

# Week 7 Lesson Planner

	Monday (Day 1) pages 106–109	Tuesday (Day 2) pages 110–113	Wednesday (Day 3) pages 114–117	Thursday (Day 4) pages 118–121	Friday (Day 5) pages 122–124
<b>Phonics and Word Study</b>	Read words with <i>igh</i> .	Read words with <i>ur</i> .	Read words with <i>ur</i> and <i>ar</i> .	Review words with <i>igh</i> .	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>	<i>high, night, light, right</i>		<i>burn, turn, hurt, star, dark</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>special, Earth, glow, giant, close, far</i>		<i>special, Earth, glow, giant, close, far</i>		
<b>Reading Comprehension</b>	“At Home in the Stars”		“At Home in the Stars”		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: “At Home in the Stars”	Differentiated review
<b>Oral Vocabulary</b>		<i>get to, travel, distance, transportation, ride</i>			
<b>Read-Aloud</b>		“Everyday Transportation”		“Everyday Transportation”	
<b>Shared Writing</b>		Use a main idea graphic organizer and identify main idea and supporting details.		<ul style="list-style-type: none"> <li>• Use a main idea graphic organizer and identify supporting details.</li> <li>• Write a summary sentence.</li> </ul>	
<b>Homework</b>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 18 in <i>Student Activity Book</i></li> <li>• “At Home in the Stars”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 19 in <i>Student Activity Book</i></li> <li>• “At Home in the Stars”</li> <li>• Study for quiz.</li> </ul>	Re-read “At Home in the Stars.”
<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 “At Home in the Stars.”</li> <li>• Group B (Exceeds Expectations): Work in pairs to read 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 any supplementary reader.</li> <li>• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “At Home in the Stars.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “At Home in the Stars.”</li> </ul>				

## 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 • 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 • 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 • Demonstrate knowledge of new words • Identify some features of articles • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • 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 • Write independently • Read diverse texts fluently • Listen to and discuss texts.

Week  
7

Day  
1

### OBJECTIVES

Students will be able to:

- Read and spell words with *igh*
- Demonstrate understanding of and spell the vocabulary/ sight words *special, Earth, glow, giant, close, far*
- Read and comprehend “At Home in the Stars”

### LEARNING RESOURCES

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

igh

sigh	thigh
bright	fight
might	sight
thigh	tight
	flight

### INTRODUCTION

1 MIN.

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

### PHONICS AND WORD STUDY

10 MIN.

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

<p>Point under <i>igh</i>.</p> <p>👂 Today we will learn about the letters <i>igh</i>. When the letters <i>i, g, and h</i> come together, they make the sound /ī/.</p> <p>Point to <i>sigh</i>. Underline <i>igh</i>.</p> <p>👂 Here I see the letters <i>igh</i>. Together they make the sound /ī/. The word is /s/-/ī/, <i>sigh</i>.</p>	<p>👂 Let's do it together.</p> <p>Point under <i>igh</i>.</p> <p>👂 Say the sound with me: /ī/.</p> <p>Point to <i>sigh</i>. Point under <i>igh</i>. 👂 What letters do we see here? <i>igh</i>. What sound do they make together? /ī/.</p> <p>👂 Let's read the whole word together: /s/-/ī/, <i>sigh</i>.</p> <p>Repeat with: <i>bright, might, and thigh</i>.</p>	<p>👂 Now it's your turn.</p> <p>Point under <i>igh</i>.</p> <p>👂 Say the sound. (/ī/)</p> <p>Point to <i>thigh</i>. Point under <i>igh</i>. 👂 What letters do you see here? (<i>igh</i>) What sound do they make together? (/ī/)</p> <p>👂 Read the whole word. (/th/-/ī/, <i>thigh</i>)</p> <p>Repeat with the remaining words.</p>

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

**SPELLING**

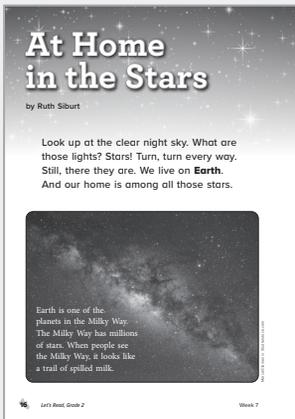
**10 MIN.**

Erase the board from the previous activity.

