

# Week 3 Lesson Planner

	Monday (Day 1) <i>pages 42–45</i>	Tuesday (Day 2) <i>pages 46–49</i>	Wednesday (Day 3) <i>pages 50–53</i>	Thursday (Day 4) <i>pages 54–57</i>	Friday (Day 5) <i>pages 58–60</i>
<b>Phonics and Word Study</b>	<i>a</i> + consonant + silent <i>e</i>	Review <i>a</i> + consonant + silent <i>e</i>	<i>o</i> + consonant + silent <i>e</i>	Review <i>o</i> + consonant + silent <i>e</i>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>	<i>make, take, came, safe, place</i>		<i>home, hole, close, hope, stove</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>crab, many, people, live, forest</i>		<i>crab, many, people, live, forest</i>		
<b>Reading Comprehension</b>	“A Crab That Lives in a Tree”		“A Crab That Lives in a Tree”		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: “A Crab That Lives in a Tree”	Differentiated review
<b>Oral Vocabulary</b>		<i>full, grow, build, ground, well, wind</i>			
<b>Read-Aloud</b>		“Why Must It Rain?”		“Why Must It Rain?”	
<b>Shared Writing</b>		Review nouns and adjectives.		Write sentences with adjectives, nouns, and verbs.	
<b>Homework</b>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 8 in <i>Student Activity Book</i></li> <li>• “A Crab That Lives in a Tree”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 9 in <i>Student Activity Book</i></li> <li>• “A Crab That Lives in a Tree”</li> <li>• Study for quiz.</li> </ul>	Re-read “A Crab That Lives in a Tree.”
<b>Day 5 Review: Differentiated Instruction</b>	<p><b>First Review Activity</b></p> <ul style="list-style-type: none"> <li>• Group A (Meets Expectations): Work in pairs to re-read “A Crab That Lives in a Tree.”</li> <li>• Group B (Exceeds Expectations): Work in pairs to read “The Liberian Mongoose” or any supplementary reader.</li> <li>• Group C (Needs Additional Support): Review Phonics and Word Study.</li> </ul> <p><b>Second Review Activity</b></p> <ul style="list-style-type: none"> <li>• Group A (Meets Expectations): Work in pairs to read “The Liberian Mongoose” or any supplementary reader.</li> <li>• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “A Crab That Lives in a Tree.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “A Crab That Lives in a Tree.”</li> </ul>				
<p><b>Grade 2 National Standards for Reading and Comprehension</b></p> <p><b>Learning Outcomes:</b> 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 • Fluently read grade-level texts • Read grade-level text with speed and accuracy • Correctly respond to questions from texts read.</p>			<p><b>Learning Objectives:</b> 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 • 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 • Identify main idea of an article • 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 diverse texts fluently • Listen to and discuss texts.</p>		

**OBJECTIVES**

Students will be able to:

- Read and spell words with the aCe pattern
- Demonstrate understanding of and spell the vocabulary/ sight words *crab, many, people, live, forest*
- Read and comprehend “A Crab That Lives in a Tree”

**LEARNING RESOURCES**

 Student copybooks

 *Let’s Read*

 *Student Activity Book*

a + consonant +  
silent e

lake	face
wake	made
name	ate
face	save
	date

**INTRODUCTION**

1 MIN.

👂 Today we will read and spell words with the letter *a* and silent *e*. We will also learn some new vocabulary words and read a new text together.

**PHONICS AND WORD STUDY**

10 MIN.

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

		
<p>👂 Now we will learn about the silent <i>e</i>. When a word has a vowel, a consonant, and the letter <i>e</i>, the first vowel says its name and the <i>e</i> is silent. <i>Silent</i> means it makes no sound. (Hold your finger to your lips to show “silent.”)</p> <p>Point to <i>lake</i>. Underline <u>ake</u>. Point under each letter in turn as you say:</p> <p>👂 Here I see the vowel <i>a</i>, the consonant <i>k</i>, and <i>e</i>. In this word, the letter <i>a</i> says its name, /ā/, and the letter <i>e</i> is silent. The word is /l/-/ā/-/k/, <i>lake</i>.</p>	<p>👂 Let’s do it together.</p> <p>Point to <i>lake</i>. Underline <u>ake</u>. Point under each letter in turn as you say:</p> <p>👂 What letters do we see here? We see the vowel <i>a</i>, the consonant <i>k</i>, and <i>e</i>.</p> <p>👂 In this word, what does the letter <i>a</i> say? It says its name, /ā/. What does the letter <i>e</i> say? The letter <i>e</i> is silent.</p> <p>👂 Let’s read the whole word together: /l/-/ā/-/k/, <i>lake</i>.</p> <p>Repeat with: <i>wake</i>, <i>name</i>, and <i>face</i>. For <i>face</i>, tell students that the letter <i>c</i> sounds like /s/.</p>	<p>👂 Now it’s your turn.</p> <p>Point to <i>face</i>. Underline <u>ace</u>. Point under each letter in turn as you say:</p> <p>👂 What letters do you see here? (the vowel <i>a</i>, the consonant <i>c</i>, and <i>e</i>)</p> <p>👂 In this word, what does the letter <i>a</i> say? (It says its name, /ā/.)</p> <p>👂 What does the letter <i>e</i> say? (The letter <i>e</i> is silent.)</p> <p>👂 Read the whole word. (/f/-/ā/-/s/, <i>face</i>)</p> <p>Repeat with the remaining words.</p>

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

**SPELLING**

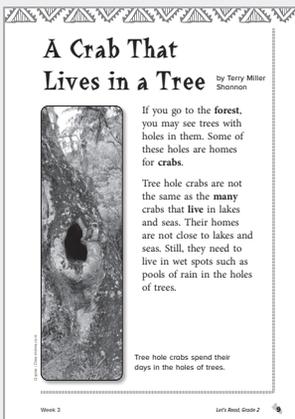
**10 MIN.**

Erase the board from the previous activity.

