SHARED WRITING 15 MIN.

Write the Editing Checklist as shown below on a large piece of paper and tape it to the board.

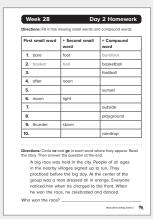
Editing Checklist	Yes	No
All of our words have spaces in between them.		
All of our sentences start with a capital letter.		
We used capital letters to begin names.		
We used all of the signal words from the Flow Map at the beginning of		
our sentences.		
We have periods at the end of each sentence.		
We checked our words for correct spelling.		

- ♦ This week we will edit our group stories. Edit means to check. We need to check that there are spaces between words. Look at these sentences. See how there are spaces between words? Point to the spaces between words. Repeat after me: spaces. Check to make sure you have a space between all of the words on each line. Point to the spaces between words again. When the whole class is finished, put an X in the Yes column next to what you have checked. We checked spaces, so we will put an X in the Yes column on the Editing Checklist for spaces.
- Ne need to check that all of our sentences start with capital letters. Look at these sentences. Point to the capitals at the beginning of each sentence. Repeat after me: capitals. Check to make sure there is a capital at the beginning of each sentence. Point to the capitals again. We also need to check for capitals for names. For example: Washington, Sando, or Puffy. When the whole class is finished, put an X in the Yes column next to what you have checked. We checked capitals, so we will put an X in the Yes column on the Editing Checklist for capitals.
- We need to check that we used signal words like *first* or *next* at the beginning of all of our sentences. Check to make sure there are signal words at the beginning of each sentence. Point to the signal words again. When the whole class is finished, put an X in the Yes column next to what you have checked.

Save the Editing Checklist for Shared Writing, Week 28, Day 4.

HOMEWORK

Have students complete page 75 in the *Student Activity Book* and read "Abebe Bikila: The Barefoot Winner" aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Student Activity Book page 75



OBJECTIVES

Students will be able to:

- Read and spell words with the suffix -er as "a person who..."
- Demonstrate
 understanding of and
 spell the vocabulary/
 sight words barefoot,
 race, shoes, crowd, gold
 medal, record, athlete
- Read and comprehend "Abebe Bikila: The Barefoot Winner"

LEARNING RESOURCES



≣ Student copybooks



Let's Read



Student Activity Book

-er

worker winner
runner trainer
winner seller
reader
writer
driver
ruler



Let's Read page 96

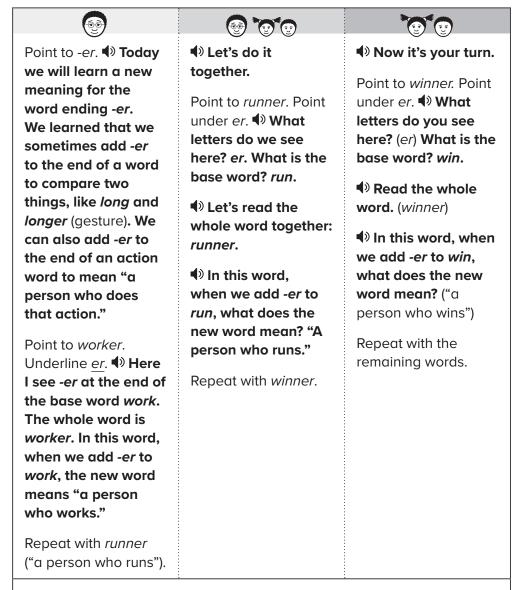
INTRODUCTION 1 MIN.

◀) Today we will read and spell words with the word ending -er with a new meaning. We will also review our vocabulary words and read "Abebe Bikila: The Barefoot Winner" together again.

PHONICS AND WORD STUDY

10 MIN.

Write the letters and words on the board, as shown at the left.



Time permitting, have students turn to "Abebe Bikila: The Barefoot Winner" on page 96 in *Let's Read* and find words with the *-er* ending in the text (e.g., *trainer*, *runner*, *winner*). Write the words on the board as they find them.

Daily Check: Call on 2 students to read one word each.

SPELLING 10 MIN.

Erase the board from the previous activity.



- Now we will spell some words with the ending -er. Watch and listen.
- The word is teacher. I hear 4 sounds: /t/-/ē/-/ch/-/ŭr/, teacher.
- **♦**) The first sound is /t/. (Write t.) The next sound is /ē/—and in this word it is spelled with ea. (Write ea.) The third sound is /ch/. (Write ch.) The next sound is /ŭr/and this is our er **ending.** (Write *er*.)

Move your finger under the letters as you say the letter names: **◄**) *t*-*e*- *a*-*c*h-e-r, teacher.

♦) The word *teacher* means "a person who teaches."

Erase the word.



- **♦** Let's spell some words with the suffix -er together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.
- The word is teacher. What sounds do we hear? /t/-/ē/-/ch/-/ŭr/.
- ◆ Let's write it: /t/ (write t), $/\bar{\mathbf{e}}/$ —and in this word it is **spelled with ea** (write ea), /ch/ (write ch), /ŭr/—and this is our er ending (write er). Check the students' work.
- Now let's spell the word together with the letter names (point): **t-e-a-c-h**e-r. teacher.

Erase the word.



Now it's your turn. I will say a word. Listen to each sound. Then write the letter for each sound in your copybooks.

Dictate these words one at a time: teacher, runner, and driver. For runner, remind students that the letter *n* in *run* is doubled before adding -er.

Also have students spell *practice*. Tell them that the word *practice* has the soft c sound before e.

Move around the room and randomly check students' work as they write.

Have students spell each word aloud using the letter names.

Daily Check: Call on 2 students to spell one word each.

WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

Write the words on the board, as shown on the next page at the left. Use objects, pictures, and demonstrations to help students understand the words.

Week 28 - Day 3

- 1. barefoot
- 2. race
- 3. shoes
- 4. crowd
- 5. gold medal
- 6. record
- 7. athlete

Now we will review our vocabulary words.

1. barefoot	Point to barefoot. • Read the word: (barefoot). To be bare means to be without cover or clothes, so barefoot means to not wear shoes. Can you run faster barefoot or in sandals?
2. race	Point to race. Read the word: (race). A race is a contest between runners to be the fastest over a given distance. Have you ever been in a race? Tell us about it.
3. shoes	Point to shoes. Read the word: (shoes). Shoes are the coverings you put on your feet. Shoes help cover and protect your feet when you are walking or running. People wear all different kinds of shoes. What color are my shoes today?
4. crowd	Point to <i>crowd</i> . Pead the word: (<i>crowd</i>). A <i>crowd</i> is a large number of people together in one place. When you go to a football game, you are with a crowd of people. Where else do we see crowds of people?
5. gold medal	Point to gold medal. (Read the words: (gold medal). A gold medal is like the first-place prize in a contest, race, or game. In the Olympic Games, a gold medal is given to the first-place winner in each sport. Show me how you would feel if you won a gold medal. (Do the motions.)
6. record	Point to record. Pead the word: (record). A record is a list of things that have happened or been made. When a football team wins most of its games, it has a winning record. Can you think of a team that has a winning record?
7. athlete	Point to athlete. Read the word: (athlete). An athlete is someone who works hard to be good at a sport or other types of exercises. Are you an athlete or do you know an athlete?

READING COMPREHENSION

20 MIN.

Now we will read "Abebe Bikila: The Barefoot Winner" again. Please turn to page 96 in Let's Read.

Week 28 · Day 3

BEFORE READING

PREVIEW

Guide the students to . . .

- read the title and author.
- describe each picture, helping them with vocabulary as needed.
- find their vocabulary words in the pictures and text.

FEATURES OF TEXT

♠ Remember that this text is nonfiction. What does nonfiction text tell us? (true information about something) What do we call a nonfiction text about a real person's life? (a biography) Let's read the text again to remember the details about Abebe Bikila's life.

DURING READING

- Have the class read the text aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

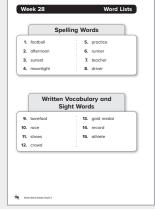
- 1. What is this text about? (Abebe Bikila)
 - 2. Why is he called the barefoot runner? (When he was young, he would walk barefoot, looking for places for his sheep to graze.)
 - 3. What is the main idea of the text? (Abebe was the first African to win gold medals in the Olympic Games.)
 - 4. What steps did Abebe take to become an Olympic runner? (First, Abebe walked barefoot when growing up. He got a job in the city and ran 12 miles every day to work. He played sports, and a trainer helped him train for a marathon. He ran faster without shoes and won races. He ran the Olympic marathon without shoes and won a gold medal. In Japan he became the first person to win a second gold medal in the Olympic marathon. This time he wore shoes.)
 - How did he open the door for other athletes to follow him? (He showed other athletes from Africa that they could go to the Olympics and win.)

HOMEWORK

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 74 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Abebe Bikila The Barefoot Winner by Judith Lipsett The Street of City Abebe Bikila was born in 1932 in Jato, a small village in Ethiopia. Everyone there lived in which abebe was young, belief his intuit acach day and walked barefoot, looking for places for his sheep to graze. He did not know that one day those bare feet would win races. Abebe grow up tending theep in a village like this one.

Let's Read page 96



Student Activity Book page 74



OBJECTIVES

Students will be able to:

- Read words with *oo* as /ū/ and /oo/
- Read fluently "Abebe Bikila: The Barefoot Winner"
- Listen to and comprehend "New Shoes for Korpu"
- Use an Editing Checklist and add adjectives to a group story

LEARNING RESOURCES



민밀 Let's Read



Student copybooks



Student Activity Book

00

soon too
foot afternoon
too moon
took took
look
good



Let's Read page 96

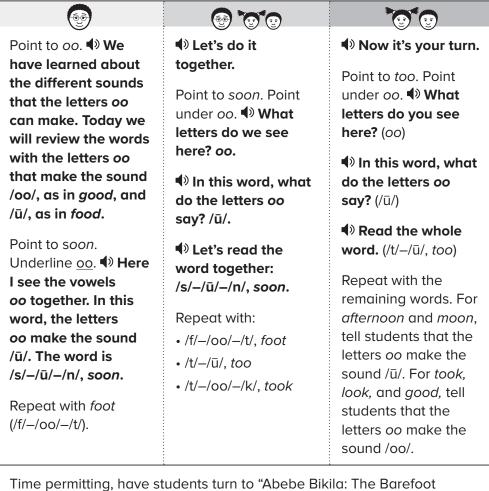
INTRODUCTION 1 MIN.

◀ Today we will read words with oo. You will read "Abebe Bikila: The Barefoot Winner" with your partner. I will read "New Shoes for Korpu" to you again. Then we will finish editing our group stories.

PHONICS AND WORD STUDY

10 MIN.

Write the letters and words on the board, as shown at the left.



Time permitting, have students turn to "Abebe Bikila: The Barefoot Winner" on page 96 in *Let's Read* and find words with *oo* (e.g., *barefoot, football, good, too, soon*). Write the words on the board as they find them.

Daily Check: Call on 2 students to read one word each.



12 MIN.

Now you will read the text "Abebe Bikila: The Barefoot Winner" with your partner. Please turn to page 96 in Let's Read.

Have the students work in pairs, taking turns to read the passage aloud to each other and helping each other read correctly and fluently. Students should read the text 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently to the whole class.

READ-ALOUD 13 MIN.

Now I'm going to read to you the story "New Shoes for Korpu" again. Please turn to page 262 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- review the meanings of the vocabulary words that they learned on Day 2 (i.e., vendor, plain, fancy, keep doing, perfect, agree).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

FEATURES OF TEXT

◀) Today's story is fiction. Remember that a fiction story tells us about characters, places, and events that are not real. Also remember that every fiction story has a plot—the set of events that happen in a story. Remember that characters in stories often have problems. Let's listen to today's story to find out who has a problem and what the problem is.

DURING READING

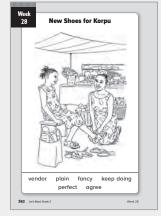
Read the story aloud twice with expression, using the picture and gestures to convey meaning.

New Shoes for Korpu by Amber Johnston

Korpu and her mother are going to the market today. Korpu is growing, and she now needs new shoes for the summer. Korpu is very excited about the shopping trip. What will her new shoes look like? Korpu and her mother look all over the market for the vendors selling shoes. First, Korpu sees some plain black shoes. But those shoes are for school, and so she keeps looking. Next, Korpu sees some blue sneakers with white stripes. But those are for the rainy season, and so she keeps looking. Then, Korpu sees some fancy yellow plastic sandals with pink flowers. Yes, those shoes are for right now! She calls to her mother, "Look at these beautiful sandals. They are just perfect for me." Her mother smiles and agrees with her—they are perfect shoes for Korpu. Her mother pays for the sandals, and Korpu dances all the way home in her new shoes!

🚧 Abebe Bikila The Barefoot Winner From Sheep to City

Let's Read page 96



Let's Read page 262

** Teacher Tip: If you have saved the Story Maps and chants from previous weeks, tape them on the board or on the walls.

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Who are the characters in this story? (Korpu and her mother)
 - What is the setting in this story? (the market)
 - 3. What is the plot of the story? What events happen in the beginning, middle, and end? (Korpu and her mother go to the market to buy Korpu new shoes. First, she sees black shoes, but those are for school. Next, she sees blue sneakers with white stripes, but those are for rainy season. At last, she finds yellow plastic sandals with pink flowers. Her mother agrees with her that the shoes are perfect.)
 - 4. What is the problem in the story? (Korpu needs shoes.)
 - 5. How does the problem get fixed or solved? (She goes shopping with her mother and finds the perfect shoes.)

SHARED WRITING 15 MIN.

Tape the Editing Checklist from Week 28, Day 2, as shown below to the board.

Editing Checklist	Yes	No
All of our words have spaces in between them.	×	
All of our sentences start with a capital letter.	×	
We used capital letters to begin names.	×	
We used all of the signal words from the Flow Map at the beginning of	×	
our sentences.		
We have periods at the end of each sentence.		
We checked our words for correct spelling.		

- We will continue to edit our group stories. Editing means to check our writing. We need to check that we have punctuation at the end of each sentence. Look at the sentences. See how the sentences all have periods at the end of each sentence? Point to the periods. Check to make sure you have periods at the end of each sentence. When students are finished checking, put an X in the Yes column next to what you have checked. **We** checked our sentences to make sure they have periods at the end, so we will put an X in the Yes column on the Editing Checklist for periods.
- •) We need to check that we have correct spelling. Look at these sentences. See how they all have correct spelling? Point to some words, noting the correct spelling. Check to make sure you have correct spelling. We checked spelling, so we will put an X in the Yes column on the Editing Checklist for spelling.
- Next we will revise our stories. First, we will revise by adding 2 adjectives to our stories. Who can tell me 2 adjectives?

◆ Look at your group story in your copybook. Where can you put an adjective in your story to better describe someone? Think of 2 adjectives. Put an adjective next to a person or character in your story. Put another adjective next to another person or character in your story.

Walk around the classroom and check students' work.

HOMEWORK

Have students complete page 76 in the *Student Activity Book* and read "Abebe Bikila: The Barefoot Winner" aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.



Student Activity Book page 76



OBJECTIVES

Students will be able to:

- · Write their spelling and sight words on a quiz
- Practice their phonics and word recognition, fluency, and comprehension skills

LEARNING RESOURCES



Student copybooks



Let's Read



Supplementary readers

INTRODUCTION

Today you will take a quiz on your spelling and sight words for the week. Then you will practice reading words and stories.

WEEKLY PHONICS / SPELLING QUIZ

15 MIN.

Now you will take a quiz on your spelling and sight words for the week.

Write these words in your copybook.

1. afternoon, 2. barefoot, 3. athlete, 4. crowd, 5. driver, 6. football, 7. gold medal, 8. moonlight, 9. practice, 10. race, 11. record, 12. runner, 13. shoes, 14. sunset, 15. teacher

Time permitting, have students write the answers on the board and check their work. (To save time, call students to the board in groups of 5.)

REVIEW (DIFFERENTIATED INSTRUCTION)

34 MIN.

Divide the students into 2 or more groups according to their needs. Note that you may not have students in every category every time.

Group A (Meets Expectations): Students who are doing well with phonics and word recognition and are ready for more practice in fluency and comprehension

Group B (Exceeds Expectations): Students who are excelling in fluency and comprehension and are ready to go further in comprehension and writing

Group C (Needs Additional Support): Students who are struggling with phonics and word recognition (including, for example, students who do poorly on the weekly quiz)

1. First Review Activity (17 MIN.)

Direct each group to do the following activities. Groups A and B will work independently while you work with Group C.

Group A (Meets Expectations)

Have students work in pairs to re-read "Abebe Bikila: The Barefoot Winner" on page 96 in Let's Read. Have them take turns to read the text aloud to each other and help each other read correctly and fluently. Students should read the text 3 times each. If they finish early, they should re-read any previously seen text in Let's Read.

Group B (Exceeds Expectations)

Have students work in pairs to read "Catherine, the Great Runner" on page 219 in Let's Read, or read any of the supplementary readers, taking turns to read the text aloud to each other and helping each other read correctly and fluently. Students should read the text 3 times each.

Group C (Needs Additional Support)

Have students review this week's Phonics and Word Study lessons with you. Write the words on the board, as shown on the next page at the right.



Now we will review compound words. Remember that a compound word is two little words put together to make a bigger word with a new meaning.

Point to footsteps. Draw a vertical line between *foot* and steps: foot|steps. Point under each word in turn as you say: • This word has two little words inside it: /f/-/oo/-/t/, foot, and /s/-/t/-/ĕ/-/p/-/s/, steps. The compound word is /f/-/oo/-/t/-/s/-/t/-/ĕ/-/p/-/s/, footsteps.



Let's do it together.

Point to footsteps.

Draw a vertical line between foot and steps: foot|steps.

Point under each word in turn as you say: (*) What two little words do we see here?

/f/-/oo/-/t/, foot, and /s/-/t/-/e/-/p/-/s/, steps.

◆ Let's read the whole word together: /f/-/oo/-/t/-/s/-/t/-/ĕ/-/p/-/s/, footsteps.

Repeat with rain drop.



Now it's your turn.

Point to raindrop.
Draw a vertical line
between rain and
drop: rain|drop. Point
under each word in
turn as you say:

What two
little words do

you see here? (/r/-/ā/-/n/, rain, and /d/-/r/-/ŏ/-/p/, drop)

♦ Read the whole word. (/r/−/ā/−/n/− /d/−/r/−/ŏ/−/p/, *raindrop*)

Repeat with:

- night|fall
- play|ground
- bare|foot
- basket|ball



This week, we also learned about the word ending -er. When we add -er to the end of an action word, the new words means "a person who does that action."

Point to reader.
Underline er. •) Here
I see -er at the end of
the base word read.
The whole word is
reader. In this word,
when we add -er to
read, the new word
means "a person
who reads."

♦) Let's do it together.

Point to reader. Point under er. •) What letters do we see here? er. What is the base word? read.

- Let's read the whole word together: reader.
- •) In this word, when we add -er to read, what does the new word mean? "A person who reads."

Repeat with *driver*.

Now it's your turn.

Point to *driver*. Point under *er*. What letters do you see here? (*er*) What is the base word? (*drive*)

- Nead the whole word. (driver)
- ¶ In this word, when we add -er to drive, what does the new word mean? ("a person who drives")

Repeat with the remaining words.

footsteps raindrop raindrop nightfall playground barefoot basketball

> reader driver writer trainer driver winner runner

Week 28 · Day 5

nightfall teacher
driver bedroom
footsteps
helper
volleyball

-er	compound words

Erase the board and write the new words, as shown at the left. Draw the chart on the board, and have students copy it in their copybooks.

	(4) (5) (7)	
words in the correct boxes. Point to the appropriate box as you tell students where to write words	• Let's do the next one together. Where do we write the word driver? It ends with -er, so we will write it here.	Now it's your turn. For the rest of the words, work with your partner to write each word in the right box.
words. ♦) The word <i>nightfall</i> t	Write <i>driver</i> in the <i>er</i> box, and cross it off the list. Check the students' work.	Move around the room and randomly check students' work as they write.

Time permitting, have students work in pairs to review their sight word cards.

2. Second Review Activity (17 MIN.)

Direct each group to do the following activities in pairs. Move around the room and check their work, giving support where needed. Alternatively, while the students are working independently, you may administer the Oral Reading Fluency Assessment on page T31 of this Teacher Guide to some students.

Group A (Meets Expectations)

Have students work in pairs to read "Catherine, the Great Runner" on page 219 in *Let's Read*, or read any of the supplementary readers, taking turns to read the text aloud to each other 3 times and helping each other read correctly and fluently.

Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions about "Abebe Bikila: The Barefoot Winner" on page 96 in *Let's Read*.

Group C (Needs Additional Support)

Have students work in pairs to re-read "Abebe Bikila: The Barefoot Winner" on page 96 in *Let's Read*. Have them take turns to read the text aloud to each other 3 times and help each other read correctly and fluently. If they finish early, they should re-read any previously seen text in *Let's Read*.

□□□ HOMEWORK

Have students re-read the *Let's Read* text for the week aloud to someone at home.

REVIEW Week 29 Lesson Planner

	Monday (Day 1) pages 186–189	Tuesday (Day 2) pages 190–193	Wednesday (Day 3) pages 194–198	Thursday (Day 4) pages 199–201	Friday (Day 5) pages 202–204
Phonics and Word Study	 oo as /ū/ and /oo/ prefix un- contractions 's and '// 	ow as /ō/ and /ou/ ew as /ū/ -ing endings	prefix re-compound wordspast tense -ed endings	compound wordssoft c and g-er ending	
Spelling/ Sight Words	food, room, soon, too, good, book, look, took, unhappy, unsafe, quite, unkind, stew, gather, wood, uncertain	grow, throw, how, now, down, few, new, grew, threw, vegetables, ingredients, spices, prepare, taste, stir		return, repeat, replace, reply, remember, classroom, homework, grandmother, goodnight, hop, land, coat, greet, ocean, crawl	football, afternoon, sunset, moonlight, practice, runner, teacher, driver, barefoot, race, shoes, crowd, gold medal, record, athlete
Written Vocabulary	quite, unkind, stew, gather, wood, uncertain	vegetables, ingredients, spices, prepare, taste, stir		hop, land, coat, greet, ocean, crawl	barefoot, race, shoes, crowd, gold medal, record, athlete
Reading Comprehension			"Stone Stew" and "Let's Make Palava Stew"		"The Hopping Boy" and "Abebe Bikila: The Barefoot Winner"
Reading Fluency Practice	"Stone Stew"	"Let's Make Palava Stew"		"The Hopping Boy"	"Abebe Bikila: The Barefoot Winner"
Oral Vocabulary	picnic, pack, disappointed, sigh, unusual	harvest, shell, remove, mortar, pound	skirt, young, concert, prize, lose, lost	vendor, plain, fancy, keep doing, perfect, agree	
Read-Aloud	"The Picnic"	"Ground Nuts"	"Eva Loved Her Skirt"	"New Shoes for Korpu"	

Grade 2 National Standards for Reading and Comprehension

Learning Outcomes: Read and process information • Demonstrate knowledge of sight words and other vocabulary for improved spelling and writing skills • Use letter-sound associations, word parts, and context to read new words and analyze texts • Improve spelling and writing skills for effective communication • Use basic grammatical features to appropriately compose and respond to texts • Analyze text content and share ideas, information, and messages with others • Predict outcomes and make judgments after careful evaluation of facts and issues • Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words, accurately and fluently • Demonstrate a literal comprehension of readings, through identification and analysis of main ideas and supporting details • Analyze text content and share ideas, information, and messages with others • Fluently read grade-level texts • Read grade-level text with speed and accuracy • Correctly respond to questions from texts read.

Learning Objectives: Identify vowels and recognize consonants • Read words with varied word patterns • Identify beginning, middle, and end of a story • Identify characters, setting, events and plot in a story • Identify the problem in a story • Construct sentences correctly • Write a story summary • Read diverse types of writings • Identify facts from a text • Identify main idea and facts in a nonfiction text • Identify theme in a text • Recognize the elements of diverse types of writings • Name and identify some types of adjectives • Form new words using some prefixes and suffixes • Form contractions • Write descriptive sentences • Demonstrate knowledge of new words • Identify some features of articles • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • Identify main idea of an article • Organize ideas for writing • Read words with variant word patterns • Identify the sequence of a text • Listen to a biographical text • Read a biographical text • Spell high-frequency and subject-related words • Demonstrate understanding of vocabulary and related subject words in context • Read words with endings • Read diverse texts fluently · Listen to and discuss texts.

REVIEW

Week

OBJECTIVES

- Review the vocabulary words picnic, pack, disappointed, sigh, unusual
- Review "The Picnic"
- Review reading words with oo, un-, 's, and 'll
- · Review spelling food, room, soon, too, good, book, look, took, unhappy, unsafe, quite, unkind, stew, gather, wood, uncertain
- Review reading fluently "Stone Stew"
- Review the vocabulary words quite, unkind, stew, gather, wood, uncertain

LEARNING RESOURCES



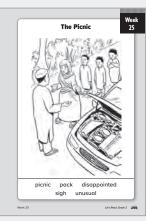
回 Let's Read



Student Activity Book



Student copybooks



Let's Read page 259

INTRODUCTION 1 MIN.

Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

ORAL VOCABULARY / READ-ALOUD

12 MIN.

First, I am going to read the story "The Picnic" to you again. Please turn to page 259 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

• review the meaning of the oral vocabulary words for this story:

1. picnic	Picnic. A picnic is when you pack up food and take it somewhere to eat outside. For example, some people take food with them when they go to work in the fields. Sometimes people take a picnic lunch for a day at the beach. Where would you go to have a picnic?
2. pack	• Pack. To pack means to put things in a bag, box, or basket to take them somewhere. To go on a picnic, you pack food in a basket. What would you pack for a picnic?
3. disappointed	Disappointed. To be disappointed is to be sad because something didn't happen the way you wanted it to. For example, you might feel disappointed if you were playing a game outside and it started to rain. Tell us about a time when you felt disappointed.
4. sigh	Sigh. To sigh means to let out a big breath of air because you are sad or tired, like this. (Demonstrate.) For example, sometimes I sigh after I have worked hard all week. Show me how you sigh. (Do the motions.)
5. unusual	Unusual. Something unusual is something different from what you normally see every day. For example, if you taste a new food that you have never tasted before, you might think it tastes unusual—that is, different from what you are used to. What have you seen or eaten lately that was unusual?

• describe what they see in the picture, using their target vocabulary where applicable.

DURING READING

Read the story with expression, using the picture and gestures to convey meaning.

◆) The Picnic

It is November 29. Mama, Papa, Zubah, Korpo, and Larwo are ready to go on a picnic. Mama packs a picnic basket and puts it in the car. Then they all climb in the car. Papa tries to start the car. The car won't start. "How can this be?" asks Papa. Mama gets out. Papa gets out. Zubah gets out. Larwo gets out. Korpo gets out. Everyone is disappointed. Mama sighs. "What can we do?" Zubah says, "Let's take a pen-pen!" So they all get on the pen-pen, but Mama falls off, Papa falls off, and then all the rest fall off. Mama sighs. "Now what can we do?" Korpo says, "We can walk." So, they start walking, but Mama gets too hot, Papa gets too hot, and then they all get too hot. Mama sighs. "What can we do?" Larwo shouts, "Here is a truck! Let's get a ride in the truck." Mama jumps in, Papa jumps in, and they all jump in. Finally, they get to the beach. Mama takes a cool drink from the picnic basket. Papa goes for a swim in the sea. Zubah digs a big hole in the sand. Korpo eats a juicy plum. Larwo finds an unusual seashell. It is the best picnic ever!

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Who are the characters? (Mama, Papa, Zubah, Korpo, and Larwa)
 - 2. Think and Search Question: What are the settings in this story? (the characters' house, the road to the beach, and the beach)
 - 3. Right There Question: At the beginning of the story, what does Papa try to start? (the car)
 - 4. What is the problem in the story? (Mama, Papa, Zubah, Korpo, and Larwo want to go for a picnic at the beach, but the car won't start.)
 - 5. What is the plot? (Mama, Papa, Zubah, Korpo, and Larwo are going on a picnic, but the car won't start. They get on a pen-pen, but they all fall off. They start to walk, but they get too hot. Then they climb into a truck to go to the beach. They have the best picnic ever.)
 - 6. Author and Me Inference: What is the theme of the story? (Do not let bad things stop you from reaching your goal.)

Write the letters and the words on the board, as shown at the left.

oo un- 's 'll

food spoon good book unlock unseen it is what is it's what's I will I,II we will we'll soon look unreal you will you'll

(a) (b) (c) **♦** We learned that Let's say the Now it's your turn. Say the sounds and the letters oo can sounds and read the make the sound $/\bar{u}/$, read the words on words together. as in *food*, and the your own. Point to *I will*. **♦ Read** sound /oo/, as in these words with me: One at a time point good. We learned I. will. under the remaining about the prefix un-, words. which means "not." Point to I'll. Point We also learned how under '//. **◄) What** to make contractions word have we with 's and 'II. shortened with the apostrophe? will. Point to food. Read this whole **◄**) /f/-/ū/-/d/, food. word with me: I'll. Point to good. Repeat with soon. **♦**)/g/–/oo/–/d/, look, unreal, and you good. will/you'll. Point to unlock. Underline <u>un</u>. **♦** I see the prefix un- in front of the base word lock. The whole word is unlock. Point to I will. These words are I and will. Point to I'll. ♥ I see an apostrophe and II. This shows that we have shortened the word will. This word

Student Activity Book page 65

SPELLING / SIGHT WORDS

is *I'll*.

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. food, 2. room, 3. soon, 4. too, 5. good, 6. book, 7. look, 8. took, 9. unhappy, 10. unsafe, 11. quite, 12. unkind, 13. stew, 14. gather, 15. wood, 16. uncertain.)

Now you will review your spelling and sight words from Week 25 with your partner. Turn to page 65 in your *Student Activity Book*.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 8 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: Instead of giving each other
 a spelling quiz, the partners may work together to write original
 sentences with each word.
- Students Who Need Additional Support: Instead of giving each other a spelling quiz, the partners may copy each word three times.

Move around the room and randomly check students' work, giving support where needed.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let's Read* story title, page number, and written vocabulary words on the board, as shown at the right.

Now you will read the story "Stone Stew" again with your partner and write some sentences with the vocabulary words. Please turn to page 80 in *Let's Read*.

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words. Time permitting, they can also draw a picture for each of their sentences.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: A stronger student may be paired
 with a weaker student in order to serve as a peer mentor and help
 that student complete the activity.
- Students Who Need Additional Support: Instead of writing original sentences, the partners may find each vocabulary word in bold in the Let's Read text and copy the sentence in which it appears into their copybooks.

Move around the room and randomly check students' work, giving support where needed.

REVIEW Week 29 · Day 1



Student Activity Book page 65

Let's Read "Stone Stew" page 80

- 1. quite
- 2. unkind
- 3. stew
- 4. gather
- 5. wood
- 6. uncertain



Let's Read page 80

REVIEW

Week

OBJECTIVES

- Review the vocabulary words harvest, shell, remove, mortar, pound
- · Review "Ground Nuts"
- Review reading words with ow, ew, and -ing
- Review spelling grow, throw, how, now, down, few, new, grew, threw, vegetables, ingredients, spices, prepare, taste, stir
- Review reading fluently "Let's Make Palava Stew"
- Review the vocabulary words vegetables, ingredients, spices, prepare, taste, stir

LEARNING RESOURCES



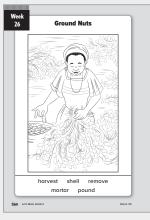
回 Let's Read



Student Activity Book



Student copybooks



Let's Read page 260

INTRODUCTION 1 MIN.

Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

ORAL VOCABULARY / READ-ALOUD

12 MIN.

First, I am going to read the text "Ground Nuts" to you again. Please turn to page 260 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

• review the meaning of the oral vocabulary words for this text:

1. harvest	Harvest. When you harvest crops or plants, you pick them or gather them. For example, when you harvest vegetables, you pick them out of the ground because they are ready to be eaten. Turn to page 260 in Let's Read and see what the woman is harvesting in the picture Let's pretend we are harvesting vegetables. (Do the motions.)
2. shell	Shell. A shell is the hard outside covering of something. Nuts have a hard outside shell that has to be removed to eat them. Clams from the sea have shells that we take off before we eat the clams, too. What else can you think of that has a shell? (e.g., turtles, snails, etc.)
3. remove	**Remove. To remove means to take something away. For example, we need to remove shells from nuts and clams before we can eat them. Let's pretend we are removing shells from nuts. (Do the motions.)
4. mortar	Mortar. A mortar is a bowl usually made of something hard like wood or stone. We put ingredients in the mortar and pound them into smaller pieces or flour. Let's pretend we are using a mortar to pound nuts. (Do the motions.)
5. pound	Pound. To pound means to hit something over and over again. We just pretended to use a mortar to pound nuts. What other things do we pound? (Help individuals to respond in well-formed sentences using pound.)

• describe what they see in the picture, using their target vocabulary where applicable.

DURING READING

Read the text with expression, using the picture and gestures to convey meaning.

Ground Nuts by Finda Williams

Ground nuts grow underground. When they are ready to harvest, they are dug up, washed, and placed in the sun to dry. Then the shells are taken off. The ground nuts are put in a pot over a fire to be dried. When ready, the nuts are removed from the fire and put on a tray to cool. Next, they are put in a grinding machine or a mortar to be pounded. This makes a butter that is put in jars or plastic bags. Now the butter is ready to take to markets, shops, and supermarkets to be sold. It seems like almost everyone likes ground nuts. People put the butter on bread, or they may lick the butter itself. People cook soup with it, make candy and cookies, or make ground nut bread. How do you like to eat ground nuts?

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. What is the topic of this text? (making ground nut butter)
 - 2. What are the steps to making ground nut butter? (Dig the nuts out of the ground. Remove the shells. Dry the nuts in a pot over the fire. Pound the nuts with a grinding machine or mortar to make butter.)
 - 3. What do people use ground nut butter for? (They put it on bread; cook it in soup; or make candy, cookies, or bread.)

-ing

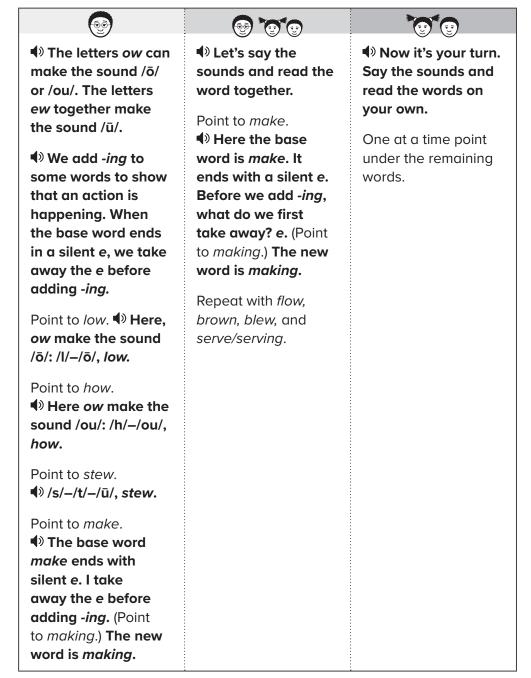
ew

ow

Write the letters and words on the board as shown at the left.

low serve how servina stew grow growing make making blow down flow brown flew blew pick picking serve serving prepare

preparing



Student Activity Book page 68

SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *grow*, 2. *throw*, 3. *how*, 4. *now*, 5. *down*, 6. *few*, 7. *new*, 8. *grew*, 9. *threw*, 10. *vegetables*, 11. *ingredients*, 12. *spices*, 13. *prepare*, 14. *taste*, 15. *stir*.)