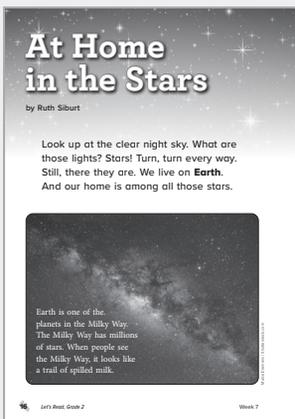
		
<p>🔊 Now we will spell some words with the letters <b>igh</b>. Watch and listen.</p> <p>🔊 The word is <b>high</b>. I hear 2 sounds: /h/—/ī/.</p> <p>🔊 The first sound is /h/. (Write <i>h</i>.) The next sound is /ī/—and in this word, the sound /ī/ is spelled with <b>igh</b>. (Write <i>igh</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <b><i>h-i-g-h</i></b>, <b><i>high</i></b>.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words with <b>igh</b> 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 <b>high</b>. What sounds do we hear? /h/—/ī/.</p> <p>🔊 Let's write it: /h/ (write <i>h</i>), /ī/—and in this word, the sound /ī/ is spelled with <b>igh</b> (write <i>igh</i>). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <b><i>h-i-g-h</i></b>, <b><i>high</i></b>.</p> <p>Repeat with <i>night</i>.</p>	<p>🔊 Now it's your turn. I will say a word with <b>igh</b>. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time: <i>night</i>, <i>light</i>, and <i>right</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. special
2. Earth
3. glow
4. giant
5. close
6. far



Let's Read page 16



Let's Read page 16

**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. special	Point to <i>special</i> . 🔊 This word is <i>special</i> . Let's read and spell it together: <i>special, s-p-e-c-i-a-l, special</i> . When something is <i>special</i> , it is better or different in some way. For example, Independence Day is a special day. It is different from other days because it is the day we celebrate independence. Name some other special days.
2. Earth	Point to <i>Earth</i> . 🔊 This word is <i>Earth</i> . Together: <i>Earth, E-a-r-t-h, Earth</i> . <i>Earth</i> is the planet we live on. Everything all around us here (gesture) is part of <i>Earth</i> , but the moon and stars are not part of <i>Earth</i> . Which country on planet <i>Earth</i> do we live in? (Liberia)
3. glow	Point to <i>glow</i> . 🔊 This word is <i>glow</i> . Together: <i>glow, g-l-o-w, glow</i> . To <i>glow</i> means to shine with a soft light. For example, lamps <i>glow</i> at night. Turn to page 16 in <i>Let's Read</i> and find a picture of something that <i>glows</i> . (stars) Name other things that <i>glow</i> . (e.g., moon, car headlights, fire, fireflies, etc.)
4. giant	Point to <i>giant</i> . 🔊 This word is <i>giant</i> . Together: <i>giant, g-i-a-n-t, giant</i> . <i>Giant</i> means very big. In the night sky, there are special stars called Red Giants. They are very big stars that glow red. Let's pretend to be Red Giants and say, "We are Red Giants!" (Stretch your arms out very far and have the students mimic your actions.)
5. close	Point to <i>close</i> . 🔊 This word is <i>close</i> . Together: <i>close, c-l-o-s-e, close</i> . <i>Close</i> means near or not far away. (Call a student to come forward and stand next to you.) [Student's Name] is standing close to me. Now show me how you stand close to your partner, and say "We are close." (Have students stand close to one another in pairs.)
6. far	Point to <i>far</i> . 🔊 This word is <i>far</i> . Together: <i>far, f-a-r, far</i> . When something is <i>far</i> , it is not close; it is a long way away. (Have a student stand far from you.) [Student's Name] is standing far away from me. Now show me how you stand far away from your partner, and say, "We are far." (Have students stand far away from their partners.)

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read a new text called "At Home in the Stars." Please turn to page 16 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 nonfiction. Remember that nonfiction text tells us true information about real people or animals or the world around us. Remember that the *topic* is what the text is about. Today's text is about stars. The *main idea* is the most important thing that the author wants us to know about the topic.**

🔊 **Authors use *supporting details* to help us understand the main idea. In nonfiction, the supporting details are true facts about the topic. Supporting details may describe the topic or give examples about it. Let's read the text to find out the main idea and supporting details about stars.**

**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 the text?** (stars)
2. **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 the text?** (There are different kinds of stars in the sky.)
3. **The author uses supporting details, or facts, to describe the different types of stars in the sky. What facts did we learn about stars?** (Stars are balls of gas. Stars are so hot that they glow. To see Red Giant stars, people have to wear special glasses. The stars that glow blue and white can be seen without special glasses, etc.)
4. **What do we call the star that is closest to Earth?** (the sun)



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

Week 7 Word Lists

Spelling Words

1. high	6. turn
2. night	7. hurt
3. light	8. star
4. right	9. dark
5. burn	

Written Vocabulary and Sight Words

10. special	13. giant
11. Earth	14. close
12. glow	15. far

*Student Activity Book*  
page 17

**OBJECTIVES**

Students will be able to:

- Read words with *ur*
- Demonstrate understanding of the vocabulary words *get to, travel, distance, transportation, ride*
- Listen to and comprehend “Everyday Transportation”
- Use a main idea organizer

**LEARNING RESOURCES**

*Let’s Read*

Student copybooks

*Student Activity Book*

ur

turn	nurse
fur	burn
hurt	burst
nurse	purse
	surf

**INTRODUCTION**

1 MIN.

🔊 Today we will read some words with the letters *ur*. We will learn some new vocabulary words, and I will read a new text to you. Then we will use a main idea organizer.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Point under <i>ur</i>.</p> <p>🔊 Today we will learn about the letters <i>ur</i>. When the letters <i>u</i> and <i>r</i> come together, they make the sound /ūr/.</p> <p>Point to <i>turn</i>. Underline <i>ur</i>.</p> <p>🔊 Here I see the letters <i>u</i> and <i>r</i>. Together they make the sound /ūr/. The word is /t/–/ūr/–/n/, <i>turn</i>.</p>	<p>🔊 Let’s do it together.</p> <p>Point under <i>ur</i>.</p> <p>🔊 Say the sound with me: /ūr/.</p> <p>Point to <i>turn</i>. Point under <i>ur</i>. 🔊 What letters do we see here? <i>u</i> and <i>r</i>. What sound do they make together? /ūr/.</p> <p>🔊 Let’s read the whole word together: /t/–/ūr/–/n/, <i>turn</i>.</p> <p>Repeat with: <i>fur, hurt, and nurse</i>. For <i>nurse</i>, tell the students that the letter <i>e</i> is silent.</p>	<p>🔊 Now it’s your turn.</p> <p>Point under <i>ur</i>.</p> <p>🔊 Say the sound. (/ūr/)</p> <p>Point to <i>nurse</i>. Point under <i>ur</i>. 🔊 What letters do you see here? (<i>u</i> and <i>r</i>) What sound do they make together? (/ūr/)</p> <p>🔊 Read the whole word. Remember that the letter <i>e</i> is silent here. (/n/–/ūr/–/s/, <i>nurse</i>)</p> <p>Repeat with the remaining words. For the word <i>purse</i>, tell the students that the letter <i>e</i> is silent.</p>

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

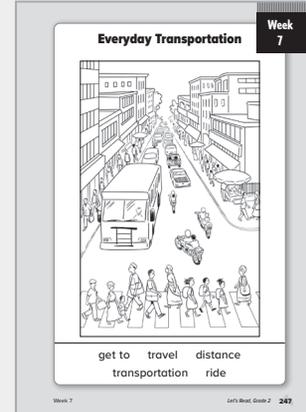
**ORAL VOCABULARY**

12 MIN.

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

🔊 Now we will learn some new vocabulary words.

1. get to	🔊 <b>Get to.</b> <i>Get to</i> means to go from one place to another. For example, we need to get to school on time in the morning. What time do you leave your house to get to school on time?
2. travel	🔊 <b>Travel.</b> When you <i>travel</i> , you go away to a different place. For example, people may travel to visit their family in other villages, cities, or countries. Where would you like to travel to?
3. distance	🔊 <b>Distance.</b> <i>Distance</i> is the amount of space between two places or people. Place a pair of students a short distance from each other and another pair farther apart. <b>This is the distance between these two students</b> (gesture at the space between the first pair), <b>and this is the distance between these two students</b> (gesture at the space between the second pair). <b>Which distance is greater?</b>
4. transportation	🔊 <b>Transportation.</b> <i>Transportation</i> is the different ways we get from one place to another. For example, some people use cars for transportation. Other people use bicycles. Turn to page 247 in <i>Let's Read</i> and name the different kinds of transportation in the picture.
5. ride	🔊 <b>Ride.</b> To <i>ride</i> means to travel in or on a vehicle like a car, bus, or motorcycle. For example, sometimes I ride the bus to (name a nearby or well-known city). <b>Let's pretend we are riding a bus and say, "We are riding the bus."</b>



Let's Read page 247

**READ-ALoud**

13 MIN.

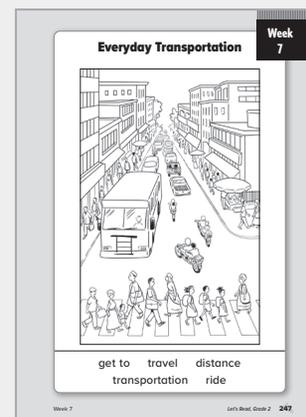
🔊 Now I'm going to read to you a new text called "Everyday Transportation." Please turn to page 247 in *Let's Read*.

