

Week 14 Lesson Planner

	Monday (Day 1) pages 230–233	Tuesday (Day 2) pages 234–237	Wednesday (Day 3) pages 238–241	Thursday (Day 4) pages 242–245	Friday (Day 5) pages 246–248
Phonics and Word Study	Read words with <i>er</i> .	Read words with <i>or</i> and <i>ore</i> .	Read words that end in <i>y</i>	Read words with <i>er</i> , <i>or</i> , and <i>ore</i> .	<ul style="list-style-type: none"> • Quiz • Differentiated review
Spelling	<i>river, water, thunder, never, over, under, after</i>		<i>before, more, important</i>		
Written Vocabulary/ Sight Words	<i>blood, cold, warm, temperature, breathe</i>		<i>blood, cold, warm, temperature, breathe</i>		
Reading Comprehension	“A World of Frogs”		“A World of Frogs”		Differentiated review
Reading Fluency Practice				Pairs: “A World of Frogs”	Differentiated review
Oral Vocabulary		<i>net, rock, small, medium, large, enjoy</i>			
Read-Aloud		“The Beauty of the River”		“The Beauty of the River”	
Shared Writing		Use a Sentence Pattern Chart and identify prepositional phrases and write sentences.		Write sentences with nouns, adjectives, verbs, and prepositional phrases.	
Homework	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> • Page 37 in <i>Student Activity Book</i> • “A World of Frogs” 	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> • Page 38 in <i>Student Activity Book</i> • “A World of Frogs” • Study for quiz. 	Re-read “A World of Frogs.”
Day 5 Review: Differentiated Instruction	<p>First Review Activity</p> <ul style="list-style-type: none"> • Group A (Meets Expectations): Work in pairs to re-read “A World of Frogs.” • Group B (Exceeds Expectations): Work in pairs to read “Hairy Frogs” or any supplementary reader. • Group C (Needs Additional Support): Review Phonics and Word Study. <p>Second Review Activity</p> <ul style="list-style-type: none"> • Group A (Meets Expectations): Work in pairs to read “Hairy Frogs” or any supplementary reader. • Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “A World of Frogs.” • Group C (Needs Additional Support): Work in pairs to re-read “A World of Frogs.” 				

Grade 2 National Standards for Reading and Comprehension

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

Learning Objectives: Identify vowels and recognize consonants • Read words with varied word patterns • 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 • Demonstrate knowledge of new words • Identify some features of articles • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • Identify main idea of an article • 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 • Read diverse texts fluently • Listen to and discuss texts.

OBJECTIVES

Students will be able to:

- Read and spell words with *er*
- Demonstrate understanding of and spell the vocabulary/ sight words *blood, cold, warm, temperature, breathe*
- Read and comprehend “A World of Frogs”

LEARNING RESOURCES

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

er

her	ever
term	herd
matter	number
ever	desert
	other
	serve

INTRODUCTION

1 MIN.

▶ Today we will read and spell words with the letters *er*. 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>▶ Now we will learn about the letters <i>er</i>. When the letters <i>e</i> and <i>r</i> come together, they make the sound /<i>ür</i>/.</p> <p>Point to <i>her</i>. Underline <u><i>er</i></u>. ▶ Here I see the letters <i>e</i> and <i>r</i>. Together they make the sound /<i>ür</i>/. The word is /<i>h</i>-/<i>ür</i>/, <i>her</i>.</p>	<p>▶ Let's do it together.</p> <p>Point to <i>her</i>. Point under <i>er</i>. ▶ What letters do we see here? <i>e</i> and <i>r</i>. What sound do they make together? /<i>ür</i>/.</p> <p>▶ Let's read the whole word together: /<i>h</i>-/<i>ür</i>/, <i>her</i>.</p> <p>Repeat with: <i>term</i>, <i>matter</i>, and <i>ever</i>.</p>	<p>▶ Now it's your turn.</p> <p>Point to <i>ever</i>. Point under <i>er</i>. ▶ What letters do you see here? (<i>e</i> and <i>r</i>) What sound do they make together? (/<i>ür</i>/)</p> <p>▶ Read the whole word. (/<i>ě</i>-/<i>v</i>-/<i>ür</i>/, <i>ever</i>)</p> <p>Repeat with the remaining words. For <i>desert</i>, tell students that the letter <i>s</i> makes the sound /<i>z</i>/ in this word. For <i>other</i>, tell students that the letter <i>o</i> makes the sound /<i>ü</i>/ in this word. For <i>serve</i>, tell students that the final <i>e</i> is silent.</p>

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

SPELLING

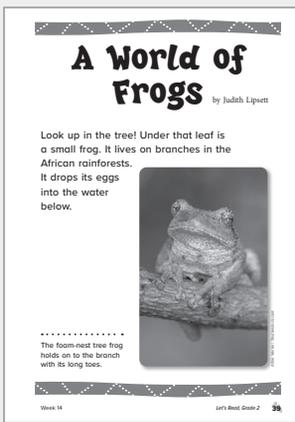
10 MIN.

