class or partner discussions. Explain that asking questions will help them get additional information and clear up anything they don't understand about the biography or completing the chart.

Lesson 3 • Write About Facts 51

## Writing Options

Each lesson provides two options for writing a text. The **Guided Writing** option provides teachers a whole-class group option to write together. The **Independent Writing** option allows students who are better-suited to work on their own a chance to create their writing independently.

**LEARN AND WRITE**

### Get Started

Tell students that good writers take steps to plan their writing before they actually begin to write. Good writers choose a person to write about and then find facts about that person.

Tell students that many writers begin looking for facts in a library. They look for informational texts that have facts, such as a biography and an encyclopedia. Display a beginning biography and an encyclopedia. Tell students that a biography is a book that tells the story of a person's life and gives facts about it. Explain that an encyclopedia is a book or a set of books about many topics. Mention that each topic in an encyclopedia has its own entry and gives facts about that topic.

**Teach/Model**

**Discuss a Plan for a Biography**  
Direct students' attention to page 38 and read about Oscar. Explain to students that Oscar thought about some real people he had learned about in social studies: Ben Franklin, a leader in the early history of the United States; Clara Chase, a leader who fought for the rights of farm workers; and Helen Keller, a writer and speaker who was blind and deaf. Review Oscar's ideas for people to write about. Then help students identify the person he chose.

Direct attention to the chart at the bottom of the page. Point out its boxes, labels, and arrows. Remind students that they completed a similar chart when they discussed the biography about Christopher Columbus. Explain that writers may use a chart like this to organize ideas. Tell students that Oscar looked for facts about Helen Keller in informational texts. Then he used a chart to record facts he found. Read the facts in Oscar's chart with students. Point out that the facts are listed in the order in which they happened in Helen Keller's life.

Discuss how the chart will help Oscar write his biography by reminding him of facts to include in different parts of the biography.

52 Lesson 3 • Write About Facts

Student Edition, page 38

**LEARN AND WRITE**

### Get Started

Oscar wants to write about a real person. He lists three people he knows about. Then he chooses one.

Ben Franklin  
Clara Chase  
Helen Keller

Oscar finds facts about his person.  
He writes them in a chart.

Person's name  
*Helen Keller*

Facts about this person  
*born June 27, 1880  
a fever made her blind and deaf at 19 months old  
learned to speak and to read Braille  
went to college*

Why this person was important  
*showed that being blind or deaf should not stop you from doing things*

38 Lesson 3 • Write About Facts

Student Edition, page 39

**LEARN AND WRITE**

**Try It!**  
Get ready to write about a person. List two people. Circle the name of the one you will write about.

.....  
.....  
.....

Find facts about your person. Write them in the chart.

Person's name  
.....

Facts about this person  
.....  
.....  
.....

Why this person was important  
.....

Lesson 3 • Write About Facts 39

**LEARN AND WRITE**

**Try It!**  
Explain to students that they will now take the same steps that Oscar took to plan their writing.

**Practice/Apply**

**Plan a Biography**  
Direct students' attention to page 39 and read the first set of directions aloud. Choose an instructional plan according to your students' needs. Discuss the following points when using either plan:

- Good writers think about real people that interest them.
- Good writers think about who will read their biographies. They think about which real person their readers will find interesting.

**Guided Writing** Page through a social studies textbook or discuss favorite authors to help students think about real people to write about. Record their ideas. Guide students to discuss which people they find most interesting and why. Then have them vote on their favorite person, such as author Maurice Sendak.

**Independent Writing** Ask students to think about favorite authors or people they have read about in social studies. This can help them choose a person to write about.

Direct attention to the second set of directions and read them aloud. Discuss where students can find facts about their person. Then supervise all students in using the Internet or in choosing informational texts from the library.

**Guided Writing** Draw a chart on the board or on chart paper. Record answers in the chart and retain it for future use. You may use these facts about Maurice Sendak to streamline the process:

- Maurice Sendak was born in Brooklyn in 1928. When he was 20, he got a job making window displays in a big toy store. There he met a children's book editor who gave him his start. His most famous book is *Where the Wild Things Are*. Sendak died in 2012 at age 83.

**Independent Writing** Have students find facts in the informational texts they chose and record them in the chart. You might also wish to bookmark school-approved Internet sites for independent use.

Lesson 3 • Write About Facts 53

## Teacher Resources

Each Teacher’s Manual lesson ends with a Teacher Resources page that provides teachers with extra words that cover **foundational skills** or **spelling rules**.

The Teacher Resources page at the end of a reading lesson provides more examples of the skills taught in the Get Ready to Read activities.

TEACHER RESOURCES

**Foundational Skills**

**Consonant Blends**

A consonant blend is made up of two or three consonants that, when blended together, retain identifiable and separate sounds. Consonant blends most frequently appear at the beginning or end of a word. Below is a list of common consonant blends students may encounter during the school day.

CONSONANT BLEND	EXAMPLE WORDS
<b>bl, br</b>	black, blank, blend, block, blow, blue; brag, brave, break, brick, bring, brown
<b>cl, cr</b>	clap, class, clean, clock, clog, close; crab, crash, cream, crisp, crop, crust
<b>dr</b>	drag, draw, dream, dress, drink, drum
<b>fl, fr</b>	flag, flat, flip, floor, fly, free, friend, frog, from, fry
<b>gl, gr</b>	glad, glass, glove, glue; grass, gray, green, grin, grow
<b>ld, lk, lt</b>	bold, child, hold, wild, elk, milk, silk; belt, melt, tilt
<b>nd, nk</b>	and, bend, find, hand, kind, mind, sand, stand; bank, drink, dunk, honk, pink, thank, think, wink
<b>pl, pr</b>	plan, play, please, plot; press, price, print, prove
<b>sc, scr, sk</b>	scar, scout, score; scrap, scratch, scrub; skate, skin, skip, skit, skirt
<b>sl, sm, sn</b>	slam, slap, sleep, sling, slip, slow; small, smell, smock, smooth; snack, snake, snail, sneeze, snow
<b>sp, spr</b>	space, speak, spell, spin, spot; clasp, crisp, grass, wasp; spray, spread, spring, sprout
<b>st, str</b>	stamp, stand, state, step, still, stop; best, first, last, most, must, rest, test; straw, street, string, stripe, strong

Lesson 1 • Read About Social Studies 23

The Teacher Resources page at the end of a writing lesson provides spelling rules and lists of spelling words students need in order to revise their writing.