Now you will review your spelling and sight words from Week 26 with your partner. Turn to page 68 in your *Student Activity Book*.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 7 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- Students Who **Need Additional Support**: Instead of giving each other a spelling quiz, the partners may copy each word three times.

Move around the room and randomly check students' work, giving support where needed.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let's Read* story title, page number, and written vocabulary words on the board, as shown at the right.

•Now you will read the text "Let's Make Palava Stew" again with your partner and write some sentences with the vocabulary words. Please turn to page 84 in *Let's Read*.

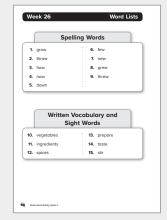
Have the students work in pairs. First they take turns to read the text aloud to each other, helping each other read correctly and fluently. Students should read the text 2 times each. When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words. Time permitting, they can also draw a picture for each of their sentences.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: A stronger student may be paired
 with a weaker student in order to serve as a peer mentor and help
 that student complete the activity.
- Students Who **Need Additional Support**: Instead of writing original sentences, the partners may find each vocabulary word in bold in the *Let's Read* text and copy the sentence in which it appears into their copybooks.

Move around the room and randomly check students' work, giving support where needed.

REVIEW Week 29 · Day 2



Student Activity Book page 68

Let's Read

"Let's Make Palava Stew" page 84

- 1. vegetables
- 2. ingredients
- 3. spices
- 4. prepare
- 5. taste
- 6. stir



Let's Read page 84

REVIEW

Week

OBJECTIVES

- Review reading fluently and demonstrate comprehension of "Stone Stew" and "Let's Make Palava Stew"
- Review the vocabulary words skirt, young, concert, prize, lose/lost
- Review "Eva Loved Her Skirt"
- Review reading words with the prefix re-, compound words, and words with past tense -ed endings

LEARNING RESOURCES



민밀 Let's Read



Student copybooks

Let's Read

- 1. "Stone Stew" page 80
- 2. "Let's Make Palava Stew" page 84



Let's Read pages 80, 84

INTRODUCTION 1 MIN.

• Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

READING FLUENCY AND COMPREHENSION

25 MIN.

Write the Let's Read story titles and page numbers on the board, as shown at the left.

First, you will read the stories "Stone Stew" and "Let's Make Palava Stew" again with your partner and answer the questions at the end. Please turn to page 80 in Let's Read.

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to answer the comprehension questions at the end of the story in their copybooks. When the partners finish the first story, they move on to the second story.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity. Alternatively, if students have already answered the comprehension questions earlier in the period, they may use this time to read the supplementary readers or other texts instead.
- Students Who **Need Additional Support**: A weaker student may be paired with a stronger student for help completing the activity.

Move around the room and randomly check students' work, giving support where needed.

ORAL VOCABULARY / READ-ALOUD

12 MIN.

Now I am going to read the story "Eva Loved Her Skirt" to you again. Please turn to page 261 in Let's Read.

BEFORE READING

PREVIEW

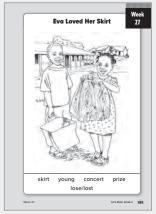
Guide the students to . . .

• review the meaning of the oral vocabulary words for this story:

1. skirt	Skirt. A skirt is a piece of clothing worn mostly by women that fits at the waist and hangs down around the legs. Turn to page 261 in Let's Read and find the skirt in the picture. Point to the skirt and say "This is a skirt."
2. young	Young. When someone is young, that means that person has only lived a few years. A child is young. Who do you know that is young? Are you young?
3. concert	Occidentary Occi
4. prize	Prize. A prize is something special that is given to the winner of a contest or game. You can win a prize if your team wins a football game. You can win a prize for writing the best poem or making the best drawing. Let's stand up and pretend that we have just won a prize. (Do the motions.)
5. lose, lost	◆ Lose. To lose something is to not be able to find it. When you lose something, it is lost. Sometimes we might lose our pencil or other small thing. Tell us about a time you lost something. (Help individuals respond in well-formed sentences using lost.)

• describe what they see in the picture, using their target vocabulary where applicable.

REVIEW Week 29 · Day 3



Let's Read page 261

Week 29 · Day 3

DURING READING

Read the story with expression, using the picture and gestures to convey meaning.

Eva Loved Her Skirt

Eva's grandmother bought her a skirt when she was very young. She loved this skirt so much that she took it with her everywhere she went, even if she didn't have to wear it. The skirt was colorful with green and white designs. One night, her school had a concert. She put her skirt in her bag and took it with her. When the concert started, she mistakenly left the bag on her seat when she got up to dance. She danced so much that night that she even won a prize. At the end of the night, she returned to her seat to look for her bag. It was gone, and so was her skirt! Eva went home and explained to her parents what had happened and how she had lost her skirt. She was very sad. Then one evening her friend Momo came running to Eva's house. "Eva," he called, I found your bag in the teacher's cupboard in the third-grade classroom. Here it is!" Eva opened the bag and found her skirt inside. Eva was so glad she had found her skirt at last. And her friend Momo was very happy that he had made his friend happy.

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Who are the characters in this story? (Eva and Momo)
 - 2. Think and Search Question: What are the settings in this story? (Eva's house and the school)
 - 3. What is the problem in the story? (Eva lost her skirt.)
 - 4. Right There Question: Eva's problem is solved when her friend Momo returns the bag with the skirt in it. How did Eva feel when she found her skirt? (glad)
 - 5. What is the plot of the story? What are the main events that happen in the beginning, middle, and end? (Eva loved the skirt her grandmother bought her and took it everywhere with her in a bag. When Eva went to a school concert, she lost the bag with the skirt in it. Later, Eva's friend Momo came to her house and brought her the bag. Eva was so happy to find her skirt.)
 - 6. Author and Me Inference: Why did Eva mistakenly leave her bag in her seat? (She was excited to dance.)

PHONICS AND WORD STUDY

Write the letters and words on the board as shown at the left.



♦) We learned that the prefix re- means "again." We learned that compound words are 2 little words put together make a bigger word with a new meaning. We also learned that we add *-ed* to the end of action words to show that the action already happened. The -ed ending can make three different sounds: /d/, /t/, and /əd/.

Point to *retell*. Underline *re*.

The prefix remeans again, so retell means to "tell again." The whole word is retell.

Point to seaweed.
Draw a vertical line between sea and weed: sea | weed.

■) This word has 2 little words inside it. The first little word is /s/-/ē/, sea. The second little word is /w/-/ē/-/d/, weed. Together, they make 1 compound word: /s/-/ē/-/w/-/ē/-/d/, seaweed.

Point to offered. Underline <u>ed</u>. ♣) In this word, the -ed sounds like /d/. The word is /ŏ/-/f/-/ŭr/-/d/,

offered.



● Let's do it together.

Point to offered.
Point under ed. ♠ In this word, the -ed sounds like /əd/.
Read the word with me: /ŏ/-/f/-/ŭr/-/d/, offered.

Repeat with hopped, landed, return, and nickname.



12 MIN.

Now it's your turn. Say the sounds and read the words on your own.

One at a time point under the remaining words.

recompound words -ed

retell nickname
seaweed renew
offered bedroom
hopped covered
landed asked
return greeted
nickname

REVIEW

Week 29 Day 4

OBJECTIVES

- Review spelling return, repeat, replace, reply, remember, classroom, homework, grandmother, goodnight, hop, land, coat, greet, ocean, crawl
- Review reading fluently "The Hopping Boy"
- Review the vocabulary words hop, land, coat, greet, ocean, crawl
- Review the vocabulary words vendor, plain, fancy, keep doing, perfect, agree
- Review "New Shoes for Korpu"
- Review reading compound words, words with soft c and soft g sounds, and words with the ending -er

LEARNING RESOURCES



Student Activity Book



Student copybooks



Let's Read

Student Activity Book page 71



Student Activity Book page 71

INTRODUCTION 1 MIN.

• Today we will review letters, words, and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. return, 2. repeat, 3. replace, 4. reply, 5. remember, 6. classroom, 7. homework, 8. grandmother, 9. goodnight, 10. hop, 11. land, 12. coat, 13. greet, 14. ocean, 15. crawl.)

• First, you will review your spelling and sight words from Week 27 with your partner. Turn to page 71 in your *Student Activity Book*.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 7 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles, and the second partner dictates the remaining words while the first partner writes them in his or her copybook. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- Students Who **Need Additional Support**: Instead of giving each other a spelling quiz, the partners may copy each word three times.

Move around the room and randomly check students' work, giving support where needed.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let's Read* story title, page number, and written vocabulary words on the board, as shown at the right.

Now you will read the story "The Hopping Boy" again with your partner and write some sentences with the vocabulary words. Please turn to page 92 in *Let's Read*.

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words. Time permitting, they can also draw a picture for each of their sentences.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: A stronger student may be paired
 with a weaker student in order to serve as a peer mentor and help
 that student complete the activity.
- Students Who Need Additional Support: Instead of writing original sentences, the partners may find each vocabulary word in bold in the Let's Read text and copy the sentence in which it appears into their copybooks.

Move around the room and randomly check students' work, giving support where needed.

ORAL VOCABULARY / READ-ALOUD

12 MIN.

Now, I am going to read the story "New Shoes for Korpu" to you again. Please turn to page 262 in *Let's Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

• review the meaning of the oral vocabulary words for this story:

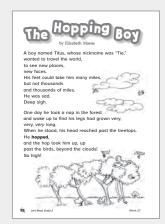
1. vendor	• Vendor. A vendor is a person who is selling something in the market. Turn to page 262 in Let's Read and find the vendor in the picture. What do vendors sell in our market?
2. plain	Plain. When something is plain, it is simple and is not decorated. Often, plain clothes are just one color. When do you like to wear plain clothes?
3. fancy	**Pancy. When something is fancy, it has lots of decoration and pretty colors. When do you like to wear fancy clothes? (e.g., on holidays, to church, etc.)

REVIEW Week 29 · Day 4

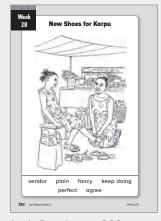
Let's Read

"The Hopping Boy" page 92

- 1. hop
- 2. land
- 3. coat
- 4. greet
- 5. ocean
- 6. crawl



Let's Read page 92



Let's Read page 262

Week 29 · Day 4

4. keep doing	Neep doing. When you keep doing something, you don't stop until you have finished what you are doing. What is something that you keep doing until it's finished? (e.g., cleaning, reading, running, etc.)
5. perfect	• Perfect. When something is perfect, it has everything that you want. It is better than good; it is the best. What color would your perfect pair of shoes be?
6. agree	Agree. When someone agrees with you, then they think the same way about something as you do. When have you agreed with someone about something?

 describe what they see in the picture, using their target vocabulary where applicable.

DURING READING

Read with expression, using the picture and gestures to convey meaning.

New Shoes for Korpu by Amber Johnston

Korpu and her mother are going to the market today. Korpu is growing, and she now needs new shoes for the summer. Korpu is very excited about the shopping trip. What will her new shoes look like? Korpu and her mother look all over the market for the vendors selling shoes. First, Korpu sees some plain black shoes. But those shoes are for school, and so she keeps looking. Next, Korpu sees some blue sneakers with white stripes. But those are for the rainy season, and so she keeps looking. Then, Korpu sees some fancy yellow plastic sandals with pink flowers. Yes, those shoes are for right now! She calls to her mother, "Look at these beautiful sandals. They are just perfect for me." Her mother smiles and agrees with her—they are perfect shoes for Korpu. Her mother pays for the sandals, and Korpu dances all the way home in her new shoes!

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Who are the characters in this story? (Korpu and her mother)
 - 2. What is the setting in this story? (the market)
 - 3. What is the plot? (Korpu and her mother go to the market to buy Korpu some new shoes. First, she sees black shoes, but those are for school. Next, she sees blue sneakers with white stripes, but those are for rainy season. At last, she finds yellow plastic sandals with pink flowers. Her mother agrees with her that the shoes are perfect.)

- 4. What is the problem in the story? (Korpu needs shoes.)
- 5. How does the problem get fixed or solved? (She goes shopping with her mother and finds the perfect shoes.)

PHONICS AND WORD STUDY

12 MIN.

Write the letters and words on the board as shown at the right.



A compound word is 2 little words put together to make a bigger word with a new meaning. When c comes before an e or *i*, it usually makes the soft c sound, /s/. When q comes before e or i. it sometimes makes the soft g sound, j. We can add -er to the end of an action word to mean "a person who does that action."

Point to barefoot. Draw a vertical line between bare and foot: bare | foot.

♦) The first little word is $/b/-/\bar{a}/-/r/$, bare. The second little word is f/-/oo/-/t/, foot. The whole word is $/b/-/\bar{a}/-/r/-/f/-$ /oo/-/t/, barefoot.

Point to place.

♦) /p/-/l/-/ā/-/s/, place.

Point to village.

4) /v/−/ĭ/−/I/−/ĭ/−/j/, village.

Point to worker. Underline <u>er</u>. **♦**) **Here** is -er at the end of the base word work. The word is worker.





Let's say the sounds and read the word together.

Point to worker. Point under er. **♥**) What do we see at the end of this word? er. What is the base word? work. What is the whole word? worker.

Repeat with basketball (basket | ball), city, and ruler.



Now it's your turn. Say the sounds and read the words on your own.

One at a time point under the remaining words.

compound words soft c soft g -er

barefoot ruler place footsteps village notice worker orange basketball driver city ruler

REVIEW

Week

OBJECTIVES

- Review spelling football, afternoon, sunset, moonlight, practice, runner, teacher, driver, barefoot, race, shoes, crowd, gold medal, record, athlete
- Review reading fluently "Abebe Bikila: The **Barefoot Winner**"
- Review the vocabulary words *barefoot*, *race*, shoes, crowd, gold medal, record, athlete
- Review reading fluently and demonstrate comprehension of "The Hopping Boy" and "Abebe Bikila: The **Barefoot Winner**"

LEARNING RESOURCES



Student Activity Book



Student copybooks



回 Let's Read

Student **Activity Book** page 74



Student Actiivty Book page 74

INTRODUCTION 1 MIN.

• Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

SPELLING / SIGHT WORDS

10 MIN.

Write the Student Activity Book page number on the board, as shown at the left. (If the students do not have the Student Activity Book, you may write the words on the board instead: 1. football, 2. afternoon, 3. sunset, 4. moonlight, 5. practice, 6. runner, 7. teacher, 8. driver, 9. barefoot, 10. race, 11. shoes, 12. crowd, 13. gold medal, 14. record, 15. athlete.)

First, you will review your spelling and sight words from Week 28 with your partner. Turn to page 74 in your Student Activity Book.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 7 words one at a time, and the second partner writes each word in his or her copybook without looking at the Student Activity Book (or the board). Then the partners switch roles, and the second partner dictates the remaining words while the first partner writes them in his or her copybook. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- Students Who **Need Additional Support**: Instead of giving each other a spelling quiz, the partners may copy each word three times.

Move around the room and randomly check students' work, giving support where needed.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the Let's Read story title, page number, and written vocabulary words on the board, as shown at the right.

Now you will read the text "Abebe Bikila: The Barefoot Winner" again with your partner and write some sentences with the vocabulary words. Please turn to page 96 in Let's Read.

Have the students work in pairs. First they take turns to read the text aloud to each other, helping each other read correctly and fluently. Students should read the text 2 times each. When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words. Time permitting, they can also draw a picture for each of their sentences.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- Students Who Need Additional Support: Instead of writing original sentences, the partners may find each vocabulary word in bold in the Let's Read text and copy the sentence in which it appears into their copybooks.

Move around the room and randomly check students' work, giving support where needed.

REVIEW Week 29 · Day 5

Let's Read

"Abebe Bikila: The Barefoot Winner" page 96

- 1. barefoot
- 2. race
- 3. shoes
- 4. crowd
- 5. gold medal
- 6. record
- 7. athlete

M Abebe Bikila The Barefoot Winner

From Sheep to City

Abebe Bikila was born in 1932 in Jato, a small village in Ethiopia. Everyone there lived in tukuls, which are mud huts with straw roofs. When Abebe was young, he left his tukul each day and walked barefoot, looking for places for his sheep to graze. He did not know that

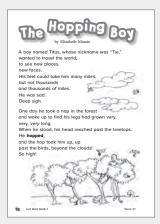


Let's Read page 96

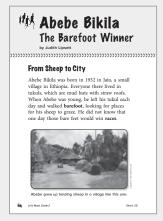
REVIEW Week 29 · Day 5

Let's Read

- 1. "The Hopping Boy" page 92
- 2. "Abebe Bikila: The Barefoot Winner" page 96



Let's Read page 92



Let's Read page 96

READING FLUENCY AND COMPREHENSION

24 MIN.

Write the Let's Read story titles and page numbers on the board, as shown at the left.

Now you will read the stories "The Hopping Boy" and "Abebe Bikila: The Barefoot Winner" again with your partner and answer the questions at the end. Please turn to page 92 in Let's Read.

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to answer the comprehension questions at the end of the story in their copybooks. When the partners finish the first story, they move on to the second story.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity. Alternatively, if students have already answered the comprehension questions earlier in the period, they may use this time to read the supplementary readers or other texts instead.
- Students Who **Need Additional Support**: A weaker student may be paired with a stronger student for help completing the activity.

Move around the room and randomly check students' work, giving support where needed.

ASSESSMENT

Write the numbers on the board as shown beside each section. Point to the number on the board as you ask each question. Have students find the number on their Student Activity Book page. If the students do not have a Student Activity Book, have them write the answers on a piece of paper or in their copybooks.

Today I am going to ask you some questions about what you have learned in the past five weeks. You will write your answers in your Student Activity Book. Open your Student Activity Book to page 77.

PHONICS / SPELLING

A. Phonics and Word Study

15 MIN

Note: If the students do not have the Student Activity Book, you can write the following words in two boxes on the board:

1st box, for #1-5:

soon, show, shoot, slow, stew, shook, stood

2nd box, for #6–10:

biker, broom, bedroom, rower, remove, barefoot, renew

- Point to the letter A. I will say a word. Choose the correct word from the box and write it on the line. Let's do an example together. On the line next to the word *Example*, write the word *shoot*. Look at the first word box. Which of these words is shoot? ... Write shoot on the line next to the word *Example*. (Write shoot on the board next to the word *Example*. Walk around the room to check that students understand what to do.)
- ◆ For numbers 1–5, choose a word from the first box.
- **4**) 1. stood
 - 2. stew
 - 3. show
 - 4. soon
 - 5. slow
- For numbers 6–10, choose a word from the second box.
- **4**)6. renew
 - 7. bedroom
 - 8. rower
 - 9. barefoot
- 10. biker

Week 30 **Assessment**

Example	e :	
1.	6.	
2.	7.	
3.	8.	
4.	9.	
5.	10.	



Student Activity Book page 77

Week 30 **Assessment**

Example: 1. 6. 2. 7. 3. 8. 4. 9. 5. 10.



Student Activity Book page 78

PHONICS / SPELLING

B. Spelling 15 MIN.

• Point to the letter B. I will say one of your spelling words. Write the word. Let's do an example together. On the line next to the word Example, write the word grew. (Write grew on the board next to the word *Example*. Walk around the room to check that students understand what to do.)

- **4**) 1. now
 - 2. few
 - 3. return
 - 4. good
 - 5. classroom
 - 6. new
 - 7. unhappy
 - 8. football
 - 9. sunset
 - 10. throw

READING / COMPREHENSION

C. Written Vocabulary and Sight Words

15 MIN.

Note: If the students do not have the Student Activity Book, you can write the following words in two boxes on the board:

1st box, for #1–5:

spices, unkind, stew, prepare, wood, gather, vegetables, stir, ingredients, quite, taste

2nd box, for #6–10:

crawl, race, hop, crowd, coat, record, ocean, barefoot, greet, athlete, shoes, land

- Point to the letter C. I am going to say the meaning of one of your vocabulary words. Choose the correct word from the box and write it on the line. Let's do an example together. This word is a type of food. To make it, you cook meat, vegetables, and water in a pot. Which of these words means a type of food made with meat, vegetables, and water? ... Stew. Write stew on the line next to the word Example. (Write stew on the board next to the word Example. Walk around the room to check that students understand what to do.)
- ◆ For numbers 1–5, choose a word from the first box.

Read each definition at least twice. Give the students time to write the answer before moving on to the next item.

- **♦) 1.** This word is the hard material that comes from trees.
 - 2. This word means very or completely.
 - 3. This word describes when you put food in your mouth to see if it is good or not good.
 - 4. This word describes when people come together.
 - 5. This word means to take a spoon and mix ingredients in **something you are cooking.** (Make a stirring motion.)
- **♦**) For numbers 6–10, choose a word from the second box.
- **♦**)6. This word means to say hello when you meet someone.
 - 7. This word is a list of things that have happened or been made.
 - 8. This word means a very large body of salty water.
 - 9. This word describes a large number of people together in one place.
- 10. This word means to move close along the ground.

Week 30 **Assessment**

Examp	ole:
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.



Student Activity Book page 79

Week 30 Assessment

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

_	/eek 30 Assessment
_	deading Comprehension
the coc hec wa: em	a day, Ananst the spider was very hungry. He took a basket to large part to the coast. He mode after and called out to this in the sace. Soon Allorad tilled his basket with fail. He ided this stave in his pot and set be. When he was quite fulf, he ided the stave in his pot and set be. When he was quite fulf, he ided hand through his forest. Tiger sow him and saked what in Ananst's basket. Ananst lied and said that the basket was sty. Tiger lef him pole of the other tart parts. Soon Ananst down near or fulf the ord opened the basket of fails. Tiger poof out of histing and saided Ananst look his lie.
to t	and lied again and said that he'd just cought the fish. Tiger aid of Anansit shit. Annoul was vessed and thought of a plan nick him. He showed Tiger the fut in the tree. Tiger made and clinle up to get the fut!. Annot threw the fut! down to set. Tiger at each of the fut and baccame tred. When he fell see, Annot climbed down and lied Tiger's holt to the tree. er woke up at sursest. Anonsi made fun of him because Tiger toppose! Tought of this means the second of the course Tiger toppose! Tought of the second of the course to the tought of the second of the course to the second of t
1.	
o. 10.	
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Student Activity Book page 80

READING / COMPREHENSION

D. Reading Comprehension

15 MIN.

Note: If the students do not have the Student Activity Book, you can write the following text on the board.

One day, Anansi the spider was very hungry. He took a basket and a large pot to the coast. He made a fire and called out to the fish in the sea. Soon Anansi filled his basket with fish. He cooked fish stew in his pot and ate it. When he was quite full, he headed home through the forest. Tiger saw him and asked what was in Anansi's basket. Anansi lied and said that the basket was empty. Tiger let him go but did not trust Anansi. Soon Anansi sat down near a fruit tree and opened the basket of fish. Tiger jumped out of hiding and asked Anansi about his lie.

Anansi lied again and said that he'd just caught the fish. Tiger ate all of Anansi's fish. Anansi was vexed and thought of a plan to trick him. He showed Tiger the fruit in the tree. Tiger made Anansi climb up to get the fruit. Anansi threw the fruit down to Tiger. Tiger ate all of the fruit and became tired. When he fell asleep, Anansi climbed down and tied Tiger's hair to the tree. Tiger woke up at sunset. Anansi made fun of him because Tiger was trapped. Proud of himself, Anansi went home.

Point to the letter *D*. This is a story. You will read the story to yourself. When you finish the story, look up at me so I know you have finished. Then I will ask you questions about the story.

If the students have not finished after 7 minutes, give them a one-minute warning.

- Now I will ask you some questions about the story. You may look back in the story to find the answers. Write the answer to the question on the line.
- **♦) 1.** Who are the main characters in this story?
 - 2. What is Anansi's problem at the beginning of the story?
 - 3. What is the plot of the story?
 - 4. What is the setting of the story?
 - 5. What happens at the beginning of the story?
 - 6. What happens in the middle of the story?
 - 7. What happens at the end of the story?
 - 8. What is the theme of the story?
 - 9. What can you tell about Anansi's character in the story?
- 10. What can you tell about Tiger's character in the story?

Week 31 Lesson Planner

Monday (Day 1) pages 210–213	Tuesday (Day 2) pages 214–217	Wednesday (Day 3) pages 218–221	Thursday (Day 4) pages 222–225	Friday (Day 5) pages 226–228
Read words with two or more syllables and the VCCV pattern.	Read words with two or more syllables and the VCCV pattern.	Read words with ear.	Read words with aw.	Quiz Differentiated review
person, morning, problem, window, absent		clear, heard, hear, learn, early		
late, yawn, wake up, woke up, knock, trapped, familiar		late, yawn, wake up, woke up, knock, trapped, familiar		
"The Morning Birds"		"The Morning Birds"		Differentiated review
			Pairs: "The Morning Birds"	Differentiated review
	fool, trick, pretend, crush, shock, log			
	"The Lion and the Jackal"		"The Lion and the Jackal"	
	Publish group stories.		Pairs read their stories to each other.	
Write spelling and sight words 3 times in copybooks.	Page 82 in Student Activity Book "The Morning Birds"	Write spelling and sight words 3 times in copybooks.	 Page 83 in Student Activity Book "The Morning Birds" Study for quiz. 	Re-read "The Morning Birds."
Group B (Exceeds Exp Group C (Needs Addit Second Review Activit Group A (Meets Expect	nectations): Work in pairs cional Support): Review F cty ctations): Work in pairs to	to read any supplement	ary reader. ry reader.	
	Read words with two or more syllables and the VCCV pattern. person, morning, problem, window, absent late, yawn, wake up, knock, trapped, familiar "The Morning Birds" Write spelling and sight words 3 times in copybooks. First Review Activity Group A (Meets Experience of Group B (Exceeds Experience of Group C (Needs Addit Second Review Activity Group A (Meets Experience of Group A (Me	Read words with two or more syllables and the VCCV pattern. person, morning, problem, window, absent late, yawn, wake up, knock, trapped, familiar "The Morning Birds" fool, trick, pretend, crush, shock, log "The Lion and the Jackal" Publish group stories. Write spelling and sight words 3 times in copybooks. Write spelling and sight words 3 times in copybooks. First Review Activity Group A (Meets Expectations): Work in pairs to Group C (Needs Additional Support): Review Focus or Forup A (Meets Expectations): Work in pairs to Group A (Meets Expectations):	Read words with two or more syllables and the VCCV pattern. person, morning, problem, window, absent Iate, yawn, wake up, woke up, knock, trapped, familiar "The Morning Birds" fool, trick, pretend, crush, shock, log "The Lion and the Jackal" Publish group stories. Write spelling and sight words 3 times in copybooks. Write spelling and sight words 3 times in copybooks. First Review Activity • Group A (Meets Expectations): Work in pairs to read any supplementar or read any supplementar or read any supplementar or read any supplementar or read any supplementar and supplementar and supplementar and supplementar or read any supplemen	Read words with two or more syllables and the VCCV pattern. Person, morning, problem, window, absent Iate, yawn, wake up, knock, trapped, familiar "The Morning Birds" Fool, trick, pretend, crush, shock, log "The Lion and the Jackal" Publish group stories. Write spelling and sight words 3 times in copybooks. Write spelling and sight words 3 times in copybooks. First Review Activity Group A (Meets Expectations): Work in pairs to re-read "The Morning Birds." Read words with aw. Read words with ear. Read words with ear. Read words with aw. Read words with aw.

- Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for "The Morning Birds."
- Group C (Needs Additional Support): Work in pairs to re-read "The Morning Birds."

Grade 2 National Standards for Reading and Comprehension

Learning Outcomes: Read and process information • Demonstrate knowledge of sight words and other vocabulary for improved spelling and writing skills • Use letter-sound associations, word parts, and context to read new words and analyze texts • Improve spelling and writing skills for effective communication • Use basic grammatical features to appropriately compose and respond to texts • Analyze text content and share ideas, information, and messages with others • Predict outcomes and make judgments after careful evaluation of facts and issues • Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words accurately and fluently • Demonstrate a literal comprehension of readings, through identification and analysis of main ideas and supporting details • Analyze text content and share ideas, information, and messages with others • Fluently read grade-level texts • Read grade-level text with speed and accuracy • Correctly respond to questions from texts read.

Learning Objectives: Identify vowels and recognize consonants • Read words with varied word patterns • Identify beginning, middle, and end of a story • Retell a story • Identify characters, setting, events, and plot in a story • Identify the problem in a story • Construct sentences correctly • Write a story summary • Write sentences using spelling and sight words • Read diverse types of writings • Identify features of a folktale • Identify theme in a text • Recognize the elements of diverse types of writings • Name and identify some types of adjectives • Write descriptive sentences • Demonstrate knowledge of new words • Use vocabulary words in sentences • Organize ideas for writing • Read words with variant word patterns • Identify the sequence of a text • Spell highfrequency and subject-related words • Demonstrate understanding of vocabulary and related subject words in context • Write independently • Read words with endings • Read diverse texts fluently • Listen to and discuss texts.

Week

OBIECTIVES

Students will be able to:

- Read and spell words with two or more syllables and the VCCV pattern
- Demonstrate understanding of and spell the vocabulary/ sight words *late*, *yawn*, wake up, woke up, knock, trapped, familiar
- Read and comprehend "The Morning Birds"

LEARNING RESOURCES



∃ Student copybooks



Let's Read



□ Student Activity Book

forget sudden happen plastic follow basket sudden concert picnic

INTRODUCTION 1 MIN.

•) Today we will read and spell words with two or more syllables, or parts. We will also learn some new vocabulary words and read a new story together.

PHONICS AND WORD STUDY

10 MIN.

Write the words on the board, as shown at the left.



- Today we will learn to read words with 2 or more parts. The parts are called syllables. When you see a longer word that you do not know how to read, you can divide the word into parts.
- One way to divide longer words into parts is to look at the first vowel. Then look at the consonants after the first vowel. If there are 2 consonants, divide the word between the 2 consonants. Say the first part. Say the second part. Read the word.

Point to *forget*.

- **♦**) The first vowel is o. I see 2 consonants after the o: r and a. I divide the word between the r and g. (Draw a vertical line between the letters *r* and g: for |get.|
- I say the first part: for. I say the second part: get. The word is forget.

Repeat with happen.

Let's do it together.



Point to happen. **♦**) What is the first vowel? a.

- How many consonants are there after the first vowel? 2.
- **♦**) Where do we divide the word? Between the consonants, p and p. (Draw a vertical line between the letters p and p: hap|pen.)
- **♦**) What is the first part? hap. What is the second part? pen.
- Let's read the whole word together: happen.

Repeat with:

- follow (fol low)
- sudden (sud|den)

Now it's your turn.

Point to sudden.

- **♦**) What is the first vowel? (u)
- How many consonants are there after the first **vowel?** (2)
- **♦**) Where do you divide the word? (between the consonants, d and d)
- **♦**) What is the first part? (sud) What is the second part? (den)
- Read the whole word. (sudden)

Repeat with the remaining words. For *concert*, remind students that the letter c makes the sound /s/ before e.

✓ Daily Check: Call on 2 students to read one word each.

SPELLING 10 MIN.

Erase the board from the previous activity.



- Now we will spell some words with 2 or more parts. Watch and listen.
- The word is person. It has 2 parts, per and son. I hear 2 parts: per and son.
- **♦**) The first part is per: /p/ (write p), /ŭr/—and in this word it is spelled with er (write er). The next part is son: /s/ (write s), /ŭ/—and in this word it is spelled with the letter o (write o), /n/ (write n).

Move your finger under the letters as you say the letter names:

♦) *p*−*e*−*r*−*s*−*o*−*n*, person.

Erase the word.



- **♦** Let's spell some words with 2 or more parts together. I will say the word. We will listen to each part. Then you will write the words in your copybooks as I write them on the board.
- The word is person. What 2 parts do we hear? *per* and son.
- **♦** Let's write *per*: /p/ (write p), / $\check{\mathbf{u}}$ r/—and in this word it is spelled with er (write er). Now let's write son: /s/ (write s), /**ŭ**/—and in this word it is **spelled with o** (write o), /n/ (write n).
- Now let's spell the word together with the letter names (point): *p*-e-*r*-*s*-*o*-*n*, person.

Repeat with morning and problem.



Now it's your turn. I will say a word with 2 parts. Listen to each part. Then write the word in your copybooks.

Dictate these words one at a time: problem, window, and absent.

Move around the room and randomly check students' work as they write.

Have students spell each word aloud using the word parts.



Daily Check: Call on 2 students to spell one word each.

WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

Write the words on the board, as shown on the next page at the left. Use objects, pictures, and demonstrations to help students understand the words.

Week 31 · Day 1

- 1. late
- 2. yawn
- 3. wake up, woke up
- 4. knock
- 5. trapped
- 6. familiar

The Morning Birds

Some people like getting up in the morning. They jump out of bed at dawn, eager to start a new day. Korto was not one of those people. She was not very good at waking up in the morning.

Every morning her mother would call her to get up. And Korto would reply that she was getting out of bed. Sometimes she did get up, but sometimes she went right back to sleep.

On days when this happened, Korto would be late for school. She kept telling herself that she would get up early the next morning and get to school on time. But when the next morning came around, she would forget.

One morning Korto woke up early. She heard something outside that woke her up. Yawning, she went to the window and looked out. She saw two birds singing in the tree outside her bedroom window.

Let's Read page 103

Now we will learn some new vocabulary words.

1. late	Point to late. This word is late. Let's read and spell it together: late, l-a-t-e, late. Late means past the time that something was supposed to happen. If you play on your way to school, you may be late for class. What are other reasons why you might come late to class?
2. yawn	Point to yawn. This word is yawn. Together: yawn, y-a-w-n, yawn. A yawn is a big breath of air we take in when we are tired, like this. (Demonstrate.) Let's pretend to yawn and say, "We are yawning!"
3. wake up, woke up	Point to wake up. These words are wake up. Together: wake up, w-a-k-e u-p, wake up. When we wake up, we stop sleeping. Let's pretend we are waking up. (Do the motions. Point to woke up.) These words are woke up. Together: woke up, w-o-k-e u-p, woke up. Woke up means that you stopped sleeping in the past, before now. For example, you just pretended to go to sleep, then you woke up.
4. knock	Point to <i>knock</i> . This word is <i>knock</i> . Together: <i>knock</i> , <i>k-n-o-c-k</i> , <i>knock</i> . Knock means to hit something with your fist and make a noise, like this. (Knock on a desk.) Let's all knock on our desks. (Do the motions.)
5. trapped	Point to trapped. This word is trapped. Together: trapped, t-r-a-p-p-e-d, trapped. When something is trapped, it means it's in a place it can't get out of. For example, fish can be trapped in a net. Birds can be trapped in cages. What else can be trapped in something?
6. familiar	Point to familiar. This word is familiar. Together: familiar, f-a-m-i-l-i-a-r, familiar. When something is familiar, it's something that you know well. For example, I am familiar with the sound of [name a sound] because I hear it every day. What is something you are familiar with?