Erase the board from the previous activity.

		
<p>🔊 Now we will spell some words with the letters er. Watch and listen.</p> <p>🔊 The word is <i>river</i>. I hear 4 sounds: /r/-/i/-/v/-/ür/.</p> <p>🔊 The first sound is /r/. (Write r.) The next sound is /i/. (Write i.) The third sound is /v/. (Write v.) The last sound is /ür/—and in this word it is spelled with er. (Write er.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 r-i-v-e-r, river.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words with the letters er together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</p> <p>🔊 The first word is <i>river</i>. What sounds do we hear? /r/-/i/-/v/-/ür/.</p> <p>🔊 Let's write it: /r/ (write r), /i/ (write i), /v/ (write v), /ür/—and in this word it is spelled with er (write er). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): r-i-v-e-r, river.</p> <p>Repeat with <i>thunder</i> and <i>water</i>. For <i>water</i>, tell students that the /ō/ sound is spelled with the letter <i>a</i> in this word.</p>	<p>🔊 Now it's your turn. I will say a word with the letters er. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time: <i>water, never, over, under, after</i>. For <i>over</i>, tell students that the /ō/ sound is spelled with the letter <i>o</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. blood
2. cold
3. warm
4. temperature
5. breathe



Let's Read page 39

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. blood	Point to <i>blood</i> . 🔊 This word is <i>blood</i> . Let's read and spell it together: <i>blood, b-l-o-o-d, blood</i> . <i>Blood</i> is the red liquid inside your body. For example, if you have an accident and cut yourself, your blood may come out. Have you ever had a cut and seen your blood? Tell us about it. (Help individuals respond in well-formed sentences.)
2. cold	Point to <i>cold</i> . 🔊 This word is <i>cold</i> . Together: <i>cold, c-o-l-d, cold</i> . <i>Cold</i> means not hot or warm. For example, when you feel cold, you may shiver, like this. (Pretend to shiver and hug yourself to warm yourself, etc.) Show me how you act when you are cold and say with me, "I'm cold!" (Do the motions.)
3. warm	Point to <i>warm</i> . 🔊 This word is <i>warm</i> . Together: <i>warm, w-a-r-m, warm</i> . When something is <i>warm</i> , it is not too hot and not too cold. For example, I prefer to eat my food when it is warm, not too hot and not too cold. How do you prefer to eat your food? Hot, cold, or warm?
4. temperature	Point to <i>temperature</i> . 🔊 This word is <i>temperature</i> . Together: <i>temperature, t-e-m-p-e-r-a-t-u-r-e, temperature</i> . The <i>temperature</i> is how hot or cold something is. For example, the temperature outside today is about [give estimate] degrees. What month of the year has the hottest temperature? What month has the coldest temperature?
5. breathe	Point to <i>breathe</i> . 🔊 This word is <i>breathe</i> . Together: <i>breathe, b-r-e-a-t-h-e, breathe</i> . When you breathe, you take in air and let it back out through your nose or mouth, like this. (Demonstrate.) Let's breathe quietly together. (Do the motions.)

READING COMPREHENSION

20 MIN.

🔊 Now we will read a new text called "A World of Frogs." Please turn to page 39 in *Let's Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

- read the title and author.
- describe each photo or 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. Nonfiction text tells us true information about something. For example, nonfiction can tell us about real people or animals or the world around us.**
- ▶ **Remember that authors use *supporting details* to explain and help us understand the main idea of a text. 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 to find out the details about frogs.**

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?** (frogs)
- ▶ **2. The author uses supporting details, or facts, to tell us all about frogs. For example, where do frogs live?** (all over the world, all over Africa, except in the dry desert)
- ▶ **3. How many different types of frogs are there?** (6,300)
- ▶ **4. How are frogs’ bodies different from our bodies?** (Frogs are cold-blooded. Frogs’ body temperature changes when the temperature around them changes. Our body temperature stays the same.)
- ▶ **5. What do frogs do to stay warm?** (They sit in the sun. They also dig holes in the dirt.) **What do frogs do when they get too warm?** (They go to a dark shady place to cool off.)
- ▶ **6. Where do frogs lay their eggs?** (Most frogs lay eggs in water or wet places.)