		
<p>🔊 Now we will spell some words with the letter <i>a</i> and silent <i>e</i>. Watch and listen.</p> <p>🔊 The word is <i>make</i>. I hear 3 sounds: /m/–/ā/–/k/, and I know it ends with the silent <i>e</i>.</p> <p>🔊 The first sound is /m/. (Write <i>m</i>.) The next sound is /ā/, just like the name of the letter <i>a</i>. (Write <i>a</i>.) The third sound is /k/. (Write <i>k</i>.) Lastly, I add the silent <i>e</i>. (Write <i>e</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>m–a–k–e, make</i>.</p> <p>Erase the word.</p>	<p>🔊 Let’s spell some words with the silent <i>e</i> 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.</p> <p>🔊 The first word is <i>make</i>. What sounds do we hear? /m/–/ā/–/k/. And we know it ends with what? The silent <i>e</i>.</p> <p>🔊 Let’s write it: /m/ (write <i>m</i>), /ā/, just like the name of the letter <i>a</i> (write <i>a</i>), /k/ (write <i>k</i>). Lastly, we add the silent <i>e</i>. (Write <i>e</i>.)</p> <p>Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>m–a–k–e, make</i>.</p> <p>Repeat with <i>take</i> and <i>came</i>.</p>	<p>🔊 Now it’s your turn. I will say a word with the silent <i>e</i>. Listen to each sound. Then write the letter for each sound in your copybooks. Don’t forget to add the silent <i>e</i> at the end!</p> <p>Dictate these words one at a time: <i>came, safe, and place</i> (Remind the students that <i>c</i> makes the sound /s/ in this word.)</p> <p>Move around the room and randomly check students’ work as they write.</p> <p>Have students spell each word aloud using the letter names.</p>

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

1. crab
2. many
3. people
4. live
5. forest



Let's Read page 9

**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. crab	Point to <i>crab</i> . 🔊 This word is <b>crab</b> . Let's read and spell it together: <i>crab, c-r-a-b, crab</i> . A <b>crab</b> is a small animal with 8 legs and 2 big claws. Most crabs live by water. Let's be like crabs—show me your claws.
2. many	Point to <i>many</i> . 🔊 This word is <b>many</b> . Together: <i>many, m-a-n-y, many</i> . <b>Many</b> means a lot, a big number. For example, there are many students (or books, etc.) in this classroom. Let's count them. ... I have 6 uncles—I have many uncles! Who else has many of something? (Help individuals respond in well-formed sentences using <i>many</i> .)
3. people	Point to <i>people</i> . 🔊 This word is <b>people</b> . Together: <i>people, p-e-o-p-l-e, people</i> . <b>People</b> are men and women, boys and girls, like us. We are people. People are different from animals. People wear clothes, but animals don't wear clothes. What are some other differences between people and animals? (Help individuals respond in well-formed sentences using <i>people</i> —e.g., people live in houses, but animals live outside; people cook their food, but animals don't, etc.)
4. live	Point to <i>live</i> . 🔊 This word is <b>live</b> . Together: <i>live, l-i-v-e, live</i> . The place where you <b>live</b> is the place where you stay and have your home. For example, I live in [Name of Town]. Birds live in trees. Fish live in water. Many people live in Monrovia. Where do you live? (Help individuals respond in well-formed sentences using <i>live</i> .)
5. forest	Point to <i>forest</i> . 🔊 This word is <b>forest</b> . Together: <i>forest, f-o-r-e-s-t, forest</i> . The forest is a place with many, many trees. Birds live in the forest. What else lives in the forest? (e.g., monkeys, snakes, flowers, etc.) Let's pretend we are trees in a forest. (Have students stand close together and spread their arms like tree branches.)

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read a new text called "A Crab That Lives in a Tree." Please turn to page 9 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

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

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

**FEATURES OF TEXT**

▶ **Today’s text is nonfiction. A nonfiction text tells us true information about something. For example, nonfiction can tell us about real people or animals or the world around us.**

▶ **The *topic* of a text is what the text is about. Today’s text is about crabs. The *main idea* of a text is the most important thing that the author wants us to know about the topic. Let’s read the text to find out the main idea that the author wants us to know about these crabs.**

**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?** (crabs)
- 2. Where do these crabs live?** (in holes in trees, in the forest)
- 3. What do the crabs do during the day and night?** (They stay in their holes during the day. They hunt at night, etc.)
- 4. Remember that the main idea is the most important thing that the author wants us to know about the topic. What is the main idea of this text?** (There are not many crabs because they do not have enough places to live.)
- 5. The author uses supporting details, or facts, to say why the crabs do not have enough places to live. What kind of home do the crabs need?** (They have to live in a forest. They can’t make their own holes, so they need trees that already have holes. The holes have to be 3–6 feet from the ground to keep them safe.)
- 6. Why is it hard for crabs to find that kind of home?** (People are cutting down the trees.)