TEACHER RESOURCES

**Spelling Rules**

**Regular and Irregular Past Tense Spellings**

Use the following rules and word lists with students to help them learn how to spell regular and irregular past tense verbs.

REGULAR PAST TENSE	IRREGULAR PAST TENSE
<p><b>Rule: ADD -ed</b></p> <p>Add -ed to many verbs to form past tense.</p>	<p>These words do not follow any rules to form past tense. You have to learn how to spell each one.</p>
ask → asked	are → were
call → called	bite → bit
kick → kicked	come → came
learn → learned	do → did
look → looked	eat → ate
miss → missed	get → got
open → opened	give → gave
play → played	go → went
pull → pulled	have → had
push → pushed	hide → hid
rain → rained	is → was
talk → talked	make → made
turn → turned	ride → rode
walk → walked	say → said
wash → washed	see → saw
work → worked	sit → sat
yell → yelled	tell → told
lie → lied*	lie → lay*
	lay → laid*

\*The verbs lie and lay are often confused in the present and past tense. The past tense of lie, meaning "to tell an untruth," is formed by adding -ed. The past tense of lie, meaning "to recline," is irregular and becomes lay in the past tense. The past tense of lay, meaning "to place an object down" is irregular and becomes laid in the past tense.

Lesson 3 • Write About Facts 61

# **TEACHER'S MANUAL**

---

**English Language Arts, Grade 1**

LESSON

1

# Read About Social Studies

READING SELECTIONS

<b>Speaking and Listening</b> “Mount Rushmore” .....	<b>4</b>
<b>Listen and Learn</b> “Our First President” .....	<b>8</b>
<b>Read and Learn</b> “Clothes to Keep Safe” .....	<b>14</b>

### Foundational Skills

- Understand Print Features
- Read Words with Consonant Blends
- Decode One-Syllable Words
- Read Words with Inflectional Endings

### Comprehension Skills

- Ask and Answer Questions
- Identify Main Topic and Details
- Describe Connections in a Text
- Clarify Word Meanings
- Distinguish Between Information in Illustrations and Text
- Describe Key Details in Illustrations and Text
- Participate in Collaborative Discussions
- Recall Key Details in a Text Read Aloud
- Print Upper-/Lowercase Letters
- Recognize Common and Proper Nouns
- Use End Punctuation
- Spell Words Phonetically
- Use Context Clues
- Real-Life Connections Between Words and Use

### Review Skills

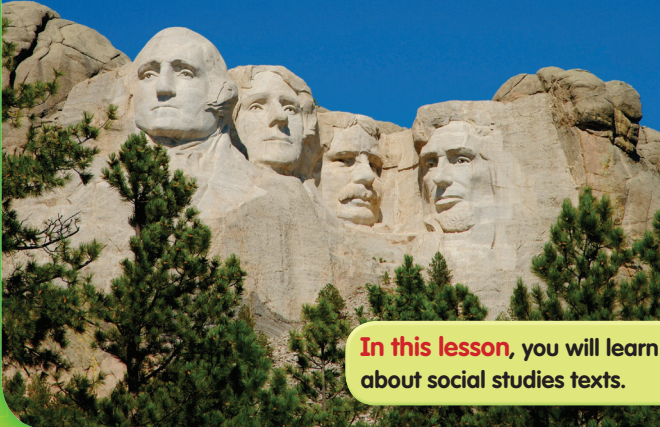
- Isolate and Pronounce Sounds
- Identify Letter-Sound Correspondences



LESSON **1**

# Read About Social Studies

**Look at this picture.** Why are faces on this mountain? Who are these people?



**In this lesson,** you will learn about social studies texts.

Lesson 1 • Read About Social Studies **5**

## Read About Social Studies

### Discuss a Photograph


Direct students' attention to the photograph on page 5. Have students follow along as you read the lesson title and introductory sentences aloud.

Tell students that the photograph shows Mount Rushmore, a mountain in South Dakota. Use the following prompts to lead a discussion about the photograph.

- *Why do you think someone carved faces on Mount Rushmore?*
- *Who do you think these people are?*
- *How could you find out more about the people or the mountain? Accept reasonable responses.*

### Define Social Studies


*When we read about social studies, we learn about real people, places, and events. A social studies text gives information about real people, places, or events.*

 *If I wanted to learn more about Mount Rushmore, I could read about Mount Rushmore in a book that gives information, such as a social studies text.*

- *Where else could you look to learn more about Mount Rushmore?*

### Make Connections

Encourage students to suggest other books and sources that give information about real people, places, and events, such as other informational books or on the computer.

 *Use the Think Alouds to model the process of thinking through a skill or question.*

## Read Aloud

Read “Mount Rushmore” to develop students’ oral vocabulary and listening comprehension skills. Ask students to listen as you read the text aloud. Have them think about what they learn as they listen.

# Mount Rushmore

Mount Rushmore is a national **memorial**. A memorial is something that reminds us of our past. Each year nearly three million people go to Mount Rushmore to see its **statues**.

In 1923, a man named Doane Robinson had an idea. He imagined giant statues carved on the side of Mount Rushmore. He asked Gutzon Borglum, a famous **sculptor**, to design the statues.

Gutzon wanted the statues to remind Americans of their past. He chose four presidents to stand for the first 150 years of our country’s history. He chose George Washington, our first president, to stand for the birth of our country. He chose Thomas Jefferson for helping to **expand** our country and make it larger. He chose Abraham Lincoln for helping to **preserve** our country by keeping the states together after the Civil War. He chose Theodore Roosevelt for helping to **develop** our country and make it grow stronger.

Carving statues on the side of a mountain was not easy. It took 400 workers to make the statues. Each day, the workers climbed 700 stairs to the top of the mountain. Then workers lowered other workers over the side of the mountain to carve the statues. The workers hung from thick cables in swings called bosun chairs. They worked in the hot sun. They worked in the wind and cold. They worked for fourteen years to carve the statues.