**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 247

FEATURES OF TEXT

🔊 Today’s text is nonfiction. Remember that nonfiction text tells us true information about something. For example, nonfiction can tell us about real people or animals or the world around us. Yesterday we read “At Home in the Stars.” That was a nonfiction text about stars in the sky. Today’s nonfiction text is about transportation, or how people get from one place to another.

🔊 Remember that the *main idea* of a text is the most important thing that the author wants us to know about the topic. Authors use *supporting details* to explain and help us understand the main idea. In nonfiction, the supporting details are facts, or pieces of true information about the topic. Sometimes the supporting details describe the topic or give examples about it. Listen to the text to find out the main idea and supporting details about transportation.

DURING READING

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

🔊 Everyday Transportation  
by Jamesetta Ross Diggs

All over the world, people need to get to places every day. Men and women have to get to work. Girls and boys have to get to school. People travel long and short distances, and everyone needs transportation to get there. In Liberia, there are different types of transportation. Some people use their legs and feet and walk. Did you know that some people call walking “L-E-G-2”? Other people ride motorbikes. These are known as pen-pens in Liberia. Many people ride in buses, and some of these buses are short and some are very long. Some people ride in small cars, while a few travel in big jeeps. Others get a ride in pickups or trucks. How do you usually travel from place to place?

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?** (transportation, or how people travel from place to place)
- 2. **What is the main idea of the text?** (There are different ways to travel from one place to another.)
- 3. **The author uses supporting details, or facts, to describe the ways that people travel from one place to another. What facts did we learn about traveling from place to place?** (People travel every day. There are many different types of transportation in Liberia. Walking is

sometimes called L-E-G-2. People travel on motorbikes [pen-pens] and in buses, cars, jeeps, etc.)

4. **What type of transportation do you use to get to school?** (Answers will vary.)

**SHARED WRITING**

**15 MIN.**

Draw the main idea graphic organizer as shown on a piece of large paper. Tape it to the wall.

**"At Home in the Stars"**

Main Idea	
Detail	
Detail	
Detail	
Detail	
Ending Sentence	

Ask students to look at "At Home in the Stars" from *Let's Read* on page 16. Point out the words *stars*, *night*, *glow*, *Red Giants*, *blue*, *white*, *star shapes*. Copy the word bank at the right on the board. Draw pictures next to the words to help students understand the words.

👂 **What do you think "At Home in the Stars" is mainly about? Let's look at the word bank. Share with the class what you think the main idea is.** Call on 1–2 students. **One answer is: *There are many different types of stars and star shapes.*** Write this in the main idea box.

👂 **Now let's look for something that adds to the main idea. This is called a supporting detail. For example: *Stars glow red, blue, or white.*** Write this in the first *Detail* box.

👂 **Can you name some other supporting details?** Call on 1–2 students for a supporting detail. If they need help, suggest one yourself. ***We have a special star called the sun.*** Write this in the next *Detail* box.

Call on 1–2 students for another supporting detail. If they need help, suggest this one. 👂 ***One star shape is the Southern Cross.*** Write this in the next *Detail* box.

Main Idea	There are many different types of stars and star shapes.
Detail	Stars glow red, blue, or white.
Detail	We have a special star called the sun.
Detail	One star shape is the Southern Cross.

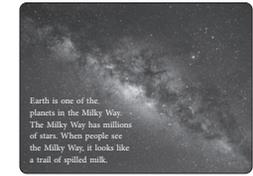
Save the word bank and graphic organizer for Shared Writing, Week 7, Day 4.

 **HOMework**

Have students complete page 18 in the *Student Activity Book* and read "At Home in the Stars" aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

**At Home in the Stars**

by Ruth Siburt  
Look up at the clear night sky. What are those lights? Stars! Turn, turn every way. Still, there they are. We live on **Earth**. And our home is among all those stars.



Earth is one of the planets in the Milky Way. The Milky Way has millions of stars. When people see the Milky Way, it looks like a trail of spilled milk.

*Let's Read* page 16

**"At Home in the Stars" Word Bank**

- stars
- night
- glow
- Red Giants
- blue
- white
- star shapes

**Week 7 Day 2 Homework**

**Directions:** Choose the best word to complete each sentence. Write the word on the line.

- The \_\_\_\_\_ helped me when I felt sick. (nurse, noise)
- I \_\_\_\_\_ my hand in the fire. (cutted, burned)
- The driver made a left \_\_\_\_\_ at the corner. (surf, turn)
- Be careful with that knife—don't \_\_\_\_\_ yourself. (hurt, burp)

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

fur, yard, march, purse, far, church, start, burst	
ME	SE
_____	_____
_____	_____
_____	_____