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

Week 14 Word Lists

Spelling Words

1. river	6. under
2. water	7. after
3. thunder	8. before
4. never	9. more
5. over	10. important

Written Vocabulary and Sight Words

11. blood	14. temperature
12. cold	15. breathe
13. warm	

36 ReadLiberiaActivityBook

Student Activity Book
page 36

OBJECTIVES

Students will be able to:

- Read words with *or* and *ore*
- Demonstrate understanding of the vocabulary words *net*, *rock*, *small*, *medium*, *large*, *enjoy*
- Listen to and comprehend “The Beauty of the River”
- Use a Sentence Pattern Chart and identify prepositional phrases and write sentences

LEARNING RESOURCES

Let's Read

Student copybooks

Student Activity Book

or ore

for	important
score	short
more	before
important	sorts
	chore
	or

INTRODUCTION

1 MIN.

▶ Today we will read some words with the letters *or* and *ore*. We will learn some new vocabulary words, and I will read a new text to you. Then we will identify prepositional phrases and write sentences.

PHONICS AND WORD STUDY

10 MIN.

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

<p>Point under <i>or</i> and <i>ore</i>. ▶ Today we will learn about the letters <i>or</i> and <i>ore</i>. When the letters <i>o</i> and <i>r</i>, or <i>o</i>, <i>r</i>, and <i>e</i>, come together, they make the sound /or/.</p> <p>Point to <i>for</i>. Underline <i>or</i>. ▶ Here I see the letters <i>o</i> and <i>r</i>. Together they make the sound /or/. The word is /f/-/or/, <i>for</i>.</p> <p>Point to <i>score</i>. Underline <i>ore</i>. ▶ Here I see the letters <i>o</i>, <i>r</i>, and <i>e</i>. Together they also make the sound /or/. The word is /s/-/k/-/or/, <i>score</i>.</p>	<p>▶ Let's do it together.</p> <p>Point in turn under <i>or</i> and <i>ore</i>. ▶ Say the sounds with me: /or/, /or/.</p> <p>Point to <i>for</i>. Point under <i>or</i>. ▶ What letters do we see here? <i>o</i> and <i>r</i>. What sound do they make together? /or/.</p> <p>▶ Let's read the whole word together: /f/-/or/, <i>for</i>.</p> <p>Repeat with: <i>score</i>, <i>more</i>, and <i>important</i>. (In <i>important</i>, note that the letter <i>a</i> sounds like the schwa, /ə/, when said quickly.)</p>	<p>▶ Now it's your turn.</p> <p>Point in turn under <i>or</i> and <i>ore</i>. ▶ Say the sounds. (/or/, /or/)</p> <p>Point to <i>important</i>. Point under <i>or</i>. ▶ What letters do you see here? (<i>o</i> and <i>r</i>) What sound do they make together? (/or/)</p> <p>▶ Read the whole word. (/ɪ/-/m/-/p/-/or/-/t/-/ɪ/-/n/-/t/, <i>important</i>)</p> <p>Repeat with the remaining words. For <i>before</i>, tell students that it is a compound word made from the words <i>be</i> and <i>fore</i>.</p>

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

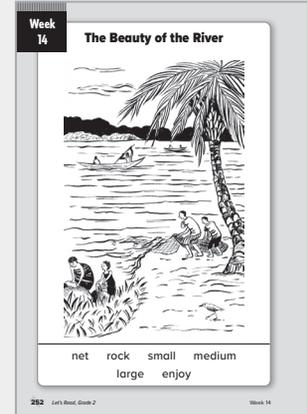
ORAL VOCABULARY

12 MIN.

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

Now we will learn some new vocabulary words.

1. net	<p>Net. A net is something that you use to catch or hold things. It is made with string. Turn to page 252 in <i>Let's Read</i> and find the net in the picture. What do you think the man is trying to catch with the net? (e.g., fish) What else can you use a net for? (Help individuals respond in well-formed sentences using <i>net</i>.)</p>
2. rock	<p>Rock. A rock is a very hard piece of stone. For example, I see rocks on the ground outside (point). Find some rocks in the picture. What are the women doing on the rocks? (washing clothes) Where else can we see rocks? (Help individuals respond in well-formed sentences using <i>rock</i>.)</p>
3. small	<p>Draw three circles on the board, one very small, one medium, and one very large. Small. Small means little in size. (Point to the small circle.) For example, this is the small circle. Name some other things that are small. (Help individuals respond in well-formed sentences using <i>small</i>.)</p>
4. medium	<p>Medium. Medium means not very big and not very small in size. It is in between big and small. (Point to the medium circle.) For example, this is the medium size circle.</p>
5. large	<p>Large. Large means very big in size. (Point to the large circle.) For example, this is the large circle. Name some other things that are large. (Call individuals to the board and have them point in turn to the small, medium, and large circles.)</p>
6. enjoy	<p>Enjoy. To enjoy something means to like it or have fun doing it. For example, I enjoy [name an activity you enjoy]. What is something you enjoy? (Help individuals respond in well-formed sentences using <i>enjoy</i>.)</p>