READING COMPREHENSION

20 MIN.

Now we will read a new story called "The Morning Birds." Please turn to page 103 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- read the title and author.
- describe each picture, helping them with vocabulary as needed.

- find their vocabulary words in the pictures and text.
- predict what they think the story will be about.

FEATURES OF TEXT

Today's story is fiction. A fiction story tells us about characters, places, and events that are not real. Remember that we can better understand what we read by answering Right There Questions and Think and Search Questions, and making Author and Me Inferences.

🜓 Sometimes when you read, you'll see a word you do not know. You can try to sound out the word, but sounding out the word does not help you understand what the word means. You need to listen to or read the whole sentence and use the context, or meaning, of the sentence to figure out the meaning of the word. You may also need to listen to or read the sentence before or after the sentence your word is in to get the word's meaning.

DURING READING

- Have the class read the story aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- · After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

CHECK PREDICTIONS

Discuss the students' predictions. Which ones matched the story?

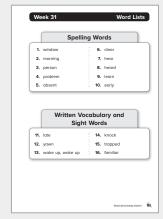
COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Right There Question: What did Korto do while the birds were singing? (Korto hummed along until she learned the song of the birds.)
 - 2. Think and Search Question: Why would Korto be late to school? (She would forget to get up early.)
 - 3. Author and Me Inference: Why did the birds keep singing outside Korto's window? (She gave them crumbs from the bread her mother baked.)
 - 4. The story says that one morning Korto squinted. Remember, you can use the story's context to figure out the meaning of a word. Listen as I read the sentence *squinted* is in. "Korto squinted at her mother through her sleepy eyes." What is squinted? (to look at something with your eyes almost closed)
 - 5. What problem do the birds have? (One bird was trapped.)
 - 6. How was the bird's problem solved? (Korto set the bird free.)

□□□ HOMEWORK

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 81 in the Student Activity Book. Note: You may also review the words during Spelling class and help students use them in sentences.



Student Activity Book page 81

Week

OBJECTIVES

Students will be able to:

- Read words with two or more syllables and the VCCV pattern
- Demonstrate understanding of the vocabulary words fool, trick, pretend, crush, shock, log
- Listen to and comprehend "The Lion and the Jackal"
- · Publish their stories

LEARNING RESOURCES



Let's Read



Student copybooks



Student Activity Book

contest tablet pencil whisper sentence kitchen tablet normal perfect

INTRODUCTION 1 MIN.

1) Today we will read some more words that have two or more parts. We will learn some new vocabulary words, and I will read a new story to you. Then we will publish our group stories.

PHONICS AND WORD STUDY

10 MIN.

Write the words on the board, as shown at the left.



Today we will read some more words with 2 or more parts. Remember that when you see a longer word that you do not know how to read, you divide the word into parts, read each part, then say the word.

Point to contest.

- I see that the first vowel is o. I see 2 consonants after the o. I divide between the *n* and *t*. (Draw a vertical line between the letters *n* and *t*: con | test.)
- I say the first part: con. I say the second part: test. The word is contest.

Repeat with pencil.

♦) Let's do it together.

Point to pencil.

♦) What is the first vowel? The first vowel is e.

(4)

- How many consonants are there after the vowel? 2.
- **♦**) Where do we divide the word? Between the consonants, n and c. (Draw a line between the letters *n* and *c*: pen | cil.)
- **♦**) What is the first part? pen. What is the second part? cil. Remember that the letter c makes the sound /s/ before the letter i.
- Let's read the whole word together: pencil

Repeat with:

- sentence (sen|tence)
- tablet (tab | let)

Now it's your turn.

Point to tablet.

- **♦**) What is the first vowel? (a)
- How many consonants are there after the vowel? (2)
- Where do we divide the word? (between the consonants, b and l)
- **♦**) What is the first part? (tab) What is the second part? (/et)
- Read the whole word. (tablet)

Repeat with the remaining words.



✓ Daily Check: Call on 2 students to read one word each.

ORAL VOCABULARY 12 MIN.

Use objects, pictures, and demonstrations to help students understand the words.

Now we will learn some new vocabulary words.

1. fool	**Pool. A fool is a person who is silly or who does something silly. For example, I would be a fool to [give an example of something foolish to do]. What else would make someone a fool? (Help individuals respond in well-formed sentences using fool.)
2. trick	Trick. To trick means to make someone believe something that is not true. For example, in the story "Stone Stew," Anna tricked the village people into making stew for her by telling them that her stone was delicious. What other stories have you read where one character tricks another character? (Help individuals respond in well-formed sentences using trick.)
3. pretend	Pretend. To pretend means to act like something is true when it is not true. For example, you pretend a lot when you play. Sometimes you pretend to fight with your friends, when really you are just playing. Let's pretend to fight. (Do the motions.)
4. crush	Crush. To crush means to press something very hard so that it breaks. For example, I can crush a bug by stepping on it hard with my shoe. What else can you crush? (Help individuals respond in well-formed sentences using crush.)
5. shock	◆ Shock. Shock is when you feel really, really surprised, like this. (Hold your hands to your cheeks and make a shocked expression.) For example, if an elephant walked into our classroom right now, we would all be in shock. Let's all pretend to be in shock. (Make the expression.)
6. log	• Log. A log is a thick, round piece of wood that comes from a tree. For example, people can use a log to make a fire. What else can people use a log for? (Help individuals respond in well-formed sentences using log.)

Week 31 · Day 2



Let's Read page 263

READ-ALOUD 13 MIN.

Now I'm going to read to you a new story called "The Lion and the Jackal." Please turn to page 263 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- describe the picture, helping them with vocabulary as needed.
- find any vocabulary words in the picture (e.g., trick, crush, shock).
- predict what they think the story will be about.

FEATURES OF TEXT

- Remember that we can better understand the stories we read by asking Right There Questions and Think and Search Questions, and making inferences.
- Another way to better understand a story is to figure out the meaning of words you do not know. To figure out the meaning of a word you do not know, use the context, or meaning, of the sentence.

DURING READING

Read the story aloud twice with expression, using the picture and gestures to convey meaning.

• The Lion and the Jackal

Once upon a time, Jackal looked for food near some big rocks. He did not see Lion. Lion came right up to him. Jackal thought, "Oh no! Lion will eat me." There was no time for Jackal to run away. But Jackal was no fool. He had a good plan. Jackal was standing by a pile of big rocks. The rocks were not going to fall, but Jackal planned to trick Lion into thinking that the biggest rock would fall on them. "Help! Help!" Jackal yelled. "We are doomed." [(Pause.) I am not sure what doomed means. Since Jackal is yelling for help, I think doomed means something terrible is going to happen. I will keep reading and see if that makes sense.] "That big rock is about to fall on us." Jackal pretended to shake with fear. "It will crush us!" he said. [(Pause.) Yes, I was right. Doomed must mean that something terrible is going to happen because Jackal says the rock will fall on them.] Lion looked up at the rock in shock. "Great King, you can save us," Jackal said. "Hold up this big rock. I will go and get a log to put under it." Lion held up the big rock just as Jackal asked. It took all of Lion's strength to hold up the rock with his front paws. Now Jackal was free to run away as fast as he could. And he did!

AFTER READING

CHECK PREDICTIONS

Discuss the students' predictions. Which ones matched the story?

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Right There Question: What was Jackal standing right by? (a pile of big rocks)
 - 2. Think and Search Question: What was Jackal's good plan? (Jackal planned to trick Lion into thinking rocks would fall and crush them.)
 - 3. Author and Me Inference: Why did Jackal want to trick Lion? (so Jackal could run away from Lion)
 - 4. The story says that Lion used all his strength to hold up the rock. Remember, you can use the story's context to figure out the meaning of a word. Listen as I read the sentence strength is in. "It took all of Lion's strength to hold up the rock with his front paws." What is **strength?** (being very strong or powerful)

SHARED WRITING 15 MIN.

- Today we will publish our group stories. Repeat after me: *publish*.
- Now you need to rewrite your stories in order to publish them. You need to indent when you put your sentences in a paragraph. That means that you need to go 5 spaces to the right and start your first sentence. Write your first sentence 5 spaces to the right on the large piece of paper.
- As you write your paragraph, make sure your sentences go from margin to margin on your paper and that you start a new sentences right after the last one, with a space in between.
- Now turn to a new page in your copybook. Rewrite your group story as paragraphs. Indent 5 spaces. Copy your sentences from your edited and revised story. Write your story from margin to margin. Skip lines to make your story look neat. When you are finished, draw a picture to illustrate your group story at the bottom of the page.

Walk around the room and check students' work. Help them if they are having trouble.

□□□ HOMEWORK

Have students complete page 82 in the Student Activity Book and read "The Morning Birds" aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Student Activity Book page 82



OBJECTIVES

Students will be able to:

- Read and spell words with *ear*
- Demonstrate understanding of and spell the vocabulary/ sight words late, yawn, wake up, woke up, knock, trapped, familiar
- Read and comprehend "The Morning Birds"

LEARNING RESOURCES



Student copybooks



Let's Read



Student Activity Book

ear

year near
heard hear
learned clear
early
near

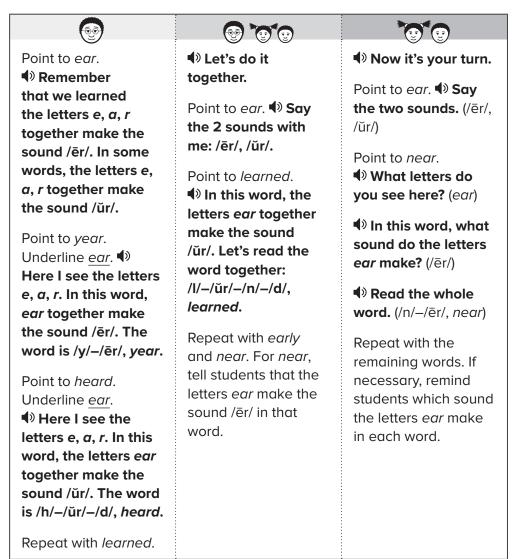
INTRODUCTION 1 MIN.

Today we will read and spell words with ear. We will also review our vocabulary words and read "The Morning Birds" together again.

PHONICS AND WORD STUDY

10 MIN.

Write the letters and words on the board, as shown at the left.



Daily Check: Call on 2 students to read one word each.

SPELLING 10 MIN.

Erase the board from the previous activity.



- Now we will spell some words with ear. Watch and listen.
- 1) The word is *clear*. I hear 3 sounds: /k/-/I/-/ēr/.
- **♦**) The first sound is /k/. (Write k.) The next sound is /I/. (Write /.) The third sound is /er/. (Write ear.)

Move your finger under the letters as you say the letter names: **♥**) *c*-*l*-*e*-*a*-*r*, clear.

Repeat with *heard*.

Erase the words.



- **♦** Let's spell some words with ear together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.
- **♦**) The word is *heard*. What sounds do we hear? /h/-/ŭr/-/d/.
- Let's write it: /h/ (write h), / $\check{u}r$ /—and in this word it is spelled with ear (write ear), /d/ (write d). Check the students' work.
- Now let's spell the word together with the letter names (point): **h-e-a-r-d**, heard.

Repeat with *hear*.



Now it's your turn. I will say a word with ear. Listen to each sound. Then write the letter for each sound in your copybooks.

Dictate these words one at a time: hear, learn, and early.

Move around the room and randomly check students' work as they write.

Have students spell the word aloud using the letter names.



Daily Check: Call on 2 students to spell one word each.

Week 31 · Day 3

- 1. late
- 2. yawn
- 3. wake up, woke up
- 4. knock
- 5. trapped
- 6. familiar

The Morning Birds

Some people like getting up in the morning. They jump out of bed at dawn, eager to start a new day. Korto was not one of those people. She was not very good at waking up in the morning.

Every morning her mother would call her to get up. And Korto would reply that she was getting out of bed. Sometimes she did get up, but sometimes she went right back to sleep.

On days when this happened, Korto would be late for school. She kept telling herself that she would get up early the next morning and get to school on time. But when the next morning came around, she would forget.

One morning Korto woke up early. She heard something outside that woke her up. Yawning, she went to the window and looked out. She saw two birds singing in the tree outside her bedroom window.

Let's Read page 103

WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

Write the words on the board, as shown at the left. Use objects, pictures, and demonstrations to help students understand the words.

Now we will review our vocabulary words.

1. late	Point to late. Read the word: (late). Late means past the time that something was supposed to happen. If you play on your way to school, you may be late for class. What are other reasons why you might come late to class?
2. yawn	Point to yawn. Pead the word: (yawn). A yawn is a big breath of air we take in when we are tired, like this. (Demonstrate.) Let's pretend to yawn and say, "We are yawning!"
3. wake up, woke up	Point to wake up. (*) Read these words: (wake up). When we wake up, we stop sleeping. Let's pretend we are waking up. (Do the motions. Point to woke up.) Read these words: (woke up). Woke up means that you stopped sleeping in the past, before now. For example, you just pretended to go to sleep, then you woke up.
4. knock	Point to knock. Read the word: (knock). Knock means to hit something with your fist and make a noise, like this. (Knock on a desk.) Let's all knock on our desks. (Do the motions.)
5. trapped	Point to trapped. Pead the word: (trapped). When something is trapped, it means it's in a place it can't get out of. For example, fish can be trapped in a net. Birds can be trapped in cages. What else can be trapped in something?
6. familiar	Point to familiar. Read the word: (familiar). When something is familiar, it's something that you know well. For example, I am familiar with the sound of [name a sound] because I hear it every day. What is something you are familiar with?

READING COMPREHENSION

20 MIN.

Now we will read "The Morning Birds" again. Please turn to page 103 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

· read the title and author.

- describe each picture, helping them with vocabulary as needed.
- find their vocabulary words in the pictures and text.

FEATURES OF TEXT

Remember that we can better understand the stories we read by asking questions, making inferences, and using context clues to figure out the meaning of words we do not know. What are two kinds of questions we can ask about a story? (Right There Questions and Think and Search Questions) How do we make inferences? (We can use details from the story to figure something out that the story did not directly tell us.) Where can we find context clues? (in the same sentence as a word we do not know; in the sentences before and after the sentence with the word we do not know) Let's read the story again to ask questions, make inferences, and use context clues.

DURING READING

- Have the class read the story aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Right There Question: What did Korto do while the birds were singing? (Korto hummed along until she learned the song of the birds.)
 - 2. Think and Search Question: Why would Korto be late to school? (She would forget to get up early.)
 - Author and Me Inference: Why did the birds keep singing outside Korto's window? (She gave them crumbs from the bread her mother baked.)
 - 4. The story says that one morning Korto squinted. Listen as I read the sentence squinted is in. "Korto squinted at her mother through her sleepy eyes." What is squinted? (to look at something with your eyes almost closed)
 - 5. What problem do the birds have? (One bird was trapped.)
 - 6. How was the bird's problem solved? (Korto set the bird free.)

HOMEWORK

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 81 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.



Student Activity Book page 81



OBJECTIVES

Students will be able to:

- Read words with aw
- · Read fluently "The Morning Birds"
- Listen to and comprehend "The Lion and the Jackal"
- Read group stories to one another

LEARNING RESOURCES



Let's Read



Student copybooks



Student Activity Book

aw

saw yawn dawn draw hawk yawn paw straw

The Morning Birds

crawl

Some people like getting up in the morning. They jump out of bed at dawn, eager to start a new day. Korto was not one of those people. She was not very good at waking up in the morning.

Every morning her mother would call her to get up. And Korto would reply that she was getting out of bed. Sometimes she did get up, but sometimes she went right back to sleep.

on days when this happened, Korto would e late for school. She kept telling herself nat she would get up early the next morning and get to school on time. But when the next norning came around, she would forget.

Let's Read page 103

INTRODUCTION 1 MIN.

• Today we will read some words with the letters aw. You will read "The Morning Birds" with your partner. I will read "The Lion and the Jackal" to you again. Then we will read our published stories to each other.

PHONICS AND WORD STUDY

10 MIN.

Write the letters and words on the board, as shown at the left.

©	6 6 6	* * * * * * * * * *
Point to aw. Today we will learn about the letters aw. The letters aw together make the sound /ô/.	¶) Let's do it together. Point to aw. ¶) Say the sound with me: /ô/.	Now it's your turn. Point to aw. ♥ Say the sound. (/ô/) Point to yawn. Point under aw. ♥ What
Point to saw. Underline <u>aw</u> . Inderline <u>aw</u> . Here I see the letters a and w. Together they make the sound /ô/. The word is /s/-/ô/, saw. Repeat with dawn.	Point to dawn. Point under <u>aw</u> . •) What letters do we see here? a and w. •) What sound do they make together? /ô/.	letters do you see here? (a and w) ♣) What sound do they make together? (/ô/) ♣) Read the whole word. (/y/-/ô/-/n/, yawn)
	whole word together: /d/-/ô/-/n/, dawn. Repeat with yawn.	Repeat with the remaining words.

Time permitting, have students turn to "The Morning Birds" on page 103 in Let's Read and find words with the letters aw in the text (e.g., dawn, yawning). Write the words on the board as they find them.

⊘ Daily Check: Call on 2 students to read one word each.

READING FLUENCY PRACTICE **

12 MIN.

Now you will read the story "The Morning Birds" with your partner. Please turn to page 103 in Let's Read.

Have the students work in pairs, taking turns to read the passage aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently to the whole class.

READ-ALOUD 13 MIN.

Now I'm going to read to you the story "The Lion and the Jackal" again. Please turn to page 263 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- review the meanings of the vocabulary words that they learned on Day 2 (i.e., fool, trick, pretend, crush, shock, log).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

FEATURES OF TEXT

- **♦) That this story is fiction. What does a fiction story tell us?** (characters, places, and events that are not true/that are made up by the author)
- ◆ What can we do to better understand a story? (ask Right There Questions and Think and Search Questions, make inferences, and use context clues to figure out the meanings of words we do not know) We have been reading "The Morning Birds." That is a fiction story about a girl who has trouble waking up on time for school. Let's listen to today's story again, then ask questions, make inferences, and use context clues to figure out the meanings of words we do not know.

Week 31 · Day 4

The Morning Birds

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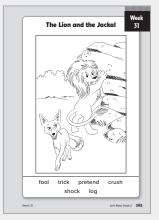
Some people like getting up in the morning. They jump out of bed at dawn, eager to start a new day. Korto was not one of those people. She was not very good at waking up in the morning.

Every morning her mother would call her to get up. And Korto would reply that she was getting out of bed. Sometimes she did get up out sometimes she went right back to sleep.

at she would get up early the next morning diget to school on time. But when the nex orning came around, she would forget.

One morning Korto woke up early. She heard something outside that woke her up. Yawning, she went to the window and lool out. She saw two birds singing in the tree outside her bedroom window.

Let's Read page 103



Let's Read page 263

DURING READING

Read the story aloud twice with expression, using the picture and gestures to convey meaning.

The Lion and the Jackal

Once upon a time, Jackal looked for food near some big rocks. He did not see Lion. Lion came right up to him. Jackal thought, "Oh no! Lion will eat me." There was no time for Jackal to run away. But Jackal was no fool. He had a good plan. Jackal was standing by a pile of big rocks. The rocks were not going to fall, but Jackal planned to trick Lion into thinking that the biggest rock would fall on them. "Help! Help!" Jackal yelled. "We are doomed." [(Pause.) I am not sure what doomed means. Since Jackal is yelling for help, I think doomed means something terrible is going to happen. I will keep reading and see if that makes sense.] "That big rock is about to fall on us." Jackal pretended to shake with fear. "It will crush us!" he said. [(Pause.) Yes, I was right. Doomed must mean that something terrible is going to happen because Jackal says the rock will fall on them.] Lion looked up at the rock in shock. "Great King, you can save us," Jackal said. "Hold up this big rock. I will go and get a log to put under it." Lion held up the big rock just as Jackal asked. It took all of Lion's strength to hold up the rock with his front paws. Now Jackal was free to run away as fast as he could. And he did!

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Right There Question: What was Jackal standing right by? (a pile of big rocks)
 - 2. Think and Search Question: What was Jackal's good plan? (Jackal planned to trick Lion into thinking rocks would fall and crush them.)
 - 3. Author and Me Inference: Why did Jackal want to trick Lion? (so Jackal could run away from Lion)
 - 4. The story says that Lion used all his *strength* to hold up the rock. Listen as I read the sentence strength is in. "It took all of Lion's strength to hold up the rock with his front paws." What is strength? (being very strong or powerful)
 - 5. What questions do you have about the story? (Answers will vary.)

SHARED WRITING

1) It is time to read and celebrate! We worked hard to plan, organize, write, edit, and revise our stories. Open your copybook to your published group story. Stand up. Find a partner. Read your story. Listen to your partner's story. When you are finished, find another partner. Read your story. Listen to your partner's story. When you are finished, find one last partner and read your story. Listen to your partner's story.

Walk around the room and listen to stories. As you are listening, choose 3 students to read their stories to the class.

- Please go back to your seats and sit down. I have chosen 3 students to read their stories to the class. Have each student stand up and read his or her story. Have them show the pictures they drew.
- Let's clap for all our hard work. Show students how to clap in a circle in a "round of applause." Well done!

□□□ HOMEWORK

Have students complete page 83 in the Student Activity Book and read "The Morning Birds" aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.



Student Activity Book page 83



OBJECTIVES

Students will be able to:

- · Write their spelling and sight words on a quiz
- Practice their phonics and word recognition, fluency, and comprehension skills

LEARNING RESOURCES



≡ Student copybooks



as Sight word cards



Let's Read



Supplementary readers

INTRODUCTION

Today you will take a quiz on your spelling and sight words for the week. Then you will practice reading words and stories.

WEEKLY PHONICS / SPELLING QUIZ

15 MIN.

Now you will take a quiz on your spelling and sight words for the week.

Write these words in your copybook.

1. absent, 2. clear, 3. early, 4. familiar, 5. hear, 6. heard, 7. late, 8. learned, 9. morning, 10. person, 11. problem, 12. trapped, 13. wake, 14. window, 15. *yawn*

Time permitting, have students write the answers on the board and check their work. (To save time, call students to the board in groups of 5.)

REVIEW (DIFFERENTIATED INSTRUCTION)

34 MIN.

Divide the students into 2 or more groups according to their needs. Note that you may not have students in every category every time.

Group A (Meets Expectations): Students who are doing well with phonics and word recognition and are ready for more practice in fluency and comprehension

Group B (Exceeds Expectations): Students who are excelling in fluency and comprehension and are ready to go further in comprehension and writing

Group C (Needs Additional Support): Students who are struggling with phonics and word recognition (including, for example, students who do poorly on the weekly quiz)

1. First Review Activity (17 MIN.)

Direct each group to do the following activities. Groups A and B will work independently while you work with Group C.

Group A (Meets Expectations)

Have students work in pairs to re-read "The Morning Birds" on page 103 in Let's Read. Have them take turns to read the story aloud to each other and help each other read correctly and fluently. Students should read the story 3 times each. If they finish early, they should re-read any previously seen text in Let's Read.

Group B (Exceeds Expectations)

Have students work in pairs to read any of the supplementary readers, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each.

Group C (Needs Additional Support)

Have students review this week's Phonics and Word Study lessons with you. Write the words on the board, as shown on the next page at the right.



- This week we learned about words with 2 or more parts, or syllables. When you see a longer word that you do not know how to read. you can divide the word into parts.
- One way to divide longer words into parts is to look at the first vowel. Then look at the consonants after the first vowel. If there are 2 consonants, divide the word between the 2 consonants. Say the first part. Say the second part. Read the word.

Point to *picnic*.

- **◆**) The first vowel is i. I see 2 consonants after the *i*: c and n. I divide the word between the c and **n.** (Draw a vertical line between the letters *c* and *n*: pic | nic.)
- 1) I say the first part: pic. I say the second part: nic. The word is picnic.

(9) (9) (9)

♦ Let's do it together.

Point to picnic.

- **♦**) What is the first vowel? i.
- How many consonants are there after the first vowel? 2.
- **♦** Where do we divide the word? Between the consonants, c and n. (Draw a vertical line between the letters c and n: pic | nic.)
- **♦**) What is the first part? pic. What is the second part? nic.
- **♦** Let's read the whole word together: picnic.

Repeat with *perfect* (per|fect).

Now it's your turn.

Point to *perfect*.

- 1) In this word, what is the first vowel? e.
- **♦** How many consonants are there after the first vowel? 2.
- **♦** Where do you divide the word? (between the consonants, *r* and *f*)
- **♦** What is the first part? (per) What is the second part? (fect)
- Read the whole word. (perfect)

Repeat with the remaining words.

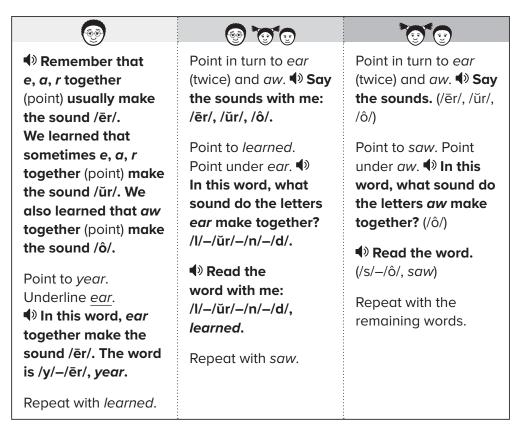
Erase the board and write the new letters and words, as shown on the next page at the left. Draw the chart on the board, and have students copy it in their copybooks.

picnic perfect contest whisper perfect sentence normal basket

Week 31 · Day 5

ear aw

year saw learned hawk dawn saw early heard



Time permitting, have students work in pairs to review their sight word cards.

2. Second Review Activity (17 MIN.)

Direct each group to do the following activities in pairs. Move around the room and check their work, giving support where needed. Alternatively, while the students are working independently, you may administer the Oral Reading Fluency Assessment on page T35 of this Teacher Guide to some students.

Group A (Meets Expectations)

Have students work in pairs to read any of the supplementary readers, taking turns to read the story aloud to each other 3 times and helping each other read correctly and fluently.

Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions about "The Morning Birds" on page 103 in Let's Read.

Group C (Needs Additional Support)

Have students work in pairs to re-read "The Morning Birds" on page 103 in Let's Read. Have them take turns to read the story aloud to each other 3 times and help each other read correctly and fluently. If they finish early, they should re-read any previously seen text in Let's Read.

□□□ HOMEWORK

Have students re-read the Let's Read text for the week aloud to someone at home.

Week 32 Lesson Planner

	Monday (Day 1) pages 230–233	Tuesday (Day 2) pages 234–237	Wednesday (Day 3) pages 238–241	Thursday (Day 4) pages 242–245	Friday (Day 5) pages 246–248
Phonics and Word Study	Read words with two or more syllables and the VCV pattern.	Read words with <i>ow</i> as $/\bar{o}/$ and $/$ ou $/$.	Read words with two or more syllables and the VCV pattern.	Read words with suffixes <i>-er</i> and <i>-or</i> .	Quiz Differentiated review
Spelling	silent, begin, open, moment		paper, hero, reason, polite, lady		
Written Vocabulary/ Sight Words	surprise, secret, wave, still, wrong, sorry		surprise, secret, wave, still, wrong, sorry		
Reading Comprehension	"The Dancing Tree"		"The Dancing Tree"		Differentiated review
Reading Fluency Practice				Pairs: "The Dancing Tree"	Differentiated review
Oral Vocabulary		soldier, march, drill, commands, chief			
Read-Aloud		"Flag Day"		"Flag Day"	
Shared Writing		Write a story about a picture.		Continue to write a story about a picture.	
Homework	Write spelling and sight words 3 times in copybooks.	Page 85 in Student Activity Book "The Dancing Tree"	Write spelling and sight words 3 times in copybooks.	Page 86 in Student Activity Book"The Dancing Tree"Study for quiz.	Re-read "The Dancing Tree."
	First Review Activity				
	Group A (Meets Expedit	ctations): Work in pairs to	o re-read "The Dancing 1	ree."	
	Group B (Exceeds Expectations): Work in pairs to read any supplementary reader.				
Day 5 Review:	Group C (Needs Additional Support): Review Phonics and Word Study.				
Differentiated Instruction	Second Review Activit	ty			
	Group A (Meets Expectations): Work in pairs to read any supplementary reader.				
	• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for "The Dancing Tree."				

- Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for "The Dancing Tree."
- Group C (Needs Additional Support): Work in pairs to re-read "The Dancing Tree."

Grade 2 National Standards for Reading and Comprehension

Learning Outcomes: Read and process information • Demonstrate knowledge of sight words and other vocabulary for improved spelling and writing skills • Use letter-sound associations, word parts, and context to read new words and analyze texts • Improve spelling and writing skills for effective communication • Use basic grammatical features to appropriately compose and respond to texts • Analyze text content and share ideas, information, and messages with others • Predict outcomes and make judgments after careful evaluation of facts and issues • Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words accurately and fluently • Demonstrate a literal comprehension of readings, through identification and analysis of main ideas and supporting details • Analyze text content and share ideas, information, and messages with others • Fluently read grade-level texts • Read grade-level text with speed and accuracy • Correctly respond to questions from texts read.

Learning Objectives: Identify vowels and recognize consonants • Read words with varied word patterns • Identify beginning, middle, and end of a story • Retell a story • Identify characters, setting, events, and plot in a story • Identify the problem in a story • Construct sentences correctly • Write a story summary • Write sentences using spelling and sight words • Read diverse types of writings • Identify facts from a text • Identify main idea and facts in a nonfiction text • Identify theme in a text • Recognize the elements of diverse types of writings • Name and identify some types of adjectives • Write descriptive sentences • Demonstrate knowledge of new words • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • Use vocabulary words in sentences • Organize ideas for writing • Read words with variant word patterns • Identify the sequence of a text • Spell high-frequency and subject-related words • Demonstrate understanding of vocabulary and related subject words in context • Use charts and graphic organizers to add details to writings • Write independently • Read words with endings • Read diverse texts fluently • Listen to and discuss texts • Match information from reading with pictures.

Week

OBIECTIVES

Students will be able to:

- Read and spell words with two or more syllables and the VCV pattern
- Demonstrate understanding of and spell the vocabulary/ sight words surprise, secret, wave, still, wrong,
- Read and comprehend "The Dancing Tree"

LEARNING RESOURCES



∃ Student copybooks



Let's Read



□ Student Activity Book

silent open beyond moment baby open lazy begin secret

INTRODUCTION 1 MIN.

•) Today we will read and spell words with two or more syllables, or parts. We will also learn some new vocabulary words and read a new story together.

PHONICS AND WORD STUDY

10 MIN.

Write the words on the board, as shown at the left.



- Today we will learn to read more words with 2 or more parts, called syllables. You can divide a longer word into smaller parts to help you read it.
- Look at the first vowel. Then look at the consonants after the first vowel. If there is 1 consonant, divide the word before the consonant. When there is a vowel then 1 consonant, the first vowel usually says its name. Say the first part. Say the second part. Say the word.

Point to silent.

- ◆ Here I see that the first vowel is i. I see 1 consonant after the i. I divide between the i and I. (Draw a line between the letters i and I: sillent.)
- **♦**) The first vowel says its name, /ī/. I say the first part: si. I say the second part: lent. The word is silent.

Let's do it together.

Point to silent.

♦) What is the first vowel? i.

- How many consonants do we see after the first vowel? 1.
- **♦**) Where do we divide the word? Between the vowel and consonant. i and I. (Draw a line between the letters i and I: si | lent.)
- **♦**) What does the first vowel say? Its name, /ī/. What is the first part? si. What is the second part? lent.
- Let's read the whole word together: silent.

Repeat with:

- beyond (be | yond)
- open (o|pen)

Now it's your turn.

Point to open.

- **♦**) What is the first vowel? (o)
- How many consonants do you see after the first vowel? (1)
- **♦**) Where do you divide the word? (between the vowel and the consonant, o and p)
- **♦** What does the first vowel say? (its name, /ō/) What is the first part? (o) What is the second part? (pen)
- Read the whole word. (open)

Repeat with the remaining words.



Daily Check: Call on 2 students to read one word each.

SPELLING 10 MIN.

Erase the board from the previous activity.



- Now we will spell some words with 2 or more parts. Watch and listen.
- 1) The word is silent. I hear 2 parts: si and lent.
- **♦**) The first part is si: /s/ (write s), /ī/ and in this word it is spelled with the letter i (write i). The second part is lent: /**I**/ (write /), /**ĕ**/ (write e), /n/ (write n), /t/ (write t).

Move your finger under the letters as you say the letter names: **◄** » *s−i−l−e−* n−t, silent.

Erase the word.



- **♦** Let's spell some words with 2 or more parts together. I will say the word. We will listen to each part. Then you will write the words in your copybooks as I write them on the board.
- The word is *begin*. What parts do we hear? be and gin.
- **♦**) Let's write *be*: /b/ (write b), $/\bar{e}/$ —and in this word it is spelled with e (write e). Now let's write gin: /g/ (write g), / \tilde{i} / (write i), /**n**/ (write *n*).
- Now let's spell the word together with the letter names (point): **b-e-g-i-n**, begin.

Repeat with open.



Now it's your turn. I will say a word with 2 parts. Listen to each part. Then write the word in your copybooks.

Dictate these words one at a time: open, moment.

Move around the room and randomly check students' work as they write.

Have students spell each word aloud using the word parts.



Daily Check: Call on 2 students to spell one word each.

WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

Write the words on the board, as shown at the right. Use objects, pictures, and demonstrations to help students understand the words.

- 1. surprise
- 2. secret
- 3. wave
- 4. still
- 5. wrong
- б. sorry

Now we will learn some new vocabulary words.

1. surprise	Point to <i>surprise</i> . This word is <i>surprise</i> . Let's read and spell it together: <i>surprise</i> , <i>s-u-r-p-r-i-s-e</i> , <i>surprise</i> . Surprise is the feeling you get when something happens that you did not know was going to happen. For example, I would feel surprise if the President of Liberia walked into the room right now. Let's pretend to be surprised.
2. secret	Point to secret. This word is secret. Together: secret, s-e-c-r-e-t, secret. A secret is something you do not tell other people. For example, when I was younger, I had a secret hiding place I would go to when I wanted to be alone. Are you good at keeping a secret?
3. wave	Point to wave. This word is wave. Together: wave, w-a-v-e, wave. To wave means to move your hand from side to side in the air to say hello or goodbye to someone, like this. (Demonstrate.) Let's wave hello to each other. (Do the motions.)
4. still	Point to <i>still</i> . • This word is <i>still</i> . Together: <i>still</i> , <i>s-t-i-l-l</i> , <i>still</i> . To be <i>still</i> means to not move. Let's all be still. (Do the motions.)
5. wrong	Point to wrong. This word is wrong. Together: wrong, w-r-o-n-g, wrong. When something is wrong, it is not the way it should be. For example, something was wrong with my bicycle. It stopped working, so I had to get it fixed. What else can be wrong?
б. sorry	Point to sorry. This word is sorry. Together: sorry, s-o-r-r-y, sorry. To be sorry means to feel sad about something that has happened. For example, someone might feel sorry if they cannot go to a friend's party. What else might a person feel sorry about?