*Student Activity Book* page 18

**OBJECTIVES**

Students will be able to:

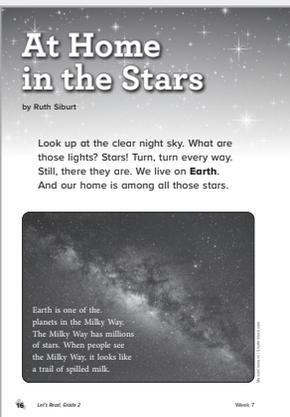
- Read and spell words with *ur* and *ar*
- Demonstrate understanding of and spell the vocabulary/ sight words *special*, *Earth*, *glow*, *giant*, *close*, *far*
- Read and comprehend “At Home in the Stars”

**LEARNING RESOURCES**

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

ur ar

curl start  
far march  
slurp burp  
start curse  
yard



*Let’s Read* page 16

**INTRODUCTION**

**1 MIN.**

▶ Today we will read and spell some more words with the letters *ur* and *ar*. We will also review our vocabulary words and read “At Home in the Stars” together again.

**PHONICS AND WORD STUDY**

**10 MIN.**

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

<p>Point under <i>ur</i> and <i>ar</i>. ▶ Remember that the letters <i>ur</i> together make the sound /ūr/. The letters <i>ar</i> together make the sound /är/.</p> <p>Point to <i>curl</i>. Underline <i>ur</i>. ▶ Here I see the letters <i>u</i> and <i>r</i>. Together they make the sound /ūr/. The word is /k/-ūr/-l/, <i>curl</i>.</p> <p>Point to <i>far</i>. Underline <i>ar</i>. ▶ Here I see the letters <i>a</i> and <i>r</i>. Together they make the sound /är/. The word is /f/-är/, <i>far</i>.</p>	<p>▶ Let’s do it together.</p> <p>Point in turn under <i>ur</i> and <i>ar</i>. ▶ Say the sounds with me: /ūr/, /är/.</p> <p>Point to <i>curl</i>. Point under <i>ur</i>. ▶ What letters do we see here? <i>u</i> and <i>r</i>. What sound do they make together? /ūr/.</p> <p>▶ Let’s read the whole word together: /k/-ūr/-l/, <i>curl</i>.</p> <p>Repeat with <i>far</i>, <i>slurp</i>, and <i>start</i>, highlighting the <i>ar</i> as /är/ in <i>far</i> and <i>start</i> and the <i>ur</i> as /ūr/ in <i>slurp</i>.</p>	<p>▶ Now it’s your turn.</p> <p>▶ Say the sounds.</p> <p>Point in turn under each letter combination.</p> <p>Point to <i>start</i>. Point under <i>ar</i>. ▶ What letters do you see here? (<i>a</i> and <i>r</i>) What sound do they make together? (/är/)</p> <p>▶ Read the whole word. (/s/-t/-är/-t/, <i>start</i>)</p> <p>Repeat with the remaining words. Have the students identify the <i>ar</i> as /är/ in <i>march</i> and <i>yard</i> and the <i>ur</i> as /ūr/ in <i>burp</i> and <i>curse</i>. Tell students that the <i>e</i> in <i>curse</i> is silent. Have them sound out and read each word.</p>
<p>Time permitting, have students turn to “At Home in the Stars” on page 16 in <i>Let’s Read</i> and find words with the letters <i>ur</i> (e.g., <i>turn</i>, <i>burn</i>) and <i>ar</i> (e.g., <i>star</i>, <i>far</i>). Write the words on the board as they find them.</p>		

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

**SPELLING**

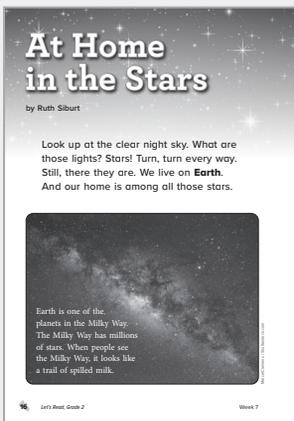
10 MIN.

Erase the board from the previous activity.