The statue faces are huge. Each face is 60 feet tall. Each eye **measures** 11 feet wide. It took a lot of work to make such big statues. First, workers called blasters made an egg-shaped face. They used dynamite to blast away large **sections** of rock. This was dangerous work. Workers on top of the mountain lowered the blasters over the side of the mountain. The blasters carefully placed the dynamite. Then workers pulled the blasters back up. All the workers had to be out of the way before they exploded the rock.

After the rough shape of the face was ready, it was time for the drillers. These workers would **drill** small holes in the rock. The holes loosened the rock and made it weak. Then carvers chipped away the loose rock and made the faces smooth.

Mount Rushmore helps Americans remember our past. It helps us remember the birth of our country and how it grew. It helps us remember how we must work together to keep it strong.

### Recall Key Details

After reading “Mount Rushmore,” ask students to share what they learned. Then use the questions below to develop oral vocabulary and assess listening comprehension skills.

- **What is this text about?** Mount Rushmore
- **Why is Mount Rushmore called a memorial?** It helps us remember our past.
- **What do the statues on the mountain show?** They show four of our presidents.
- **What kind of artist is a sculptor?** A sculptor makes statues.
- **Why did Gutzon Borglum choose four presidents to carve onto the side of Mount Rushmore?** He chose four presidents to show the first 150 years of our country’s history.
- **Who was our first president?** George Washington
- **What did Thomas Jefferson do to help expand our country?** Thomas Jefferson helped to make our country larger.
- **What did Abraham Lincoln do to preserve our country?** Abraham Lincoln helped to keep our country together after a war.
- **How did Theodore Roosevelt help to develop our country?** Theodore Roosevelt helped to make our country stronger.
- **Why was working on the statues hard?** Sample answer: The workers had to climb 700 stairs each day; they had to hang over the side of the mountain; they worked in the hot and cold.
- **How big do the statues measure?** The faces measure 60 feet tall. The eyes measure 11 feet.
- **How did workers blast away large sections of rock to make the rough shape of the faces?** The workers used dynamite to blow away large sections of the rock.
- **Why did workers drill holes in the rock?** They drilled holes to loosen the rock to make it weak.
- **What was the most interesting thing you learned about Mount Rushmore?** Answers will vary.

### Extend the Read Aloud

#### Participate in Collaborative Discussions

*When people discuss a topic they follow rules so that everyone can enjoy the discussion and have a chance to speak.*

If your class has established discussion rules, review them now. If not, help students establish rules that lead to productive discussions. List rules, such as the following, on chart paper and discuss each one:

- Listen to others with care.
- Take turns speaking.
- Stay on topic.
- Add to a speaker’s comments.
- Be polite.
- Ask questions if you do not understand something.

Have students put the discussion rules into practice. Say: *Imagine you are a worker on Mount Rushmore. Tell which job you would want and why—blaster, driller, or carver.*

**Challenge** Arrange students in small groups. Have them imagine that they are going to make a sculpture to honor a school worker. Have them discuss which worker they would honor and why.

Have a spokesperson from each group share the group’s ideas with the class.

#### Make Connections to Math

Recall that the faces on Mount Rushmore are very large and that just one eye measures about 11 feet wide. Help students use rulers to measure the width of one eye on the classroom floor. Ask how measuring the size of one eye helps them understand how big the statues are.

**Challenge** Have students work together to measure out the size of one face (60 feet) on the playground or other large surface. How many children does it take, holding hands with arms outstretched, to equal the height of one face?

# Consonant Blends

## Warm-Up

Use the following activities to access skills students learned in Kindergarten.

### Phonemic Awareness: Isolate Initial, Medial, and Final Sounds

Say: *I will say a word. Tell me what sound you hear at the beginning of the word.*

- bed /b/, mop /m/, hit /h/, fan /f/, rug /r/

Repeat the activity, having students isolate medial and final sounds:

- red /ĕ/, pot /ŏ/, big /ĭ/, hat /ă/, rub /ŭ/
- jam /m/, hop /p/, cat /t/, hen /n/, mug /g/

### Phonemic Awareness: Blend Sounds to Produce Words

Say: *Now I will say some sounds. Blend the sounds to say a word.*

- /k/ /ă/ /p/ cap
- /k/ /l/ /ă/ /p/ clap
- /f/ /ŏ/ /g/ fog
- /f/ /r/ /ŏ/ /g/ frog
- /s/ /ĭ/ /p/ sip
- /s/ /k/ /ĭ/ /p/ skip

### Phonics: Letter-Sound Correspondences

Randomly point to letters on an alphabet chart. Have students name each letter and say the sound for the letter. Say: *We can use what we know about the sounds for letters to read and write words.*

## Teach/Model

### Phonics: Consonant Blends

Write *nap* and *snap* on the board. Have students blend the sounds to read the words: /n/ /ă/ /p/, *nap*; /s/ /n/ /ă/ /p/, *snap*. Underline the *sn* in *snap*. Say: *When two consonant letters are together in a word, say the sound for each letter.*

Direct students' attention to page 6 and read the explanation aloud. Say: *Say the word skunk with me. What sounds do you hear at the beginning of the word?* /s/ /k/

Repeat for the word *desk*, noting that the consonant blend is at the end of a word.

More consonant blends can be found on Teacher's Manual page 23.

# Consonant Blends

A **consonant blend** is two or three consonant letters together in a word.



skunk



desk

Say the name of the picture. Circle the letters that stand for the beginning sounds.

1.



- bl
- br
- gr

2.



- gl
- spr
- tr

3.



- cl
- fl
- sm







4.



- cr
- pl
- st

GET READY TO READ

Say the name of each picture. Write a consonant blend to complete the word.

5.  _____ <u>cr</u> ab _____	6.  _____ <u>sl</u> ed _____
7.  _____ <u>fl</u> ag _____	8.  _____ <u>dr</u> um _____
9.  _____ <u>ne</u> st _____	10.  _____ <u>te</u> nt _____

Lesson 1 • Read About Social Studies 7

## Practice/Apply

Read aloud the directions for each section.

Work with students to read and discuss the items in each section.