Let's Read page 252

READ-ALoud

13 MIN.

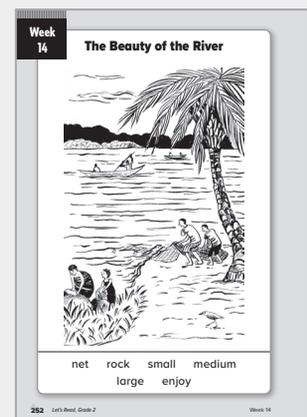
Now I'm going to read to you a new text called "The Beauty of the River." Please turn to page 252 in *Let's Read*.

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 252

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. Remember that the *topic* of a text is what the text is about. Yesterday we read the nonfiction text “A World of Frogs.” Today’s nonfiction text is about a river. The *main idea* of a text is the most important thing that the author wants us to know about the topic. Let’s listen to find out the main idea about the river.

DURING READING

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

The Beauty of the River
by Teetha E. Whea

There lies a wide, long, and clear river in the middle of central Buchanan, which is the third largest city in Liberia. People use this river for many things. Every morning, you can see people placing many baskets and nets in the river to catch fish, crab, and big catfish. And every evening, these baskets and nets are checked to see what has been caught that day. Every other day, people wash clothes in the river. They use different sizes of rocks—small, medium, and large—to clean the clothes. People also enjoy just being by the river, which is a lovely setting. There are people in canoes crossing to the other side of the river, while the birds sing songs in the tall palm trees. Little crabs, who live in the sand along the shore, run from sand hole to sand hole. The big sun sits on this river every evening, while the sky sits on it, too!

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?** (a river in Liberia)
2. **What is the main idea of the text?** (People use the river in many ways.)
3. **The author uses supporting details, or facts, to explain why the river is important to people. What do people do at the river?** (People fish in the river. People wash clothes in the river. People enjoy spending time by the river. People ride in canoes on the river.)
4. **How do people catch fish, crabs, and catfish in the river?** (with nets)
5. **How do people wash their clothes in the river?** (They use small, medium, and large rocks.)
6. **How do people enjoy spending time at the river?** (They sit near the river or ride in canoes.)

SHARED WRITING

15 MIN.

Tape the “Frogs Here, Frogs There” chant from Week 13 (below) on the board or on the wall. Use the Sentence Pattern Chart from Week 13.

Frogs here, frogs there,
Frogs, frogs everywhere!
Small frogs jump,
Cold-blooded frogs hide,
Spotted frogs swim,
And colorful frogs hop.
Frogs in the trees,

Frogs on branches,
Frogs in the African rainforest,
And frogs in a dark, shady place.
Frogs here, frogs there,
Frogs, frogs everywhere!
Frogs! Frogs! Frogs!

👉 **Let’s say our chant. Stand up. I will say a line, then you will say the line with me. Do the same actions that I do.** Point upward as you say *in the trees*. Cover one hand with the other as you say *in a dark, shady place*.

👉 **Sentences have adjectives, nouns, and verbs.** Use the Sentence Pattern Chart (at the right) to review nouns, adjectives, and verbs. Have students tell what verbs and adjectives they like.

👉 **Today we will review prepositional phrases. Prepositional phrases tell us where or when—for example, on a rock, in the hole, up a tree, in the sun. Then we will write a sentence.**

Point to *prep. phrase* on the Sentence Pattern Chart.

👉 **A prepositional phrase answers the questions where and when. Let’s say some prepositional phrases: in the trees; in the African rainforest; in a dark, shady place.**

Call on 2–3 students to each say a prepositional phrase from the chant. If students need help thinking of prepositional phrases, ask: Where are the frogs? (in the trees, on branches, in the African rainforest)

Write the prepositional phrases in the prep. phrase column of the Sentence Pattern Chart. Pick one prepositional phrase and circle it on the Sentence Pattern Chart.