 **HOMWORK**

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 7 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 3 Word Lists

Spelling Words

1. make	6. home
2. lake	7. hole
3. came	8. close
4. safe	9. hope
5. place	10. stove

Written Vocabulary and Sight Words

11. forest	14. live
12. crab	15. people
13. many	

Read Liberia Activity Book 7

*Student Activity Book*  
page 7

**OBJECTIVES**

Students will be able to:

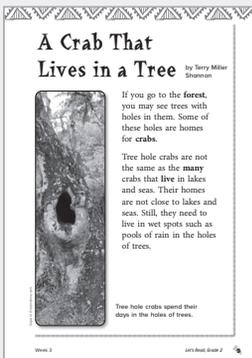
- Read words with the aCe pattern
- Demonstrate understanding of the vocabulary words *full, grow, build, ground, well, wind*
- Listen to and comprehend “Why Must It Rain?”
- Write sentences with nouns, adjectives, and verbs

**LEARNING RESOURCES**

- Let’s Read*
- Student copybooks
- Student Activity Book*

**a + consonant + silent e**

- |       |       |
|-------|-------|
| same  | grade |
| late  | safe  |
| name  | place |
| grade | game  |



*Let’s Read* page 9

**INTRODUCTION**

**1 MIN.**

▶ Today we will read some more words with the letter *a* and silent *e*. We will learn some new vocabulary words, and I will read a new text to you. Then we will write sentences with nouns, adjectives, and verbs.

**PHONICS AND WORD STUDY**

**10 MIN.**

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

<p>▶ Yesterday we learned about the silent <i>e</i>. When a word has a vowel, a consonant, and the letter <i>e</i>, the first vowel says its name and the <i>e</i> is silent. <i>Silent</i> means it makes no sound. (Hold your finger to your lips to show “silent.”)</p> <p>Point to <i>same</i>. Underline <i>ame</i>. Point under each letter in turn as you say:</p> <p>▶ Here I see the vowel <i>a</i>, the consonant <i>m</i>, and <i>e</i>. In this word, the letter <i>a</i> says its name, /ā/, and the letter <i>e</i> is silent. The word is /s/–/ā/–/m/, <i>same</i>.</p>	<p>▶ Let’s do it together.</p> <p>Point to <i>same</i>. Underline <i>ame</i>. Point under each letter in turn as you say:</p> <p>▶ What letters do we see here? We see the vowel <i>a</i>, the consonant <i>m</i>, and <i>e</i>.</p> <p>▶ In this word, what does the letter <i>a</i> say? It says its name, /ā/. What does the letter <i>e</i> say? The letter <i>e</i> is silent.</p> <p>▶ Let’s read the whole word together: /s/–/ā/–/m/, <i>same</i>.</p> <p>Repeat with: <i>late</i>, <i>name</i>, and <i>grade</i>.</p>	<p>▶ Now it’s your turn.</p> <p>Point to <i>grade</i>. Underline <i>ade</i>. Point under each letter in turn as you say:</p> <p>▶ What letters do you see here? (the vowel <i>a</i>, the consonant <i>d</i>, and <i>e</i>)</p> <p>▶ In this word, what does the letter <i>a</i> say? (It says its name, /ā/.)</p> <p>▶ What does the letter <i>e</i> say? (The letter <i>e</i> is silent.)</p> <p>▶ Read the whole word. (/g/–/r/–/ā/–/d/, <i>grade</i>)</p> <p>Repeat with the remaining words. Remind students that the <i>c</i> in <i>place</i> sounds like /s/.</p>
<p>Have students turn to “A Crab That Lives in a Tree” on page 9 in <i>Let’s Read</i> and find words with the letter <i>a</i> and the silent <i>e</i> in the text (e.g., <i>lakes, wake, make, safe, place</i>). Write the words on the board as they find them.</p>		

✔ **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. full	🔊 <b>Full.</b> When something is <i>full</i> , it has so many things inside it that there is no room for more. For example, when you put many books in your bag, your bag is full of books. When you eat a lot, your tummy is full of food. Rub your tummy and say, “I’m full!”
2. grow	🔊 <b>Grow.</b> When you <i>grow</i> , you get bigger. For example, babies are small, then they grow and get bigger. When farmers plant small seeds, the seeds grow and turn into big plants. Let’s pretend to be a small seed and grow into a big tree. (Have students rise up slowly like they are growing.)
3. build	🔊 <b>Build.</b> To <i>build</i> is to make something by putting pieces together. For example, people build houses. You can build a toy car. What else can people build? (Help individuals respond in well-formed sentences using <i>build</i> .)
4. ground	🔊 <b>Ground.</b> The <i>ground</i> is the top part of the land outside (point). For example, we walk on the ground. We dig holes in the ground to plant seeds. Let’s pretend to dig a hole in the ground. (Do the motions together.)
5. well	🔊 <b>Well.</b> A <i>well</i> is a deep hole in the ground where we get water. Let’s pretend to pump water from the well. (Do the motions together.)
6. wind	🔊 <b>Wind.</b> <i>Wind</i> is the air that blows. For example, the wind blows through the trees. Let’s pretend to be the wind and the trees. (Have some students blow air and others pretend to sway like trees in the wind.)