Let's Read page 107

READING COMPREHENSION

20 MIN.

Now we will read a new story called "The Dancing Tree." Please turn to page 107 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- read the title and author.
- describe each picture, helping them with vocabulary as needed.
- find their vocabulary words in the pictures and text.
- predict what they think the story will be about.

FEATURES OF TEXT

- Remember that to better understand a story, we can ask questions and make inferences about the story after we read it. We can also try to figure out the meaning of words we do not know by using context clues.
- \P) We can ask Right There Questions and Think and Search Questions. To make an inference, you need to figure something out about the story that the story did not directly tell you.
- ¶) When you see a word you do not know in a story, you need to listen to or read the whole sentence and use the context, or meaning, of the sentence to figure out the meaning of the word. You may also need to listen to or read the sentence before or after the sentence your word is in to get the word's meaning.

DURING READING

- Have the class read the story aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

CHECK PREDICTIONS

Discuss the students' predictions. Which ones matched the story?

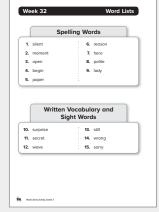
COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Right There Question: What did Adu plant by the side of the house, just under his bedroom window? (an orange tree)
 - 2. Think and Search Question: Why did Adu's tree stop dancing? (There was no wind.)
 - 3. Author and Me Inference: How does Adu feel about his tree? (He loves his tree.)
 - 4. Adu wakes up at dawn. Let's use the story's context to figure out the meaning of dawn. Listen as I read the sentence dawn is in. "Adu wakes up at dawn the next day." What is dawn? (early morning)
 - What was Adu's problem? (His tree stops dancing.)
 - 6. How is Adu's problem solved? (The wind makes Adu's tree dance again.)

□□□ HOMEWORK

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 84 in the Student Activity Book. Note: You may also review the words during Spelling class and help students use them in sentences.



Student Activity Book page 84



OBJECTIVES

Students will be able to:

- Read words with ow as $/\bar{o}/$ and /ou/
- Demonstrate understanding of the vocabulary words soldier, march, drill, commands, chief
- · Listen to and comprehend "Flag Day"
- Follow the Writing Process to independently write a paragraph based on a picture

LEARNING RESOURCES



Let's Read



Student copybooks



Student Activity Book

ow

grow how down know follow window blow how flower INTRODUCTION

Today we will review words with ow. We will learn some new vocabulary words, and I will read a new story to you. Then we will each begin to write our own paragraph based on a picture we choose.

PHONICS AND WORD STUDY

10 MIN.

Write the letters and words on the board, as shown at the left.

©	@ '@'@	***************************************
Point to ow. Today we will read words with the letters ow. We learned that the letters ow make the sound /ō/. Sometimes the letters ow also make the sound /ou/. Point to grow. Underline ow. There I see the letters o and w. In this word they make the sound /ō/. The word is /g/-/r/-/ō/, grow. Point to down. Underline ow. There I see the letters o and w. In this word they make the sound /ou/. The word is /d/-/ou/-/n/, down.	 ◆) Let's do it together. Point to ow. ◆) Say the 2 sounds with me: /ō/, /ou/. Point to down. Point under ow. ◆) What letters do we see? o and w. ◆) In this word ow make the sound /ou/. Let's read the word together: /d/-/ou/-/n/, down. Repeat with window and how. 	Now it's your turn. Point to ow. Say the 2 sounds. (√o/, /ou/) Point to how. Point under ow. What letters do you see here? (o and w) In this word, what sound do the letters ow make together? (/ou/) Read the whole word. (/h/-/ou/, how) Repeat with the remaining words. For know, remind students that the letter k is silent.

Daily Check: Call on 2 students to read one word each.

ORAL VOCABULARY 12 MIN.

Use objects, pictures, and demonstrations to help students understand the words.

Now we will learn some new vocabulary words.

1. soldier	Soldier. A soldier is a person in an army. Let's all stand tall and straight like a soldier. (Do the motions.)
2. march	March. To march means to walk like a soldier. Let's all march like a soldier. (Do the motions.)
3. drill	Drill. A drill is something you do over and over until you learn how to do it correctly. For example, you do drills in football to learn how to kick the ball better. What is another kind of drill we sometimes do? (Help students respond in complete sentences using drill.)
4. commands	Occurrence Commands. Commands tell you to do something. For example, I could give you commands to march, then stand in place. Have your parents ever given you commands?
5. chief	Chief. A chief is the leader of a group of people. Name a chief that you know.

READ-ALOUD 13 MIN.

Now I'm going to read to you a new story called "Flag Day." Please turn to page 264 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- describe the picture, helping them with vocabulary as needed.
- find any vocabulary words in the picture (e.g., soldier, march).
- predict what they think the story will be about.



Let's Read page 264

FEATURES OF TEXT

Remember that we can better understand what we read by asking a Right There Question and a Think and Search Question, and by making inferences. We can also better understand a text by figuring out the meanings of words we do not know. To figure out the meaning of a word you do not know, use context clues.

DURING READING

Read the story aloud twice with expression, using the picture and gestures to convey meaning.

◆ Flag Day by Cynthia Moore

"Left! Right! Left! Right! One, two! One, two!" We are not on the battlefield. We are not soldiers getting ready for war. We are students, walking in the street on our country's Flag Day. Early in the morning, we rise from bed. We take our baths and brush our teeth. We put on our school uniforms, our boots, and hats. We are very large in number. We form a line at school and listen to the commands of our drilling chief. Our legs are in a square position. Our hands are straight by our sides. We hold our chests and heads up high. Then we march. We march left, right, left, right. Our feet hit the ground with the sound of the drums. Dum! Dum! Kpa! Kpa! Dum! Dum! We are like soldiers marching in formation. Trumpets and flutes blow loudly as we march along. When we get to the double lines to give a salute to the Chief of Staff, the beat of the drums changes: Ta-ta dum, tat dum. Our drilling chief is ahead of us. He places his right foot on the final line and gives a salute. The sound of clapping fills the whole place. At the end of the drill, a prize is given to the schools on our country's Flag Day. Yes! We are the best.

AFTER READING

CHECK PREDICTIONS

Discuss the students' predictions. Which ones matched the story?

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Right There Question: Who is walking in the street on Flag Day? (students)
 - 2. Think and Search Question: How do students celebrate Flag Day? (They put on school uniforms and march.)
 - 3. Author and Me Inference: Who wins the prize on Flag Day? (the students telling this story about Flag Day)
 - 4. The text says that the students stand in a square position. Remember, you can use the story's context to figure out the meaning of a word. Listen as I read the sentence position is in. "Our legs are in a square position." What is position? (the way someone is standing)

SHARED WRITING 15 MIN.

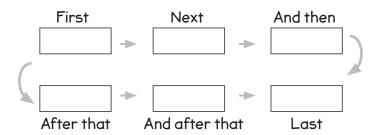
If you can find them, tape several pictures or photos around the room showing, for example, the beach, the river, football games, and a picnic. You might look at calendars to see if they have pictures you can use. You can also use some pictures from Let's Read. Write the week and page number on the board: Week 3, pp. 9, 10 (tree and river); Week 4, p. 13 (city); Week 19, p. 55 (football game); or Week 28, p. 96 (village). Tape all of the chants, Story Maps, Sentence Pattern Charts, Flow Maps, and teacher writing models on the board and on the walls.

This week students will write a paragraph about a picture. Place students in pairs or groups of 3, or have them work independently, depending on student readiness. Once you have placed the students, explain what they will do.

¶) Stand up and walk around the room to look at the pictures, charts, and chants, or see the page numbers written on the board to find a picture in Let's Read. Choose a picture to write about. Tell your partner which picture you are going to choose.

Draw a blank Story Map and a blank Flow Map as shown on large pieces of paper and tape them to the board.

Title:
Characters:
Setting:
Problem:
Event 1:
Event 2:
Event 3:
Solution:



- \P) Today we will plan to write a story from a picture. Choose either the Story Map or the Flow Map to copy in your copybook. You will use one of these organizers to plan your story. Use words and phrases to write your ideas for your story. Draw pictures next to the boxes on the Story Map or Flow Map to help. Point to the Story Maps and Flow Maps taped on the board or on the classroom walls. Walk around the room to check students' work.
- Next time, we will write a story about the picture we chose.

Save the pictures for Shared Writing, Week 32, Day 4.



Have students complete page 85 in the Student Activity Book and read "The Dancing Tree" aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

Week 3, pp. 9, 10 (tree and river)

Let's Read

Week 4, p. 13 (city)

Week 19, p. 55 (football game)

Week 28, p. 96 (village)



Student Activity Book page 85



OBIECTIVES

Students will be able to:

- Read and spell words with two or more syllables and the VCV pattern
- Demonstrate understanding of and spell the vocabulary/ sight words surprise, secret, wave, still, wrong,
- Read and comprehend "The Dancing Tree"

LEARNING RESOURCES



∃ Student copybooks



Let's Read



□ Student Activity Book

lady minus before crazy polite recess minus hotel spider

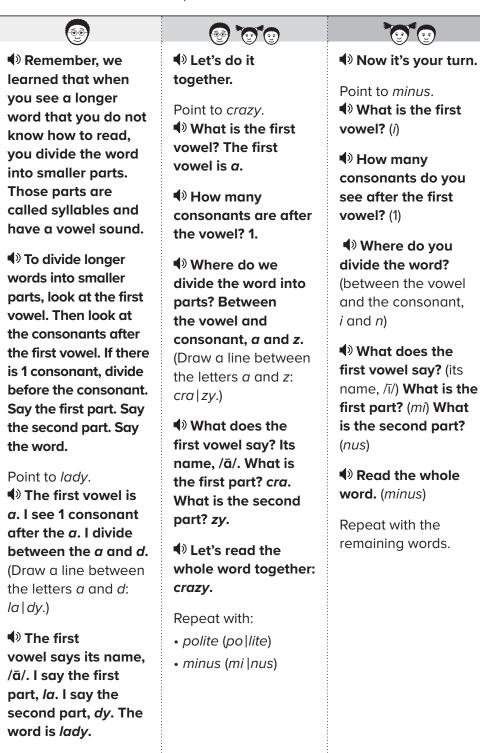
INTRODUCTION 1 MIN.

•) Today we will read and spell some more words with two or more parts. We will also review our vocabulary words and read "The Dancing Tree" together again.

PHONICS AND WORD STUDY

10 MIN.

Write the words on the board, as shown at the left.



Repeat with crazy.

Daily Check: Call on 2 students to read one word each.

SPELLING 10 MIN.

Erase the board from the previous activity.



- Now we will spell some words with 2 or more parts. Watch and listen.
- The word is paper. I say the first part, pa. I say the second part, per. I hear 4 sounds. $/p/-/\bar{a}/-/p/-/\bar{u}r/.$
- The first sound **is /p/.** (Write *p*.) **The** second sound is $/\bar{a}/$, just like the name of **the letter** *a***.** (Write *a*.) The third sound is /p/. (Write p.) The last sound is /ur/. (Write er.)

Move your finger under the letters as you say the letter names: **◄**) *p−a−p−* e-r, paper.

Erase the word.



- **♦** Let's spell some words with 2 or more parts together. I will say the word. We will listen to each part. Then you will write the words in your copybooks as I write them on the board.
- **♦**) The word is *hero*. What sounds do you hear? $/h/-/\bar{e}/-/r/-/\bar{o}/$, hero.
- Let's write it: /h/ (write h), /e/ (write e), /r/ (write r), /o (write o).
- Now let's spell the word together with the letter names (point): **h-e-r-o**, hero.

Repeat with *reason*. Remind students that the letters ea together sound like long e, /ē/.



Now it's your turn. I will say a word with 2 parts. Listen to each sound. Then write the letter for each sound in your copybooks.

Dictate these words one at a time: reason, polite, and lady.

Move around the room and randomly check students' work as they write.

Have students spell the word aloud using the letter names.



Daily Check: Call on 2 students to spell one word each.

- 1. surprise
- 2. secret
- 3. wave
- 4. still
- 5. wrong
- б. sorry



Let's Read page 107

WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

Write the words on the board, as shown at the left. Use objects, pictures, and demonstrations to help students understand the words.

Now we will review our vocabulary words.

1. surprise	Point to surprise. Read the word: (surprise). Surprise is the feeling you get when something happens that you did not know was going to happen. For example, I would feel surprise if the President of Liberia walked into the room right now. What does it look like to be surprised? Let's pretend to be surprised.
2. secret	Point to secret. Read the word: (secret). A secret is something you do not tell other people. For example, when I was younger, I had a secret hiding place I would go to when I wanted to be alone. Are you good at keeping a secret?
3. wave	Point to wave. Read the word: (wave). To wave means to move your hand from side to side in the air to say hello or goodbye to someone, like this. (Demonstrate.) Let's wave hello to each other. (Do the motions.)
4. still	Point to <i>still</i> . • Read the word: (<i>still</i>). To be <i>still</i> means to not move. Let's all be still. (Do the motions.)
5. wrong	Point to wrong. Read the word: (wrong). When something is wrong, it is not the way it should be. For example, something was wrong with my bicycle. It stopped working, so I had to get it fixed. What else can be wrong?
б. sorry	Point to sorry. Read the word: (sorry). To be sorry means to feel sad. For example, someone might feel sorry if they cannot go to a friend's party. What else might a person feel sorry about?

READING COMPREHENSION

20 MIN.

Now we will read "The Dancing Tree" again. Please turn to page 107 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- read the title and author.
- describe each picture, helping them with vocabulary as needed.
- find their vocabulary words in the pictures and text.

FEATURES OF TEXT

- \P) Remember that this story is fiction. What does a fiction story tell us? (about characters, places, and events that are made up by the author)
- Remember that we can better understand the stories we read by asking questions, making inferences, and using context clues to figure out the meanings of words we do not know. What are two kinds of questions we can ask? (Right There Questions and Think and Search Questions) **How do we make inferences?** (We use details from the story to figure something out that the story does not directly tell us.) Where can we find context clues? (in the same sentence as a word we do not know; in the sentences before and after the sentence with the word we do not know) Let's read the story again to ask questions, make inferences, and use context clues.

DURING READING

- Have the class read the story aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- · After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Right There Question: What did Adu plant by the side of the house, just under his bedroom window? (an orange tree)
 - 2. Think and Search Question: Why did Adu's tree stop dancing? (There was no wind.)
 - 3. Author and Me Inference: How does Adu feel about his tree? (He loves his tree.)
 - 4. Adu wakes up at dawn. Let's use the story's context to figure out the meaning of dawn. Listen as I read the sentence dawn is in. "Adu wakes up at dawn the next day." What is dawn? (early morning)
 - 5. What was Adu's problem? (His tree stops dancing.)
 - 6. How is Adu's problem solved? (The wind makes Adu's tree dance again.)

□□□ HOMEWORK

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 84 in the Student Activity Book. Note: You may also review the words during Spelling class and help students use them in sentences.



Student Activity Book page 84



OBJECTIVES

Students will be able to:

- Read words with suffixes -er and -or
- Read fluently "The Dancing Tree"
- · Listen to and comprehend "Flag Day"
- Follow the Writing Process to independently write a paragraph based on a picture

LEARNING RESOURCES



回 Let's Read



Student copybooks



Student Activity Book

-er -or

actor farmer vendor singer

singer doctor hunter tailor dancer



Let's Read page 107

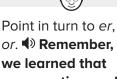
INTRODUCTION 1 MIN.

• Today we will read some words with the suffixes -er and -or. You will read "The Dancing Tree" with your partner. I will read "Flag Day" to you again. Then we will continue writing our paragraphs based on the pictures we chose on Day 2.

PHONICS AND WORD STUDY

10 MIN.

Write the letters and words on the board, as shown at the left.



we learned that we sometimes add -er to the end of an action word to mean "a person who does that action." Sometimes we do the same with the letters -or.

Point to actor. Underline *or*. **♦**) **Here** I see -or at the end of the base word act. The whole word is actor. In this word, when we add -or to act, the new word means "a person who acts"

Repeat with farmer ("a person who farms").

♦) Let's do it together.

Point to farmer. Point under *er*. **◄ What** letters do we see here? er. What is the base word? farm.

(4) (5)

- **♦** Let's read the whole word together: farmer.
- 1) In this word, when we add -er to farm. what does the new word mean? "A person who farms."

Repeat with vendor and singer.

Now it's your turn.

Point to *singer*. Point under *er*. **◄ What** letters do you see here? (er) What is the base word? (sing)

- Read the whole word. (singer)
- In this word, when we add -er to sing, what does the new word mean? ("a person who sings")

Repeat with the remaining words. For doctor, tell the students that the base word *doct* used to mean something a long time ago but doesn't anymore. Still, a doctor is a person. Let them tell you what a doctor does.

Time permitting, have students turn to "The Dancing Tree" on page 107 in Let's Read and find words with the suffixes -er and -or in the text (e.g., doctor, farmer, dancer, singer). Write the words on the board as they find them.

Daily Check: Call on 2 students to read one word each.



12 MIN.

Now you will read the story "The Dancing Tree" with your partner. Please turn to page 107 in Let's Read.

Have the students work in pairs, taking turns to read the passage aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently to the whole class.

READ-ALOUD 13 MIN.

Now I'm going to read to you the story "Flag Day" again. Please turn to page 264 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

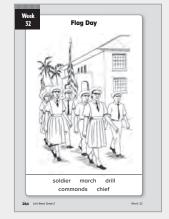
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., soldier, march, drill, commands, chief).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

FEATURES OF TEXT

•) What can we do to better understand what we read? (We can ask Right There Questions and Think and Search Questions, make inferences, and use context clues to figure out the meanings of words we do not know.) We have been reading "The Dancing Tree." That is a fiction story about a boy who plants an orange tree. Let's listen to today's text again to ask questions, make inferences, and use context clues to figure out the meanings of words we do not know.



Let's Read page 107



Let's Read page 264

DURING READING

Read the story aloud twice with expression, using the picture and gestures to convey meaning.

Flag Day by Cynthia Moore

"Left! Right! Left! Right! One, two! One, two!" We are not on the battlefield. We are not soldiers getting ready for war. We are students, walking in the street on our country's Flag Day. Early in the morning, we rise from bed. We take our baths and brush our teeth. We put on our school uniforms, our boots, and hats. We are very large in number. We form a line at school and listen to the commands of our drilling chief. Our legs are in a square position. Our hands are straight by our sides. We hold our chests and heads up high. Then we march. We march left, right, left, right. Our feet hit the ground with the sound of the drums. Dum! Dum! Kpa! Kpa! Dum! Dum! We are like soldiers marching in formation. Trumpets and flutes blow loudly as we march along. When we get to the double lines to give a salute to the Chief of Staff, the beat of the drums changes: Ta-ta dum, tat dum. Our drilling chief is ahead of us. He places his right foot on the final line and gives a salute. The sound of clapping fills the whole place. At the end of the drill, a prize is given to the schools on our country's Flag Day. Yes! We are the best.

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Right There Question: Who is walking in the street on Flag Day? (students)
 - 2. Think and Search Question: How do students celebrate Flag Day? (They put on school uniforms and march.)
 - 3. Author and Me Inference: Who wins the prize on Flag Day? (the students telling this story about Flag Day)
 - 4. The text says that the students stand in a square position. Remember, you can use the story's context to figure out the meaning of a word. Listen as I read the sentence position is in. "Our legs are in a square position." What is *position*? (the way someone is standing)
 - 5. What questions do you have about the story? What inferences can you make? What words have meanings you do not know? (Answers will vary.)

SHARED WRITING

Tape the pictures from Week 32, Day 2, on the wall, or have the students use the pictures they chose from Let's Read on Day 2. Have students work with their partners, in their groups of 3, or independently, depending on student readiness.

- Today we will write a story about a picture from our story plan. Find a new page in your copybook. Remember to use signal words to write your sentences. Add adjectives to describe people and places. Write **5 sentences.** Walk around the classroom to check students' work.
- Next week we will edit our stories.

Save the pictures for Shared Writing, Week 33, Day 2.

HOMEWORK

Have students complete page 86 in the Student Activity Book and read "The Dancing Tree" aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

Week 32 · Day 4

***** Teacher Tip: To give students more language examples, write on paper the earlier chants and Story Maps. Tape them on the board or on the walls.



Student Activity Book page 86



OBJECTIVES

Students will be able to:

- · Write their spelling and sight words on a quiz
- Practice their phonics and word recognition, fluency, and comprehension skills

LEARNING RESOURCES



≡ Student copybooks



the Sight word cards



Let's Read



Supplementary readers

INTRODUCTION 1 MIN.

Today you will take a quiz on your spelling and sight words for the week. Then you will practice reading words and stories.

WEEKLY PHONICS / SPELLING QUIZ

15 MIN.

Now you will take a quiz on your spelling and sight words for the week. Write these words in your copybook.

1. begin, 2. hero, 3. lady, 4. moment, 5. open, 6. paper, 7. polite, 8. reason, 9. secret, 10. silent, 11. sorry, 12. still, 13. surprise, 14. wave, 15. wrong

Time permitting, have students write the answers on the board and check their work. (To save time, call students to the board in groups of 5.)

REVIEW (DIFFERENTIATED INSTRUCTION)

34 MIN.

Divide the students into 2 or more groups according to their needs. Note that you may not have students in every category every time.

Group A (Meets Expectations): Students who are doing well with phonics and word recognition and are ready for more practice in fluency and comprehension

Group B (Exceeds Expectations): Students who are excelling in fluency and comprehension and are ready to go further in comprehension and writing

Group C (Needs Additional Support): Students who are struggling with phonics and word recognition (including, for example, students who do poorly on the weekly quiz)

1. First Review Activity (17 MIN.)

Direct each group to do the following activities. Groups A and B will work independently while you work with Group C.

Group A (Meets Expectations)

Have students work in pairs to re-read "The Dancing Tree" on page 107 in Let's Read. Have them take turns to read the story aloud to each other and help each other read correctly and fluently. Students should read the story 3 times each. If they finish early, they should re-read any previously seen text in Let's Read.

Group B (Exceeds Expectations)

Have students work in pairs to read any of the supplementary readers, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each.

Group C (Needs Additional Support)

Have students review this week's Phonics and Word Study lessons with you. Write the words on the board, as shown on the next page at the right.



This week we learned about words with 2 or more parts with a long vowel sound.

Point to *polite*.

- **♦**) The first vowel is o. I see one consonant after the o. I divide between the o and I. (Draw a line between the letters o and *l*: po | lite.)
- The first vowel says its name, /ō/. I say the first part, po. I say the second part, lite. The word is polite.



♦ Let's do it together.

Point to *polite*.

- **♦**) What is the first vowel? The first vowel is o.
- How many consonants are after the vowel? 1.
- **♦**) Where do we divide the word into parts? Between the vowel and consonant, o and I. (Draw a line between the letters o and *l*: po | lite.)
- What does the first vowel say? Its name, /ō/. What is the first part? po. What is the second part? lite.
- Let's read the whole word together: polite.

Repeat with *moment*.



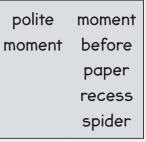
Now it's your turn.

Point to *moment*.

- **♦**) What is the first vowel? (o)
- **♦** How many consonants do you see after the first vowel? (1)
- **♦** Where do you divide the word? (between the vowel and the consonant, o and m)
- **♦**) What does the first vowel say? (its name, /ō/) What is the first part? (mo) What is the second part? (ment)
- Read the whole word. (moment)

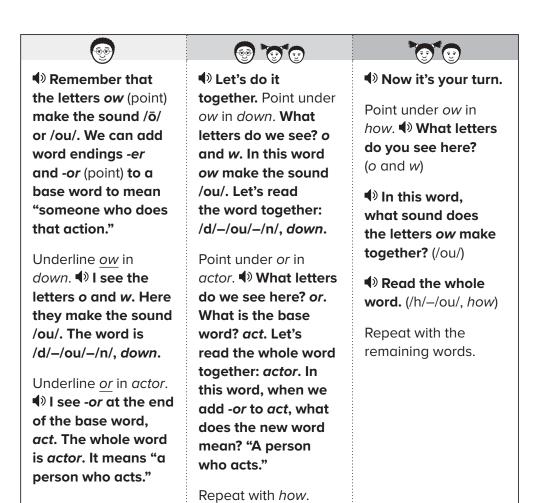
Repeat with the remaining words.

Erase the board and write the new letters and words, as shown on the next page at the left.



ow -er -or

down how actor now how flower town singer dancer farmer



Time permitting, have students work in pairs to review their sight word cards.

2. Second Review Activity (17 MIN.)

Direct each group to do the following activities in pairs. Move around the room and check their work, giving support where needed. Alternatively, while the students are working independently, you may administer the Oral Reading Fluency Assessment on page T35 of this Teacher Guide to some students.

Group A (Meets Expectations)

Have students work in pairs to read any of the supplementary readers, taking turns to read the story aloud to each other 3 times and helping each other read correctly and fluently.

Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions about "The Dancing Tree" on page 107 in Let's Read.

Group C (Needs Additional Support)

Have students work in pairs to re-read "The Dancing Tree" on page 107 in Let's Read. Have them take turns to read the story aloud to each other 3 times and help each other read correctly and fluently. If they finish early, they should re-read any previously seen text in Let's Read.

□□□ HOMEWORK

Have students re-read the Let's Read text for the week aloud to someone at home.

Week 33 Lesson Planner

	Monday (Day 1) pages 250–253	Tuesday (Day 2) pages 254–257	Wednesday (Day 3) pages 258–261	Thursday (Day 4) pages 262–265	Friday (Day 5) pages 266–268
Phonics and Word Study	Read words with two or more syllables and the VCV pattern.	Read words with two or more syllables and the VCCV pattern.	Read compound words.	Read words with two or more parts and compound words.	Quiz Differentiated review
Spelling	alone, behind, around, about, between		sunrise, almost, subject, bedtime, flagpole		
Written Vocabulary/ Sight Words	beautiful, mountain, gorilla, trail, roll, advice		beautiful, mountain, gorilla, trail, roll, advice		
Reading Comprehension	"Gorilla Park"		"Gorilla Park"		Differentiated review
Reading Fluency Practice				Pairs: "Gorilla Park"	Differentiated review
Oral Vocabulary		hook, pieces, bait, dam, dip, waist			
Read-Aloud		"Fishing Up Country"		"Fishing Up Country"	
Shared Writing		Use Editing Checklist to edit stories.		Revise student stories.	
Homework	Write spelling and sight words 3 times in copybooks.	Page 88 in Student Activity Book "Gorilla Park"	Write spelling and sight words 3 times in copybooks.	Page 89 in Student Activity Book Gorilla Park Study for quiz.	Re-read "Gorilla Park."
	First Review Activity			- Study for quiz.	
	Group A (Meets Expectations): Work in pairs to re-read "Gorilla Park."				
	. , ,	,	s to read "Found: One Bi	g Stinky Flower" or anv s	supplementary reader.
Day 5 Review:	. , ,	tional Support): Review F	·	, ,	,
Differentiated Instruction	Second Review Activity				
	1				

- Group A (Meets Expectations): Work in pairs to read "Found: One Big Stinky Flower" or any supplementary reader.
- Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for "Gorilla Park."
- Group C (Needs Additional Support): Work in pairs to re-read "Gorilla Park."

Grade 2 National Standards for Reading and Comprehension

Learning Outcomes: Read and process information • Demonstrate knowledge of sight words and other vocabulary for improved spelling and writing skills • Use letter-sound associations, word parts, and context to read new words and analyze texts • Improve spelling and writing skills for effective communication • Use basic grammatical features to appropriately compose and respond to texts • Analyze text content and share ideas, information, and messages with others • Predict outcomes and make judgments after careful evaluation of facts and issues • Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words accurately and fluently • Demonstrate a literal comprehension of readings, through identification and analysis of main ideas and supporting details • Analyze text content and share ideas, information, and messages with others • Fluently read grade-level texts • Read grade-level text with speed and accuracy • Correctly respond to questions from texts read.

words with varied word patterns • Identify beginning, middle, and end of a story • Retell a story • Identify characters, setting, events, and plot in a story • Identify the problem in a story • Construct sentences correctly • Write a story summary • Write sentences using spelling and sight words • Read diverse types of writings • Identify facts from a text • Identify main idea and facts in a nonfiction text • Identify theme in a text • Recognize the elements of diverse types of writings • Name and identify some types of adjectives • Write descriptive sentences • Demonstrate knowledge of new words • Identify elements of journals • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • Use vocabulary words in sentences • Read journal articles • Organize ideas for writing • Read words with variant word patterns • Identify the sequence of a text • Spell high-frequency and subject-related words • Demonstrate understanding of vocabulary and related subject words in context • Use charts and graphic organizers to add details to writings • Write independently • Read words with endings • Read diverse texts fluently • Listen to and discuss texts • Interpret date and calendar information • Match information from reading with pictures.

Learning Objectives: Identify vowels and recognize consonants • Read

Week

OBIECTIVES

Students will be able to:

- Read and spell words with two or more syllables and the VCV pattern
- Demonstrate understanding of and spell the vocabulary/ sight words beautiful, mountain, gorilla, trail, roll, advice
- Read and comprehend "Gorilla Park"

LEARNING RESOURCES



∃ Student copybooks



回回 Let's Read



□ Student Activity Book

pretend alone relax behind female around alone fever

INTRODUCTION 1 MIN.

1 Today we will read and spell some more words with two or more syllables, or parts. We will also learn some new vocabulary words and read a new story together.

PHONICS AND WORD STUDY

10 MIN.

Write the words on the board, as shown at the left.



- Today we will read more words with 2 or more parts. When you see a longer word that you do not know how to read. vou divide the word into smaller parts. Say the parts. Say the word.
- **♦**) Look at the first vowel. Then, look at the consonants after the first vowel. If there is 1 consonant. divide before the consonant. Say the first part. Say the second part. Say the word.

Point to *pretend*.

- **♦** The first vowel is e. I see 1 consonant after the e. I divide between the e and t. (Draw a line between the letters e and t: pre tend.)
- **♦** The first vowel says its name, /ē/. I say the first part, pre. I say the second part, tend. The word is *pretend*.

Repeat with relax.

Let's do it together.

Point to *relax*.

- **♦**) What is the first vowel? The first vowel is e.
- **♦** How many consonants are after the first vowel? 1.
- ♦ Where do we divide the word into parts? We divide between the vowel and consonant, e and I. (Draw a line between the letters e and l: re|lax.)
- **♦**) What does the first vowel say? Its name, /ē/. What is the first part? re. What is the second part? lax.
- Let's read the whole word together: relax.

Repeat with:

- female (fe|male)
- alone (a lone)

Now it's your turn.

Point to alone.

- **♦**) What is the first vowel? (The first vowel is a.)
- How many consonants are after the first vowel? (1)
- **♦**) Where do you divide the word into parts? (between the vowel and consonant, a and l
- **♦** What does the first vowel say? (/ŭ/) What is the first part? (a) What is the second part? (lone)
- Read the whole word. (alone)

Repeat with the remaining words.



Daily Check: Call on 2 students to read one word each.

SPELLING 10 MIN.

Erase the board from the previous activity.



- Now we will spell some words with 2 or more parts. Watch and listen.
- 1) The word is alone. I hear 4 sounds: $/\bar{u}/-/I/-/\bar{o}/-/n/$. This word ends with a silent e.
- **♦**) The first sound is /ŭ/—and in this word it is spelled with the letter a. (Write a.) The next sound is /I/. (Write /.) The next sound is /o/ just like the name of the **letter o.** (Write o.) **The** next sound is /n/. (Write n.) Lastly, I add **the silent e.** (Write e.)

Move your finger under the word parts as you say each part: **♦**) *a−l−o−n−e*, *alone*.

Erase the word.



- **♦** Let's spell some words with 2 or more parts together. I will say the word. We will listen to each part. Then you will write the words in your copybooks as I write them on the board.
- The word is alone. What sounds do we hear? $/\bar{u}/-/I/-/\bar{o}/-/n/$. And we know this word ends with a silent e.
- Let's write it: /ŭ/—and in this word it is spelled with a (write a), /I/ (write I), /ō/ (write o), /n/ (write n). Then we add the silent e (write e).
- Now let's spell the word together with the letter names (point): *a-l-o-n-e*, alone.

Repeat with behind and around.



Now it's your turn. I will say a word with 2 parts. Listen to each part. Then write the word in your copybooks.

Dictate these words one at a time: around, about, and between.

Move around the room and randomly check students' work as they write.

Have students spell each word aloud using the word parts.



Daily Check: Call on 2 students to spell one word each.

- 1. beautiful
- 2. mountain
- 3. gorilla
- 4. trail
- 5. roll
- 6. advice



Let's Read page 116



Let's Read page 116

WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

Write the words on the board, as shown at the left. Use objects, pictures, and demonstrations to help students understand the words.

Now we will learn some new vocabulary words.

1. beautiful	Point to beautiful. This word is beautiful. Let's read and spell it together: beautiful, b-e-a-u-t-i-f-u-l, beautiful. Beautiful means very pretty. For example, mountains are beautiful. What else is beautiful?
2. mountain	Point to mountain. This word is mountain. Together: mountain, m-o-u-n-t-a-i-n, mountain. A mountain is a very, very big hill. The biggest mountain in Liberia is Mount Wuteve. Turn to page 116 in Let's Read and find a mountain in the photos Let's make the shape of a mountain using our arms and say, "This is a mountain!"
3. gorilla	Point to gorilla. This word is gorilla. Together: gorilla, g-o-r-i-l-l-a, gorilla. A gorilla is a very big, black animal that looks like a monkey. Find a gorilla in the photos Gorillas walk with their feet and hands. Let's pretend to be a gorilla. (Do the motions.)
4. trail	Point to trail. This word is trail. Together: trail, t-r-a-i-l, trail. A trail is a path in the mountains or forest that people can walk on. Find the people walking on a trail in the photos Let's pretend to walk on a trail.
5. roll	Point to roll. This word is roll. Together: roll, r-o-l-l, roll. To roll means to move by turning over and over. For example, tires roll. You can roll down a hill. Show me rolling with your hands. (Do the motions.)
6. advice	Point to advice. This word is advice. Together: advice, a-d-v-i-c-e, advice. Advice is something you say to help someone know what she or he should do. For example, my friend gave me good advice by telling me where to buy the best [name a local food] in the market. What advice has someone given you?

READING COMPREHENSION

20 MIN.

Now we will read a new story called "Gorilla Park." Please turn to page 116 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- read the title and author.
- describe each picture, helping them with vocabulary as needed.

- find their vocabulary words in the pictures and text.
- predict what they think the story will be about.