👉 **Now let’s use the Sentence Pattern Chart to write a sentence. I will pick 1 adjective, 1 noun, 1 verb, and 1 prepositional phrase. I capitalize the adjective because it is the first word in the sentence. Then I write the noun. Then I write the verb. Finally, I write the prepositional phrase. I put a period at the end of the sentence.**

Write the sentence: *Small frogs hop in the African rainforest.* Show students how the sentence fits the Sentence Pattern Chart by pointing to the adjective, the noun, the verb, and the prepositional phrase.

adjective	noun	verb
small	frogs	jump
cold-blooded		hide
spotted		swim
colorful		hop

adjective	noun	verb	prep. phrase
small	frogs	jump	in the trees
cold-blooded		hide	in the African rainforest
spotted		swim	in a dark, shady place
colorful		hop	

Small frogs hop
in the African
rainforest.

 **HOMEWORK**

Have students complete page 37 in the *Student Activity Book* and read “A World of Frogs” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

Week 14 **Day 2 Homework**

Directions: Circle **er** in each word where it appears. Read the story.

My sister suffered from a fever. My mother took her to the store on the corner to order some medicine. The person at the counter offered her some water with the pills. After she took the medicine, she felt better.

Directions: Complete the sentence with your own words.

When I suffer from a fever, I _____

Directions: Fill in the blanks with **er** or **or** to spell the word correctly. Read the words.

1. m_ _ _ _ _	5. s_ _ _ _ _
2. sh_ _ _ _ _	6. s_ _ _ _ _
3. br_ _ _ _ _	7. sp_ _ _ _ _
4. imp_ _ _ _ _	8. ch_ _ _ _ _

Read Liberia Activity Book 2

Student Activity Book
page 37

OBJECTIVES

Students will be able to:

- Read words that end in *y* and spell words with *or* and *ore*
- Demonstrate understanding of and spell the vocabulary/ sight words *blood, cold, warm, temperature, breathe*
- Read and comprehend “A World of Frogs”

LEARNING RESOURCES

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

y y ay

dry	why
body	fly
stay	very
	many
	lay
	gray

INTRODUCTION

1 MIN.

👉 Today we will read words that end with the letter *y*, and we will spell words with the letters *or* and *ore*. We will also review our vocabulary words and read “A World of Frogs” together again.

PHONICS AND WORD STUDY

10 MIN.

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

<p>Point in turn under <i>y</i>, <i>y</i>, and <i>ay</i>. 👉 Today we will review the different vowel sounds that the letter <i>y</i> can make. For short words with 1 syllable, or word part, that end in <i>y</i>, the <i>y</i> usually makes the sound /ī/. For longer words with 2 syllables that end in <i>y</i>, the <i>y</i> usually makes the sound /ē/. In the vowel team <i>ay</i>, the <i>a</i> and <i>y</i> together make the sound /ā/.</p> <p>Point to <i>dry</i>. Underline <u>y</u>. 👉 This short word ends in <i>y</i> and has only 1 syllable, so the <i>y</i> makes the sound /ī/. The word is /d/-/r/-/ī/, <i>dry</i>.</p> <p>Point to <i>body</i>. Underline <u>y</u>. 👉 This longer word ends in <i>y</i> and has 2 syllables, so <i>y</i> makes the sound /ē/. The word is /b/-/ō/-/d/-/ē/, <i>body</i>.</p> <p>Point to <i>stay</i>. Underline <u>ay</u>. 👉 In this word, <i>y</i> is part of the vowel team <i>ay</i>. Together they make the sound /ā/. The word is /s/-/t/-/ā/, <i>stay</i>.</p>	<p>👉 Let's do it together.</p> <p>Point in turn under <i>y</i>, <i>y</i>, and <i>ay</i>. 👉 Say the sounds with me: /ī/, /ē/, /ā/.</p> <p>Point to <i>dry</i>. 👉 How many syllables does this word have? 1. What sound does <i>y</i> make in this word? /ī/.</p> <p>👉 Let's read the whole word together: /d/-/r/-/ī/, <i>dry</i>.</p> <p>Repeat with <i>body</i> and <i>stay</i>. For <i>body</i>, highlight that it has 2 syllables and the <i>y</i> makes the sound /ē/. For <i>stay</i>, highlight that the <i>y</i> is part of the vowel team <i>ay</i> and together they make the sound /ā/.</p>	<p>👉 Now it's your turn.</p> <p>Point in turn under <i>y</i>, <i>y</i>, and <i>ay</i>. 👉 Say the sounds. (/ī/, /ē/, /ā/)</p> <p>Point to <i>dry</i>. 👉 How many syllables does this word have? (1) What sound does <i>y</i> make in this word? (/ī/)</p> <p>👉 Read the whole word. (/d/-/r/-/ī/, <i>dry</i>)</p> <p>Repeat with the remaining words. For <i>why</i> and <i>fly</i>, have students identify that they have 1 syllable and the <i>y</i> makes the sound /ī/. For <i>body</i>, <i>very</i>, and <i>many</i>, have students identify that they have 2 syllables and the <i>y</i> makes the sound /ē/. For <i>stay</i>, <i>lay</i>, and <i>gray</i>, have students identify that the <i>y</i> is part of the vowel team <i>ay</i> and together make the sound /ā/. Have students sound out and read each word.</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>or</i> and <i>ore</i>. Watch and listen.</p> <p>🔊 First I will spell a word with <i>ore</i>. The word is <i>before</i>. This is a compound word made from two little words, <i>be</i> and <i>fore</i>.</p> <p>🔊 Since it is a compound word, first I write <i>be</i>. (Write <i>be</i>.) Next I write <i>fore</i>. In <i>fore</i> I hear 2 sounds, /f/ (write <i>f</i>), and /or/—and in this word /or/ is spelled with the letters <i>ore</i>. (Write <i>ore</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 b-e-f-o-r-e, before.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words together with <i>or</i> and <i>ore</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>before</i>. <i>Before</i> is a compound word. What two little words are inside <i>before</i>? <i>be</i> and <i>fore</i>.</p> <p>🔊 First let's write <i>be</i>. (Write <i>be</i>.) Next let's write <i>fore</i>. In <i>fore</i> we hear 2 sounds, /f/ (write <i>f</i>), and /or/—and in this word /or/ is spelled with the letters <i>ore</i>. (Write <i>ore</i>.) Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): b-e-f-o-r-e, before.</p>	<p>🔊 Now it's your turn. I will say a word with the letters <i>ore</i>. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words: <i>before, more, and important</i>. Before each word, tell students whether the /or/ sound in that word is spelled with <i>or</i> or <i>ore</i>. (Note that <i>more</i> and <i>important</i> are not compound words and can be spelled out simply as one 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> <p>Time permitting, review the spelling words with <i>er</i> from Day 1: <i>river, thunder, water, never, over, under, and after</i>.</p>