**READ-ALOUD**

**13 MIN.**

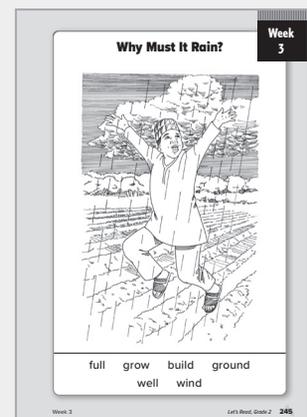
🔊 Now I’m going to read to you a new text called “Why Must It Rain?” Please turn to page 245 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

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



Let’s Read page 245

FEATURES OF TEXT

- ▶ Today’s text is nonfiction. Remember that a nonfiction text tells us true information about something. Nonfiction can tell us about real people or animals or the world around us. Yesterday we read the nonfiction text “A Crab That Lives in a Tree.” Today’s nonfiction text is about rain.
- ▶ Remember that the *topic* of a text is what the text is about. The topic of yesterday’s text was crabs. The topic of today’s text is rain. Remember that the *main idea* of a text is the most important thing that the author wants us to know about the topic. Listen to the text to find out the main idea that the author wants us to know about rain.

DURING READING

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

▶ Why Must It Rain?  
by Cynthia B. Moore

Look outside. Forests are green again, and the rivers are full. Flowers are beautiful everywhere. It’s all because of the rain. Without the rain, we wouldn’t be able to grow food on our farms. The trees in the forest would not grow. With no trees, there would be no wood to build our houses and schools and to make furniture for our homes, schools, and offices. Because of the rain, our rivers are full, and we can go fishing or go for a ride in a boat. The rain wets the ground and fills our wells to give us water for cooking, washing, drinking, and bathing. The rain comes with a cold wind that cools our rooms and makes us sleep well at night. Think about it. Without rain, how could we have full rivers, streams, and lakes? How could we grow our food? How could our forests and animals live? How could we have water to drink? How could we see the wonder of a rainbow in the sky that makes us smile? All these things can happen only because of the rain.

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?** (rain)
- ▶ 2. **What is the main idea of the text?** (Rain is important for many reasons, or rain helps us in many ways.)
- ▶ 3. **The author uses supporting details, or facts, to say why rain is important. Why is rain important for forests?** (Rain helps forests grow trees, which provide wood to build houses and schools and furniture for homes, schools, and offices.)

4. **Why is rain important for rivers?** (Rain fills the rivers, and people can fish or ride in a boat.)
5. **How does rain help people and animals?** (Rain wets the ground, which helps food grow. Rain fills the rivers, streams, and wells, which give water for cooking, washing, drinking, and bathing.)

**SHARED WRITING**

**15 MIN.**

Write the “Tree Hole Crabs Here, Tree Hole Crabs There” chant as shown below on a large piece of paper. Tape it on the board or on a wall.

Tree hole crabs here, Tree hole crabs there,  
 Tree hole crabs, tree hole crabs everywhere.  
 Small tree hole crabs jump,  
 Wet tree hole crabs creep,  
 Safe tree hole crabs sleep,  
 And awake tree hole crabs eat.  
 Tree hole crabs in a pool of rain,  
 Tree hole crabs up in a tree,  
 And tree hole crabs on a branch.  
 Tree hole crabs here, tree hole crabs there,  
 Tree hole crabs everywhere.  
 Tree hole crabs! Tree hole crabs! Tree hole crabs!

🔊 **Here’s another chant we can say. Remember, chants help us learn the words we need to know to write sentences. Stand up.** Say the chant one line at a time. Have students repeat each line after you. Make motions for words like *crab*, *hole*, and *safe*. Have students repeat the motions as they say the line.

Draw a blank Sentence Pattern Chart like the one at the right on the board or wall. 🔊 **This week we will review how to write a sentence with adjectives, a noun, and a verb. We will use a Sentence Pattern Chart to help us plan our sentence.**

On the Sentence Pattern Chart, point to *noun*. 🔊 **A noun is a person, place, or thing. I will name a noun. Crabs is a noun. Is a crab a person, a place, or a thing? A crab is a thing.** Write *crabs* in the noun column on the chart. Draw a crab next to the word *crab*.

Point to *adjective* in the Sentence Pattern Chart. 🔊 **We use adjectives to describe nouns. We can use adjectives like *small, wet, safe, and good*.**

Point to the adjectives in the “Crabs Here, There Crabs There” chant. Write *small, wet, safe, good* on the chart in the adjective column.

Save the chant and the Sentence Pattern Chart for Day 4.

 **HOMEWORK**

Have students complete page 8 in the *Student Activity Book* and read “A Crab That Lives in a Tree” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

adjective	noun

adjective	noun
small	crabs
wet	
safe	
good	

**Week 3 Day 2 Homework**

**Directions:** Read the words. Underline the words with silent e.

1. lake	6. come
2. hat	7. bake
3. pan	8. tame
4. rag	9. mat
5. bad	10. wave

**Directions:** Write each word from the box in the correct list. Read the words.

lake, game, map, name, bag, bat, rake, crab, ran, place, glad	
s	o_e
_____	_____
_____	_____
_____	_____
_____	_____

© Pearson Education, Inc.