FEATURES OF TEXT

Today's story is a fictional journal. Remember that fiction tells us about characters, places, and events that are not real. They are made up by the author. Journals are books in which people write what they do each day, how they feel, or what they think about something. Each journal entry has a date. The dates are written from earliest to latest.

Remember, to better understand what you read, you need to figure out the meanings of words you do not know. To figure out the meaning of a word, listen to or read the whole sentence and use the context, or meaning, of the sentence to figure it out. You may also need to listen to or read the sentence before or after the sentence your word is in to get the word's meaning.

DURING READING

- Have the class read the story aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- · After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

CHECK PREDICTIONS

Discuss the students' predictions. Which ones matched the story?

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Who wrote this journal? (a person starting a job at a wildlife park)
 - 2. What is the first date in the journal? What is the last date in the journal? (May 21; June 4)
 - 3. What does the journal writer mostly write about? (the gorillas that live in the wildlife park)
 - 4. How does the journal writer feel about the gorillas in the park? (The journal writer is sad at first because he/she does not see any gorillas right away. The writer thinks the gorillas do not like her/him. The journal writer feels happy when the gorillas are no longer afraid of him/her.)
 - 5. The journal writer says that gorillas are shy. Remember, you can use the story's context to figure out the meaning of a word. Listen as I read the sentence shy is in. "In fact, they are shy." What does it mean to be shy? (to not want to be near people)

□□□ HOMEWORK

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 87 in the Student Activity Book. Note: You may also review the words during Spelling class and help students use them in sentences.



Student Activity Book page 87

Week

OBJECTIVES

Students will be able to:

- Read words with two or more syllables and the VCCV pattern
- Demonstrate understanding of the vocabulary words *hook*, pieces, bait, dam, dip, waist
- Listen to and comprehend "Fishing Up Country"
- Use an Editing Checklist to edit a story

LEARNING RESOURCES



四 Let's Read



Student copybooks



Student Activity Book

rabbit target advice danger mountain almost target subject pattern INTRODUCTION 1 MIN.

◆ Today we will review words with two or more syllables. We will learn some new vocabulary words, and I will read a new text to you. Then we will use an Editing Checklist to edit our stories.

PHONICS AND WORD STUDY

10 MIN.

Write the words on the board, as shown at the left.



- Today we will review words with 2 or more parts. Remember, when you see a longer word that you do not know how to read, you divide the word into parts.
- Start by looking for the first vowel. Then look at the consonants after the first vowel. If there are 2 consonants. divide the word between the 2 consonants. Say the first part. Say the second part. Read the word.

Point to *rabbit*.

- **◆**) The first vowel is a. I see 2 consonants after the a. I divide between the b and b. (Draw a line between the letters *b* and *b*: rab | bit.)
- I say the first part, rab. I say the second part. bit. The word is rabbit.

Repeat with advice.

♦) Let's do it together.

Point to advice.

♦) What is the first vowel? The first vowel is a.

(4)

- How many consonants are there after the vowel? 2.
- **♦**) Where do we divide the word? Between the consonants, d and v. (Draw a line between the letters d and v: ad | vice.)
- **♦**) What is the first part? ad What is the second part? vice.
- Let's read the word together: advice.

Repeat with:

- mountain (moun|tain)
- target (tar|get)

Now it's your turn.

Point to taraet.

- **♦**) What is the first vowel? (a)
- How many consonants are there after the vowel? (2)
- **♥**) Where do you divide the word? (between the consonants, r and g)
- **♦** What is the first part? (tar) What is the second part? (get)
- Read the word. (target)

Repeat with the remaining words.



Daily Check: Call on 2 students to read one word each.

ORAL VOCABULARY 12 MIN.

Use objects, pictures, and demonstrations to help students understand the words.

Now we will learn some new vocabulary words.

1. hook	**Nook. A hook is a curved piece of metal used to catch fish. (Draw a hook on the board.) Let's pretend to catch a fish on a hook. (Do the motions.)
2. pieces	Pieces. Pieces are smaller parts of something. For example, I ate two pieces of bread for breakfast. What is something that can be broken into pieces? (e.g., banana, meat, paper, etc.)
3. bait	• Bait. Bait is the food that we use to catch fish or an animal. For example, sometimes people use worms as bait to catch fish. What other kind of bait can we use to catch fish or animals? (Help individuals respond in well-formed sentences using bait.)
4. dam	Dam. A dam is a wall built across a river to hold back water. Let's pretend to be a dam holding back water. (Do the motions.)
5. dip	Dip. To dip means to put something in something else, like water, then pull it back out again. Let's pretend to dip our toes in water. (Do the motions.)
б. waist	(Point to your waist.) This is my waist. Show me your waist and say with me, "This is my waist." (Do the motions.)

READ-ALOUD 13 MIN.

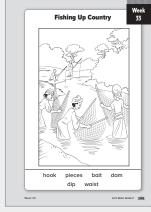
Now I'm going to read to you a new text called "Fishing Up Country." Please turn to page 265 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- describe the picture, helping them with vocabulary as needed.
- find any vocabulary words in the picture (e.g., hook, dip, waist).
- predict what they think the text will be about.



Let's Read page 265

FEATURES OF TEXT

- ¶) Today's text is nonfiction. Remember that nonfiction text tells us true information about something.
- Also remember that we can better understand what we read by figuring out the meanings of words we do not know. To figure out the meaning of a word you do not know, listen to or read the whole sentence and use the context of the sentence to figure out the meaning of the word. You may also need to listen to or read the sentence before or after the sentence your word is in.

DURING READING

Read the text aloud twice with expression, using the picture and gestures to convey meaning.

Fishing Up Country by Nyanatec K. Saym

Both men and women fish up country, but in different ways. Men use fishing lines with fishing hooks attached at the end. They put worms or pieces of fresh fish on the hook to use as bait. Then they lower the hook into the water and wait to catch a fish. Women fish with nets made from palm fibers and other strong ropes. At the waterside, they build dams across the water with sticks and mud. Then they dip jugs into the water on one side of the dam and pour it out on the other side. When the water is very low, they walk into the water with their nets and begin to move around, trying to catch a fish. After a while, a woman will lift her net out of the water. She will take out the fish she has caught and put it in her basket or a pouch tied around her waist. The women continue to go from one pool of water to another until their day is over.

AFTER READING

CHECK PREDICTIONS

Discuss the students' predictions. Which ones matched the text?

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. What is the topic of this text? (the ways men and women fish)
 - 2. How do men fish? (They use fishing lines, hooks, and bait.)
 - 3. **How do women fish?** (They use nets.)
 - 4. The text says that women will put the fish they catch into a pouch. Remember, you can use the text's context to figure out the meaning of a word. Listen as I read the sentence pouch is in. "She will take out the fish she has caught and put it in her basket or a pouch tied around her waist." What is a pouch? (a bag you can tie around your waist to hold something)

SHARED WRITING

Tape the pictures from Week 32 on the wall or the board, or have students use the pictures in their Let's Read books.

Have students work with their partners, in their groups of 3, or independently, depending on student readiness.

Draw the Editing Checklist as shown on a piece of paper and tape it to the board.

Editing Checklist	Yes	No
All of my words have spaces in between them.		
All of my sentences start with a capital letter.		
I used capital letters to begin names.		
I used all of the signal words from the Flow Map at the beginning of my sentences.		
I have punctuation at the end of each sentence. (.?!)		
I checked my words for correct spelling.		

- 🜓 Today you will edit your story. Find a new page in your copybook. Copy the Editing Checklist. Edit means "to check." You need to check that there are spaces between words. When you have done this, put an X in the Yes column on the Editing Checklist for spaces.
- You need to check that all of your sentences start with capital letters. Check to make sure there is a capital letter at the beginning of each sentence. You also need to check for capitals at the beginning of names. For example: Washington, Sando, or Puffy. When you have done this, put an X in the Yes columns on the Editing Checklist for capitals at the beginning of sentences and names.
- You need to check that all of your sentences have signal words like first or next from the Flow Map at the beginning of each sentence. When you have done this, put an X in the Yes column on the Editing Checklist for signal words.
- You need to check that you have a period at the end of each sentence. After you have done this, put an X in the Yes column on the Editing Checklist for periods.
- You need to check that you have correct spelling. When you have done this, put an X in the Yes column on the Editing Checklist for spelling.
- Next time, you will revise and publish your story.

Save the Editing Checklist for Shared Writing, Week 33, Day 4.

□□□ HOMEWORK

Have students complete page 88 in the Student Activity Book and read "Gorilla Park" aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Student Activity Book page 88



OBJECTIVES

Students will be able to:

- Read and spell compound words
- Demonstrate understanding of and spell the vocabulary/ sight words beautiful, mountain, gorilla, trail, roll, advice
- Read and comprehend "Gorilla Park"

LEARNING RESOURCES



Student copybooks



Let's Read



Student Activity Book

compound words

wildlife lowland inside sunrise hillside crossroad lowland firewood

> waterside flashlight

INTRODUCTION 1 MIN.

1 Today we will read and spell compound words. We will also review our vocabulary words and read "Gorilla Park" together again.

PHONICS AND WORD STUDY

10 MIN.

Write the words on the board, as shown at the left.



Today we will learn more about compound words. Remember that a compound word is a word that is made up of 2 smaller words.

Point to wildlife. Draw a vertical line between wild and life: wild life. Point under each word in turn as vou sav:

This is a compound word. It has 2 little words inside it. The first little word is $/w/-/\bar{i}/-/l/-/d/$, wild. The second little word is /l/-/ī/-/f/, *lif*e. The whole word is $/w/-/\bar{\imath}/-/I/-/d/ /I/-/\overline{I}/-/f/$, wildlife.

Repeat with inside.

Let's do it together.

Point to inside. Draw a vertical line between *in* and *side*: in side. Point under each word in turn as you say: **♦) What 2** little words do we see here? /ĭ/-/n/, in, and $/s/-/\bar{\imath}/-/d/$, side.

• Let's read the whole word together: $/\bar{i}/-/n/-/s/-/\bar{i}/-/d/$, inside.

Repeat with:

- hillside (hill\side)
- lowland (low|land)

Now it's your turn.

Point to lowland. Draw a vertical line between low and land: low land. Point under each word in turn as you say:

- **♦)** What 2 little words do you see here? $(/I/-/\bar{o}/, low, and$ $/I/-/\bar{a}/-/n/-/d/$ land)
- Read the whole word. (/l/-/ō/-/l/-/ă/-/n/-/d/, lowland)

Repeat with:

- sun | rise
- cross road
- fire | wood
- water|side
- flash light

Daily Check: Call on 2 students to read one word each.

SPELLING 10 MIN.

Erase the board from the previous activity.



- Now we will spell some compound words. Watch and listen.
- The compound word is sunrise. I hear two little words in this word: sun and rise.
- I write the first little word, sun. The first sound is /s/. (Write s.) The next sound is /ŭ/. (Write u.) The next sound is /n/ (write n). Now I write the second little word, rise. This word ends in a silent e. The first sound is /r/ (write r). The next sound is /ī/ (write i). The last sound is /z/—and in this word is it spelled with the letter s (write s). Lastly, I add the silent e.

Move your finger under the letters as you say the letter names: **◄** *s -u -n -r* i-s-e. sunrise.

Erase the word.



- **♦** Let's spell some compound words together. I will say the word. We will listen to each little word inside it. Then you will write the words in your copybooks as I write them on the board.
- The word is sunrise. What are the 2 little words in this word? sun and rise.
- **♦**) Let's write the first little word. sun: /s/ (write s), $/\tilde{\mathbf{u}}$ / (write u), /**n**/ (write *n*). **Now** let's write the second little word, *rise*, and we know it ends in a **silent e: /r/** (write r), $/\bar{i}/$ (write i), /z/—and in this word is it spelled with the letter s (write s). Lastly, we add the silent e (write e). Check the students' work.
- Now let's spell the word together with the letter names (point): **◄** *s u n r r r* i-s-e, sunrise.

Repeat with almost and *subject*.



Now it's your turn. I will say a compound word. Listen to each little word inside it. Then write the word in your copybooks.

Dictate these words one at a time: subject, bedtime, and flagpole.

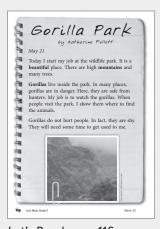
Move around the room and randomly check students' work as they write.

Have students spell the word aloud using the letter names.



Daily Check: Call on 2 students to spell one word each.

- 1. beautiful
- 2. mountain
- 3. gorilla
- 4. trail
- 5. roll
- 6. advice



Let's Read page 116



Let's Read page 116

WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

Write the words on the board, as shown at the left. Use objects, pictures, and demonstrations to help students understand the words.

Now we will review our vocabulary words.

1. beautiful	Point to beautiful. • Read the word: (beautiful). Beautiful means very pretty. For example, mountains are beautiful. What else is beautiful?
2. mountain	Point to mountain. (*) Read the word: (mountain). A mountain is a very, very big hill. The biggest mountain in Liberia is Mount Wuteve. Turn to page 116 in Let's Read and find a mountain in the photos Let's make the shape of a mountain using our arms and say, "This is a mountain!" (Do the motions.)
3. gorilla	Point to gorilla. (Read the word: (gorilla). A gorilla is a very big, black animal that looks like a monkey. Find a gorilla in the photos Gorillas walk with their feet and hands. Let's pretend to be a gorilla. (Do the motions.)
4. trail	Point to trail. Read the word: (trail). A trail is a path in the mountains or forest that people can walk on. Find the people walking on a trail in the photos Let's pretend to walk on a trail. (Do the motions.)
5. roll	Point to roll. Read the word: (roll). To roll means to move by turning over and over. For example, tires roll. You can roll down a hill. Show me rolling with your hands. (Do the motions.)
6. advice	Point to advice. Pead the word: (advice). Advice is something you say to help someone know what she or he should do. For example, my friend gave me good advice by telling me where to buy the best [name a local food] in the market. What advice has someone given you?

READING COMPREHENSION

20 MIN.

Now we will read "Gorilla Park" again. Please turn to page 116 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- read the title and author.
- describe each picture, helping them with vocabulary as needed.
- find their vocabulary words in the pictures and text.

FEATURES OF TEXT

- Remember that this story is a fictional journal. What does a fiction story tell us? (about characters, places, and events that are made up by the author)
- 4) What is a journal? (a book in which people can write what they do each day, how they feel, or what they think about something; each journal entry has a date; the dates are written from earliest to latest)
- Remember that one way we can better understand what we read is by using context clues to figure out the meanings of words we do not know. Where can we find context clues? (in the same sentence as a word we do not know; in the sentences before and after the sentence with the word we do not know) Let's read the story again to find features of a journal and use context clues.

DURING READING

- Have the class read the story aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1) 1. Who wrote this journal? (a person starting a job at a wildlife park)
 - 2. What is the first date in the journal? What is the last date in the journal? (May 21; June 4)
 - 3. What does the journal writer mostly write about? (the gorillas that live in the wildlife park)
 - 4. How does the journal writer feel about the gorillas in the park? (The journal writer is sad at first because he/she does not see any gorillas right away. The writer thinks the gorillas do not like her/him. The journal writer feels happy when the gorillas are no longer afraid of him/her.)
 - 5. The journal says that gorillas are shy. Remember, you can use the story's context to figure out the meaning of a word. Listen as I read the sentence shy is in. "In fact, they are shy." What does it mean to **be shy?** (to not want to be near people)
 - 6. What would you write about in a journal? (Answers will vary.)

□□□ HOMEWORK

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 87 in the Student Activity Book. Note: You may also review the words during Spelling class and help students use them in sentences.



Student Activity Book page 87



OBIECTIVES

Students will be able to:

- · Read words with two or more parts and compound words
- · Read fluently "Gorilla Park"
- · Listen to and comprehend "Fishing Up Country"
- · Add adjectives and prepositional phrases to their stories

LEARNING RESOURCES



回回 Let's Read



Student copybooks



□ Student Activity Book

pretend inside rabbit behind wildlife fever relax advice pattern subject inside hillside lowland INTRODUCTION 1 MIN.

Today we will review words with two or more parts and compound words. You will read "Gorilla Park" with your partner. I will read "Fishing Up Country" to you again. Then you will revise your stories.

PHONICS AND WORD STUDY

10 MIN.

Write the words on the board, as shown at the left.



Remember, when you see a longer word, you divide the word into smaller parts

called syllables. Look at the first vowel. Then look at the consonants after the first vowel. If there is 1 consonant, divide before the consonant. If there are 2 consonants. divide between the

♦) We learned about compound words. A compound word is a word made up of 2 smaller words.

2 consonants. Say

each part, then say

the word.

Point to pretend.

- Here the first vowel is e. I see 1 consonant after the e. I divide between the e and t. (Draw a line between the letters e and t: pre | tend.)
- I say the first part, pre. I say the second part, tend. The word is pretend.

Repeat with wildlife (wild life).

◆ Let's do it together.

Point to wildlife. Draw a vertical line between wild and life: wild life. Point under each word in turn as you say: **♥**) What 2 smaller words do we see here? /w/-/ī/-/I/-/d/, wild, and /I/-/ī/-/f/, *life*.

a a

Read the whole word with me: /w/-/ī/-/l/-/d/-/l/-/ī/-/f/, wildlife.

Repeat with:

- relax (re|lax)
- pattern (pat|tern)
- inside (in side)

Now it's your turn.

Point to inside.

- What two words do you see here? (/i/-/n/, in, and/s/-/ī/-/d/, *side*)
- Read the whole word. $(/\bar{i}/-/n/-/s/-/\bar{i}/-/d/,$ inside)

Repeat with the remaining words.



Daily Check: Call on 2 students to read one word each.



12 MIN.

Now you will read the story "Gorilla Park" with your partner. Please turn to page 116 in Let's Read.

Have the students work in pairs, taking turns to read the passage aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently to the whole class.

READ-ALOUD 13 MIN.

Now I'm going to read to you the text "Fishing Up Country" again. Please turn to page 265 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

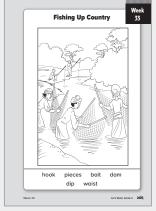
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., hook, pieces, bait, dam, dip, waist).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

FEATURES OF TEXT

- Remember that this text is nonfiction. What does nonfiction text tell us? (about things that are real)
- **♦) What can we do to better understand what we read?** (use context clues to figure out the meanings of words we do not know) We have been reading "Gorilla Park." That is a fictional journal about a person who works in a wildlife park. Let's listen to today's text again to answer questions and use context clues to figure out the meanings of words we do not know.



Let's Read page 116



Let's Read page 265

DURING READING

Read the text aloud twice with expression, using the picture and gestures to convey meaning.

> Fishing Up Country by Nyanatec K. Saym

Both men and women fish up country, but in different ways. Men use fishing lines with fishing hooks attached at the end. They put worms or pieces of fresh fish on the hook to use as bait. Then they lower the hook into the water and wait to catch a fish. Women fish with nets made from palm fibers and other strong ropes. At the waterside, they build dams across the water with sticks and mud. Then they dip jugs into the water on one side of the dam and pour it out on the other side. When the water is very low, they walk into the water with their nets and begin to move around, trying to catch a fish. After a while, a woman will lift her net out of the water. She will take out the fish she has caught and put it in her basket or a pouch tied around her waist. The women continue to go from one pool of water to another until their day is over.

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. What is the topic of this text? (the ways men and women fish)
 - 2. **How do men fish?** (They use fishing lines, hooks, and bait.)
 - 3. How do women fish? (They use nets.)
 - 4. The text says that women will put the fish they catch into a pouch. Remember, you can use the text's context to figure out the meaning of a word. Listen as I read the sentence pouch is in. "She will take out the fish she has caught and put it in her basket or a pouch tied around her waist." What is a pouch? (a bag you can tie around your waist to hold something)

SHARED WRITING 15 MIN.

Tape the pictures from Week 32 on the board or on the wall, or have students turn to the pictures they chose from Let's Read.

Have students work with their partners, in their groups of 3, or independently, depending on student readiness.

- Today you will revise your story by adding 2 adjectives to your story and 1 prepositional phrase. Think of 2 adjectives, such as big, little, or happy, that you can add to your sentences to describe people, places, or things (nouns). Add 2 adjectives before 2 nouns in your story. Think of 2 prepositional phrases that you can add to your sentences to tell when or where—for example, on the hill, in the wind, in the trees, in the African rainforest. Walk around the classroom and check students' work. Check that students are editing and revising their stories. Before the next lesson, read the student stories. Make suggestions for edits and revisions.
- Read your story to 2 partners. Ask your partners, What do you like about my story? Have a conversation with your partners about your story. Choose 2-3 students to read their stories.

□□□ HOMEWORK

Have students complete page 89 in the Student Activity Book and read "Gorilla Park" aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.



Student Activity Book page 89



OBJECTIVES

Students will be able to:

- · Write their spelling and sight words on a quiz
- Practice their phonics and word recognition, fluency, and comprehension skills

LEARNING RESOURCES



≡ Student copybooks



the Sight word cards



Let's Read



Supplementary readers

INTRODUCTION

Today you will take a quiz on your spelling and sight words for the week. Then you will practice reading words and stories.

WEEKLY PHONICS / SPELLING QUIZ

15 MIN.

Now you will take a quiz on your spelling and sight words for the week.

Write these words in your copybook.

1. about, 2. advice, 3. almost, 4. alone, 5. around, 6. beautiful, 7. bedtime, 8. behind, 9. between, 10. gorilla, 11. mountain, 12. roll, 13. subject, 14. *sunrise*, 15. *trail*

Time permitting, have students write the answers on the board and check their work. (To save time, call students to the board in groups of 5.)

REVIEW (DIFFERENTIATED INSTRUCTION)

34 MIN.

Divide the students into 2 or more groups according to their needs. Note that you may not have students in every category every time.

Group A (Meets Expectations): Students who are doing well with phonics and word recognition and are ready for more practice in fluency and comprehension

Group B (Exceeds Expectations): Students who are excelling in fluency and comprehension and are ready to go further in comprehension and writing

Group C (Needs Additional Support): Students who are struggling with phonics and word recognition (including, for example, students who do poorly on the weekly quiz)

1. First Review Activity (17 MIN.)

Direct each group to do the following activities. Groups A and B will work independently while you work with Group C.

Group A (Meets Expectations)

Have students work in pairs to re-read "Gorilla Park" on page 116 in Let's Read. Have them take turns to read the story aloud to each other and help each other read correctly and fluently. Students should read the story 3 times each. If they finish early, they should re-read any previously seen text in Let's Read.

Group B (Exceeds Expectations)

Have students work in pairs to read "Found: One Big Stinky Flower" on page 223 in Let's Read, or read any of the supplementary readers, taking turns to read the text aloud to each other and helping each other read correctly and fluently. Students should read the text 3 times each.

Group C (Needs Additional Support)

Have students review this week's Phonics and Word Study lessons with you. Write the words on the board, as shown on the next page at the right.



This week we learned about dividing words with 2 or more parts. We also learned about compound words.

Point to alone. **♥**) **To** divide this word into parts, I look at the first vowel. In this word, the first vowel is a. The consonant that comes after a is I. (Draw a line between *a* and *l*: a | lone.) The first part of the word is a. The second part of the word is *lone*. The word is alone.

Point to *subject*.

- 1) In this word, the first vowel is u. The consonants that come after *u* are *b* and j. (Draw a line between *b* and *j*: sub | ject.) The first part of the word is sub. The second part of the word is ject. The word is *subject*.
- The compound word is sunrise. I see the 2 smaller words inside it, sun and rise. The word is sunrise.

Repeat with behind.

(9) (9) (9)

♦ Let's do it together.

Point to behind.

- In this word, what is the first vowel? The first vowel is e.
- **♦**) What consonant comes after the e? The consonant *h*. (Draw a line between e and h: be | hind.)
- **♦**) What is the first part of the word? be. What is the second part of the word? hind.
- 1) Let's say the word together: behind

Repeat with:

- almost (al|most)
- inside (in|side)



Now it's your turn.

Point to inside.

- **♦)** What 2 words do you see here? (/ĭ/-/n/, in, and $/s/-/\bar{\imath}/-/d/$, side)
- Read the whole word. $(/\bar{i}/-/n/-/s/-/\bar{i}/-/d/,$ inside)

Repeat with the remaining words.

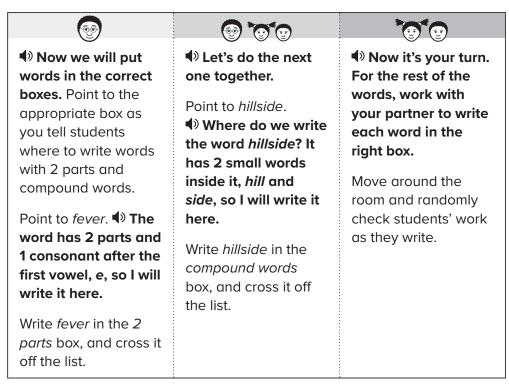
alone inside subject around sunrise between behind bedtime almost flagpole inside

Erase the board and write the new words, as shown on the next page at the left. Draw the chart on the board, and have students copy it in their copybooks.

Week 33 · Day 5

fever pattern hillside relax lowland advice female danger firewood rabbit

2 parts	compound words



Time permitting, have these students work in pairs to review their sight word cards.

2. Second Review Activity (17 MIN.)

Direct each group to do the following activities in pairs. Move around the room and check their work, giving support where needed. Alternatively, while the students are working independently, you may administer the Oral Reading Fluency Assessment on page T35 of this Teacher Guide to some students.

Group A (Meets Expectations)

Have students work in pairs to read "Found: One Big Stinky Flower" on page 223 in Let's Read, or read any of the supplementary readers, taking turns to read the text aloud to each other 3 times and helping each other read correctly and fluently.

Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions about "Gorilla Park" on page 116 in Let's Read.

Group C (Needs Additional Support)

Have students work in pairs to re-read "Gorilla Park" on page 116 in Let's Read. Have them take turns to read the story aloud to each other 3 times and help each other read correctly and fluently. If they finish early, they should re-read any previously seen text in Let's Read.

□□□ HOMEWORK

Have students re-read the Let's Read text for the week aloud to someone at home.

Week 34 Lesson Planner

	Monday (Day 1) pages 270–273	Tuesday (Day 2) pages 274–277	Wednesday (Day 3) pages 278–281	Thursday (Day 4) pages 282–285	Friday (Day 5) pages 286–288
Phonics and Word Study	Read words that end with al.	Read words with two or more syllables and the VCCV pattern.	Read words with two or more parts and the VCV pattern.	Read words with <i>al</i> and words with two or more parts.	Quiz Differentiated review
Spelling	animal, several, capital, general, personal		protect, permit, provide, total,		
Written Vocabulary/ Sight Words	swamp, climb, national park, soil, linked, protect		swamp, climb, national park, soil, linked, protect		
Reading Comprehension	"Parks to Protect the Planet"		"Parks to Protect the Planet"		Differentiated review
Reading Fluency Practice				Pairs: "Parks to Protect the Planet"	Differentiated review
Oral Vocabulary		source, nut, boil, roof, bundle, fuel			
Read-Aloud		"The Liberian Palm Tree"		"The Liberian Palm Tree"	
Shared Writing		Revise and publish stories.		Write a journal entry.	
Homework	Write spelling and sight words 3 times in copybooks.	 Page 91 in Student Activity Book "Parks to Protect the Planet" 	Write spelling and sight words 3 times in copybooks.	 Page 92 in Student Activity Book "Parks to Protect the Planet" Study for quiz. 	Re-read "Parks to Protect the Planet."
	First Review Activity			Stady for quiz.	

- Group A (Meets Expectations): Work in pairs to re-read "Parks to Protect the Planet."
- Group B (Exceeds Expectations): Work in pairs to read "Are Rainforests Important?" or any supplementary reader.
- Group C (Needs Additional Support): Review Phonics and Word Study.

Day 5 Review: **Differentiated** Instruction

Second Review Activity

- Group A (Meets Expectations): Work in pairs to read "Are Rainforests Important?" or any supplementary reader.
- Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for "Parks to Protect the Planet."
- Group C (Needs Additional Support): Work in pairs to re-read "Parks to Protect the Planet."

Grade 2 National Standards for Reading and Comprehension

Learning Outcomes: Read and process information • Demonstrate knowledge of sight words and other vocabulary for improved spelling and writing skills • Use letter-sound associations, word parts, and context to read new words and analyze texts • Improve spelling and writing skills for effective communication • Use basic grammatical features to appropriately compose and respond to texts • Analyze text content and share ideas, information, and messages with others • Predict outcomes and make judgments after careful evaluation of

- facts and issues \bullet Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words accurately and fluently • Demonstrate a literal comprehension of readings, through identification and analysis of main ideas and supporting details • Analyze text content and share ideas, information, and messages with others • Fluently read grade-level texts
- Read grade-level text with speed and accuracy Correctly respond to questions from texts read.

Learning Objectives: Identify vowels and recognize consonants

- Read words with varied word patterns Construct sentences correctly
- Write sentences using spelling and sight words Read diverse types of writings • Identify facts from a text • Identify main idea and facts in a nonfiction text • Identify theme in a text • Recognize the elements of diverse types of writings • Name and identify some types of adjectives
- Write descriptive sentences Demonstrate knowledge of new words • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • Use vocabulary words in sentences
- Organize ideas for writing Read words with variant word patterns
- Identify the sequence of a text Spell high-frequency and subjectrelated words • Demonstrate understanding of vocabulary and related subject words in context • Use charts and graphic organizers to add details to writings • Write independently • Read words with endings
- Read diverse texts fluently Listen to and discuss texts Identify words and phrases that indicate persuasive text • Match information from reading with pictures.

Week

OBJECTIVES

Students will be able to:

- Read and spell words that end with al
- Demonstrate understanding of and spell the vocabulary/ sight words swamp, climb, national park, soil, linked, protect
- Read and comprehend "Parks to Protect the Planet"

LEARNING RESOURCES



≡ Student copybooks



Let's Read



| **□** | **Student Activity Book**

al

animal several normal

capital

capital hospital medal general

personal

INTRODUCTION 1 MIN.

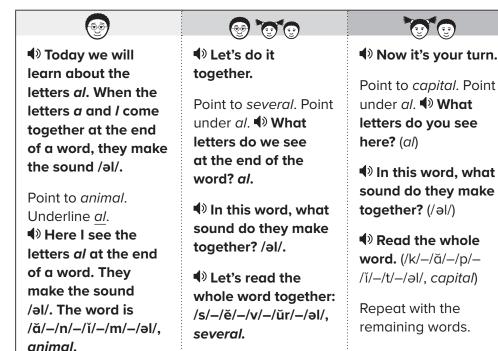
1) Today we will read and spell words that end with the letters al. We will also learn some new vocabulary words and read a new text together.

PHONICS AND WORD STUDY

Repeat with several.

10 MIN.

Write the words on the board, as shown at the left.



Daily Check: Call on 2 students to read one word each.

Repeat with *normal*

and capital.

SPELLING 10 MIN.

Erase the board from the previous activity.



- Now we will spell some words that end with the letters al. Watch and listen.
- The word is animal. I hear these sounds: /ă/-/n/-/ĭ/-/m/-/əl/.
- The first sound is /a/. (Write a.) The next sound is /n/. (Write *n*.) **The next** sound is /ĭ/. (Write i.) The next sound is /m/. (Write *m*.) **The** last sound is /əl/, and in this word, the sound /əl/ is spelled with al. (Write al.)

Move your finger under the letters as you say the letter names: **◄** *a a n i m m* a-I, animal.

Erase the word.



- ◆) Let's spell a word with al together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.
- The first word is several. What sounds do we hear? /s/-/ĕ/-/v/-/ŭr/-/əl/.
- **♦**) Let's write it: /s/ (write s), $/\check{\mathbf{e}}$ / (write e), /v/ (write v), /**ŭr**/ (write er). The last sound, /əl/, is spelled with al (write al). Check the students' work.
- Now let's spell the word together with the letter names (point): s-e-v-e-ra-I, several.

Repeat with capital.



Now it's your turn. I will say a word with 2 parts. Listen to each part. Then write the word in your copybooks.

Dictate these words one at a time: capital, general, and personal. For general, tell students the g makes its soft sound, /i/.

Move around the room and randomly check students' work as they write.

Have students spell each word aloud using the word parts.

Daily Check: Call on 2 students to spell one word each.

WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

Write the words on the board, as shown at the right. Use objects, pictures, and demonstrations to help students understand the words.

- 1. swamp
- 2. climb
- 3. national park
- 4. soil
- 5. linked
- 6. protect

Now we will learn some new vocabulary words.

1. swamp	Point to swamp. This word is swamp. Let's read and spell it together: swamp, s-w-a-m-p, swamp. A swamp is an area of soft, wet ground. Many different types of animals live in a swamp. Hippos live in a swamp. Frogs live in a swamp. What else might live in a swamp? (e.g., alligators, fish, snakes, etc.)
2. climb	Point to <i>climb</i> . This word is <i>climb</i> . Together: <i>climb</i> , <i>c—l—i—m—b</i> , <i>climb</i> . To <i>climb</i> means to move up something. Let's pretend to climb up a hill. (Do the motions.)
3. national park	Point to national park. (*) These words are national park. Together: national park, n-a-t-i-o-n-a-l p-a-r-k, national park. A national park is a large, important area of land where people can visit but are not allowed to live. Many different types of animals and plants live in a national park. Can you name any national parks in Liberia? (e.g., Sapo National Park)
4. soil	Point to soil. This word is soil. Together: soil, s-o-i-l, soil. Soil is dirt that plants and trees grow in. Let's pretend to plant seeds in the soil. (Do the motions.)
5. linked	Point to <i>linked</i> . This word is <i>linked</i> . Together: <i>linked</i> , <i>l-i-n-k-e-d</i> , <i>linked</i> . Linked means joined together, or connected. Let's be linked together by joining our arms together. (Do the motions.)
б. protect	Point to protect. This word is protect. Together: protect, p-r-o-t-e-c-t, protect. Protect means to keep something safe. For example, people protect their homes by locking the doors and windows. What else do people protect? (e.g., children, money, etc.)



Let's Read page 121

READING COMPREHENSION

20 MIN.

Now we will read a new text called "Parks to Protect the Planet." Please turn to page 121 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- read the title and author.
- describe each picture, helping them with vocabulary as needed.
- find their vocabulary words in the pictures and text.
- predict what they think the text will be about.

FEATURES OF TEXT

Today's text is a nonfiction persuasive text. Nonfiction tells us true information about something. In a persuasive text, the writer tries to get the reader to believe something, to agree with him or her, or to do something. Writers try to persuade the reader by giving facts or reasons that support their opinion. Sometimes they use words that cause the readers to have certain feelings or emotions.

(a) Remember, to better understand what you read, you need to figure out the meanings of words you do not know. To figure out the meaning of a word you do not know, listen to or read the sentence that the word is in. You may also need to listen to or read the sentence before or after the sentence your word is in to get the word's meaning.

DURING READING

- Have the class read the text aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

CHECK PREDICTIONS

Discuss the students' predictions. Which ones matched the text?