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

1. blood
2. cold
3. warm
4. temperature
5. breathe

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. blood	Point to <i>blood</i> . 🔊 Read the word: (<i>blood</i>). Blood is the red liquid inside your body. For example, if you have an accident and cut yourself, your blood may come out. Have you ever had a cut and seen your blood? Tell us about it.
2. cold	Point to <i>cold</i> . 🔊 Read the word: (<i>cold</i>). Cold means not hot or warm. For example, when you feel cold, you may shiver, like this. (Pretend to shiver and hug yourself to warm yourself, etc.) Show me how you act when you are cold and say with me, “I’m cold!” (Do the motions.)
3. warm	Point to <i>warm</i> . 🔊 Read the word: (<i>warm</i>). When something is warm, it is not too hot and not too cold. For example, I prefer to eat my food when it is warm, not too hot and not too cold. How do you prefer to eat your food? Hot, cold, or warm?
4. temperature	Point to <i>temperature</i> . 🔊 Read the word: (<i>temperature</i>). The temperature is how hot or cold something is. For example, the temperature outside today is about [give estimate] degrees. What month of the year has the hottest temperature? What month has the coldest temperature?
5. breathe	Point to <i>breathe</i> . 🔊 Read the word: (<i>breathe</i>). When you breathe, you take in air and let it back out through your nose or mouth, like this. (Demonstrate.) Let’s breathe quietly together. (Do the motions.)

A World of Frogs by Judith Lipsett

Look up in the tree! Under that leaf is a small frog. It lives on branches in the African rainforests. It drops its eggs into the water below.



The foam-nest tree frog holds on to the branch with its long toes.

Week 14 Let's Read Grade 2 39

Let's Read page 39

READING COMPREHENSION

20 MIN.

🔊 Now we will read “A World of Frogs” again. Please turn to page 39 in **Let's Read**.

BEFORE READING

PREVIEW

Guide the students to . . .

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

FEATURES OF TEXT

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

Remember that authors use supporting details to explain and help us understand the main idea of a text. In nonfiction, the supporting details are facts. What are facts? (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 details about frogs.

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? (frogs)
2. The author uses supporting details, or facts, to tell us all about frogs. For example, what are some interesting facts that we learned about frogs from this text? (Answers will vary but may include: They live all over the world, except in the dry desert. There are 6,300 types of frogs. Frogs's body temperature changes with the temperature around them. Frogs lay eggs in water, etc.)
3. What are baby frogs called after they hatch from eggs? (tadpoles)
4. The author also gives us many facts about tadpoles, what they look like, and how they grow. What are some of the facts that we learned about tadpoles from this text? (Answers will vary but may include: Tadpoles look like fish. They swim in water. At first, they have long tails and no legs. Later, they grow legs and their tails get shorter. Finally, they grow lungs and can breathe air and move to land.)