*Student Activity Book*  
page 8

Week  
3

Day  
3

### OBJECTIVES

Students will be able to:

- Read and spell words with the oCe pattern
- Demonstrate understanding of and spell the vocabulary/ sight words *crab, many, people, live, forest*
- Read and comprehend “A Crab That Lives in a Tree”

### LEARNING RESOURCES



Student copybooks



Let's Read



Student Activity Book

o + consonant +  
silent e

rope	bone
pole	note
woke	joke
bone	smoke
	zone

### INTRODUCTION

1 MIN.

▶ Today we will read and spell words with the letter o and silent e. We will also review our vocabulary words and read “A Crab That Lives in a Tree” together again.

### PHONICS AND WORD STUDY

10 MIN.

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

 <p>▶ This week we are learning about the silent e. When a word has a vowel, a consonant, and the letter e, the first vowel says its name and the e is silent. Today we will read some words with the letter o and silent e.</p> <p>Point to <i>rope</i>. Underline <u>ope</u>. Point under each letter in turn as you say:</p> <p>▶ Here I see the vowel o, the consonant p, and e. In this word, the letter o says its name, /ō/, and the letter e is silent. The word is /r/-/ō/-/p/, <i>rope</i>.</p>	 <p>▶ Let's do it together.</p> <p>Point to <i>rope</i>. Underline <u>ope</u>. Point under each letter in turn as you say:</p> <p>▶ What letters do we see here? We see the vowel o, the consonant p, and e.</p> <p>▶ In this word, what does the letter o say? It says its name, /ō/. What does the letter e say? The letter e is silent.</p> <p>▶ Let's read the whole word together: /r/-/ō/-/p/, <i>rope</i>.</p> <p>Repeat with <i>pole</i> (/p/-/ō/-/l/), <i>woke</i> (/w/-/ō/-/k/), and <i>bone</i> (/b/-/ō/-/n/).</p>	 <p>▶ Now it's your turn.</p> <p>Point to <i>bone</i>. Underline <u>one</u>. Point under each letter in turn as you say:</p> <p>▶ What letters do you see here? (the vowel o, the consonant n, and e)</p> <p>▶ In this word, what does the letter o say? (It says its name, /ō/.)</p> <p>▶ What does the letter e say? (The letter e is silent.)</p> <p>▶ Read the whole word. (/b/-/ō/-/n/, <i>bone</i>)</p> <p>Repeat with the remaining words.</p>
--	---	--

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

**SPELLING**

**10 MIN.**

Erase the board from the previous activity.

 <p>🔊 <b>Now we will spell some words with the letter o and silent e. Watch and listen.</b></p> <p>🔊 <b>The word is <i>home</i>. I hear 3 sounds: /h/-/ō/-/m/, and I know it ends with the silent e.</b></p> <p>🔊 <b>The first sound is /h/. (Write <i>h</i>.) The next sound is /ō/, just like the name of the letter o. (Write <i>o</i>.) The third sound is /m/. (Write <i>m</i>.) Lastly, I add the silent e. (Write <i>e</i>.)</b></p> <p>Move your finger under the letters as you say the letter names: 🔊 <b><i>h-o-m-e</i>, <i>home</i>.</b></p> <p>Erase the word.</p>	 <p>🔊 <b>Let's spell some words with the silent e 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.</b></p> <p>🔊 <b>The first word is <i>home</i>. What sounds do we hear? /h/-/ō/-/m/. And we know it ends with what? The silent e.</b></p> <p>🔊 <b>Let's write it: /h/ (write <i>h</i>), /ō/, just like the name of the letter o (write <i>o</i>), /m/ (write <i>m</i>). Lastly, we add the silent e. (Write <i>e</i>.)</b></p> <p>Check the students' work.</p> <p>🔊 <b>Now let's spell the word together with the letter names (point): <i>h-o-m-e</i>, <i>home</i>.</b></p> <p>Repeat with <i>hole</i> and <i>close</i>.</p>	 <p>🔊 <b>Now it's your turn. I will say a word with the silent e. Listen to each sound. Then write the letter for each sound in your copybooks. Don't forget to add the silent e at the end!</b></p> <p>Dictate these words one at a time: <i>close</i>, <i>hope</i>, and <i>stove</i>.</p> <p>Move around the room and randomly check students' work as they write.</p> <p>Have students spell each word aloud using the letter names.</p>
--	---	---