### 1-4 Isolate Initial Sounds / Consonant Blends

Name the first picture with students: *broom*. Have students say the word *broom* slowly and listen for the beginning sounds. Then have students circle the letters that stand for the beginning sounds. Repeat with the pictures *train*, *clock*, and *plate*.

### 5-10 Consonant Blends

Name the first picture with students: *crab*. Have students say the word *crab* slowly and listen for the beginning sounds. Then have students use what they know about the sounds for letters to write a consonant blend to complete the word. Repeat with the pictures *sled*, *flag*, *drum*, *nest*, and *tent*.

## Extend the Activity

Write the following consonant blends on separate index cards: *bl*, *br*, *cl*, *cr*, *dr*, *fl*, *gr*, *pl*, *sc*, *sl*, *sm*, *sn*, *sw*, and *tr*. Place the cards in a bag or basket. Have partners draw a card from the bag.

**Consonant Blend Scavenger Hunt** Tell partners to work together to search the room for words and items that begin or end with their consonant blend. Have partners list the words they find. You may wish to set a time limit of five to ten minutes for the hunt. Then have students share their lists with the class.



## Listen to a Text

### Warm-Up


Tell students that today you will read a text that they might see in a social studies book. Have students open their books to page 8. Read the heading and directions aloud. Then have students point to the Word Bank. Read the words and have students repeat them after you. Explain that these words are in the text.

### Teach/Model

**First Read: Comprehension Skills** Ask students to follow along as you read the text aloud. Have students think about what they learn as they listen. As you read, model adjusting your reading rate for an informational text and read the second and third paragraphs more slowly than you do the first paragraph.

After reading, tell students that good readers ask questions as they read. Then they reread or read on to find the answers. Explain that asking questions and then rereading to find the answers helps readers to better understand what they read.

### Ask and Answer Questions

 *One question I asked myself about this text was, "Why do I have to look at a dollar and a quarter?" When I read the text again, I will look for an answer.*

Write your question on the board. Ask students if they have any questions to add to yours. Then ask students to listen for answers to their questions as you reread the text. Pause during reading to teach the Comprehension Skills with the Think Alouds.

LISTEN AND LEARN

## Listen to a Text

Think about what you learn as you listen.

WORD BANK

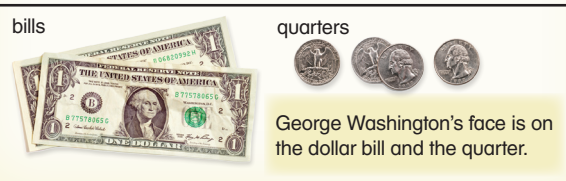
country  
president  
state

### Our First President

Look at a dollar bill. Look at a quarter. Who is the man you see? It is George Washington.

A long time ago, Americans fought a war to win their freedom. They formed a new **country** called the United States of America. The people needed a leader for the new country. They chose George Washington to be their first **president**. Washington helped make the laws for the new country.

People remember Washington for what he did. They remember his birthday on President's Day. They build statues for him and name places after him. Our capital, Washington, D.C., and the **state** of Washington are named after him. Your town may have a building, school, or street named after him, too!




## Comprehension Skills: “Our First President”

### PARAGRAPH 1


#### Main Topic

Explain that a text that gives information tells about one topic. The topic is what the text is mostly about. The title and the first paragraph tell what the topic is.

 *The title tells me that I will read about our first president. The first paragraph names George Washington. I think the topic of this text is George Washington, our first president.*


#### Print Features

Explain to students that all sentences begin with a capital letter and end with a punctuation mark.

 *How many sentences are in the first paragraph? I see four sentences. Each sentence begins with a capital letter and ends with an end mark. One sentence asks a question. It ends with a question mark.*


#### Ask and Answer Questions

Tell students that active readers try to answer their own questions as they read.

 *I found part of the answer to my question in the first paragraph. The text tells me to look at a dollar and a quarter so I can see that George Washington’s face is on them. Now I wonder why his picture is on a dollar. I will read on to find out.*

#### Clarify Word Meanings


Explain that students can ask and answer questions about words and phrases to clarify meaning.

 *At first, the words dollar bill confused me. Why did the author use the word bill? I know that in this text, the word bill doesn’t name a boy. I think the word must name paper money. I have heard people say “a five-dollar bill,” and that is paper money, too.*

### PARAGRAPH 2


#### Connections in a Text

Tell students that deciding how things are connected in a text can help them understand what they read.

 *When I read this paragraph, I think about how the events are connected. First, the people fought a war to win their freedom. Then, they formed a new country. This helps me understand why they needed a leader.*

#### Details


Explain to students that details in an informational text tell more about the topic.

 *In this paragraph, I learn that people chose George Washington to be the first president. I also learn another detail about George Washington. He helped make the laws for our new country.*

### PARAGRAPH 3

#### Information in Illustrations and Text


Tell students that photographs and other illustrations work with a text to give information about a topic.

 *This paragraph shows me how we remember George Washington by building statues, naming things after him, and celebrating his birthday. The photographs tell me another way we remember George Washington—by putting his picture on our money. The photographs tell more about the topic.*

### AFTER READING


#### Key Details in Illustrations and Text

Tell students that one way to remember what we have read is to describe the important details from the illustrations and the text.

 *To remember what I learned, I retell the important details about George Washington. People chose George Washington to be the first president of the new country. As president, George Washington helped to make the laws for the new country. People remember George Washington on his birthday. They also remember him by building statues, naming places after him, and putting his picture on our money.*

#### Social Studies Texts / Make Connections

Remind students that social studies texts give information about real people, places, and events.

 *To decide if “Our First President” is like a social studies text, I think about the topic and the details. The topic is George Washington. George Washington was a real person. All the details tell more about George Washington and how people remember him for being our first president. So I think this text is like a social studies text. It gives information about real people, places, and events.*

## Listen to a Text

Direct students' attention to page 8. Have them read the title of the text with you and look at the photographs.

Guide students to share what they remember about the text. Prompt them with questions:

- *Who was our first president?*
- *How did George Washington become our first president?*
- *How do people today still remember George Washington?*

## Teach/Model

### Second Read: Comprehension Check

Tell students that today they will hear the text again and answer some questions about it.