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

Week 14 Word Lists

Spelling Words

1. river	6. under
2. water	7. after
3. thunder	8. before
4. never	9. more
5. over	10. important

Written Vocabulary and Sight Words

11. blood	14. temperature
12. cold	15. breathe
13. warm	

36 Read Liberia Activity Book 2

Student Activity Book
page 36

OBJECTIVES

Students will be able to:

- Read words with *er*, *or*, and *ore*
- Read fluently “A World of Frogs”
- Listen to and comprehend “The Beauty of the River”
- Write sentences with nouns, adjectives, verbs, and prepositional phrases

LEARNING RESOURCES

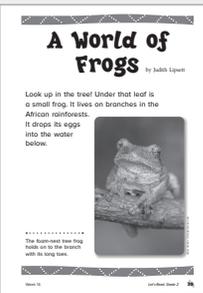
Let's Read

Student copybooks

Student Activity Book

er or ore

term	more
for	her
more	number
	short
	sorts
	score
	before



Let's Read page 39

INTRODUCTION

1 MIN.

👉 Today we will read some more words with the letters *er*, *or*, and *ore*. You will read “A World of Frogs” with your partner. I will read “The Beauty of the River” to you again. Then we will write sentences.

PHONICS AND WORD STUDY

10 MIN.

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

<p>Point in turn under <i>er</i>, <i>or</i>, and <i>ore</i>. 👉 This week we learned about words with the letters <i>er</i>, <i>or</i>, and <i>ore</i>. The letters <i>er</i> together make the sound /ŭr/, and the letters <i>or</i> and <i>ore</i> together make the sound /or/.</p> <p>Point to <i>term</i>. Underline <u>er</u>. 👉 Here I see the letters <i>e</i> and <i>r</i>. Together they make the sound /ŭr/. The word is /t/-/ŭr/-/m/, <i>term</i>.</p>	<p>👉 Let's do it together.</p> <p>Point in turn under <i>er</i>, <i>or</i>, and <i>ore</i>. 👉 Say the sounds with me: /ŭr/, /or/, /or/.</p> <p>Point to <i>term</i>. Point under <i>er</i>. 👉 What letters do we see here? <i>e</i> and <i>r</i>. What sound do they make together? /ŭr/.</p> <p>👉 Let's read the whole word together: /t/-/ŭr/-/m/, <i>term</i>.</p> <p>Repeat with <i>for</i> and <i>more</i>, highlighting <i>or</i> and <i>ore</i> as /or/.</p>	<p>👉 Now it's your turn.</p> <p>Point in turn under <i>er</i>, <i>or</i>, and <i>ore</i>. 👉 Say the sounds. (/ŭr/, /or/, /or/)</p> <p>Point to <i>more</i>. Point under <i>ore</i>. 👉 What letters do you see here? (<i>o</i>, <i>r</i>, and <i>e</i>) What sound do they make together? (/or/)</p> <p>👉 Read the whole word. (/m/-/or/, <i>more</i>)</p> <p>Repeat with the remaining words. In each word, have students identify <i>er</i> as /ŭr/, <i>or</i> or <i>ore</i> as /or/. Have them sound out and read each word.</p>
<p>Time permitting, have students turn to “A World of Frogs” on page 39 in <i>Let's Read</i> and find words with <i>er</i> as /ŭr/ and <i>or</i> and <i>ore</i> as /or/ in the text (e.g., <i>under</i>, <i>rainforests</i>, <i>water</i>, <i>over</i>, <i>desert</i>, <i>more</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 World of Frogs” with your partner. Please turn to page 39 in *Let’s Read*.

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

READ-ALoud

13 MIN.

🔊 Now I’m going to read to you the text “The Beauty of the River” again. Please turn to page 252 in *Let’s Read*.

BEFORE READING

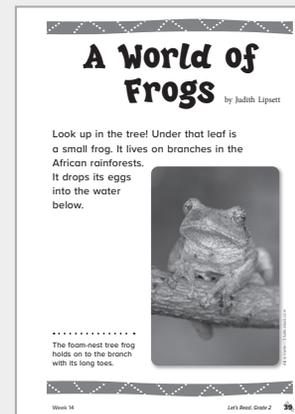
PREVIEW

Guide the students to . . .