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

1. crab
2. many
3. people
4. live
5. forest

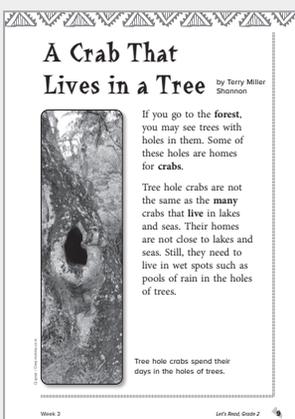
**WRITTEN VOCABULARY / SIGHT WORDS**

**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. crab	Point to <i>crab</i> . 🔊 Read the word: ( <i>crab</i> ). <b>A crab is a small animal with 8 legs and 2 big claws. Most crabs live by water. Let's be like crabs—show me your claws.</b>
2. many	Point to <i>many</i> . 🔊 Read the word: ( <i>many</i> ). <b>Many means a lot, a big number. For example, there are many students (or books, etc.) in this classroom. Let's count them. ... I have 6 uncles—I have many uncles! Who else has many of something?</b> (Help individuals respond in well-formed sentences using <i>many</i> .)
3. people	Point to <i>people</i> . 🔊 Read the word: ( <i>people</i> ). <b>People are men and women, boys and girls, like us. We are people. People are different from animals. People wear clothes, but animals don't wear clothes. What are some other differences between people and animals?</b> (Help individuals respond in well-formed sentences using <i>people</i> —e.g., people live in houses, but animals live outside; people cook their food, but animals don't, etc.)
4. live	Point to <i>live</i> . 🔊 Read the word: ( <i>live</i> ). <b>The place where you live is the place where you stay and have your home. For example, I live in [Name of Town]. Birds live in trees. Fish live in water. Many people live in Monrovia. Where do you live?</b> (Help individuals respond in well-formed sentences using <i>live</i> .)
5. forest	Point to <i>forest</i> . 🔊 Read the word: ( <i>forest</i> ). <b>The forest is a place with many, many trees. Birds live in the forest. What else lives in the forest?</b> (e.g., monkeys, snakes, flowers, etc.) <b>Let's pretend we are trees in a forest.</b> (Have students stand close together and spread their arms like tree branches.)



**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read “A Crab That Lives in a Tree” again. Please turn to page 9 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

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

FEATURES OF TEXT

Remember that this text is nonfiction. What does a nonfiction text tell us? (true information about something) What are some examples of topics that nonfiction can tell us about? (real people, animals, the world around us, etc.)

Remember that the topic of a text is what the text is about. What is the main idea of a text? (the most important thing that the author wants us to know about the topic) Let's read the text again to remember the main idea that the author wants us to 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.

1. What is the topic of this text? (crabs)
2. Where do these crabs live? (in holes in trees, in the forest)
3. What do the crabs do during the day and night? (They stay in their holes during the day. They hunt at night, etc.)
4. What is the main idea of the text? (There are not many crabs because they do not have enough places to live.)
5. The author uses supporting details, or facts, to say why the crabs do not have enough places to live. What kind of home do the crabs need? (They have to live in a forest. They can't make their own holes, so they need trees that already have holes. The holes have to be 3–6 feet from the ground to keep them safe.)
6. Why is it hard for crabs to find that kind of home? (People are cutting down the trees.)



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 7 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 3 Word Lists

Spelling Words

1. make	6. home
2. take	7. hole
3. came	8. close
4. safe	9. hope
5. place	10. stove

Written Vocabulary and Sight Words

11. forest	14. live
12. crab	15. people
13. many	

Read Liberia Activity Book 2

*Student Activity Book*  
page 7

**OBJECTIVES**

Students will be able to:

- Read words with the oCe pattern
- Read fluently “A Crab That Lives in a Tree”
- Listen to and comprehend “Why Must It Rain?”
- Write sentences with nouns, adjectives, and verbs

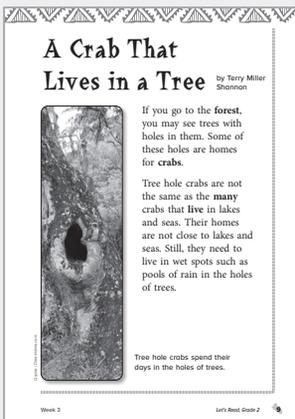
**LEARNING RESOURCES**

*Let's Read*

Student copybooks

*Student Activity Book*

o + consonant + <u>silent e</u>	
lone	nose
rode	role
hole	home
nose	drove
	vote



*Let's Read* page 9

**INTRODUCTION**

**1 MIN.**

Today we will read some more words with the letter o and silent e. You will read “A Crab That Lives in a Tree” with your partner. I will read “Why Must It Rain?” to you again. Then we will write sentences with nouns, adjectives, and verbs.

**PHONICS AND WORD STUDY**

**10 MIN.**

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

<p>▶ This week we are learning about the silent e. When a word has a vowel, a consonant, and the letter e, the first vowel says its name, and the e is silent.</p> <p>Point to <i>lone</i>. Underline <u>one</u>. Point under each letter in turn as you say:</p> <p>▶ Here I see the vowel o, the consonant n, and e. In this word, the letter o says its name, /ō/, and the letter e is silent. The word is /l/-/ō/-/n/, lone.</p>	<p>▶ Let's do it together.</p> <p>Point to <i>lone</i>. Underline <u>one</u>. Point under each letter in turn as you say:</p> <p>▶ What letters do we see here? We see the vowel o, the consonant n, and e.</p> <p>▶ In this word, what does the letter o say? It says its name, /ō/. What does the letter e say? The letter e is silent.</p> <p>▶ Let's read the whole word together: /l/-/ō/-/n/, lone.</p> <p>Repeat with: <i>rode</i>, <i>hole</i>, and <i>nose</i>. Tell students that in the word <i>nose</i>, the s sounds like /z/.</p>	<p>▶ Now it's your turn.</p> <p>Point to <i>nose</i>. Underline <u>ose</u>. Point under each letter in turn as you say:</p> <p>▶ What letters do you see here? (the vowel o, the consonant s, and e)</p> <p>▶ In this word, what does the letter o say? (It says its name, /ō/.)</p> <p>▶ What does the letter e say? (The letter e is silent.)</p> <p>▶ Read the whole word. (/n/-/ō/-/s/, <i>nose</i>. Remind students that the s in <i>nose</i> sounds like /z/.)</p> <p>Repeat with the remaining words.</p>
<p>Have students turn to “A Crab That Lives in a Tree” on page 9 in <i>Let's Read</i> and find words with the letter o and silent e in the text (e.g., <i>hole</i>, <i>home</i>, <i>close</i>, <i>stove</i>, <i>hope</i>). Write the words on the board as they find them.</p>		