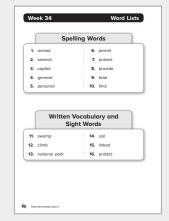
COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. What is the topic of this text? (national parks)
 - 2. What do you think the writer wants you to believe about national parks? (that people need them; it is important to protect them)
 - 3. What facts or reasons does the writer give to get you to agree that national parks need to be protected? (People change the world by cutting down trees/changing the land. Trees give people shade. When trees are cut down, the soil washes away and plants cannot grow. Trees make the oxygen people breathe. When people use the land, there is no place for animals and plants to live.)
 - 4. What words does the writer use to make us feel that it is important to protect parks and that it is bad for people to change national parks? (trees are important; everything is linked; protect; be safe; important; be careful; it is a problem; they hurt the park)
 - 5. The text says that parks provide a safe place for animals and plants. Let's use the text's context to figure out the meaning of *provide*. Listen as I read the sentence *provide* is in. "These parks provide a place for animals and plants to be safe." What does provide mean? (to give)

□□□ HOMEWORK

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 90 in the Student Activity Book. Note: You may also review the words during Spelling class and help students use them in sentences.



Student Activity Book page 90

Week

OBJECTIVES

Students will be able to:

- Read words with two or more syllables and the VCCV pattern
- Demonstrate understanding of the vocabulary words source, nut, boil, roof, bundle, fuel
- · Listen to and comprehend "The Liberian Palm Tree"
- Revise and publish their stories

LEARNING RESOURCES



四 Let's Read



Student copybooks



Student Activity Book

insects problem hippo permit problem central transform hilltop

INTRODUCTION 1 MIN.

◆ Today we will review words with two or more syllables. We will learn some new vocabulary words, and I will read a new text to you. Then we will revise our stories and publish them.

PHONICS AND WORD STUDY

10 MIN.

Write the words on the board, as shown at the left.



- Today we will review words with 2 or more parts called syllables. Remember when you see a longer word that you do not know how to read, you divide the word into parts.
- **♦** Look for the first vowel. Then look at the consonants after the first vowel. If there are 2 consonants, divide between the 2 consonants. Say the first part. Say the second part. Read the word.

Point to insects.

- **♦** Here I see the first vowel is i. I see 2 consonants after the i. I divide between the *n* and *s*. (Draw a line between the letters *n* and *s*: in | sects.)
- I say the first part, in. I say the second part, sects. The word is insects.

Repeat with hippo.

♦) Let's do it together.

Point to hippo.

♦) What is the first vowel? The first vowel is i.

- How many consonants are there after the vowel? 2.
- **♦**) Where do we divide the word? Between the consonants, p and p. (Draw a line between the letters p and p: hip po.)
- **♦**) What is the first part? hip. What is the second part? po.
- Let's read the whole word together: hippo.

Repeat with problem.

- Now it's your turn.

Point to problem.

- **♦**) What is the first vowel? (o)
- How many consonants are there after the vowel? (2)
- **♥**) Where do you divide the word? (between the two consonants, b and l)
- **♦**) What is the first part? (prob) What is the second part? (lem)
- Read the whole word. (problem)

Repeat with the remaining words.



Daily Check: Call on 2 students to read one word each.

ORAL VOCABULARY 12 MIN.

Use objects, pictures, and demonstrations to help students understand the words.

Now we will learn some new vocabulary words.

1. source	Source. A source is where something comes from. For example, the sun is a source of light and heat. The market is a good source for food. What is a source for getting water? (e.g., river, well, store, etc.)
2. nut	• Nut. A nut is a small dry fruit with a hard shell. Today's text talks about the pine nut, which grows on palm trees. What is another kind of nut? (e.g., kola nut, walnut, pecans, etc.)
3. boil	Boil. To boil means to cook something in very hot water. For example, people can boil vegetables. They can boil rice. What else can people boil? (e.g., eggs, meat, potatoes, etc.)
4. roof	**Roof. A roof is the top covering of a building. A house has a roof. Let's pretend we are houses. Pat your roof. (Have students tap the tops of their heads.)
5. bundle	**Bundle. To bundle means to tie or wrap a group of things together. People bundle sticks, foods, and other things. Let's pretend to bundle sticks. (Do the motions.)
б. fuel	• Fuel. Fuel is something people burn to make light or energy. For example, people burn fuel in lamps. They use fuel for cars. Make a sentence with the word fuel. (e.g., My dad put fuel in our car.)

READ-ALOUD 13 MIN.

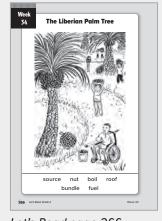
Now I'm going to read to you a new text called "The Liberian Palm Tree." Please turn to page 266 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- describe the picture, helping them with vocabulary as needed.
- find any vocabulary words in the picture (e.g., source, nut, bundle).
- predict what they think the text will be about.



Let's Read page 266

FEATURES OF TEXT

- ¶) Today's text is nonfiction. Remember that nonfiction text tells us true information about something.
- ¶) The text is also persuasive. Remember that in a persuasive text, the writer uses words and facts or reasons to explain why the reader should believe something or agree with the writer's opinion.
- Also remember that we can better understand what we read by figuring out the meanings of words we do not know by using the context, or meaning, of sentences.

DURING READING

Read the text aloud twice with expression, using the picture and gestures to convey meaning.

◆) The Liberian Palm Tree by Benjamin G. Everett

The palm tree grows everywhere in Liberia. It grows in swampy areas, on hilltops, and even in coastal areas. It is a good source of food for many Liberians. The palm nuts can be boiled and used to cook palm butter soup to eat along with rice. The palm nuts can also be used to make palm oil, which is the most widely used cooking oil in Liberia. The kernels from the nuts can be used to make palm kernel oil, which is also good for eating as well as for rubbing on the skin. People use the palm tree in their homes for more than just cooking. The palm thatches are long and wide and are perfect for making the roofs of houses in villages. The straw on the palm thatches are trimmed and bundled up to make brooms for sweeping. The palm oil is used as fuel in lamps. Palm trees are an important part of daily life for most Liberians.

AFTER READING

CHECK PREDICTIONS

Discuss the students' predictions. Which ones matched the text?

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. What is the topic of this text? (the Liberian palm tree)
 - 2. What do you think the writer wants you to believe about Liberian palm trees? (They are important to Liberians.)
 - 3. What facts or reasons does the writer give to get you to agree that Liberian palm trees are important? (The Liberian palm tree is a good source of food and oil. It can be used for roofs of houses, used to make brooms, and used as fuel.)
 - 4. What words does the writer use to make us feel that Liberian palm trees are important? (good source; can be used; widely used; perfect for; important)

5. The text says that palm thatches are used to make roofs. Listen as I read the sentences thatches is in. "The palm thatches are long and wide and are perfect for making the roofs of houses in villages. The straw on the palm thatches are trimmed and bundled up to make brooms for sweeping." What are thatches? (part of a tree/plant)

15 MIN. **SHARED WRITING**

Tape the pictures from Week 32 on the board or on the wall, or have students open Let's Read to the pictures they have been using.

Have students work with their partners, in their groups of 3, or independently, depending on student readiness.

- Today you will publish your story. Turn to a new page in your copybook. Rewrite your story in a paragraph. Indent 5 spaces. Copy your sentences from your edited story in your copybook. Write from margin to margin. Add 2 adjectives to 2 sentences. Add 1 prepositional phrase to a sentence. Skip lines to make it look neat. When you are finished, add a picture to illustrate your story at the bottom of the page.
- It is time to read and celebrate! We worked hard to plan, organize, write, edit, and revise our stories. Open your copybook to your published story. Stand up. Find a partner. Read your story. Listen to your partner's story. When you are finished, find another partner. Read your story. Listen to **your partner's story.** Choose 2–3 students to read their stories. Have them show the pictures they drew. Clap for each student after he or she reads the story.
- Let's celebrate. Show students how to clap in a circle in a "round of applause."

□□□ HOMEWORK

Have students complete page 91 in the Student Activity Book and read "Parks to Protect the Planet" aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Student Activity Book page 91

Week

OBIECTIVES

Students will be able to:

- Read and spell words with two or more parts and the VCV pattern
- Demonstrate understanding of and spell the vocabulary/ sight words swamp, climb, national park, soil, linked, protect
- Read and comprehend "Parks to Protect the Planet"

LEARNING RESOURCES



∃ Student copybooks



Let's Read



□ Student Activity Book

protect nature provide before nature

reason total final global local

INTRODUCTION 1 MIN.

1) Today we will read and spell more words with two or more parts. We will also review our vocabulary words and read "Parks to Protect the Planet" together again.

PHONICS AND WORD STUDY

10 MIN.

Write the words on the board, as shown at the left.



- 1 Today we will read more words with 2 or more parts, or syllables. When you see a longer word that you do not know how to read, you divide the word into smaller parts.
- To divide longer words into smaller parts, look at the first vowel. Then look at the consonants after the first vowel. If there is 1 consonant, divide before the consonant. The first vowel says its name. Say the first part. Say the second part. Say the word.

Point to *protect*.

- **♦**) The first vowel is o. I see 1 consonant after the o. I divide between the o and t. (Draw a line between the letters o and t: pro | tect.)
- **♦**) The first vowel says its name, /ō/. I say the first part, pro. I say the second part, tect. The word is protect.

Repeat with provide.

Let's do it together.

Point to provide.

- **♦**) What is the first vowel? o.
- How many consonants are there after the vowel? 1.
- **♦**) Where do we divide the word? Between the o and v. (Draw a line between the letters o and v: pro | vide.)
- **♦**) What does the first vowel say? Its name, /ō/. What is the first part? pro. What is the second part? vide.
- Let's read the whole word together: provide.

Repeat with before and *nature*. For nature, tell students that the letter *t* makes the sound /ch/ in this word.

Now it's your turn.

Point to *nature*.

- **♦**) What is the first vowel? (a)
- How many consonants are there after the vowel? (1)
- **♦**) Where do you divide the word? (between the vowel and consonant. a and t)
- **♦**) What does the first vowel say? (its name, /ā/) What is the first part? (na) What is the second part? (ture)
- Read the word. (nature)

Repeat with the remaining words. For *reason*, tell the students that the letter s makes the sound /z/ and the letter o makes the sound /ŭ/ in this word. For total, final, global, and *local*, remind students that the letters al at the end of a word make the sound /əl/.

Daily Check: Call on 2 students to read one word each.

SPELLING 10 MIN.

Erase the board from the previous activity.



- Now we will spell some words with 2 or more parts. Watch and listen.
- The word is protect. The parts are pro and tect. I hear 7 sounds: /p/-/r/-/ō/-/t/-/ĕ/-/k/-/t/.
- **♦**) The first sound is **/p/** (write *p*), **/r/** (write r), /o/, (write o), /t/, (write t), /e/ (write e), /k/ (write c), /t/ (write t).

Move your finger under the word parts as you say each part: **■**) *p-r-o-t-e-c-t*, protect.

Repeat with *permit*.

Erase the words.



- **♦** Let's spell some words with 2 or more parts together. I will say the word. We will listen to each part. Then you will write the words in your copybooks as I write them on the board.
- The word is permit. What are the 2 parts? The 2 parts are *per* and mit. (Explain that this word is divided using the rule with 2 consonants after the vowel.)
- **♦** What sounds do we hear? /p/-/ŭr/-/m/-/ĭ/-/t/.
- Let's write it: /p/ (write p), /ur/ (write er), /m/ (write m), /ĭ/ (write *i*), /t/ (write *t*).

Repeat with provide.



Now it's your turn. I will say a word with 2 parts. Listen to each part. Then write the word in your copybooks.

Dictate these words one at a time: provide, total, final, and *protect*.

Move around the room and randomly check students' work as they write.

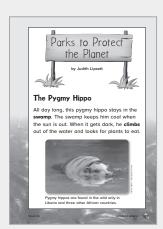
Have students spell the word aloud using the letter names.



✓ Daily Check: Call on 2 students to spell one word each.

1. swamp

- 2. climb
- 3. national park
- 4. soil
- 5. linked
- 6. protect



Let's Read page 121

WRITTEN VOCABULARY / SIGHT WORDS

Write the words on the board, as shown at the left. Use objects, pictures, and demonstrations to help students understand the words.

Now we will review our vocabulary words.

1. swamp	Point to swamp. • Read the word: (swamp). A swamp is an area of soft, wet ground. Many different types of animals live in a swamp. Hippos live in a swamp. Frogs live in a swamp. What else might live in a swamp? (e.g., alligators, fish, snakes, etc.)
2. climb	Point to <i>climb</i> . Pead the word: (<i>climb</i>). To <i>climb</i> means to move up something. Let's pretend to climb up a hill. (Do the motions.)
3. national park	Point to national park. (Read the words: (national park). A national park is a large, important area of land where people can visit but are not allowed to live. Many different types of animals and plants live in a national park. Can you name any national parks in Liberia? (e.g., Sapo National Park)
4. soil	Point to soil. Read the word: (soil). Soil is dirt that plants and trees grow in. Let's pretend to plant seeds in the soil. (Do the motions.)
5. linked	Point to <i>linked</i> . Read the word: (<i>linked</i>). Linked means joined together, or connected. Let's be linked together by joining our arms together. (Do the motions.)
6. protect	Point to protect. Protect means to keep something safe. For example, people protect their homes by locking the doors and windows. What else do people protect? (e.g., children, money, etc.)

READING COMPREHENSION

20 MIN.

Now we will read "Parks to Protect the Planet" again. Please turn to page 121 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- · read the title and author.
- describe each picture, helping them with vocabulary as needed.
- find their vocabulary words in the pictures and text.

FEATURES OF TEXT

• Remember that this text is a nonfiction persuasive text. What does nonfiction tell us? (true information about something)

What is a persuasive text? (a text in which the writer tries to persuade/ get the reader to believe something/agree with the writer's opinion; has facts and reasons; uses words that cause readers to have certain feelings/ emotions)

Remember that one way we can better understand what we read is by using context clues to figure out the meanings of words we do not know. Where can we find context clues? (in the same sentence as a word we do not know: in the sentences before and after the sentence with the word we do not know) Let's read the text again to find features of a persuasive text and to use context clues to figure out the meanings of words we do not know.

DURING READING

- Have the class read the text aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

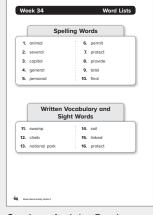
COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- **4**> 1. What is the topic of this text? (national parks)
 - 2. What do you think the writer wants you to believe about national parks? (that people need them; it is important to protect them)
 - 3. What facts or reasons does the writer give to get you to agree that national parks need to be protected? (People change the world by cutting down trees/changing the land. Trees give people shade. When trees are cut down, the soil washes away and plants cannot grow. Trees make the oxygen people breathe. When people use the land, there is no place for animals and plants to live.)
 - 4. What words does the writer use to make us feel that it is important to protect parks and that it is bad for people to change national parks? (trees are important; everything is linked; protect; be safe; important; be careful; it is a problem; they hurt the park)
 - 5. The text says that parks provide a safe place for animals and plants. Remember, you can use the text's context to figure out the meaning of a word. Listen as I read the sentence *provide* is in. "These parks provide a place for animals and plants to be safe." What does provide mean? (to give)

□□□ HOMEWORK

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 90 in the Student Activity Book. Note: You may also review the words during Spelling class and help students use them in sentences.



Student Activity Book page 90



OBJECTIVES

Students will be able to:

- Read words with al and words with two or more parts
- Read fluently "Parks to Protect the Planet"
- · Listen to and comprehend "The Liberian Palm Tree"
- Write a journal entry

LEARNING RESOURCES



四旦 Let's Read



Student copybooks



□ Student Activity Book

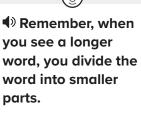
protect permit before permit hippo insects provide problem transform INTRODUCTION 1 MIN.

• Today we will review words with the letters al and words with two or more parts. You will read "Parks to Protect the Planet" with your partner. I will read "The Liberian Palm Tree" to you again. Then you will write a journal entry.

PHONICS AND WORD STUDY

10 MIN.

Write the words on the board, as shown at the left.



1 Look at the first vowel. Then, look at the consonants after the first vowel. If there is 1 consonant. divide before the consonant. If there are 2 consonants. divide between the 2 consonants. Say each part, then say the word.

Point to protect.

The first vowel is o. I see 1 consonant after the o. I divide between the o and t. (Draw a line between the letters o and t: pro | tect.) The 2 parts are pro and tect. The word is protect.

♦) Let's do it together.

Point to *protect*.

♦) What is the first vowel? o.

@ `@ @

- How many consonants are there after the vowel? 1.
- **♦**) Where do we divide the word? Between the vowel and consonant. o and t. (Draw a line between the letters o and t: pro | tect.)
- **♦**) What is the first part? pro. What is the second part? tect.
- Let's read the whole word together: protect.

Repeat with permit.

Now it's your turn.

Point to permit.

- **♦**) What is the first vowel? (e)
- Now many consonants are there after the vowel? (2)
- **♦**) Where do you divide the word? (between the consonants, *r* and *m*)
- **♦**) What is the first part? (per) What is the second part? (mit)
- Read the whole word. (permit)

Repeat with the remaining words.

Daily Check: Call on 2 students to read one word each.



12 MIN.

Now you will read the text "Parks to Protect the Planet" with your partner. Please turn to page 121 in Let's Read.

Have the students work in pairs, taking turns to read the passage aloud to each other and helping each other read correctly and fluently. Students should read the text 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently to the whole class.

READ-ALOUD 13 MIN.

Now I'm going to read to you the text "The Liberian Palm Tree" again. Please turn to page 266 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

- review the meanings of the vocabulary words that they learned on Day 2 (i.e., source, nut, boil, roof, bundle, fuel).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

FEATURES OF TEXT

- Remember that this is a nonfiction persuasive text. What does nonfiction text tell us? (about things that are real)
- **♦) What is a persuasive text?** (a text in which the writer tries to persuade/ get the reader to believe something/agree with the writer's opinion; has facts and reasons; uses words that cause readers to have certain feelings/ emotions)
- •) What can we do to better understand what we read? (use context clues to figure out the meanings of words we do not know) We have been reading "Parks to Protect the Planet." That is a nonfiction persuasive text about national parks. Let's listen to today's text again to identify features of a persuasive text and use context clues to figure out the meanings of words we do not know.

Parks to Protect the Planet The Pygmy Hippo All day long, this pygmy hippo stays in a swamp. The swamp keeps him cool whethe sun is out. When it gets dark, he cli out of the water and looks for plants to

Let's Read page 121



Let's Read page 266

DURING READING

Read the text aloud twice with expression, using the picture and gestures to convey meaning.

◆ The Liberian Palm Tree by Benjamin G. Everett

The palm tree grows everywhere in Liberia. It grows in swampy areas, on hilltops, and even in coastal areas. It is a good source of food for many Liberians. The palm nuts can be boiled and used to cook palm butter soup to eat along with rice. The palm nuts can also be used to make palm oil, which is the most widely used cooking oil in Liberia. The kernels from the nuts can be used to make palm kernel oil, which is also good for eating as well as for rubbing on the skin. People use the palm tree in their homes for more than just cooking. The palm thatches are long and wide and are perfect for making the roofs of houses in villages. The straw on the palm thatches are trimmed and bundled up to make brooms for sweeping. The palm oil is used as fuel in lamps. Palm trees are an important part of daily life for most Liberians.

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. What is the topic of this text? (the Liberian palm tree)
 - 2. What do you think the writer wants you to believe about Liberian palm trees? (They are important to Liberians.)
 - 3. What facts or reasons does the writer give to get you to agree that Liberian palm trees are important? (The Liberian palm tree is a good source of food and oil. It can be used for roofs of houses, used to make brooms, and used as fuel.)
 - 4. What words does the writer use to make us feel that Liberian palm trees are important? (good source; can be used; widely used; perfect for; important)
 - 5. The text says that palm thatches are used to make roofs. Listen as I read the sentences thatches is in. "The palm thatches are long and wide and are perfect for making the roofs of houses in villages. The straw on the palm thatches are trimmed and bundled up to make brooms for sweeping." What are thatches? (part of a tree/plant)
 - 6. What do you use palm nuts or palm trees for? (Answers will vary.)

SHARED WRITING 15 MIN.

Write the following journal paragraph frame on the board. Have students work with a partner or independently, depending on student readiness.

Date:		
I had a great second-		learned a lot about
I learned that		
I also made many friends.	Some of my friends ar	re
	, and	My friends and I did
fun things this year like _		
		next year

Today we will write a journal entry about school. Open your copybook to a new page. Copy the paragraph frame from the board into your copybook. Complete the paragraph. Use your best writing.

After students have completed their journal paragraphs, congratulate them. If students need more time to complete the paragraph, you may let them finish it for homework.

□□□ HOMEWORK

Have students complete page 92 in the Student Activity Book and read "Parks to Protect the Planet" aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.



Student Activity Book page 92



OBJECTIVES

Students will be able to:

- · Write their spelling and sight words on a quiz
- Practice their phonics and word recognition, fluency, and comprehension skills

LEARNING RESOURCES



≡ Student copybooks



as Sight word cards



Let's Read



Supplementary readers

1 MIN. INTRODUCTION

Today you will take a quiz on your spelling and sight words for the week. Then you will practice reading words and stories.

WEEKLY PHONICS / SPELLING QUIZ

15 MIN.

Now you will take a quiz on your spelling and sight words for the week.

Write these words in your copybook.

1. animal, 2. capital, 3. climb, 4. final, 5. general, 6. linked, 7. national park, 8. permit, 9. personal, 10. protect, 11. provide, 12. several, 13. soil, 14. swamp, 15. total

Time permitting, have students write the answers on the board and check their work. (To save time, call students to the board in groups of 5.)

REVIEW (DIFFERENTIATED INSTRUCTION)

34 MIN.

Divide the students into 2 or more groups according to their needs. Note that you may not have students in every category every time.

Group A (Meets Expectations): Students who are doing well with phonics and word recognition and are ready for more practice in fluency and comprehension

Group B (Exceeds Expectations): Students who are excelling in fluency and comprehension and are ready to go further in comprehension and writing

Group C (Needs Additional Support): Students who are struggling with phonics and word recognition (including, for example, students who do poorly on the weekly quiz)

1. First Review Activity (17 MIN.)

Direct each group to do the following activities. Groups A and B will work independently while you work with Group C.

Group A (Meets Expectations)

Have students work in pairs to re-read "Parks to Protect the Planet" on page 121 in Let's Read. Have them take turns to read the text aloud to each other and help each other read correctly and fluently. Students should read the text 3 times each. If they finish early, they should re-read any previously seen text in Let's Read.

Group B (Exceeds Expectations)

Have students work in pairs to read "Are Rainforests Important?" on page 231 in Let's Read, or read any of the supplementary readers, taking turns to read the text aloud to each other and helping each other read correctly and fluently. Students should read the text 3 times each.

Group C (Needs Additional Support)

Have students review this week's Phonics and Word Study lessons with you. Write the words on the board, as shown on the next page at the right.

Week 34 · Day 5



This week we learned about words that end with the letters al that sound like /əl/.

Point to *animal*. Underline al. Point under each letter in turn as you say:

The letters al at the end of this word sound like /əl/. The word is $/\ddot{a}/-/n/-/i/-/m/-/\partial I/$ animal.

Repeat with total.



♦ Let's do it together.

Point to *total*. Point under al. **♦**) What sound do the letters al together at the end of a word make? /əl/.

♦ What is the word? The word is /t/-/ō/-/t/-/əl/, *total*.

Repeat with final.



Now it's your turn.

Point to *final*. Point under al. **♦**) What letters do you see here? (al)

- In this word, what sound do they make together? (/əl/)
- Read the whole word. (/f/-/\overline{1}/-/n/-/\text{\tilde{\text{\te}\text{\texi}\text{\text{\text{\texi}\text{\texi}\text{\text{\texi{\texi{\texi{\texi}\\\ \tititt{\texitiex{\texit{\texi}\texit{\texi{\texi{\texi{\texi{\texi} final)

Repeat with the remaining words.





Remember, when you see a longer word, you divide the word into smaller parts. Look at the first vowel. Then, look at the consonants after the first vowel. If there is 1 consonant. divide before the consonant. If there are 2 consonants, divide between the 2 consonants. Say each part, then say the word.

Point to provide.

The first vowel is o. I see 1 consonant after the o. I divide between the o and v. (Draw a line between the letters o and v: pro | vide.) The 2 parts are *pro* and *vide*. The word is *provide*.





Let's do it together.

Point to provide.

- **♦**) What is the first vowel? o.
- How many consonants are there after the vowel? 1.
- Where do we divide the word? Between the vowel and consonant. o and v. (Draw a line between the letters o and v: pro | vide.)
- **♦**) What is the first part? pro. What is the second part? vide.
- Let's read the whole word together: provide.

Repeat with *problem*.



Now it's your turn.

Point to *problem*.

- **♦**) What is the first vowel? (o)
- How many consonants are there after the vowel? (2)
- **♦**) Where do you divide the word? (between the consonants, b and l)
- **♦**) What is the first part? (prob) What is the second part? (lem)
- Read the whole word. (problem)

Repeat with the remaining words.

provide problem problem nature protect before

Time permitting, have students work in pairs to review their sight word cards.



Direct each group to do the following activities in pairs. Move around the room and check their work, giving support where needed. Alternatively, while the students are working independently, you may administer the Oral Reading Fluency Assessment on page T35 of this Teacher Guide to some students.

Group A (Meets Expectations)

Have students work in pairs to read "Are Rainforests Important?" on page 231 in Let's Read, or read any of the supplementary readers, taking turns to read the text aloud to each other 3 times and helping each other read correctly and fluently.

Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions about "Parks to Protect the Planet" on page 121 in Let's Read.

Group C (Needs Additional Support)

Have students work in pairs to re-read "Parks to Protect the Planet" on page 121 in Let's Read. Have them take turns to read the text aloud to each other 3 times and help each other read correctly and fluently. If they finish early, they should re-read any previously seen text in Let's Read.

□□□ HOMEWORK

Have students re-read the Let's Read text for the week aloud to someone at home.

REVIEW Week 35 Lesson Planner

	Monday (Day 1) pages 290–293	Tuesday (Day 2) pages 294–297	Wednesday (Day 3) pages 298–301	Thursday (Day 4) pages 302-305	Friday (Day 5) pages 306–308
Phonics and Word Study	Two or more syllables and the VCCV pattern ear and aw	Two or more syllables and the VCV pattern ow as /ō/ and /ou/ -er and -or	Two or more syllables and the VCV pattern Two or more syllables and the VCCV pattern Compound words	 al ending Two or more syllables and the VCCV pattern Two or more syllables and the VCV pattern 	
Spelling/ Sight Words	window, morning, person, problem, absent, clear, hear, heard, learn, early, late, yawn, wake up, woke up, knock, trapped, familiar	silent, moment, open, begin, paper, reason, hero, polite, lady, surprise, secret, wave, still, wrong, sorry		alone, around, about, behind, between, almost, subject, sunrise, bedtime, flagpole, beautiful, mountain, gorilla, trail, roll, advice	animal, several, capital, general, personal, permit, protect, provide, total, final, swamp, climb, national park, soil, linked, protect
Written Vocabulary	late, yawn, wake up, woke up, knock, trapped, familiar	surprise, secret, wave, still, wrong, sorry		beautiful, mountain, gorilla, trail, roll, advice	swamp, climb, national park, soil, linked, protect
Reading Comprehension			"The Morning Birds" and "The Dancing Tree"		"Gorilla Park" and "Parks to Protect the Planet"
Reading Fluency	"The Morning Birds"	"The Dancing Tree"		"Gorilla Park"	"Parks to Protect the Planet"
Oral Vocabulary	fool, trick, pretend, crush, shock, log	soldier, march, drill, commands, chief	hook, pieces, bait, dam, dip, waist	source, nut, boil, roof bundle, fuel	
Read-Aloud	"The Lion and the Jackal"	"Flag Day"	"Fishing Up Country"	"The Liberian Palm Tree"	

Grade 2 National Standards for Reading and Comprehension

Learning Outcomes: Read and process information • Demonstrate knowledge of sight words and other vocabulary for improved spelling and writing skills • Use letter-sound associations, word parts, and context to read new words and analyze texts • Improve spelling and writing skills for effective communication • Use basic grammatical features to appropriately compose and respond to texts • Analyze text content and share ideas, information, and messages with others • Predict outcomes and make judgments after careful evaluation of facts and issues \bullet Demonstrate awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words accurately and fluently • Demonstrate a literal comprehension of readings, through identification and analysis of main ideas and supporting details • Analyze text content and share ideas, information, and messages with others • Fluently read grade-level texts • Read grade-level text with speed and accuracy • Correctly respond to questions from texts read.

Learning Objectives: Identify vowels and recognize consonants • Read words with varied word patterns • Identify beginning, middle, and end of a story • Retell a story • Identify characters, setting, events, and plot in a story • Identify the problem in a story • Construct sentences correctly • Write a story summary • Write sentences using spelling and sight words • Read diverse types of writings • Identify facts from a text • Identify main idea and facts in a nonfiction text • Identify theme in a text • Recognize the elements of diverse types of writings • Name and identify some types of adjectives • Write descriptive sentences • Demonstrate knowledge of new words • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • Use vocabulary words in sentences • Organize ideas for writing • Read words with variant word patterns • Identify the sequence of a text • Spell high-frequency and subject-related words • Demonstrate understanding of vocabulary and related subject words in context • Use charts and graphic organizers to add details to writings • Write independently • Read words with endings • Read diverse texts fluently • Listen to and discuss texts • Identify words and phrases that indicate persuasive text • Match information from reading with pictures.

REVIEW

Week

OBJECTIVES

- Review the vocabulary words fool, trick, pretend, crush, shock, log
- Review "The Lion and the Jackal"
- Review reading words with two or more syllables and the VCCV pattern, words with ear, and words with aw
- Review spelling window, morning, person, problem, absent, clear, hear, heard, learn, early, late, yawn, wake up, woke up, knock, trapped, familiar
- Review reading fluently "The Morning Birds"
- Review the vocabulary words late, yawn, wake up, woke up, knock, trapped, familiar

LEARNING RESOURCES



Let's Read



Student Activity Book



Student copybooks



Let's Read page 263

INTRODUCTION 1 MIN.

• Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

ORAL VOCABULARY / READ-ALOUD

12 MIN.

◆) First, I am going to read the text "The Lion and the Jackal" to you again. Please turn to page 263 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

• review the meaning of the oral vocabulary words for this story:

1. fool	• Fool. A fool is a person who is silly or who does something silly. For example, I would be a fool to [give an example of something foolish to do]. What else would make someone a fool?
2. trick	Trick. To trick means to make someone believe something that is not true. For example, in the story "Stone Stew," Anna tricked the village people into making stew for her by telling them that her stone was delicious. What other stories have you read where one character tricks another character?
3. pretend	Pretend. To pretend means to act like something is true when it is not true. For example, you pretend a lot when you play. Sometimes you pretend to fight with your friends, when really you are just playing. Let's pretend to fight. (Do the motions.)
4. crush	© Crush. To crush means to press something very hard so that it breaks. For example, I can crush a bug by stepping on it hard with my shoe. What else can you crush?
5. shock	**Shock. Shock is when you feel really, really surprised, like this. (Hold your hands to your cheeks and make a shocked expression.) For example, if an elephant walked into our classroom right now, we would all be in shock. Let's all pretend to be in shock. (Make the expression.)
6. log	• Log. A log is a thick, round piece of wood that comes from a tree. For example, people can use a log to make a fire. What else can people use a log for?

 describe what they see in the picture, using their target vocabulary where applicable.

DURING READING

Read the story with expression, using the picture and gestures to convey meaning.

The Lion and the Jackal

Once upon a time, Jackal looked for food near some big rocks. He did not see Lion. Lion came right up to him. Jackal thought, "Oh no! Lion will eat me." There was no time for Jackal to run away. But Jackal was no fool. He had a good plan. Jackal was standing by a pile of big rocks. The rocks were not going to fall, but Jackal planned to trick Lion into thinking that the biggest rock would fall on them. "Help! Help!" Jackal yelled. "We are doomed." [(Pause.) I am not sure what doomed means. Since Jackal is yelling for help, I think doomed means something terrible is going to happen. I will keep reading and see if that makes sense.] •) "That big rock is about to fall on us." Jackal pretended to shake with fear. "It will crush us!" he said. [(Pause.) Yes, I was right. Doomed must mean that something terrible is going to happen because Jackal says the rock will fall on them.] ◆ Lion looked up at the rock in shock. "Great King, you can save us," Jackal said. "Hold up this big rock. I will go and get a log to put under it." Lion held up the big rock just as Jackal asked. It took all of Lion's strength to hold up the rock with his front paws. Now Jackal was free to run away as fast as he could. And he did!

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Right There Question: What was Jackal standing right by? (a pile of big rocks)
 - 2. Think and Search Question: What was Jackal's good plan? (Jackal planned to trick Lion into thinking rocks would fall and crush them.)
 - 3. Author and Me Inference: Why did Jackal want to trick Lion? (so Jackal could run away from Lion)
 - 4. The story says that Lion used all his strength to hold up the rock. Remember, you can use the story's context to figure out the meaning of a word. Listen as I read the sentence strength is in. "It took all of Lion's strength to hold up the rock with his front paws." What is **strength?** (being very strong or powerful)

Write the letters and words on the board, as shown at the left.

ear aw

forget saw year picnic heard clear dawn learned hawk contest near early saw

To divide longer **♦**) Let's say the Now it's your turn. words into parts, sounds and read the Say the sounds and look at the first word together. read the words on vowel, then at the your own. Point to dawn. Point consonants after the under aw. **♦) What** One at a time point first vowel. If there sound do the letters under the remaining are 2 consonants, aw make together? words. divide the word /ô/. between the 2 consonants. The word is /d/-/ô/-/n/, *dawn*. **♦**) The letters e. a. r together can make Repeat with contest. the sound /er/ or near, early, and saw. /ŭr/. The letters aw together make the sound /ô/. Point to *forget*. Draw a vertical line between the letters *r* and g: for | get. \P) The word is forget. Point to *year*. **◄ The** word is /y/-/ēr/, year. Point to heard. ◆ The word is /h/-/ŭr/-/d/, heard.

NOTE: While the students are working independently during the next two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

Student Activity Book page 81

SPELLING / SIGHT WORDS

Repeat with dawn.

10 MIN.

Write the Student Activity Book page number on the board, as shown at the left. (If the students do not have the Student Activity Book, you may write the words on the board instead: 1. window, 2. morning, 3. person, 4. problem, 5. absent, 6. clear, 7. hear, 8. heard, 9. learn, 10. early, 11. late, 12. yawn, 13. wake up, woke up, 14. knock, 15. trapped, 16. familiar.)

Now you will review your spelling and sight words from Week 31 with your partner. Turn to page 81 in your Student Activity Book.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 8 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: Instead of giving each other
 a spelling quiz, the partners may work together to write original
 sentences with each word.
- Students Who Need Additional Support: Instead of giving each other a spelling quiz, the partners may copy each word three times.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let's Read* story title, page number, and written vocabulary words on the board, as shown at the right.

Now you will read the story "The Morning Birds" again with your partner and write some sentences with the vocabulary words. Please turn to page 103 in *Let's Read*.