### Main Topic and Details

Say: *When you listen to a text that gives information, listen for details that tell more about the topic. This will help you to better understand the text and remember what it is about.*

Invite students to follow along as you read the text aloud all the way through.

LISTEN AND LEARN

## Listen to a Text

Think about what you learn as you listen.

WORD BANK

country  
president  
state

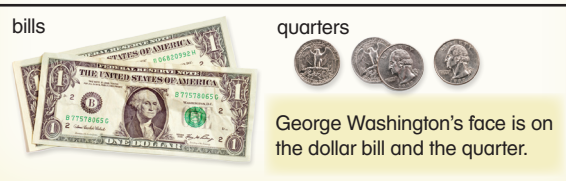
## Our First President

Look at a dollar bill. Look at a quarter. Who is the man you see? It is George Washington.

A long time ago, Americans fought a war to win their freedom. They formed a new **country** called the United States of America. The people needed a leader for the new country. They chose George Washington to be their first **president**. Washington helped make the laws for the new country.

People remember Washington for what he did.

They remember his birthday on President's Day. They build statues for him and name places after him. Our capital, Washington, D.C., and the **state** of Washington are named after him. Your town may have a building, school, or street named after him, too!





## ✓ Reading Check

Complete the items about "Our First President."

- Put a ✓ by the words that tell what the text is mostly about.
  - how people choose a president
  - how people make a new country
  - how people remember Washington
- Go back to the text. Circle the sentence that tells why people remember George Washington.
- Go back to the text. Draw a line under details that tell how we remember George Washington.
- Draw a picture to show something that helps you remember George Washington. Then write about your picture.

Pictures may show any of the items mentioned in the text or something from students' experiences, such as a local school, park, street, or building.


Lesson 1 • Read About Social Studies 9

## ✓ Reading Check

### Practice/Apply


Direct students' attention to page 9 and read the directions aloud. Work with students to read and discuss each item.

#### 1 Main Topic

 I think about each answer choice before I check my answer. The first choice is "how people choose a president." The people did choose George Washington to be their president, but this is not what the text is mostly about.


Lead students in analyzing the remaining choices. Then have students mark their answers.

#### 2 Connections in a Text

 I go back to the text and look for a sentence that tells why people remember George Washington. Looking for the word remember in the text may help me.


As needed, direct students to the last paragraph.

#### 3 Details

 I draw a line under details in the text that tell how people remember George Washington. I draw a line under the words dollar and quarter in the first paragraph. We remember George Washington by putting his face on some of our money.

- What other details tell how we remember George Washington? We remember his birthday. We build statues and name places after him.

#### 4 Illustrations / Make Connections

 The photographs on page 8 show two ways we remember George Washington. The directions tell me to draw something that helps me remember George Washington.

- What are some things you could draw?  
Sample answers: I could draw money or a statue. I could draw something that is named after George Washington.

Encourage students to label or write about their pictures.

## Word Check

Have students open their books to page 8. Explain that you will read “Our First President” again to talk about the words in the text.

### Teach/Model

#### Third Read: Vocabulary Acquisition and Use

Ask students to follow along as you read the text aloud. Pause during reading to teach the vocabulary acquisition strategies.

#### Context Clues

Pause after reading the second paragraph. Ask students to point to the word *country*. Tell students that when they read, they may see a word they do not recognize. Explain that often they can use context clues, or hints around the word, to help them figure out what the word means.

*I can use clues in this paragraph to figure out what country means. The words United States of America, people, and laws are all good clues. They help me figure out that a country is a land with its own people and laws.*

Follow a similar procedure to determine the meaning of *president* and *state*:

- **president:** *The sentence before the word tells that the people wanted a leader for their new country. A president is a leader of a country.*
- **state:** *The words United States and Washington help me figure out that a state is a part of a country.*

Have students turn to page 10. Direct attention to the Word Bank at the top of the page. Point out that these are the same words they read in “Our First President.”

#### Common and Proper Nouns

Tell students that a noun is a word that names a person, place, or thing. Explain that there are different kinds of nouns. Then ask students to follow along as you read the explanation aloud.

*I notice that all the words in the Word Bank are common nouns. The word president names a person. The words country and state name places. I do not use a capital letter to write the word president, but I would use capital letters to write the name of a president, such as George Washington.*

LISTEN AND LEARN

## Word Check

**WORD BANK**  
country  
president  
state

A **common noun** names a person, place or thing. A **proper noun** is a name. It begins with a capital letter.

The boy is named Ben.

Draw a line to match the common noun to a proper noun.

- | Common Noun  | Proper Noun       |
|--------------|-------------------|
| 1. president | United States     |
| 2. country   | Washington        |
| 3. state     | George Washington |

Write a word for each meaning.

- |  |           |
|--|-----------|
| 4. one part of a country               | state     |
| 5. a person who leads a country        | president |
| 6. a land with its own people and laws | country   |

10 Lesson 1 • Read About Social Studies

**LISTEN AND LEARN**

**Write a word to complete each sentence.** *Answers will vary.*

7. The name of my **state** is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. A **country** I know is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. Today our **president** is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Choose a word from the Word Bank.**

10. Use the word to write a sentence. *Sentences will vary.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lesson 1 • Read About Social Studies II

**Practice/Apply**

Tell students that they will now show what they learned about the words from the text. Ask students to follow along as you read the directions and items aloud.

**1-3 Common and Proper Nouns**

**1** *The first word is president. It names a person. I draw a line from the common noun president to a proper noun that names a president. I draw a line from the word president to the words "George Washington."*

Have students follow your model to complete items 2 and 3 independently.

**4-6 Vocabulary Acquisition**

**4** *I read the first meaning, "one part of a country." I look at the words in the Word Bank and choose the word that matches this meaning. I write the word on the line.*

Repeat the procedure for items 5 and 6.

**7-9 Upper- and Lowercase Letters**

**7** *I think about the name of my state. I know that the name of my state should begin with a capital letter. It is a proper noun. I write the name of my state on the line.*

Follow a similar procedure for items 8 and 9.

**10 Vocabulary Use**

Explain that students may choose any word from the Word Bank to use in a sentence. Tell students that when they write their sentences, they should begin the sentence with a capital letter and end the sentence with an end mark. Have students write their sentences independently.