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

**READING FLUENCY PRACTICE** 🧒🧒

12 MIN.

🔊 Now you will read the text “A Crab That Lives in a Tree” with your partner. Please turn to page 9 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 “Why Must It Rain?” again. Please turn to page 245 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

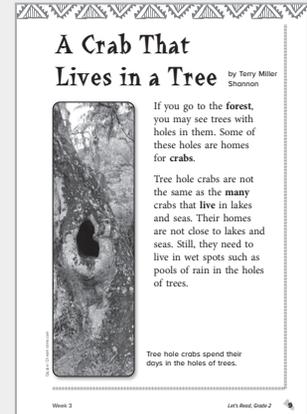
Guide the students to . . .

- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *full, grow, build, ground, well, wind*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

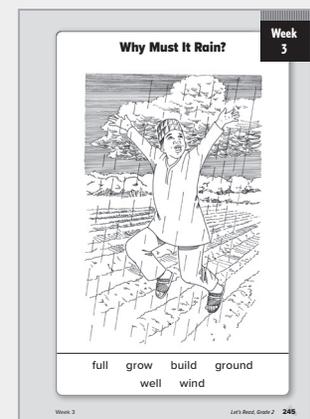
**FEATURES OF TEXT**

🔊 Remember that this text is nonfiction. What does a nonfiction text tell us? (true information about something) What are some things that nonfiction can tell us about? (real people, animals, the world around us, etc.) We have been reading “A Crab That Lives in a Tree.” It is a nonfiction text about crabs in the forest. Today’s nonfiction text is about rain.

🔊 Remember that the *topic* of a text is what the text is about. The topic of yesterday’s text was crabs. The topic of today’s text is rain. What is the *main idea* of a text? (the most important thing that the author wants us to know about the topic) Listen to the text again to remember the main idea that the author wants us to know about rain.



Let’s Read page 9



Let’s Read page 245

**DURING READING**

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

**Why Must It Rain?**  
by Cynthia B. Moore

Look outside. Forests are green again, and the rivers are full. Flowers are beautiful everywhere. It's all because of the rain. Without the rain, we wouldn't be able to grow food on our farms. The trees in the forest would not grow. With no trees, there would be no wood to build our houses and schools and to make furniture for our homes, schools, and offices. Because of the rain, our rivers are full, and we can go fishing or go for a ride in a boat. The rain wets the ground and fills our wells to give us water for cooking, washing, drinking, and bathing. The rain comes with a cold wind that cools our rooms and makes us sleep well at night. Think about it. Without rain, how could we have full rivers, streams, and lakes? How could we grow our food? How could our forests and animals live? How could we have water to drink? How could we see the wonder of a rainbow in the sky that makes us smile? All these things can happen only because of the rain.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

1. **What is this text about?** (rain)
2. **What is the main idea of the text?** (Rain is important for many reasons, or rain helps us in many ways.)
3. **The author uses supporting details, or facts, to say why rain is important. Why is rain important for forests?** (Rain helps forests grow trees, which provide wood to build houses and schools and furniture for homes, schools, and offices.)
4. **Why is rain important for rivers?** (Rain fills the rivers, and people can fish or ride in a boat.)
5. **How does rain help people and animals?** (Rain wets the ground, which helps food grow. Rain fills the rivers, streams, and wells, which give water for cooking, washing, drinking, and bathing.)
6. **Do you like rain? Why or why not?** (Answers will vary.)

**SHARED WRITING**

**15 MIN.**

Tape the “Tree Hole Crabs Here, Tree Hole Crabs There” chant from Day 2 (below) on the board or on the wall.

Tree hole crabs here, Tree hole crabs there,  
 Tree hole crabs, tree hole crabs everywhere.  
 Small tree hole crabs jump,  
 Wet tree hole crabs creep,  
 Safe tree hole crabs sleep,  
 And awake tree hole crabs eat.  
 Tree hole crabs in a pool of rain,  
 Tree hole crabs up in a tree,  
 And tree hole crabs on a branch.  
 Tree hole crabs here, tree hole crabs there,  
 Tree hole crabs everywhere.  
 Tree hole crabs! Tree hole crabs! Tree hole crabs!

🔊 **Let’s say our new chant about the tree hole crabs. Stand Up. First, I will say a line, then you will say a line with me. Do the same actions that I do: jump, creep, sleep, eat.**

🔊 **Sentences have adjectives, nouns, and verbs. Today we will learn about verbs, or action words.**

Use the Sentence Pattern Chart from Day 2 (at the right) to review nouns and adjectives. Have students tell what adjectives they like. Circle the adjectives that the students like.

🔊 **Today we will think about verbs. Then we will write a sentence.**

Add another column to the chart labeled *verb*, and point to it. **A verb is an action word. In the chant, it answers the question: What do tree hole crabs do? Look at the “Tree Hole Crabs Here, Tree Hole Crabs There” chant to find verbs, or action words.**

Call on 2–3 students to each say a verb from the chant. Point to the words in the chant. Write the verbs in the verb column on the Sentence Pattern Chart.