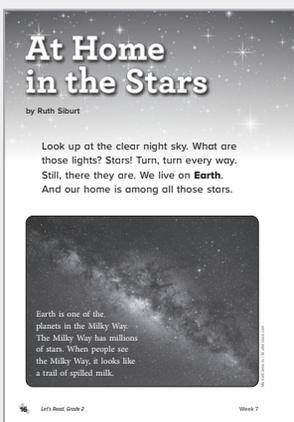
		
<p>🔊 Now we will spell some words with the letters <i>ur</i> and <i>ar</i>. Watch and listen.</p> <p>🔊 The word is <i>burn</i>. I hear 3 sounds: /b/-/ūr/-/n/.</p> <p>🔊 The first sound is /b/. (Write <i>b</i>.) The next sound is /ūr/. (Write <i>ur</i>.) The third sound is /n/. (Write <i>n</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>b-u-r-n</i>, <i>burn</i>.</p> <p>Erase the word.</p> <p>🔊 The word is <i>star</i>. I hear 3 sounds: /s/-/t/-/är/. </p> <p>🔊 The first sound is /s/. (Write <i>s</i>.) The next sound is /t/. (Write <i>t</i>.) The third sound is /är/. (Write <i>ar</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>s-t-a-r</i>, <i>star</i>.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words together with <i>ur</i> and <i>ar</i>. 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>burn</i>. What sounds do we hear? /b/-/ūr/-/n/.</p> <p>🔊 Let's write it: /b/ (write <i>b</i>), /ūr/ (write <i>ur</i>), /n/ (write <i>n</i>). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>b-u-r-n</i>, <i>burn</i>.</p> <p>Repeat with <i>star</i> and <i>turn</i>.</p>	<p>🔊 Now it's your turn. I will say a word with <i>ur</i> or <i>ar</i>. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time: <i>turn</i>, <i>dark</i>, and <i>hurt</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. special
2. Earth
3. glow
4. giant
5. close
6. far



Let's Read page 16



Let's Read page 16

**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. special	Point to <i>special</i> . 🔊 Read the word: ( <i>special</i> ). When something is <i>special</i> , it is better or different in some way. For example, Independence Day is a special day. It is different from other days because it is the day we celebrate independence. Name some other special days.
2. Earth	Point to <i>Earth</i> . 🔊 Read the word: ( <i>Earth</i> ). <b>Earth is the planet we live on. Everything all around us here</b> (gesture) <b>is part of Earth, but the moon and stars are not part of Earth. Which country on planet Earth do we live in?</b> (Liberia)
3. glow	Point to <i>glow</i> . 🔊 Read the word: ( <i>glow</i> ). <b>To glow means to shine with a soft light. For example, lamps glow at night. Turn to page 16 in Let's Read and find a picture of something that glows.</b> (stars) <b>Name other things that glow.</b> (e.g., moon, car headlights, fire, fireflies, etc.)
4. giant	Point to <i>giant</i> . 🔊 Read the word: ( <i>giant</i> ). <b>Giant means very big. In the night sky, there are special stars called Red Giants. They are very big stars that glow red. Let's pretend to be Red Giants and say, "We are Red Giants!"</b> (Stretch your arms out very far and have the students mimic your actions.)
5. close	Point to <i>close</i> . 🔊 Read the word: ( <i>close</i> ). <b>Close means near or not far away.</b> (Call a student to come forward and stand next to you.) <b>[Student's Name] is standing close to me. Now show me how you stand close to your partner, and say "We are close."</b> (Have students stand close to one another in pairs.)
6. far	Point to <i>far</i> . 🔊 Read the word: ( <i>far</i> ). <b>When something is far, it is not close; it is a long way away.</b> (Have a student stand far from you.) <b>[Student's Name] is standing far away from me. Now show me how you stand far away from your partner, and say, "We are far."</b> (Have students stand far away from their partners.)

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read "At Home in the Stars" again. Please turn to page 16 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 nonfiction. What does nonfiction text tell us?** (true information about someone or 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) **Remember that authors use supporting details to explain and help us understand the main idea. In nonfiction, the supporting details are facts, or pieces of true information about the topic. Sometimes the supporting details describe the topic or give examples about it. Let's read the text again to remember the main idea and supporting details about stars.**

**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 the text?** (stars in the sky)
2. **What is the main idea of the text?** (There are different kinds of stars in the sky.)
3. **The author uses supporting details, or facts, to describe the different types of stars in the sky. What facts did we learn about stars?** (Stars are balls of gas. Stars are so hot that they glow. To see Red Giant stars, people have to wear special glasses. The stars that glow blue and white can be seen without special glasses, etc.)
4. **What do we call the star that is closest to Earth?** (the sun)



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

Week 7 Word Lists

Spelling Words

1. high	6. turn
2. night	7. hurt
3. light	8. star
4. right	9. dark
5. bum	

Written Vocabulary and Sight Words

10. special	13. giant
11. Earth	14. close
12. glow	15. far

*Student Activity Book*  
page 17

**OBJECTIVES**

Students will be able to:

- Read words with *igh*
- Read fluently “At Home in the Stars”
- Listen to and comprehend “Everyday Transportation”
- Use a main idea organizer