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: A stronger student may be paired
 with a weaker student in order to serve as a peer mentor and help
 that student complete the activity.
- Students Who Need Additional Support: Instead of writing original sentences, the partners may find each vocabulary word in bold in the Let's Read text and copy the sentence in which it appears into their copybooks.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

REVIEW Week 35 · Day 1



Student Activity Book page 81

Let's Read

"The Morning Birds" page 103

- 1. late
- 2. yawn
- 3. wake up, woke up
- 4. knock
- 5. trapped
- 6. familiar

The Morning Birds

Some people like getting up in the morning. They jump out of bed at dawn, eager to start a new day. Korto was not one of those people. She was not very good at waking up in the morning.

Every morning her mother would call her to get up. And Korto would reply that she was getting out of bed. Sometimes she did get up, but sometimes she went right back to sleep.

On days when this happened, Korto would be late for school. She kept telling herself that she would get up early the next morning and get to school on time. But when the next morning came around, she would forget.

One morning Korto woke up eariy. She heard something outside that woke her up. Yawning, she went to the window and looked out. She saw two birds singing in the tree outside her bedroom window.

Let's Read page 103

REVIEW

Week

OBJECTIVES

- Review the vocabulary words soldier, march, drill, commands, chief
- Review "Flag Day"
- · Review reading words with two or more syllables and the VCV pattern, words with ow as /ō/ and /ou/, and words with suffixes -er, -or
- · Review spelling silent, moment, open, begin, paper, reason, hero, polite, lady, surprise, secret, wave, still, wrong, sorry
- Review reading fluently "The Dancing Tree"
- Review the vocabulary words surprise, secret, wave, still, wrong, sorry

LEARNING RESOURCES



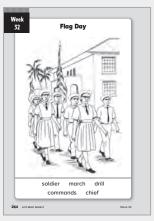
回 Let's Read



Student Activity Book



Student copybooks



Let's Read page 264

INTRODUCTION 1 MIN.

• Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

ORAL VOCABULARY / READ-ALOUD

12 MIN.

 First, I am going to read the story "Flag Day" to you again. Please turn to page 264 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

• review the meaning of the oral vocabulary words for this story:

1. soldier	Soldier. A soldier is a person in an army. Let's all stand tall and straight like a soldier. (Do the motions.)
2. march	March. To march means to walk like a soldier. Let's all march like a soldier. (Do the motions.)
3. drill	Drill. A drill is something you do over and over until you learn how to do it correctly. For example, you do drills in football to learn how to kick the ball better. What is another kind of drill we sometimes do? (Help students respond in complete sentences using drill.)
4. commands	Ocommands. Commands tell you to do something. For example, I could give you commands to march, then stand in place. Have your parents ever given you commands?
5. chief	• Chief. A chief is the leader of a group of people. Name a chief that you know.

• describe what they see in the picture, using their target vocabulary where applicable.

DURING READING

Read the story with expression, using the picture and gestures to convey meaning.

Flag Day by Cynthia Moore

"Left! Right! Left! Right! One, two! One, two!" We are not on the battlefield. We are not soldiers getting ready for war. We are students, walking in the street on our country's Flag Day. Early in the morning, we rise from bed. We take our baths and brush our teeth. We put on our school uniforms, our boots, and hats. We are very large in number. We form a line at school and listen to the commands of our drilling chief. Our legs are in a square position. Our hands are straight by our sides. We hold our chests and heads up high. Then we march. We march left, right, left, right. Our feet hit the ground with the sound of the drums. Dum! Dum! Kpa! Kpa! Dum! Dum! We are like soldiers marching in formation. Trumpets and flutes blow loudly as we march along. When we get to the double lines to give a salute to the Chief of Staff, the beat of the drums changes: Ta-ta dum, tat dum. Our drilling chief is ahead of us. He places his right foot on the final line and gives a salute. The sound of clapping fills the whole place. At the end of the drill, a prize is given to the schools on our country's Flag Day. Yes! We are the best.

AFTER READING

COMPREHENSION QUESTIONS

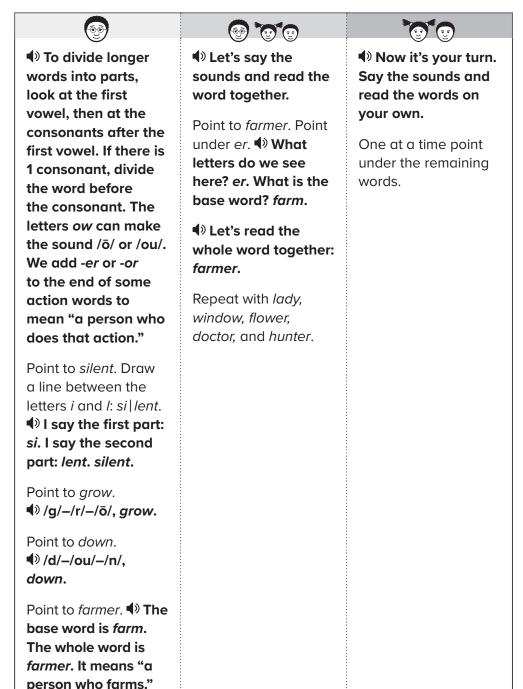
Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. Right There Question: Who is walking in the street on Flag Day? (students)
 - 2. Think and Search Question: How do students celebrate Flag Day? (They put on school uniforms and march.)
 - 3. Author and Me Inference: Who wins the prize on Flag Day? (the students telling this story about Flag Day)
 - 4. The text says that the students stand in a square position. Remember, you can use the story's context to figure out the meaning of a word. Listen as I read the sentence position is in. "Our legs are in a square position." What is *position*? (the way someone is standing)

Write the letters and words on the board, as shown at the left.

OW -er -or

silent hunter grow open blow down farmer how lady vendor window singer flower doctor hunter



NOTE: While the students are working independently during the next two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

Student **Activity Book** page 84

SPELLING / SIGHT WORDS

10 MIN.

Write the Student Activity Book page number on the board, as shown at the left. (If the students do not have the Student Activity Book, you may write the words on the board instead: 1. silent, 2. moment, 3. open, 4. begin, 5. paper, 6. reason, 7. hero, 8. polite, 9. lady, 10. surprise, 11. secret, 12. wave, 13. still, 14. wrong, 15. sorry.)

Now you will review your spelling and sight words from Week 32 with your partner. Turn to page 84 in your Student Activity Book.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 7 words one at a time, and the second partner writes each word in his or her copybook without looking at the Student Activity Book (or the board). Then the partners switch roles. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- Students Who Need Additional Support: Instead of giving each other a spelling quiz, the partners may copy each word three times.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the Let's Read story title, page number, and written vocabulary words on the board, as shown at the right.

Now you will read the story "The Dancing Tree" again with your partner and write some sentences with the vocabulary words. Please turn to page 107 in Let's Read.

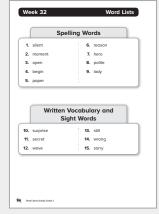
Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words.

Differentiated Instruction: This activity is for students who are "Meeting" Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- Students Who Need Additional Support: Instead of writing original sentences, the partners may find each vocabulary word in bold in the Let's Read text and copy the sentence in which it appears into their copybooks.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

REVIEW Week 35 · Day 2



Student Activity Book page 84

Let's Read "The Dancing Tree" page 107

- 1. surprise
- 2. secret
- 3. wave
- 4. still
- wrong
- б. sorry



Let's Read page 107

REVIEW

Week

OBJECTIVES

- · Review reading fluently and demonstrate comprehension of "The Morning Birds" and "The Dancing Tree"
- Review the vocabulary words hook, pieces, bait, dam, dip, waist
- · Review "Fishing Up Country"
- · Review reading words with two or more syllables and the VCV pattern, words with two or more syllables and the VCCV pattern, and compound words

LEARNING RESOURCES



[일일 Let's Read



Student copybooks

Let's Read

- 1. "The Morning Birds" page 103
- 2. "The Dancing Tree" page 107



Let's Read pages 103, 107

INTRODUCTION 1 MIN.

• Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

NOTE: While the students are working independently during the first activity (Reading Fluency and Comprehension), you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

READING FLUENCY AND COMPREHENSION

25 MIN.

Write the Let's Read story titles and page numbers on the board, as shown at the left.

First, you will read the stories "The Morning Birds" and "The Dancing Tree" again with your partner and answer the questions at the end. Please turn to page 103 in Let's Read.

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to answer the comprehension questions at the end of the story in their copybooks. When the partners finish the first story, they move on to the second story.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity. Alternatively, if students have already answered the comprehension questions earlier in the period, they may use this time to read the supplementary readers or other texts instead.
- Students Who **Need Additional Support**: A weaker student may be paired with a stronger student for help completing the activity.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

ORAL VOCABULARY / READ-ALOUD

12 MIN.

Now I am going to read the text "Fishing Up Country" to you again. Please turn to page 265 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

• review the meaning of the oral vocabulary words for this text:

1. hook	♠ Hook. A hook is a curved piece of metal used to catch fish. (Draw a hook on the board.) Let's pretend to catch a fish on a hook. (Do the motions.)
2. pieces	Pieces. Pieces are smaller parts of something. For example, I ate two pieces of bread for breakfast. What is something that can be broken into pieces? (e.g., banana, meat, paper, etc.)
3. bait	• Bait. Bait is the food that we use to catch fish or an animal. For example, sometimes people use worms as bait to catch fish. What other kind of bait can we use to catch fish or animals? (Help individuals respond in well-formed sentences using bait.)
4. dam	Dam. A dam is a wall built across a river to hold back water. Let's pretend to be a dam holding back water. (Do the motions.)
5. dip	Dip. To dip means to put something in something else, like water, then pull it back out again. Let's pretend to dip our toes in water. (Do the motions.)
6. waist	(Point to your waist.) This is my waist. Show me your waist and say with me, "This is my waist." (Do the motions.)

• describe what they see in the picture, using their target vocabulary where applicable.

REVIEW Week 35 · Day 3



Let's Read page 265

Week 35 · Day 3

DURING READING

Read the text with expression, using the picture and gestures to convey meaning.

> Fishing Up Country by Nyanatec K. Saym

Both men and women fish up country, but in different ways. Men use fishing lines with fishing hooks attached at the end. They put worms or pieces of fresh fish on the hook to use as bait. Then they lower the hook into the water and wait to catch a fish. Women fish with nets made from palm fibers and other strong ropes. At the waterside, they build dams across the water with sticks and mud. Then they dip jugs into the water on one side of the dam and pour it out on the other side. When the water is very low, they walk into the water with their nets and begin to move around, trying to catch a fish. After a while, a woman will lift her net out of the water. She will take out the fish she has caught and put it in her basket or a pouch tied around her waist. The women continue to go from one pool of water to another until their day is over.

AFTER READING

COMPREHENSION QUESTIONS

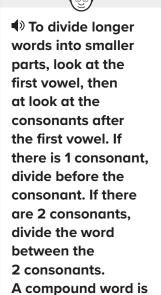
Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. What is the topic of this text? (the ways men and women fish)
 - 2. How do men fish? (They use fishing lines, hooks, and bait.)
 - 3. How do women fish? (They use nets.)
 - 4. The text says that women will put the fish they catch into a pouch. Remember, you can use the text's context to figure out the meaning of a word. Listen as I read the sentence pouch is in. "She will take out the fish she has caught and put it in her basket or a pouch tied around her waist." What is a pouch? (a bag you can tie around your waist to hold something)

REVIEW Week 35 · Day 3

PHONICS AND WORD STUDY

Write the words on the board, as shown at the right.



♦) Watch and listen as I read a word.

words.

made up of 2 smaller

Point to *pretend*. Draw a line between the letters e and t: pre | tend. ◀୬ I say the first part, pre. I say the second part, tend. The word is pretend.

Point to *rabbit*. Draw a line between the letters *b* and *b*: rab|bit. ♥ I say the first part, rab. I say the second part, bit. The word is rabbit.

Repeat with inside.



♦) Let's say the sounds and read the word together.

Point to inside. Draw a vertical line between *in* and *side*: *in*|*side*. Point under each word in turn as you say: **♥) What 2** little words do we see here? /ĭ/-/n/, in, and $/s/-/\bar{\imath}/-/d/$, side.

♦) The word is /i/-/n/-/s/-/i/-/d/inside.

Repeat with relax, subject, and wildlife.



12 MIN.

Now it's your turn. Say the sounds and read the words on your own.

One at a time point under the remaining words.

wildlife pretend female rabbit inside pattern relax lowland subject wildlife

REVIEW

Week

OBJECTIVES

- Review spelling alone, around, about, behind, between, almost. subject, sunrise, bedtime, flagpole, beautiful, mountain, gorilla, trail, roll, advice
- · Review reading fluently "Gorilla Park"
- Review the vocabulary words beautiful. mountain, gorilla, trail, roll, advice
- Review the vocabulary words source, nut, boil, roof, bundle, fuel
- Review "The Liberian Palm Tree"
- Review reading words that end with al. words with two or more syllables and the VCCV pattern, and words with two or more syllables and the VCV pattern

LEARNING RESOURCES



Student Activity Book



Student copybooks



回 Let's Read

Student Activity Book page 87

INTRODUCTION 1 MIN.

1) Today we will review letters, words, and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

NOTE: While the students are working independently during the first two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

SPELLING / SIGHT WORDS

10 MIN.

Write the Student Activity Book page number on the board, as shown at the left. (If the students do not have the Student Activity Book, you may write the words on the board instead: 1. alone, 2. around, 3. about, 4. behind, 5. between, 6. almost, 7. subject, 8. sunrise, 9. bedtime, 10. flagpole, 11. beautiful, 12. mountain, 13. gorilla, 14. trail, 15. roll, 16. advice.)

First, you will review your spelling and sight words from Week 33 with your partner. Turn to page 87 in your Student Activity Book.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 8 words one at a time, and the second partner writes each word in his or her copybook without looking at the Student Activity Book (or the board). Then the partners switch roles. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- Students Who **Need Additional Support**: Instead of giving each other a spelling quiz, the partners may copy each word three times.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the Let's Read story title, page number, and written vocabulary words on the board, as shown on the next page at the right.

Now you will read the story "Gorilla Park" again with your partner and write some sentences with the vocabulary words. Please turn to page 116 in Let's Read.

REVIEW Week 35 · Day 4

Let's Read "Gorilla Park" page 116

- 1. beautiful
- 2. mountain
- 3. gorilla
- 4. trail
- 5. roll
- 6. advice

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- Students Who Need Additional Support: Instead of writing original sentences, the partners may find each vocabulary word in bold in the Let's Read text and copy the sentence in which it appears into their copybooks.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

ORAL VOCABULARY / READ-ALOUD

12 MIN.

Now I am going to read the text "The Liberian Palm Tree" to you again. Please turn to page 266 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to . . .

• review the meaning of the oral vocabulary words for this text:

1. source	• Source. A source is where something comes from. For example, the sun is a source of light and heat. The market is a good source for food. What is a source for getting water? (e.g., river, well, store, etc.)
2. nut	• Nut. A nut is a small dry fruit with a hard shell. Today's text talks about the pine nut, which grows on palm trees. What is another kind of nut? (e.g., kola nut, walnut, pecans, etc.)
3. boil	Boil. To boil means to cook something in very hot water. For example, people can boil vegetables. They can boil rice. What else can people boil? (e.g., eggs, meat, potatoes, etc.)
4. roof	**Roof. A roof is the top covering of a building. A house has a roof. Let's pretend we are houses. Pat your roof. (Have students tap the tops of their heads.)



Let's Read page 266

Week 35 • Day 4

5. bundle	**Bundle. To bundle means to tie or wrap a group of things together. People bundle sticks, foods, and other things. Let's pretend to bundle sticks. (Do the motions.)
6. fuel	• Fuel. Fuel is something people burn to make light or energy. For example, people burn fuel in lamps. They use fuel for cars. Make a sentence with the word fuel. (e.g., My dad put fuel in our car.)

 describe what they see in the picture, using their target vocabulary where applicable.

DURING READING

Read the text with expression, using the picture and gestures to convey meaning.

◆ The Liberian Palm Tree by Benjamin G. Everett

The palm tree grows everywhere in Liberia. It grows in swampy areas, on hilltops, and even in coastal areas. It is a good source of food for many Liberians. The palm nuts can be boiled and used to cook palm butter soup to eat along with rice. The palm nuts can also be used to make palm oil, which is the most widely used cooking oil in Liberia. The kernels from the nuts can be used to make palm kernel oil, which is also good for eating as well as for rubbing on the skin. People use the palm tree in their homes for more than just cooking. The palm thatches are long and wide and are perfect for making the roofs of houses in villages. The straw on the palm thatches are trimmed and bundled up to make brooms for sweeping. The palm oil is used as fuel in lamps. Palm trees are an important part of daily life for most Liberians.

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

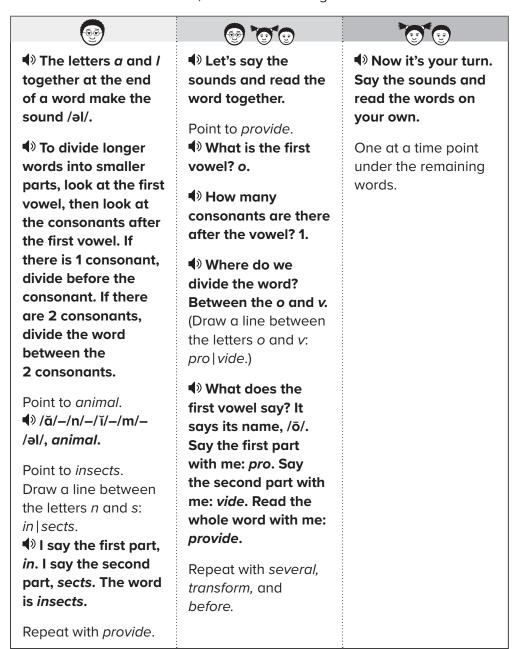
- 1. What is the topic of this text? (the Liberian palm tree)
 - 2. What do you think the writer wants you to believe about Liberian palm trees? (They are important to Liberians.)
 - 3. What facts or reasons does the writer give to get you to agree that **Liberian palm trees are important?** (The Liberian palm tree is a good source of food and oil. It can be used for roofs of houses, used to make brooms, and used as fuel.)

- 4. What words does the writer use to make us feel that Liberian palm trees are important? (good source; can be used; widely used; perfect for; important)
- 5. The text says that palm thatches are used to make roofs. Listen as I read the sentences thatches is in. "The palm thatches are long and wide and are perfect for making the roofs of houses in villages. The straw on the palm thatches are trimmed and bundled up to make brooms for sweeping." What are thatches? (part of a tree/plant)

PHONICS AND WORD STUDY

12 MIN.

Write the words on the board, as shown at the right.



animal before capital insects hippo provide several nature transform before

REVIEW

Week

OBJECTIVES

- Review spelling animal, several, capital, general, personal, permit, protect, provide, total, final, swamp, climb, national park, soil, linked, protect
- Review reading fluently "Parks to Protect the Planet"
- Review the vocabulary words swamp, climb, national park, soil, linked, protect
- Review reading fluently and demonstrate comprehension of "Gorilla Park" and "Parks to Protect the Planet"

LEARNING RESOURCES



Student Activity Book



Student copybooks



回 Let's Read

Student **Activity Book** page 90



Student Activity Book page 90

INTRODUCTION 1 MIN.

Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

NOTE: While the students are working independently during each activity today, you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

SPELLING / SIGHT WORDS

10 MIN.

Write the Student Activity Book page number on the board, as shown at the left. (If the students do not have the Student Activity Book, you may write the words on the board instead: 1. animal, 2. several, 3. capital, 4. general, 5. personal, 6. permit, 7. protect, 8. provide, 9. total, 10. final, 11. swamp, 12. climb, 13. national park, 14. soil, 15. linked, 16. protect.)

First, you will review your spelling and sight words from Week 34 with your partner. Turn to page 90 in your Student Activity Book.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 8 words one at a time, and the second partner writes each word in his or her copybook without looking at the Student Activity Book (or the board). Then the partners switch roles. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- Students Who **Need Additional Support**: Instead of giving each other a spelling quiz, the partners may copy each word three times.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the Let's Read story title, page number, and written vocabulary words on the board, as shown at the right.

Now you will read the text "Parks to Protect the Planet" again with your partner and write some sentences with the vocabulary words. Please turn to page 121 in Let's Read.

Have the students work in pairs. First they take turns to read the text aloud to each other, helping each other read correctly and fluently. Students should read the text 2 times each. When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- Students Who **Need Additional Support**: Instead of writing original sentences, the partners may find each vocabulary word in bold in the Let's Read text and copy the sentence in which it appears into their copybooks.

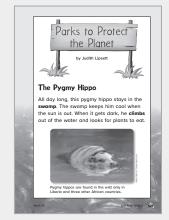
If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

REVIEW Week 35 · Day 5

Let's Read

"Parks to **Protect** the Planet" page 121

- 1. swamp
- 2. climb
- 3. national park
- 4. soil
- 5. linked
- б. protect



Let's Read page 121

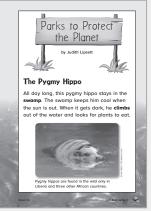
REVIEW Week 35 · Day 5

Let's Read

- 1. "Gorilla Park" page 116
- 2. "Parks to **Protect** the Planet" page 121



Let's Read page 116



Let's Read page 121

READING FLUENCY AND COMPREHENSION

24 MIN.

Write the Let's Read story titles and page numbers on the board, as shown at the left.

 \P) Now you will read the stories "Gorilla Park" and "Parks to Protect the Planet" again with your partner and answer the questions at the end. Please turn to page 116 in Let's Read.

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to answer the comprehension questions at the end of the story in their copybooks.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- Students Who Exceed Expectations: A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity. Alternatively, if students have already answered the comprehension questions earlier in the period, they may use this time to read the supplementary readers or other texts instead.
- Students Who **Need Additional Support**: A weaker student may be paired with a stronger student for help completing the activity.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

ASSESSMENT

Write the numbers on the board as shown beside each section. Point to the number on the board as you ask each question. Have students find the number on their Student Activity Book page. If the students do not have a Student Activity Book, have them write the answers on a piece of paper or in their copybooks.

Today I am going to ask you some questions about what you have learned this year. You will write your answers in your Student Activity Book. Open your Student Activity Book to page 93.

PHONICS / SPELLING

A. Phonics and Word Study

15 MIN.

Note: If the students do not have the Student Activity Book, you can write the following words in two boxes on the board:

1st box, for #1-5:

follow, forget, farmer, fault, fawn, female, final, firewood

2nd box, for #6-10:

crossroad, concert, clear, contest, crawl, creator, capital

- Point to the letter A. I will say a word. Choose the correct word from the box and write it on the line. Let's do an example together. On the line next to the word Example, write the word female. Look at the first word box. Which of these words is female? ... Write female on the line next to the word Example. (Write female on the board next to the word *Example*. Walk around the room to check that students understand what to do.)
- **♦** For numbers 1–5, choose a word from the first box.
- 1) 1. follow
 - 2. final
 - 3. firewood
 - 4. forget
 - 5. fawn
- For numbers 6–10, choose a word from the second box.
- **♦**)6. contest
 - 7. capital
 - 8. crossroad
 - 9. creator
 - 10. clear

Week 36 **Assessment**

Example	:	
1.	6.	
2.	7.	
3.	8.	
4.	9.	
5.	10.	



Student Activity Book page 93

Week 36 **Assessment**

Example: 1. 6. 2. 7. 3. 8. 4. 9. 5. 10.

Week 36	Assessment
B. Spelling	
Example:	
1	6
2	7
3	8
4	9
5	10
94 Profitierio Actieto Grade 2	
See Amount activity to take 2	

Student Activity Book page 94

PHONICS / SPELLING

B. Spelling 15 MIN.

• Point to the letter B. I will say one of your spelling words. Write the word. Let's do an example together. On the line next to the word Example, write the word total. (Write total on the board next to the word *Example*. Walk around the room to check that students understand what to do.)

- ■) 1. almost
 - 2. animal
 - 3. final
 - 4. alone
 - 5. paper
 - 6. begin
 - 7. window
 - 8. learn
 - 9. lady
 - 10. between

READING / COMPREHENSION

C. Written Vocabulary and Sight Words

15 MIN.

Note: If the students do not have the *Student Activity Book*, you can write the following words in two boxes on the board:

1st box, for #1–5:

sorry, wave, secret, still, surprise, familiar, knock, late, trapped, yawn, wake up

2nd box, for #6–10:

beautiful, mountain, trail, advice, roll, climb, protect, soil, linked, swamp, national park, gorilla

- ♠ Point to the letter C. I am going to say the meaning of one of your vocabulary words. Choose the correct word from the box and write it on the line. Let's do an example together. This word means to move your hand from side to side in the air to say hello or goodbye to someone. Look at the first word box. Which of these words means to move your hand from side to side? ... Wave. Write wave on the line next to the word Example. (Write wave on the board next to the word Example. Walk around the room to check that students understand what to do.)
- ◆ For numbers 1–5, choose a word from the first box.

Read each definition at least twice. Give the students time to write the answer before moving on to the next item.

- 1. This word means to not move.
 - 2. This word means to hit something with your fist and make a noise. (Demonstrate knocking.)
 - 3. This word means something you know well.
 - 4. This word is something you do not tell other people.
 - 5. This word means to be in a place you cannot get out of.
- **♦** For numbers 6–10, choose a word from the second box.
- **♦**)6. This word is a path in the mountains or forest that people can walk on.
 - 7. This word means to move up something.
 - 8. This word is dirt that plants and trees grow in.
 - 9. This word means to be joined together or connected.
- 10. This word means something you say to help someone know what he or she should do.

Week 36 Assessment

Examp	ole:
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.



Student Activity Book page 95

Week 36 Assessment

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

W	deek 36 Assessment
D. R	leading Comprehension
soil	eria has many mangrove forests. The forests are along the ist, not in the mountains. Mangrove forests help hold the in place. They keep the sea salt from going into the land. ingrove forests help people in many ways.
am fish to r ma wo ma tha	ingrove forests provide local people with flood. Many fish live ong the notes of the manageve trees. People catch these Inside some manageve forests, fammer seven make pends took shrings, flat, or lefthild. People ended many things from signore trees. From the trees' trust and branches provide get the trees. The period of the people should be the trust and the this used on houses. People use the botk to soften crimal so. They use the annied hists to make clothers and shoes.
the	ople should not <u>abuse</u> mangrove forests. We should not hurt mangrove trees. We need our mangrove forests.
5.	
6.	
7.	
8.	
9.	

Student Activity Book page 96

READING / COMPREHENSION

D. Reading Comprehension

15 MIN.

Note: If the students do not have the Student Activity Book, you can write the following text on the board.

Liberia has many mangrove forests. The forests are along the coast, not in the mountains. Mangrove forests help hold the soil in place. They keep the sea salt from going into the land. Mangrove forests help people in many ways.

Mangrove forests provide local people with food. Many fish live among the roots of the mangrove trees. People catch these fish. Inside some mangrove forests, farmers even make ponds to raise shrimp, fish, or shellfish. People make many things from mangrove trees. From the trees' trunk and branches, people get wood. This wood is often used for fuel. People use the wood to make houses, too. Thatch is made from mangrove leaves. The thatch is used on houses. People use the bark to soften animal hides. They use the animal hides to make clothes and shoes.

People should not abuse mangrove forests. We should not hurt the mangrove trees. We need our manarove forests.

• Point to the letter D. This is a text. You will read the text to yourself. When you finish the text, look up at me so I know you have finished. Then I will ask you questions about the text.

If the students have not finished after 7 minutes, give them a oneminute warning.

- Now I will ask you some questions about the text. You may look back in the text to find the answers. Write the answer to the question on the line.
- **4**) 1. Is this text fiction or nonfiction?
 - 2. What is the main idea of the text?
 - 3. What is one fact in the text that supports the main idea?
 - 4. How do mangrove forests help the land?
 - 5. Where are the mangrove forests?
 - 6. What does the word abuse mean?
 - 7. What do people make from mangrove leaves?
 - 8. What is one use for the wood from mangrove forests?
 - 9. What do people use the mangrove bark for?
- 10. What would happen if the mangrove forests die?

Grade 2, Volume 2 Glossary

advice	Advice is something you say to help someone know what she or he should do.
agree	When someone agrees with you, then they think the same way about something as you do.
athlete	An athlete is someone who works hard to be good at a sport or other types of exercises.
bait	Bait is the food that we use to catch fish or an animal.
barefoot	To be bare means to be without cover or clothes, so barefoot means to not wear shoes.
beach	A beach is a sandy place of land next to the ocean.
beautiful	Beautiful means very pretty.
benefit	A benefit is something good that happens because of something else.
boil	To boil means to cook something in very hot water.
brain	The brain is the part of our body in our head that helps us think.

bundle	To bundle means to tie or wrap a group of things together.
center	The center is the middle of something, like a circle.
chief	A chief is the leader of a group of people.
clean	When something is clean , it doesn't have any dirt on it.
climb	To climb means to move up something.
coat	A coat is a thick piece of clothing that you wear over your other clothes to keep you warm.
commands	Commands tell you to do something.
concert	A concert is a place where people get together and listen to someone play music.
	A concert is a place where people get together and
concert	A concert is a place where people get together and listen to someone play music.
concert	A concert is a place where people get together and listen to someone play music. To continue is to keep doing something.

dam	A dam is a wall built across a river to hold back water.
dip	To dip means to put something in something else, like water, then pull it back out again.
dirty	Dirty means not clean.
disappointed	To be disappointed is to be sad because something didn't happen the way you wanted it to.
dodge	When we dodge something, we are making a quick movement to get away from something.
draw	A draw happens when two people or teams play a game to the end and their final scores are the same or equal.
drill	A drill is something you do over and over until you learn how to do it correctly.
edge	The edge is the part of something that is the farthest away from the center.
equal	When things are equal , they are the same in number or size.
exercise	When we exercise , we move our bodies to stay healthy and strong.

•····	
fame, famous	When a person is famous , everyone knows and talks about that person. When a person is famous, we say they have fame .
familiar	When something is familiar , it's something that you know well.
fancy	When something is fancy , it has lots of decoration and pretty colors.
fool	A fool is a person who is silly or who does something silly.
fresh air	We go to the beach to get some fresh air . The air that blows from the ocean is fresh and clean.
fuel	Fuel is something people burn to make light or energy.
game	A game is a kind of play or sport.
gather	To gather is when people come together.
germs	Germs are living things that can make us sick.
give up	To give up is to stop trying to do something.
goal	In a game like football, a goal is when you score a point.
gold medal	A gold medal is like the first-place prize in a contest, race, or game.

gorilla	A gorilla is a very big, black animal that looks like a monkey.	
greet	To greet someone is to say hello or good morning when you meet them.	
half	A half of something is one of two equal parts.	
harvest	When you harvest crops or plants, you pick them or gather them.	
healthy	When you are healthy , your body feels good, you are strong and active, and you are not sick.	
heart	The heart is the part inside your body that pumps blood.	
hero	A hero is a person who shows courage or does something special.	
hook	A hook is a curved piece of metal used to catch fish.	
hop	To hop is to move by jumping on one foot.	
humble	To be humble is to be shy or modest about the good things you do.	
ingredients	Ingredients are all the things that you would put in something you are making to eat, like stew.	
join	To join means to become a part of something else.	

keep doing	When you keep doing something, you don't stop until you have finished what you are doing.	
knock	Knock means to hit something with your fist and make a noise.	
land	To land is to put your feet down in a new place.	
late	Late means past the time that something was supposed to happen.	
linked	Linked means joined together, or connected.	
log	A log is a thick, round piece of wood that comes from a tree.	
lose, lost	To lose something is to not be able to find it. When you lose something, it is lost .	
manager	A manager is a person who is a leader at a company or on a team.	
march	To march means to walk like a soldier.	
match	A match is a game where two people or teams play against each other.	
mortar	A mortar is a bowl usually made of something hard like wood or stone.	
mountain	A mountain is a very, very big hill.	

mourn	To mourn is to feel sad because you have lost someone who is very important to you.	
movement	Movement is when your body changes position.	
muscle	A muscle is a part of the body that helps us move and hold ourselves up.	
national park	A national park is a large, important area of land where people can visit but are not allowed to live.	
nut	A nut is a small dry fruit with a hard shell.	
ocean	An ocean is a very large body of salty water, like the sea.	
pack	To pack means to put things in a bag, box, or basket to take them somewhere.	
perfect	When something is perfect , it has everything that you want.	
picnic	A picnic is when you pack up food and take it somewhere to eat outside.	
pieces	Pieces are smaller parts of something.	
plain	When something is plain , it is simple and is not decorated.	

pole	A pole is a long stick, usually stuck in the ground to hold something up.	
pound	To pound means to hit something over and over again.	
prepare	To prepare means to get something ready.	
pretend	To pretend means to act like something is true when it is not true.	
prize	A prize is something special that is given to the winner of a contest or game.	
protect	Protect means to keep something safe.	
quite	Quite means very or completely.	
•••••		
race	A race is a contest between runners to be the fastest over a given distance.	
race		
	over a given distance.	
rag	over a given distance. A rag is a piece of old cloth.	
rag	over a given distance. A rag is a piece of old cloth. When something is raw, it has not been cooked. A record is a list of things that have happened or	

remove	To remove means to take something away.	
roll	To roll means to move by turning over and over.	
roof	A roof is the top covering of a building.	
rope	A rope is a strong and thick line made with string or plants twisted together.	
score	When you score , you make points in a game.	
secret	A secret is something you do not tell other people.	
shell	A shell is the hard outside covering of something.	
shock	Shock is when you feel really, really surprised.	
shoes	Shoes are the coverings you put on your feet.	
sick	When you are sick , your body feels bad.	
sigh	To sigh means to let out a big breath of air because you are sad or tired.	
skirt	A skirt is a piece of clothing worn mostly by women that fits at the waist and hangs down around the legs.	
soil	Soil is dirt that plants and trees grow in.	

soldier	A soldier is a person in an army.	
sorry	To be sorry means to feel sad about something that has happened.	
source	A source is where something comes from.	
spices	Spices are plants that are made into very small pieces and used to add a special taste to food.	
spread	When we spread something, we make it go from one place to another.	
stew	Stew is a type of food.	
	To be still means to not move.	
still	To be still means to not move.	
still stir	To be still means to not move. To stir is to take a spoon and mix the ingredients in something you are cooking.	
	To stir is to take a spoon and mix the ingredients in	
stir	To stir is to take a spoon and mix the ingredients in something you are cooking. To be strong is to be able to pick up or push heavy	
stir	To stir is to take a spoon and mix the ingredients in something you are cooking. To be strong is to be able to pick up or push heavy things. When you support someone, you help them with	
stir strong support	To stir is to take a spoon and mix the ingredients in something you are cooking. To be strong is to be able to pick up or push heavy things. When you support someone, you help them with something. To go surfing is to ride waves as they come to the	

swamp	A swamp is an area of soft, wet ground.	
taste	When you taste food, you put it in your mouth to see if it's good or not.	
team	A team is a group of people that come together to work or play a game.	
throw	When you throw , you move something through the air with your arm and hand.	
trail	A trail is a path in the mountains or forest that people can walk on.	
trapped	When something is trapped , it means it's in a place it can't get out of.	
trash	Trash is all the things we throw away when we are finished using them.	
trick	To trick means to make someone believe something that is not true.	
uncertain	To be uncertain is to not know something for sure.	
unkind	To be unkind is to be mean or unfriendly, not nice or caring.	
unusual	Something unusual is something different from what you normally see every day.	

vegetables	Vegetables are plants that we eat as food.	
vendor	A vendor is a person who is selling something in the market.	
waist	Your waist is the middle part of your body.	
wake up, woke up	When we wake up , we stop sleeping. Woke up means that you stopped sleeping in the past, before now.	
wave	To wave means to move your hand from side to side in the air to say hello or goodbye to someone.	
waves	The water in the ocean comes up on to the beach in waves and makes a relaxing sound.	
wood	Wood is the hard material that comes from trees.	
worry	When we worry , we think about our problems.	
wrong	When something is wrong , it is not the way it should be.	
yawn	A yawn is a big breath of air we take in when we are tired.	
young	When someone is young , that means that person has only lived a few years.	