Have students add the words to their vocabulary notebooks. Remind students to refer to their vocabulary notebooks when they need ideas or help with their writing.

**Extend the Activity**

**Vocabulary Notebooks** If students do not already have vocabulary notebooks, guide them in beginning notebooks now. Tell students that a vocabulary notebook can help them remember words they have learned. It is also a good place to record words that they find interesting and may want to include in their own writing.

Students can use spiral notebooks to record their words, or you can have students make their own notebooks by folding several sheets of paper in half and stapling the pages together along the fold line.

Duplicating this page is prohibited by law. © 2014 Triumph Learning, LLC

## Read a Text

### Warm-Up

Tell students that today you will read a new text. Have students open their books to page 12. Read the heading and directions aloud. Then have students point to the Word Bank. Read the words and have students repeat them after you. Explain that these words are in the text.

### Teach/Model

#### First Read: Comprehension and Review

**Skills** Ask students to follow along as you read the entire text aloud.

After reading, invite students to comment on the text. Remind students that active readers ask and answer questions about a text and then reread to find the answers.

#### Ask and Answer Questions

*Say: One question I had was "How do special clothes keep a firefighter safe?" When I read the text again, I will look for an answer.*

Write your question on the board. Ask if students have questions to add to yours.

Then have students follow along as you read the text again. Remind them to look for the answers to their questions as you read together. Pause during reading to address the Comprehension and Review Skills.

READ AND LEARN

## Read a Text

Think about what you learn as you read.

WORD BANK

protect  
respond  
provides

### Clothes to Keep Safe

Firefighters put out fires and keep us safe. It is a dangerous job. Fire and smoke can hurt a firefighter.

Special clothes keep a firefighter safe. The coat, pants, and gloves **protect** his body from the heat. They also keep his body dry.

Strong, rubber boots protect a firefighter's feet. The boots and pants are joined together so he can dress quickly. It helps him **respond** to fires quickly, too.

A helmet and visor protect his head and face. A mask goes over his mouth. It connects to an air tank that **provides** the firefighter with fresh air.

All these things help to keep the firefighter safe when he works.



## Comprehension and Review Skills: “Clothes to Keep Safe”

### PARAGRAPH 1

#### Main Topic

The title and first paragraph of an informational text tell the main topic. From the title, I know that I will read about clothes that keep people safe.

- What does the first paragraph tell about the topic? The first paragraph tells about firefighters.
- How can we use the title and first paragraph to decide what the topic is? We can use the title and first paragraph to figure out that the topic is how clothes keep a firefighter safe.

#### Print Features

Print features help us know where a sentence begins and ends.

- How many sentences are in the first paragraph? three
- How can you tell they are sentences? Each begins with a capital letter and ends with an end mark.

#### Clarify Word Meanings

We can ask and answer questions about words and phrases in a text to clarify their meaning.

- What questions could you ask to clarify the meaning of the phrase put out? Sample answer: I can ask about the work firefighters do. I can figure out that the phrase put out means “to stop.”

### PARAGRAPHS 2-3

#### Ask and Answer Questions

Point to your question on the board and read it aloud.

The second paragraph answers my question. Clothes protect a firefighter from the heat and keep him dry. The special clothes keep a firefighter safe.

- What answers have you found to your questions? Answers will vary.

#### Connections in a Text

I look for connections in the text to help me understand what I read. First I read how a coat, pants, and gloves protect a firefighter’s body.

- How does this idea connect to the kind of boots a firefighter wears? A firefighter wears thick, rubber boots to protect his feet. This tells how boots protect a firefighter’s body.

#### Details

Details tell me more about a topic.

- What details tell you more about a firefighter’s boots and pants? A firefighter’s boots and pants are joined together so that he can dress quickly.

### PARAGRAPHS 4-5

#### Information in Illustrations and Text

Both the words in a text and the illustrations can give information. The diagram shows the things a firefighter wears and uses.

- What information does the diagram give? Sample answer: The diagram has labels that tell me what each part of the uniform is called. This helps me to better understand the text.
- What question does the diagram help you answer? Sample answer: The diagram helps me understand what a visor is.

### AFTER READING

#### Key Details in Illustrations and Text

I can remember the information I learned by thinking about the important details from the diagram and the text.

- What important details from the diagram and the text did you learn? Sample answer: I learned that a firefighter’s coat, pants, and gloves protect his body and that thick, rubber boots protect his feet. I learned that a helmet and visor protect his face. I also learned that an air tank and a mask give the firefighter fresh air to breathe.

#### Social Studies Texts / Make Connections

This text gives information about one topic.

- Do you think it is a text you might read in a social studies book? Why or why not? Sample answer: Yes, I think you would read about a firefighter in a social studies book. A firefighter is a real person. He has a real job protecting real people in a community.

## Read a Text

Direct students' attention to page 12. Have students read the title along with you and look at the diagram.

Guide students in sharing what they remember about the text. Ask:

- *What is the text mostly about?*
- *What special clothes does a firefighter wear?*
- *How do these things help to keep a firefighter safe?*

Tell students that today they will read the text again and then answer some questions about it. Remind students to pay attention to details in the text that tell more about the topic. This will help them answer the questions about the text.

## Teach/Model

### Second Read: Comprehension Check

Invite students to echo read the text with you. Explain that you will read a sentence aloud, and then pause for them to read aloud the same sentence. During reading, observe students to see who may be having trouble tracking the text and chiming in on the sentence endings.

READ AND LEARN

## Read a Text

Think about what you learn as you read.

WORD BANK

protect  
respond  
provides

## Clothes to Keep Safe

Firefighters put out fires and keep us safe. It is a dangerous job. Fire and smoke can hurt a firefighter.

Special clothes keep a firefighter safe. The coat, pants, and gloves **protect** his body from the heat. They also keep his body dry.

Strong, **rubber boots** protect a firefighter's feet. The boots and pants are joined together so he can dress quickly. It helps him **respond** to fires quickly, too.

A **helmet** and **visor** protect his head and face. A **mask** goes over his mouth. **It connects to an air tank that provides the firefighter with fresh air.**

All these things help to keep the firefighter safe when he works.