**LEARNING RESOURCES**

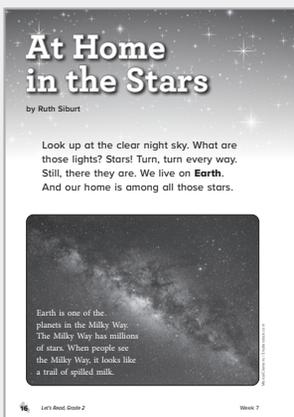
*Let’s Read*

Student copybooks

*Student Activity Book*

igh

fright	bright
slight	light
night	might
bright	sigh
	right



*Let’s Read* page 16

**INTRODUCTION**

1 MIN.

▶ Today we will read some more words with *igh*. You will read “At Home in the Stars” with your partner. I will read “Everyday Transportation” to you again. Then we will complete a main idea organizer.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Point under <i>igh</i>. ▶ Remember that when the letters <i>i</i>, <i>g</i>, and <i>h</i> come together, they make the sound /ī/.  Point to <i>fright</i>. Underline <i>igh</i>. ▶ Here I see the letters <i>igh</i>. Together they make the sound /ī/. The word is /f/-/r/-/ī/-/t/, <i>fright</i>.</p>	<p>▶ Let’s do it together.  Point under <i>igh</i>. ▶ Say the sound with me: /ī/.  Point to <i>fright</i>. Point under <i>igh</i>. ▶ What letters do we see here? <i>igh</i>. What sound do they make together? /ī/.  ▶ Let’s read the whole word together: /f/-/r/-/ī/-/t/, <i>fright</i>.  Repeat with <i>slight</i>, <i>night</i>, and <i>bright</i>.</p>	<p>▶ Now it’s your turn.  Point under <i>igh</i>. ▶ Say the sound. (/ī/)  Point to <i>bright</i>. Point under <i>igh</i>. ▶ What letters do you see here? (<i>igh</i>) What sound do they make together? (/ī/)  ▶ Read the whole word. (/b/-/r/-/ī/-/t/, <i>bright</i>)  Repeat with the remaining words.</p>
<p>Time permitting, have students turn to “At Home in the Stars” on page 16 in <i>Let’s Read</i> and find words with the letters <i>igh</i> in the text (e.g., <i>night</i>, <i>lights</i>, etc.). 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 “At Home in the Stars” with your partner. Please turn to page 16 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 “Everyday Transportation” again. Please turn to page 247 in *Let’s Read*.

BEFORE READING

PREVIEW

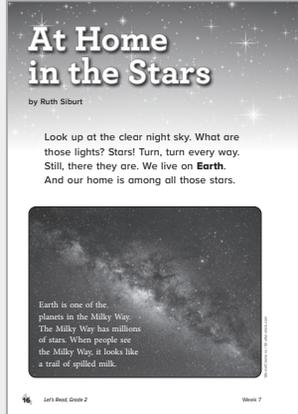
Guide the students to . . .

- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *get to*, *travel*, *distance*, *transportation*, *ride*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

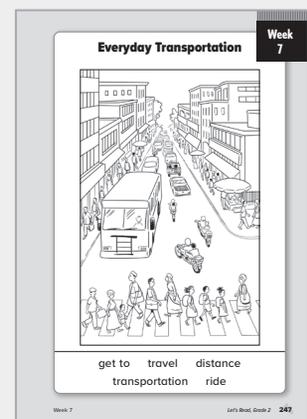
FEATURES OF TEXT

Remember that this text is nonfiction. We have been reading “At Home in the Stars.” It is a nonfiction text about stars in the sky. Today’s nonfiction text is about transportation, or how people get from one place to another.

What is the *main idea* of a text? (the most important thing that the author wants us to know about the topic) **What do authors use supporting details for?** (to explain and help us understand the main idea) **In nonfiction, the supporting details are facts, or pieces of true information about the topic. Sometimes the supporting details describe the topic or give examples about it. Listen again to remember the main idea and supporting details about transportation.**



Let’s Read page 16



Let’s Read page 247



**DURING READING**

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

🔊 **Everyday Transportation**  
by Jamesetta Ross Diggs

All over the world, people need to get to places every day. Men and women have to get to work. Girls and boys have to get to school. People travel long and short distances, and everyone needs transportation to get there. In Liberia, there are different types of transportation. Some people use their legs and feet and walk. Did you know that some people call walking “L-E-G-2”? Other people ride motorbikes. These are known as pen-pens in Liberia. Many people ride in buses, and some of these buses are short and some are very long. Some people ride in small cars, while a few travel in big jeeps. Others get a ride in pickups or trucks. How do you usually travel from place to place?