Grade 2, Volume 2 Spelling Words and Written Vocabulary and Sight Words

Week 19			
Spelling Words	Written Vocabulary		
1. better	and Sight Words		
2. best	10. heart		
3. harder	11. muscle		
4. fastest	12. strong		
5. happier	13. worry		
6. happiest	14. exercise		
7. low	15. brain		
8. grow			
9. know			

Week 21		
Spelling Words	Written Vocabulary	
1. face	and Sight Words	
2. rice	11. game	
3. circle	12. pole	
4. pencil	13. rope	
5. dance	14. center	
6. age	15. edge	
7. page	16. dodge	
8. large		
9. judge		
10. bridge		

Week 20		
Spo	elling Words	Written Vocabulary
1.	eating	and Sight Words
2.	drinking	11. clean
3.	cooking	12. dirty
4.	playing	13. germs
5.	taking	14. trash
6.	head	15. raw
7.	bread	16. spread
8.	ready	
9.	heavy	
10.	healthy	

Week 22		
Spelling Words	10. worked	
1. boy	Written Vocabulary	
2. enjoy	and Sight Words	
3. oil	11. give up	
4. point	12. rag	
5. played	13. join	
6. called	14. team	
7. named	15. manager	
8. lived	16. continue	
9. asked		

Week 25			
Spelling Words Written Vocabu			
1. food	and Sight Words		
2. room	11. quite		
3. soon	12. unkind		
4. too	13. stew		
5. good	14. gather		
6. book	15. wood		
7. look	16. uncertain		
8. took			
9. unhappy			
10. unsafe			

Week 26				
Spelling Words Written Vocabulary				
1.	grow	and Sight Words		
2.	throw	10. vegetables		
3.	how	11. ingredients		
4.	now	12. spices		
5.	down	13. prepare		
6.	few	14. taste		
7.	new	15. stir		
8.	grew			
9.	threw			

Week 27				
Spelling Words	Written Vocabulary			
1. return	and Sight Words			
2. repeat	10. hop			
3. replace	11. land			
4. reply	12. coat			
5. remember	13. greet			
6. classroom	14. ocean			
7. homework	15. crawl			
8. grandmother				
9. goodnight				

Week 28			
Spelling Words	Written Vocabulary		
1. football	and Sight Words		
2. afternoon	9. barefoot		
3. sunset	10. race		
4. moonlight	11. shoes		
5. practice	12. crowd		
6. runner	13. gold medal		
7. teacher	14. record		
8. driver	15. athlete		

Week 31				
Spelling Words		Written Vocabulary		
1.	window	and Sight Words		
2.	morning	11. late		
3.	person	12. yawn		
4.	problem	13. wake up,		
5.	absent	woke up		
6.	clear	14. knock		
7.	hear	15. trapped		
8.	heard	16. familiar		
9.	learn			
10.	early			

Week 32 Spelling Words 9. lady

1. silent **Written Vocabulary** 2. moment and Sight Words 3. open 10. surprise 4. begin 11. secret 5. paper 12. wave 6. reason 13. still 7. hero 14. wrong 8. polite 15. sorry

Week 33

Spelling Words Written Vocabulary and Sight Words

- alone
 around
 about
 and Sight Wo
 beautiful
 mountain
- 4. behind5. between6. almost13. gorilla14. trail15. roll
- 6. almost 15. roll 7. subject 16. advice

8. sunrise9. bedtime10. flagpole

Spelling Words Written Vocabulary and Sight Words 1. animal 11. swamp 2. several 12. climb 3. capital 13. national park 4. general 14. soil 5. personal 15. linked 6. permit 16. protect 7. protect 8. provide 9. total 10. final

Week 34

Student Activity Book Answer Key for Weeks 19–36

Week 19

Day 2: 1. best, 2. longer, 3. smart, 4. faster, 5. highest, 6. hard, 7. happiest, 8. dirtier, 9. lucky, 10. hungriest

1. nearer, 2. tallest, 3. slower, 4. longest

Day 4: 1. Circle ow in grow. 2. Circle ow in own. 3. Circle oa in road. 4. Circle ow in bowl.
5. Circle ow in below. 6. Circle ow in glow.
7. Circle oa in goat. 8. Circle ow in show.
9. Circle ow in lower. 10. Circle oa in toast.

short o: frog, lost, toss, song; **long o (oa or ow):** know, shown, soak, flow, roast, throw

Week 20

Day 2: Connect: 1. make, making; 2. step, stepping; 3. clean, cleaning; 4. joke, joking; 5. grow, growing; 6. wash, washing; 7. hug, hugging; 8. pat, patting; 9. shine, shining; 10. use, using

Students should choose one word and write a complete sentence.

Day 4: 1. dead, 2. breath, 3. sweat, 4. spread, 5. thread, 6. ready

Students should write a sentence using the word *head* and draw a picture to go with it.

Week 21

Day 2: Circle the *c* in place; the first *c* in circle; and the *c*'s in center, dance, pencil, voice, bounce. Circle *g* or *dg* in edge, dodge, germ, age, danger, bridge, judge

1. dance, 2. dodged, 3. circle, 4. bridge

Day 4: c like s: center, chance, place c or ck like k: back, called, clap g or dg like j: charge, dodge, page g like g: game, ground, guess

1. fall, 2. small, 3. tall, 4. all, 5. call, 6. ball

Week 23

Day 2: oy: boy, employ, enjoy, joy, toy; **oi:** boil, coil, join, oil, point, spoil

1. enjoy, 2. join

1. soil, 2. boy, 3. noise, 4. point, 5. oil, 6. joy

Day 4: 1. played, 2. called, 3. enjoy, 4. passed, 5. scored, 6. smile, 7. started, 8 worked, 9. need, 10. lived

1. floated, 2. greeted, 3. work, 4. play

Week 24 Assessment

Phonics and Word Study: 1. call, 2. circle, 3. chasing, 4. crow, 5. coiled, 6. here's, 7. harder, 8. hedge, 9. healthier, 10. highest

Spelling: 1. better: 2. grow, 3. lived, 4. circle, 5. healthy, 6. worked, 7. bridge, 8. boy, 9. ready, 10. eating

Written Vocabulary: 1. brain, 2. clean, 3. worry, 4. raw, 5. strong, 6. game, 7. join, 8. pole, 9. center, 10. manager

Reading Comprehension: 1. exercise, or staying strong; 2. because you throw balls and run; 3. Playing games can keep you healthy and strong.; 4. Throwing and running makes your arms and legs strong. Running keeps your lungs and heart strong.; 5. breathing harder; 6. chores or running outside; 7. keep your body moving; 8. Your brain works better, and you feel better.; 9. lapa and toil; 10. Answers will vary but should include being active in some way.

Week 25

Day 2: 1. Circle cool, food, spoon, noon. 2. Circle broom, room, soon. 3. Circle took, good, look, book. 4. Circle cook, shook, wood, foot.

oo as in "food": broom, noon, room, soon, spoon, too

oo as in "good": book, cook, look, stood, took, wood

Day 4: Circle *un* in unwise, unlocked, unknown, unseen, unhappy

1. wise, 2. unhappy

1. it is, 2. you will, 3. what is, 4. you are, 5. we will, 6. here is, 7. I will, 8. she is

Week 26

Day 2: 1. Circle *ow* in Throw, low, slow. 2. Circle *ow* in Show, know. 3. Circle *ow* in brown, cow, down, town.

ow as in "low": blow, grow, know, show, slow, throw; **ow as in "how":** brown, cow, down, now, town

Day 4: Connect: 1. know, knew; 2. throw, threw; 3. grow, grew; 4. blow, blew; 5. draw, drew; 6. fly, flew

growing, 2. removing, 3. flew, 4. prepared,
 Making

Week 27

Day 2: Circle *r*e in return, replied, replace, repair, repeated, request, remained, refused.

1. No. 2. The shopkeeper would not replace the broken radio.

grandmother;
 class, room;
 homework;
 good, night;
 birth, day;
 handshake;
 bed, room;
 nickname

Day 4:

ed as "d": covered, lived, played;
ed as "t": hopped, reached, thanked;
ed as "ed": greeted, landed, wanted

Circle the t in pat. 2. Circle the t in lift.
 Circle the t in wait. 4. Circle the t in heat.

5. Circle the second *t* in start. 6. Circle the *d* in end. 7. Circle the *d* in need. 8. Circle the *d* in load. 9. Circle the *d* in fold. 10. Circle the *d* in pound.

When the base word ends in the letter t or the letter d, the letters *ed* in its *ed* form will sound like "ed."

Week 28

Day 2: 1. barefoot; 2. basket, ball; 3. foot, ball; 4. afternoon; 5. sun, set; 6. moonlight; 7. out, side; 8. play, ground; 9. thunderstorm; 10. rain, drop

Circle the ce or ge in each word: race, ages, villages, practiced, center, orange, noticed, charged, race, celebrated, danced

The man dressed all in orange won the race.

Day 4: Connect: 1. runner, a person who runs; 2. winner, a person who wins; 3. trainer, a person who trains people; 4. ruler, a person who rules; 5. reader, a person who reads; 6. writer, a person who writes; 7. driver, a person who drives; 8. seller, a person who sells something; 9. buyer, a person who buys something; 10. baker, a person who bakes; 11. user, a person who uses something; 12. teacher, a person who teaches

Students should write a full sentence to express their future job preference.

Week 30 Assessment

Phonics and Word Study: 1. stood, 2. stew, 3. show, 4. soon, 5. slow, 6. renew, 7. bedroom, 8. rower, 9. barefoot, 10. biker

Spelling: 1. now: 2. few, 3. return, 4. good, 5. classroom, 6. new, 7. unhappy, 8. football, 9. sunset, 10. throw

Written Vocabulary: 1. wood, 2. quite, 3. taste, 4. gather, 5. stir, 6. greet, 7. record, 8. ocean, 9. crowd, 10. crawl

Reading Comprehension: 1. Anansi and Tiger; 2. He is hungry.; 3. Tiger takes Anansi's food and then Anansi tricks Tiger.; 4. at the sea, in the forest; 5. Anansi goes to the coast.; 6. Tiger takes Anansi's fish.; 7. Anansi tricks

Tiger and ties his hair to the tree.; 8. You should not take things that do not belong to you like Tiger did.; 9. He is not honest and will trick you.; 10. Tiger is a bully and easily tricked.

Week 31

Day 2: un|til, fat|ten, ad|mit, ten|nis, wit|ness, vel|vet, kit|ten, hid|den, pen|cil, plas|tic, sub|ject, in|sect

hidden, 2. subject, 3. absent, 4. contest,
 person

Day 4: 1. Circle *ear* in fear, hear, ears. 2. Circle *ear* in heard, early, learn, earn.

ear as in "near": clear, hear, year; ear as in "learn": earn, Earth, search

Circle aw in these words: dawn, yawned, caw (2 times), hawk, saw, claws, jaw, draw.

The author saw a hawk outside the window.

Week 32

Day 2: la|dy, po|lite, cra|zy, mi|nus, be|fore, re|cess, ho|tel, spi|der, se|cret, si|lent, be|yond, op|en, mo|ment, ba|by, la|zy, be|gin

1. polite, 2. secret, 3. before, 4. begin, 5. baby

Day 4: ow as in "grow": blow, know, show; ow as in "how": crowd, down, now

1. farmer: circle *er* and match to a person who farms; 2. dancer: circle *er* and match to a person who dances; 3. singer: circle *er* and match to a person who sings; 4. hunter: circle *er* and match to a person who hunts; 5. actor: circle *or* and match to a person who acts.

Students should use the words in the list at the top of the page to fill in the blanks.

Week 33

Day 2: 1. b. con|test, 2. b. ab|sent, 3. b. rab|bit, 4. c. fran|tic, 5. a. tar|get, 6. b. pre|tend, 7. c. fe|ver, 8. a. re|lax

moun|tain, dan|ger, al|most, ba|by, fe|male, ad|vice, a|round, a|lone, morn|ing, sub|ject

Day 4: 1. wildlife; 2. in, side; 3. lowland; 4. sun, rise; 5. crossroad; 6. fire, wood; 7. flash, light; 8. flag, pole

1. sunrise, 2. firewood, 3. flagpole

Week 34

Day 2: Circle the *al* in these words: 1. sandal; 2. total; 3. normal; 4. frugal; 5. several, animals; 6. medal, personal; 7. general, capital

1. hospital, 2. pedal, 3. rural, 4. final

Day 4: in | sects, trans | form, hip | po, prob | lem, per | mit, cen | tral, hill | top, pro | tect, rea | son, to | tal, glo | bal, pro | vide, be | fore, fi | nal

1. hippo, 2. permit, 3. final, 4. provide

Week 36 Assessment

Phonics and Word Study: 1. follow, 2. final, 3. firewood, 4. forget, 5. fawn, 6. contest, 7. capital, 8. crossroad, 9. creator, 10. clear

Spelling: 1. almost, 2. animal, 3. final, 4. alone, 5. paper, 6. begin, 7. window, 8. learn, 9. lady, 10. between

Written Vocabulary: 1. still, 2. knock, 3. familiar, 4. secret, 5. trapped, 6. trail, 7. climb, 8. soil, 9. linked, 10. advice

Reading Comprehension: 1. nonfiction;
2. Mangrove forests help people.; 3. Mangrove forests provide food, or mangrove forests provide wood.; 4. They keep salt out of the land.; 5. in Liberia, by the coast; 6. hurt;
7. thatch; 8. fuel; 9. to soften hides; 10. Answers will vary. Students may say that there would be less food to eat or wood for fuel and houses.

Supplementary Reader Questions and Answers

DOGS (AN HELP (Grade 1)

- 1. What is this book about? (dogs that help people)
- 2. What is one special thing about hunter dogs? (They are very fast.)
- 3. What do watchdogs do? (They protect people, homes, and other animals.)
- 4. What is one way that a dog can help a person who cannot see? (A dog can guide someone who cannot see.)
- 5. Is this book fiction or nonfiction? (nonfiction)

FLAG DAY (Grade 1)

- 1. Who is the main character in the story? (Eli)
- 2. How does he feel at the beginning of the story? (Eli is sad.)
- 3. Who visits the class? (Eli's Uncle Tamba)
- 4. What does Uncle Tamba tell the class about? (the flag)
- 5. What do Eli and Uncle Tamba do together? (draw and color a flag, watch a parade together)

LOOKING UP (Grade 1)

- 1. Who is the main character in the story? (Asatu)
- 2. What time of day does the story take place? (at night)
- 3. Who is the other character in the story? (Asatu's father)
- 4. What do the characters talk about? (the stars, the sun, and the moon)
- 5. What does Asatu dream that night? (that she was in a rocket flying to the moon)

NEW AT SCHOOL (Grade 1)

- 1. Who is the main character in the story? (Suah)
- 2. What does Suah want to do? (He wants to make friends.)
- 3. What happens first in the story? (A boy says Suah looks funny and the children laugh and run away.)
- 4. How does Suah solve his problem? (He is kind, he shares and helps others, and runs fast.)
- 5. What is the message of this story? (Be kind and helpful and you will have friends.)

A QUILT FOR A QUEEN (Grade 1)

- 1. Is this story fiction with made-up characters or a true story about a real person? (true story)
- 2. Who is the story about? (Martha Ann Ricks)
- 3. What was Martha very good at doing? (sewing)
- 4. Who did Martha admire? (the young queen of England)
- 5. What did Martha give the queen? (a quilt that she had made)

RAINY SEASON, DRY SEASON (Grade 1)

- 1. Who are the characters in the story? (Kou and Dweh)
- 2. How are Kou and Dweh different? (They like different seasons, they like to do different things, etc.)
- 3. What do Kou and Dweh like at night? (Kou likes big storms, and Dweh likes the stars.)
- 4. What do Kou and Dweh agree on at the end? (that both seasons are fun)
- 5. Do you like the rainy season or the dry season better? Why? (Answers will vary.)

SIT, MONKEY (Grade 1)

- 1. What is the name of the dog in the story? (Zip)
- 2. What does the boy want to do? (He wants to teach Zip tricks.)
- 3. What is the problem in the story? (Zip will not do tricks.)
- 4. What kind of person is the boy in the story? (He is patient.)
- 5. Retell the story. (The boy tries to teach Zip to sit, lie down, and lift his paw, but Zip will not. The boy tries to play catch with Zip and a monkey catches the ball. The boy will teach the monkey tricks.)

SPIDER AND THE HONEY TREE (Grade 1)

- 1. What is the problem in this story? (Spider wants all the fruits.)
- 2. What is the first tree that the girl brings Spider to? (the plum tree)
- 3. What does Spider eat after the plums? (all the bananas)
- 4. What does the girl know about Spider? (She knows that he is greedy.)
- 5. What does the girl do to solve the problem? (She leads Spider to the honey tree, where he eats so much that he gets fat and cannot get out.)

TEN HENS (Grade 1)

- 1. Who is the main character in the story? (Tina)
- 2. What does her grandfather ask her to do? (He asks her to count the hens.)
- 3. What is the problem Tina has? (The hens look alike and so are hard to count.)
- 4. What does Tina do to solve her problem? (She ties a piece of different-colored yarn to each hen so she can tell them apart. She makes a chart and counts the hens.)
- 5. Tell about a time you had a problem and thought of a way to solve it. (Answers will vary.)

WHERE IS LIBERIA? (Grade 1)

- 1. Is this book fiction or nonfiction? (nonfiction)
- 2. What continent is Liberia on? (Africa)
- 3. What is the name of the ocean that is next to Liberia? (the Atlantic Ocean)
- 4. What does a compass rose on a map show? (the directions north, south, east, and west)
- 5. What does this book use to answer the question "Where is Liberia?" (maps)

ANIMALS IN DANGER (Grade 2)

- 1. What is the topic of this book? (the different animals that live in Liberia)
- 2. What do the headings tell you? (They tell you the animals you are about to read about.)
- 3. What is the difference between an African elephant and a forest elephant? (A forest elephant is smaller and lives in the forest.)
- 4. According to the book, why are these animals in danger? (They are in danger because people hunt them and destroy their homes.)
- 5. What can a national park do to help animals? (A national park keeps animals safe.)

(LEVER LITTLE ANTELOPE (Grade 2)

- 1. What is Leopard's problem in the story? (she needs a helper)
- 2. What is the plot in this story? (One by one the animals try to pass Leopard's test to become her helper.)
- 3. What tasks does Leopard ask the animals to do? (perform the Dance of War and Peace, throw a spear, and count to ten before it hits the ground)
- 4. What characters try to pass the test? (Elephant, Buffalo, and Antelope)
- 5. Why is Antelope clever? (He counts by twos so he can reach ten before the spear lands.)

FINDING FRIENDS (Grade 2)

- 1. Who is the main character in this story? (Ada)
- 2. What is Ada's problem? (She and her family have moved to Monrovia, and she does not have any friends.)
- 3. Who does Ada meet at the park? (Akila and Fadil)
- 4. What does Ada think of the city? (It is noisy.)
- 5. What happens to Max? (He runs off to chase birds, and Ada, Akila, and Fadil must find him.)

GB FOR LUNCH (Grade 2)

- 1. Who is the main character in the story? (Dolo)
- 2. Where does the story take place? (in the country at Dolo's grandmother's house)
- 3. What job does grandmother have for Dolo? (to help her get the cassava ready to make GB)
- 4. Do they use a blender or a mortar and pestle to make the GB? (They use a mortar and pestle.)
- 5. Whose favorite lunch was GB and soup? (It was Dolo's father's favorite lunch.)

A PERFECT PET FOR PAYE (Grade 2)

- 1. Who is the main character in the story? (Paye)
- 2. What does Paye want? (He wants a pet.)
- 3. What pets do his friends have? (Tom has a lizard, and Muna has a rabbit.)
- 4. What does Paye find? (a puppy)
- 5. Who comes to Paye's house? (the man whose dog is the puppy's mother)

POEMS OF LIBERIA (Grade 2)

- 1. What do you find in a poem that you do not find in a story? (rhyming words, stanzas)
- 2. What is special about the poem "All Hail Liberia"? (It is a poem and a song.)
- 3. What is special about the poem "Giving Trees"? (Its words are arranged so it looks like a tree.)
- 4. Read the poems "What Am I?" and "Who Are You?" What are the answers to their questions? (a monkey and a forest elephant)
- 5. According to the poem, when should you palava? (when you feel sad or angry and you need to talk to someone)

SO MANY PEOPLE, SO MANY JOBS! (Grade 2)

- 1. Where are the girl and her mother going? (to the hospital)
- 2. Who does the girl meet at the market? (a famer who grows yams, her teacher, and her teacher's sister)
- 3. How is the hospital different from the market? (It is much quieter than the market.)
- 4. What is the theme of this story? (People do many different jobs for different reasons.)
- 5. What job do you think the girl will do when she grows up? (Answers will vary.)

THANKSGIVING DAY (Grade 2)

- 1. Why does Arway's father call her clever? (He says she is clever because she notices that a light is on in Miss Elisabeth's house and realizes that Miss Elisabeth is home.)
- 2. What is the problem in this story? (Miss Elisabeth is alone on Thanksgiving.)
- 3. What is Arway's idea? (She thinks they should invite Miss Elisabeth to join them at the beach.)
- 4. What do Arway and Miss Elisabeth do at the beach? (They play in the sand, swim, and dance.)
- 5. What is the theme of this story? (It is good to ask people who are alone to join your celebration.)

WHERE IS FATUMA? (Grade 2)

- 1. Who is telling this story? (A girl named Zoe)
- 2. What is Zoe's problem? (She is getting letters from her friend Fatuma, but she does not know where Fatuma is sending them from.)
- 3. What animal did Fatuma see? (a pygmy hippopotamus)
- 4. What is unusual about the last letter? (It does not have a stamp on it.)
- 5. How does the story end? (Fatuma comes home from her trip.)

WILD WEATHER (Grade 2)

- 1. What is the topic of this book? (different kinds of wild weather)
- 2. What happens during a rain storm? (dark clouds form, lightning flashes, thunder booms, rain falls very hard, and wind makes the trees dance)
- 3. What can rain become in a very cold place? (snow)
- 4. In what way does weather science help people? (It helps people be ready for different kinds of weather.)
- 5. Is this book fiction or nonfiction? (nonfiction)

Grade 2, Volume 2 **Oral Reading Fluency Assessments**

ORAL READING FLUENCY ASSESSMENTS

INSTRUCTIONS TO THE TEACHER

Every week you may assess the oral reading fluency of a sample of your students and record the number of words they read correctly per minute. Fluency is an important reading skill because as students gain ease and speed in word recognition, they are able to devote more attention to comprehension, which is the ultimate goal of reading. Assessing your students' reading fluency at multiple points throughout the school year will allow you to track their progress in this important skill and to give special attention to those who need help. It is normal for students to progress at different rates. Ensuring that they are improving over time is more important than any particular score at one point in time. Through regular assessment, you can also monitor each student's individual progress toward the national benchmarks for fluency.

BEFORE YOU BEGIN

Locate the assessment assigned for the current marking period. Prepare these materials:

- The student text sheet (remove from this guide)
- The scoring sheet
- · A pencil for marking the scoring sheet
- · A timer

Prepare a quiet place set apart from the other students. Identify the students you plan to assess, and instruct them to join you one at a time in quick succession. However, they should wait their turn at an adequate distance so that they cannot overhear the other students reading the passage.

DURING THE ASSESSMENT

Write the first student's name above the first passage on the scoring sheet. Set the timer for 60 seconds. Show the first student the student text sheet. Read these instructions aloud:

Here is a short story. I want you to read it aloud, quickly but carefully. When I say "Begin," read the story as best as you can. If you come to a word you do not know, go on to the next word. Point to the first word. Ready? Begin.

Start the timer when the student reads the first word.

As the student reads, follow along on your copy of the scoring sheet. With your pencil, mark with a slash (/) any words the student skips or reads incorrectly.

If the student makes an error and then corrects it on his or her own, count it as correct. If you have already marked the word as incorrect, circle over the slashed word (ϕ) to remind yourself to count it as correct.

Stay quiet except when the student hesitates for 3 seconds. Do not read the word for the student. Point to the next word and say, "Please go on." Mark the skipped word as incorrect.

When 60 seconds is up, say "Stop." Mark the final word read with a bracket (]).

Thank and dismiss the student. Repeat with the next student.

AFTER THE ASSESSMENT

You may wait to calculate each score until you have finished assessing all students.

To calculate the student's score, write in line ${\bf A}$ of the scoring sheet the number of the last word that the student read before the time was up.

Count the number of words that the student missed (skipped or read incorrectly) up until the last word read. Write this number in line **B**.

Subtract the number in line **B** from the number in line **A**. This is the number of words that the student read correctly. Write this number in line **C**.

Record the score in line **C** in your gradebook.

Example:

Student Name: Patience	
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Jen wants to sell eggs in a shop. Jen has a hen. That hen sees 16 17 18 19 20 21 22 23 24 25 26 27 28 29 a by 3 The hen does not see the fox. Jen went after the fox. 30 31 32 33 34 35 36 37 38 39 40 41 42 43 The hen gets the bug. The hen is glad. Jen is glad. Jen has 44 45 46 47 48 49 eggs to sell in the shop.	A. # of last word read: 21 B. # of words missed: 3 C. A - B = 18 Correct Words Per Minute

Oral Reading Fluency
Passage 4

Please be silent now. Please stop playing with your coins. We want to hear the music. We could excuse your loud noise before the music. But now you annoy us. We are excited to hear our friend play. We want to enjoy the music. Do not make us repeat our request.



ORAL READING FLUENCY ASSESSMENT PASSAGE 4 (WEEKS 19-23) SCORING SHEET

Student Name:	
1 2 3 4 5 6 7 8 9 10 11 12 Please be silent now. Please stop playing with your coins. We want 13 14 15 16 17 18 19 20 21 22 23 24	A. # of last word read:
to hear the music. We could excuse your loud noise before the	
25 26 27 28 29 30 31 32 33 34 35 36 37 38 music. But now you annoy us. We are excited to hear our friend play.	C. A – B = Correct Words Per Minute
39 40 41 42 43 44 45 46 47 48 49 50 51 We want to enjoy the music. Do not make us repeat our request.	
Student Name:	
1 2 3 4 5 6 7 8 9 10 11 12 Please be silent now. Please stop playing with your coins. We want	A. # of last word read:
to hear the music. We could excuse your loud noise before the	B. # of words missed:
25 26 27 28 29 30 31 32 33 34 35 36 37 38 music. But now you annoy us. We are excited to hear our friend play.	C. $A - B = $ Correct Words Per Minute
39 40 41 42 43 44 45 46 47 48 49 50 51 We want to enjoy the music. Do not make us repeat our request.	
Student Name:	
1 2 3 4 5 6 7 8 9 10 11 12 Please be silent now. Please stop playing with your coins. We want	A. # of last word read:
13 14 15 16 17 18 19 20 21 22 23 24 to hear the music. We could excuse your loud noise before the	B. # of words missed:
25 26 27 28 29 30 31 32 33 34 35 36 37 38 music. But now you annoy us. We are excited to hear our friend play.	C. A – B = Correct Words Per Minute
39 40 41 42 43 44 45 46 47 48 49 50 51 We want to enjoy the music. Do not make us repeat our request.	
Student Name:	
1 2 3 4 5 6 7 8 9 10 11 12 Please be silent now. Please stop playing with your coins. We want	A. # of last word read:
13 14 15 16 17 18 19 20 21 22 23 24 to hear the music. We could excuse your loud noise before the	B. # of words missed:
25 26 27 28 29 30 31 32 33 34 35 36 37 38 music. But now you annoy us. We are excited to hear our friend play.	C. $A - B = $ Correct Words Per Minute
39 40 41 42 43 44 45 46 47 48 49 50 51 We want to enjoy the music. Do not make us repeat our request.	
Student Name:	
1 2 3 4 5 6 7 8 9 10 11 12 Please be silent now. Please stop playing with your coins. We want	A. # of last word read:
13 14 15 16 17 18 19 20 21 22 23 24 to hear the music. We could excuse your loud noise before the	B. # of words missed:
25 26 27 28 29 30 31 32 33 34 35 36 37 38 music. But now you annoy us. We are excited to hear our friend play.	C. $A - B = $ Correct Words Per Minute
39 40 41 42 43 44 45 46 47 48 49 50 51 We want to enjoy the music. Do not make us repeat our request.	

Oral Reading Fluency
Passage 5

Turtle wanted to fly with the birds. Turtle grasped the middle of a stick with his mouth. Two birds each held an end of the stick in their mouths. Off they went. But Turtle talked to the birds. When Turtle talked, he fell to the ground. Turtle is content to stay on the ground.

ORAL READING FLUENCY ASSESSMENT PASSAGE 5 (WEEKS 25-29) SCORING SHEET

Student Name:	
1 2 3 4 5 6 7 8 9 10 11 12 13 Turtle wanted to fly with the birds. Turtle grasped the middle of a	A. # of last word read:
14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 stick with his mouth. Two birds each held an end of the stick in their	B. # of words missed:
29 30 31 32 33 34 35 36 37 38 39 40 mouths. Off they went. But Turtle talked to the birds. When Turtle	C. A – B = Correct Words Per Minute
41 42 43 44 45 46 47 48 49 50 51 52 53 54 talked, he fell to the ground. Turtle is content to stay on the ground.	
Student Name:	
1 2 3 4 5 6 7 8 9 10 11 12 13 Turtle wanted to fly with the birds. Turtle grasped the middle of a	A. # of last word read:
14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 stick with his mouth. Two birds each held an end of the stick in their	B. # of words missed:
29 30 31 32 33 34 35 36 37 38 39 40 mouths. Off they went. But Turtle talked to the birds. When Turtle	C. A – B = Correct Words Per Minute
41 42 43 44 45 46 47 48 49 50 51 52 53 54 talked, he fell to the ground. Turtle is content to stay on the ground.	
Student Name:	
1 2 3 4 5 6 7 8 9 10 11 12 13 Turtle wanted to fly with the birds. Turtle grasped the middle of a	A. # of last word read:
14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 stick with his mouth. Two birds each held an end of the stick in their	B. # of words missed:
29 30 31 32 33 34 35 36 37 38 39 40 mouths. Off they went. But Turtle talked to the birds. When Turtle	C. A – B = Correct Words Per Minute
41 42 43 44 45 46 47 48 49 50 51 52 53 54 talked, he fell to the ground. Turtle is content to stay on the ground.	
Student Name:	
1 2 3 4 5 6 7 8 9 10 11 12 13 Turtle wanted to fly with the birds. Turtle grasped the middle of a	A. # of last word read:
14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 stick with his mouth. Two birds each held an end of the stick in their	B. # of words missed:
29 30 31 32 33 34 35 36 37 38 39 40 mouths. Off they went. But Turtle talked to the birds. When Turtle	C. A – B = Correct Words Per Minute
41 42 43 44 45 46 47 48 49 50 51 52 53 54 talked, he fell to the ground. Turtle is content to stay on the ground.	
Student Name:	
1 2 3 4 5 6 7 8 9 10 11 12 13 Turtle wanted to fly with the birds. Turtle grasped the middle of a	A. # of last word read:
14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 stick with his mouth. Two birds each held an end of the stick in their	B. # of words missed:
29 30 31 32 33 34 35 36 37 38 39 40 mouths. Off they went. But Turtle talked to the birds. When Turtle	C. A – B = Correct Words Per Minute
41 42 43 44 45 46 47 48 49 50 51 52 53 54 talked, he fell to the ground. Turtle is content to stay on the ground.	

Oral Reading Fluency
Passage 6

Who can pedal a bike the fastest?
Let's have a bike race! First, we will fix our bikes so they are like new.
We can use a screw driver to fix any loose parts. It will be a true race for our group of friends. Dad will give the winner a medal.

ORAL READING FLUENCY ASSESSMENT PASSAGE 6 (WEEKS 31-35) SCORING SHEET

Student Name: 1 2 3 4 5 6 7 8 9 10 11 12 13 Who can pedal a bike the fastest? Let's have a bike race! First, 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 we will fix our bikes so they are like new. We can use a screw 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 driver to fix any loose parts. It will be a true race for our group 44 45 46 47 48 49 50 51 52 of friends. Dad will give the winner a medal.	A. # of last word read: B. # of words missed: C. A - B = Correct Words Per Minute
Student Name: 1 2 3 4 5 6 7 8 9 10 11 12 13 Who can pedal a bike the fastest? Let's have a bike race! First, 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 we will fix our bikes so they are like new. We can use a screw 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 driver to fix any loose parts. It will be a true race for our group 44 45 46 47 48 49 50 51 52 of friends. Dad will give the winner a medal.	A. # of last word read: B. # of words missed: C. A - B = Correct Words Per Minute
Student Name: 1 2 3 4 5 6 7 8 9 10 11 12 13 Who can pedal a bike the fastest? Let's have a bike race! First, 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 we will fix our bikes so they are like new. We can use a screw 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 driver to fix any loose parts. It will be a true race for our group 44 45 46 47 48 49 50 51 52 of friends. Dad will give the winner a medal.	A. # of last word read: B. # of words missed: C. A - B = Correct Words Per Minute
Student Name: 1 2 3 4 5 6 7 8 9 10 11 12 13 Who can pedal a bike the fastest? Let's have a bike race! First, 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 we will fix our bikes so they are like new. We can use a screw 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 driver to fix any loose parts. It will be a true race for our group 44 45 46 47 48 49 50 51 52 of friends. Dad will give the winner a medal.	A. # of last word read: B. # of words missed: C. A - B = Correct Words Per Minute
Student Name: 1 2 3 4 5 6 7 8 9 10 11 12 13 Who can pedal a bike the fastest? Let's have a bike race! First, 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 we will fix our bikes so they are like new. We can use a screw 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 driver to fix any loose parts. It will be a true race for our group 44 45 46 47 48 49 50 51 52 of friends. Dad will give the winner a medal.	A. # of last word read: B. # of words missed: C. A - B = Correct Words Per Minute