## ✓ Reading Check

Complete the items about "Clothes to Keep Safe."

- Put a ✓ by the words that tell what the text is mostly about.
  - how firefighters fight fires
  - how special clothes keep a firefighter safe
  - how firefighters keep people safe
- Go back to the text. Circle the sentence that tells what the air tank does.
- Go back to the text. Draw a line under details that tell what a firefighter wears.
- Draw a picture to show something you learned about firefighters. Write about your picture.

Pictures may show any of the items mentioned in the text.

## ✓ Reading Check

### Practice/Apply

Direct students' attention to page 13 and read the directions aloud. Guide students through the page, reading each item and pausing after it to give students time to respond.

#### Main Topic

**1** Remind students to think about each answer choice before they select an answer. Guide students to support their answers by citing evidence from the text. **Sample answer:** The topic is what a text is mostly about. The first and last choices tell one thing about firefighters. They don't tell about the whole topic. The second choice, "how special clothes keep a firefighter safe," tells what the text is mostly about. It is the topic.

#### Details

**2** Tell students that they do not have to read every word in the text to find the answer. They can scan the text and look for the words *air tank* to help them find the answer.

#### Details

**3** Remind students that they read about several things a firefighter wears. Explain that they can scan the text carefully to look for details that tell what a firefighter wears. Invite students to tell what words they underlined and why.

#### Illustrations / Make Connections

**4** Tell students that since the text is mostly about what a firefighter wears to keep safe, then their drawings should show something they learned about the special things a firefighter wears or uses.

## Word Check

Have students open their books to page 12. Explain that you will read “Clothes to Keep Safe” again to talk about the words in the text.

### Teach/Model

**Third Read: Vocabulary Acquisition and Use** Have students choral read the text with you. Read the text slowly, giving all students a chance to track the words and read the text in unison.

After reading, revisit the text to focus on vocabulary acquisition strategies.

#### Context Clues

*I can use context clues to figure out the meaning of the word protect. The words keep a firefighter safe are good clues.*

- *What do you think protect means?*  
to keep safe

Lead students to use context clues to determine the meanings of the highlighted words:

- **respond:** *The sentence before respond helps me decide that it means “to act or answer.”*
- **provides:** *The words mask and connects to an air tank tell me that provides means “gives.”*

#### Root Words and Inflectional Endings

Tell students that when they read, they may see a word that has an ending. Explain that a word without an ending is a root word. Ask students to find the word *provides* in the Word Bank.

*I see the letter s at the end of the word provides. I know the letter s is added to a verb to match the verb with a noun. I can take away the letter s to find the root word provide.*

Explain that the letter s can also be added to the end of a noun. Say: *We add the letter s to a noun to show more than one. A firefighter wears two “gloves.” He wears one “glove” on each hand.*

Have students turn to page 14. Direct attention to the Word Bank at the top of the page. Point out that these are the same words they read in “Clothes to Keep Safe.”

READ AND LEARN

**WORD BANK**  
 protect  
 respond  
 provides

## Word Check

Draw a line to match each word to its meaning.

Word	Meaning
1. provides	keep safe
2. respond	answer or act
3. protect	gives

*(Note: In the image, lines connect 'provides' to 'gives', 'respond' to 'answer or act', and 'protect' to 'keep safe'.)*

Write a word to complete each sentence. *Answers will vary.*

4. You must **provide** a pet with \_\_\_\_\_.

5. I **respond** to good news by \_\_\_\_\_.

6. Laws are made to **protect** \_\_\_\_\_.

**14**
Lesson 1 • Read About Social Studies



READ AND LEARN

Read each question. Circle the answer.

7. What do you do to **respond** to a question in class?

raise your hand    clap your hands

8. How can you **protect** your face from the sun?

wear socks    wear a hat

9. What does a tree **provide** on a sunny day?

shade    light

Choose a word from the Word Bank.

10. Use the word to write a sentence. Sentences will vary.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

**Practice/Apply**

Tell students that they will now show what they learned about the words. Ask them to follow along as you read the directions and items aloud.

**1-3 Vocabulary Acquisition**

Have students read each answer choice before drawing a line from the word to its meaning.

**4-6 Root Words and Inflectional Endings**

Point out that the first item uses the verb *provide* without any endings. Say: *To complete this sentence, I think about the kinds of things I would provide for a pet. One thing I could provide is water.*

- What is something that you could provide?

Pause for students to record their answers. Follow a similar procedure for items 5 and 6.

**7-9 Real-Life Connections**

Ask students to think about how they would answer the question before they read the answer choices. Then have them circle the answer choice that makes the most sense.

**10 Vocabulary Use**

Tell students that they can use the word they choose with or without an s ending to help the verb match the noun in the sentence. Remind students to begin the sentence with a capital letter and to end it with an end mark. Have students write their sentences independently.

Have students add the words to their vocabulary notebooks. Remind students to refer to their vocabulary notebooks when they need ideas or help with their writing.

## Word Puzzles

Direct students' attention to page 16 and read the directions aloud.

### Teach/Model

#### Foundational Skills: Consonant Blends

Work through the first item with students. Write the word *clock* on the board and blend the sounds to read the word. Erase the first two letters to show what remains of the word when the consonant blend *cl* is removed. Then add the consonant blend *bl* to write the new word *block*. Say: *I can take away a consonant blend from a word and add a new consonant blend to make a new word.*

### Practice/Apply

Have students complete the word puzzle to write the word *block*. If students understand how to complete the word puzzles, have them finish the page individually. If they need help, work through each item with them.

## WORD FUN

## Word Puzzles

Complete each word puzzle. Write the new word.

Draw a picture for your new word.

1. clock – **cl** = \_\_\_\_ock  
Add **bl**.

block

2. stand – **nd** = sta\_\_\_\_  
Add **mp**.

stamp

3. plum – **pl** = \_\_\_\_um  
Add **dr**.

drum

4. best – **st** = be\_\_\_\_  
Add **lt**.

belt

16 Lesson 1 • Read About Social Studies

## Extend the Activity

**Write Word Puzzles** Assign partners and give each pair of students a pair of words. Have them write word puzzles to tell how they could change one word into another word. Use word pairs such as the following:

- belt—bend
- bring—swing
- swim—trim
- silk—sink
- link—list
- lamp—land
- drip—snip
- skunk—trunk
- dust—dump
- held—help
- blink—drink
- drag—flag


Allow partners several minutes to complete their word puzzles. Encourage students to share their puzzles with the class.