**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?** (transportation, or how people travel from one place to another place)
2. **What is the main idea of the text?** (There are different ways to travel from one place to another.)
3. **The author uses supporting details, or facts, to describe the ways that people travel from one place to another. What facts did we learn about traveling from place to place?** (People travel every day. There are many different types of transportation in Liberia. Walking is sometimes called L-E-G-2. People travel on motorbikes [pen-pens] and in buses, cars, jeeps, etc.)
4. **What are the different types of transportation you have taken to get from one place to another?** (Answers will vary.)



### 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. *burn*, 2. *close*, 3. *dark*, 4. *far*, 5. *Earth*, 6. *giant*, 7. *glow*, 8. *high*, 9. *hurt*, 10. *light*, 11. *night*, 12. *right*, 13. *special*, 14. *star*, 15. *turn*

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 “At Home in the Stars” on page 16 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 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 letters and words on the board, as shown on the next page at the right.

		
<p>Point in turn under <i>igh</i>, <i>ur</i>, and <i>ar</i>. <b>Let's do it together.</b> <b>This week we learned about the letters <i>igh</i>, <i>ur</i>, and <i>ar</i>. Together, the letters <i>igh</i> make the sound /ī/. The letters <i>ur</i> make the sound /ūr/. The letters <i>ar</i> make the sound /är/.</b></p> <p>Point to <i>might</i>. Underline <i>igh</i>. <b>Here I see the letters <i>igh</i>. They make the sound /ī/. The word is /m/-ī/-t/, <i>might</i>.</b></p> <p>Repeat with <i>curl</i> and <i>far</i>, highlighting the <i>ur</i> as /ūr/ in <i>curl</i> and the <i>ar</i> as /är/ in <i>far</i>.</p>	<p><b>Let's do it together.</b></p> <p>Point in turn under <i>igh</i>, <i>ur</i>, and <i>ar</i>. <b>Say the sounds with me: /ī/, /ūr/, /är/.</b></p> <p>Point to <i>might</i>. Point under <i>igh</i>. <b>What letters do we see here? <i>igh</i>. What sound do they make together? /ī/.</b></p> <p><b>Let's read the whole word together: /m/-ī/-t/, <i>might</i>.</b></p> <p>Repeat with <i>curl</i>, <i>far</i>, and <i>surf</i>, highlighting the <i>ur</i> as /ūr/ in <i>curl</i> and <i>surf</i> and the <i>ar</i> as /är/ in <i>far</i>.</p>	<p><b>Now it's your turn.</b></p> <p>Point in turn under <i>igh</i>, <i>ur</i>, and <i>ar</i>. <b>Say the sounds.</b> (/ī/, /ūr/, /är/)</p> <p>Point to <i>surf</i>. Point under <i>ur</i>. <b>What letters do you see here? (<i>ur</i>) What sound do they make together? (/ūr/)</b></p> <p><b>Read the whole word.</b> (/s/-/ūr/-/f/, <i>surf</i>)</p> <p>Repeat with the remaining words. Have the students identify the <i>igh</i> as /ī/ in <i>sight</i> and <i>flight</i>, the <i>ur</i> as /ūr/ in <i>burst</i>, and the <i>ar</i> as /är/ in <i>yard</i>. Have them sound out and read each word.</p>

igh	ur	ar
-----	----	----

might	surf
curl	sight
far	burst
surf	yard
	flight

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><b>Now we will put words in the correct boxes. If a word has the letters <i>igh</i>, we will write it here</b> (point to the <i>igh</i> box). <b>If it has the letters <i>ur</i>, we will write it here</b> (point to the <i>ur</i> box). <b>If it has the letters <i>ar</i>, we will write it here</b> (point to the <i>ar</i> box).</p> <p><b>The word <i>sigh</i> (point) has the letters <i>igh</i>, so I will write it here.</b> Write <i>sigh</i> in the <i>igh</i> box, and cross it off the list.</p>	<p><b>Let's do the next two together. Where do we write the word <i>fur</i>? It has the letters <i>ur</i>, so we will write it here.</b> Write <i>fur</i> in the <i>ur</i> box, and cross it off the list. Check the students' work.</p> <p><b>Where do we write the word <i>march</i>? It has the letters <i>ar</i>, so we will write it here.</b></p> <p>Write <i>march</i> in the <i>ar</i> box, and cross it off the list. Check the students' work.</p>	<p><b>Now it's your turn. For the rest of the words, work with your partner to write each word in the right box.</b></p> <p>Move around the room and randomly check students' work as they write.</p>

sigh	tight
fur	curse
march	slight
	turn
	star
	high
	dark

igh	ur	ar

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 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 “At Home in the Stars” on page 16 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read “At Home in the Stars” on page 16 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.