🔊 **Let’s use the words on the Sentence Pattern Chart to write a sentence. I will pick 1 adjective to describe the noun. I capitalize the adjective because it is the first word in the sentence. Then I write the noun. Finally, I write the verb, or action word. I put a period at the end of the sentence. *Wet crabs jump.***

Write the sentence. Show students how the sentence fits the Sentence Pattern Chart by pointing to the adjective, the noun, and the verb.

🔊 **Now you will write in your copybooks. Work with your partner. Use the Sentence Pattern Chart to write 1 adjective, 1 noun, and 1 verb. Make sure you use a capital letter at the beginning of the sentence and a period at the end of the sentence.**

adjective	noun
small	crabs
wet	
safe	
good	

adjective	noun	verb
small	crabs	jump
wet		creep
safe		sleep
good		eat

Wet crabs jump.



**HOMework**

Have students complete page 9 in the *Student Activity Book* and read “A Crab That Lives in a Tree” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

**Week 3 Day 4 Homework**

Directions: Read the words. Underline the words with silent c.

1. bone	6. smoke
2. hot	7. clock
3. pot	8. joke
4. shop	9. rock
5. nose	10. cone

Directions: Write each word from the box in the correct list. Read the words.

choke, rose, top, vote, stone, spot, crop, pole, drove, rot, shock	
c	o_e
_____	choke
_____	_____
_____	_____
_____	_____

Read Liberia Activity, Grade 2

*Student Activity Book*  
page 9

### 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

 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. *came*, 2. *close*, 3. *crab*, 4. *forest*, 5. *hole*, 6. *home*, 7. *hope*, 8. *live*, 9. *make*, 10. *many*, 11. *people*, 12. *place*, 13. *safe*, 14. *stove*, 15. *take*

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 “A Crab That Lives in a Tree” on page 9 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 “The Liberian Mongoose” on page 136 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.

 <p>🔊 This week we learned about the silent e. When a word has a vowel, a consonant, and the letter e, the first vowel says its name and the e is silent. <b>Silent</b> means it makes no sound.</p> <p>Point to <i>lake</i>. Underline <u>ake</u>. Point under each letter in turn as you say:</p> <p>🔊 I see the vowel <i>a</i>, the consonant <i>k</i>, and <i>e</i>. The letter <i>a</i> says its name, /ā/, and the letter <i>e</i> is silent. The word is /l-ā-/k/, <b>lake</b>.</p> <p>Repeat with <i>rope</i> (/r-ō-/p/).</p>	 <p>🔊 Let's do it together.</p> <p>Point to <i>rope</i>. Underline <u>ope</u>. Point under each letter in turn as you say:</p> <p>🔊 What letters do we see here? We see the vowel <i>o</i>, the consonant <i>p</i>, and <i>e</i>.</p> <p>🔊 In this word, what does the letter <i>o</i> say? It says its name, /ō/. What does the letter <i>e</i> say? The letter <i>e</i> is silent.</p> <p>🔊 Let's read the whole word together: /r-ō-/p/, <b>rope</b>.</p> <p>Repeat with <i>home</i> and <i>safe</i>.</p>	 <p>🔊 Now it's your turn.</p> <p>Point to <i>safe</i>. Underline <u>afe</u>. Point under each letter in turn as you say:</p> <p>🔊 What letters do you see here? (the vowel <i>a</i>, the consonant <i>f</i>, and <i>e</i>)</p> <p>🔊 In this word, what does the letter <i>a</i> say? (It says its name, /ā/.)</p> <p>🔊 What does the letter <i>e</i> say? (The letter <i>e</i> is silent.)</p> <p>🔊 Read the whole word. (s/-ā-/f/, <b>safe</b>)</p> <p>Repeat with the remaining words.</p>
--	---	--

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

 <p>🔊 Now we will put words in the correct boxes. If a word has a letter <i>a</i> with the silent <i>e</i>, we will write it here (point to the <i>a_e</i> box). If it has a letter <i>o</i> with the silent <i>e</i>, we will write it here (point to the <i>o_e</i> box).</p> <p>🔊 The word <i>pole</i> (point) has the letter <i>o</i> and the silent <i>e</i>, so I will write it here.</p> <p>Write <i>pole</i> in the <i>o_e</i> box, and cross it off the list.</p>	 <p>🔊 Let's do the next one together. Where do we write the word <i>date</i>? It has the letter <i>a</i> and the silent <i>e</i>, so we will write it here.</p> <p>Write <i>date</i> in the <i>a_e</i> box, and cross it off the list. Check the students' work.</p>	 <p>🔊 Now it's your turn. For the rest of the words, work with your partner to write each word in the right box.</p> <p>Move around the room and randomly check students' work as they write.</p>
---	---	---

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

lake	safe
rope	game
home	hole
safe	drove
	wake

pole	face
date	vote
	lone
	grade
	name

a_e	o_e

## 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 T27 of this Teacher Guide to some students.

### Group A (Meets Expectations)

Have students work in pairs to read “The Liberian Mongoose” on page 136 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 “A Crab That Lives in a Tree” on page 9 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read “A Crab That Lives in a Tree” on page 9 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.