**WORD FUN**

## Hands or Feet?

Read the words in the box. Then sort the words.

clap	drop	scrub	skip
spin	stop	trot	strum

- Things I can do with my hands 

clap    drop    scrub    strum
- Things I can do with my feet 

skip    spin    stop    trot

**What else can you do with your hands and feet?  
Add more words to the boxes.**

Lesson 1 • Read About Social Studies **17**

## Hands or Feet?

Direct students' attention to page 17 and read the title aloud. Ask students to name things they do with their hands. Then ask them to name things they do with their feet.

### Teach/Model

#### Vocabulary Use: Sort Words into Categories

Read the directions aloud and have students read the words in the box with you. Then direct attention to the two categories.

*To sort these words, I think about which actions I do with my hands and which actions I do with my feet. The first word in the box is clap. I clap with my hands, not with my feet. I'll write the word clap in the box that is labeled "Things I can do with my hands."*

### Practice/Apply

Have students sort the rest of the words independently.

When students have finished the word sort, read aloud the directions at the bottom of the page. Encourage students to add at least one more word to each box.

## Extend the Activity

**Other Ways to Move** Remind students that all the words in the word box are verbs. They name actions. Say: *I can compare some of the actions I do to the actions that animals do.* Write the following sentence on the board as an example: *I can trot like a horse.*

Challenge partners to work together to create their own action sentences about ways people and animals move. Additional examples include:

- I can quack like a duck.
- I can stretch like a cat.
- I can swim like a fish.
- I can hop like a rabbit.

Invite students to illustrate their favorite sentence and share it with the class.

## Name a Noun

Remind students that a noun names a person, a place, or a thing.

### Teach/Model

#### Conventions of Standard English: Common and Proper Nouns

*We have learned that a common noun names a person, place, or thing. We also know that a proper noun names a specific person, place, or thing. Because a proper noun is the name of a noun, it begins with a capital letter.*

### Practice/Apply

Direct students' attention page 18 and read the title and directions aloud.

*To complete the first item, I draw a picture of a boy I know. Then I write the boy's name. I remember to use a capital letter to start the boy's name.*

Have students complete the page individually. Then invite students to share their drawings and the proper nouns they wrote.

WORD FUN

## Name a Noun

Draw a picture of each common noun.  
Then write a proper noun to name it. *Answers will vary.*

Common Noun	Picture	Proper Noun
1. boy	<div style="border: 2px solid #FF9800; width: 100px; height: 100px; margin: 0 auto;"></div>	<div style="border-bottom: 1px solid #00AEEF; width: 100%;"></div> <div style="border-bottom: 1px dashed #000; width: 100%;"></div> <div style="border-bottom: 1px solid #A52A2A; width: 100%;"></div>
2. girl	<div style="border: 2px solid #FF9800; width: 100px; height: 100px; margin: 0 auto;"></div>	<div style="border-bottom: 1px solid #00AEEF; width: 100%;"></div> <div style="border-bottom: 1px dashed #000; width: 100%;"></div> <div style="border-bottom: 1px solid #A52A2A; width: 100%;"></div>
3. pet	<div style="border: 2px solid #FF9800; width: 100px; height: 100px; margin: 0 auto;"></div>	<div style="border-bottom: 1px solid #00AEEF; width: 100%;"></div> <div style="border-bottom: 1px dashed #000; width: 100%;"></div> <div style="border-bottom: 1px solid #A52A2A; width: 100%;"></div>
4. store	<div style="border: 2px solid #FF9800; width: 100px; height: 100px; margin: 0 auto;"></div>	<div style="border-bottom: 1px solid #00AEEF; width: 100%;"></div> <div style="border-bottom: 1px dashed #000; width: 100%;"></div> <div style="border-bottom: 1px solid #A52A2A; width: 100%;"></div>

18

Lesson 1 • Read About Social Studies

## Extend the Activity

**Common and Proper Noun Pairs** Have partners work together to list common and proper noun pairs. You might start partners off by asking them to think of common and proper names around the school or around their homes, for example:

- teacher—Ms. Madden
- school—Washington School
- street—Morris Avenue
- town—Summit

Invite students to compare their lists with other partnerships.

## Foundational Skills

### Consonant Blends

A consonant blend is made up of two or three consonants that, when blended together, retain identifiable and separate sounds. Consonant blends most frequently appear at the beginning or end of a word. Below is a list of common consonant blends students may encounter during the school day.

CONSONANT BLEND	EXAMPLE WORDS
<b>bl, br</b>	black, blank, blend, block, blow, blue; brag, brave, break, brick, bring, brown
<b>cl, cr</b>	clap, class, clean, click, clock, close; crab, crash, cream, crisp, crop, crust
<b>dr</b>	drag, draw, dream, dress, drink, drum
<b>fl, fr</b>	flag, flat, flip, floor, fly; free, friend, frog, from, fry
<b>gl, gr</b>	glad, glass, glove, glue; grass, gray, green, grin, grow
<b>ld, lk, lt</b>	bold, child, hold, wild; elk, milk, silk; belt, melt, tilt
<b>nd, nk</b>	and, bend, find, hand, kind, mind, sand, stand; bank, drink, dunk, honk, pink, thank, think, wink
<b>pl, pr</b>	plan, play, please, plot; press, price, print, prove
<b>sc, scr, sk</b>	scan, scout, score; scrap, scratch, scrub; skate, skin, skip, skit, skirt
<b>sl, sm, sn</b>	slam, slap, sleep, sling, slip, slow; small, smell, smock, smooth; snack, snake, snap, sneak, snow
<b>sp, spr</b>	space, speak, spell, spin, spot; clasp, crisp, grasp, wasp; spray, spread, spring, sprout
<b>st, str</b>	stamp, stand, state, step, still, stop; best, first, last, most, must, rest, test; straw, street, string, stripe, strong