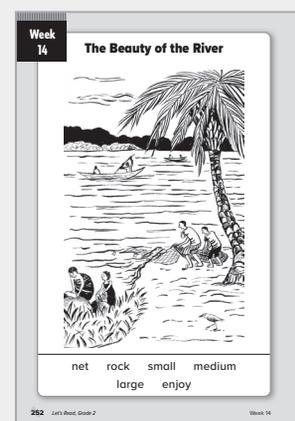
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *net, rock, small, medium, large, enjoy*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

FEATURES OF TEXT

- 🔊 **Remember that this text is nonfiction. What does nonfiction text tell us?** (true information about something) **What are some things 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. We have been reading “A World of Frogs.” It is a nonfiction text about frogs. Today’s nonfiction text is about the river.**
- 🔊 **What is the main idea of a text?** (the most important thing that the author wants us to know about the topic) **Let’s listen again to remember the main idea about the river.**



Let’s Read page 39



Let’s Read page 252



DURING READING

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

🔊 **The Beauty of the River**
by Teetha E. Whea

There lies a wide, long, and clear river in the middle of central Buchanan, which is the third largest city in Liberia. People use this river for many things. Every morning, you can see people placing many baskets and nets in the river to catch fish, crab, and big catfish. And every evening, these baskets and nets are checked to see what has been caught that day. Every other day, people wash clothes in the river. They use different sizes of rocks—small, medium, and large—to clean the clothes. People also enjoy just being by the river, which is a lovely setting. There are people in canoes crossing to the other side of the river, while the birds sing songs in the tall palm trees. Little crabs, who live in the sand along the shore, run from sand hole to sand hole. The big sun sits on this river every evening, while the sky sits on it, too!

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?** (a river in Liberia)
2. **What is the main idea of the text?** (People use the river in many ways.)
3. **The author uses supporting details, or facts, to explain why the river is important to people. What do people do at the river?** (People fish in the river. People wash clothes in the river. People enjoy spending time by the river. People ride in canoes on the river.)
4. **How do people catch fish, crabs, and catfish in the river?** (They use nets.)
5. **How do people wash their clothes in the river?** (They use small, medium, and large rocks.)
6. **How do people enjoy spending time at the river?** (They sit near the river or ride in canoes.)
7. **Do you go to the river? If so, what do you do at the river?** (Answers will vary.)

SHARED WRITING

15 MIN.

Tape the “Frogs Here, Frogs There” chant from Week 13 (below) on the board or on the wall.

Frogs here, frogs there,
Frogs, frogs everywhere!
Small frogs jump,
Cold-blooded frogs hide,
Spotted frogs swim,
And colorful frogs hop.
Frogs in the trees,

Frogs on branches,
Frogs in the African rainforest,
And frogs in a dark, shady place.
Frogs here, frogs there,
Frogs, frogs everywhere!
Frogs! Frogs! Frogs!

Let’s say our chant about frogs. Stand up. First, I will say a line, then you will say the line with me. Do the same actions that I do: *jump, hide, swim, hop.*

Sentences have **adjectives, nouns, verbs, and prepositional phrases**. Use the Sentence Pattern Chart from Day 2 (at the right) to review nouns, adjectives, verbs, and prepositional phrases. Have students tell what prepositional phrases they like.

Today we will write sentences in our copybooks. We will choose **2 adjectives, 1 noun, 1 verb, and 1 prepositional phrase**. How many adjectives? (2) How many nouns? (1) How many verbs? (1) How many prepositional phrases? (1)

Call on 2 students to each say a sentence. If students need help thinking of sentences, circle 2 adjectives, 1 noun, 1 verb, and 1 prepositional phrase on the Sentence Pattern Chart.

Now we will write the sentences. Work with your partner. Use the Sentence Pattern Chart to write **2 adjectives, 1 noun, 1 verb, and 1 prepositional phrase**. Remember to capitalize the first adjective because it is the first word in the sentence. Put a comma after the first adjective. End the sentence with a period. Here is an example: *Small spotted frogs hide on branches.*

Walk around the room and check the students’ work. Have partners stand up and read their sentences together to the class.

adjective	noun	verb	prep. phrase
small	frogs	jump	at school
cold-blooded		hide	on a hill
spotted		swim	down a hill
colorful		hop	under a tree

Small, spotted frogs hide on branches.

 **HOMEWORK**

Have students complete page 38 in the *Student Activity Book* and read “A World of Frogs” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

Week 14 Day 4 Homework

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

body, cry, day, dirty, dry, fly, gray, happy, lay, many, my, play, stay, very, why

y as long i y as long e oy

Directions: Choose two words from the box above and write a sentence of your own using each word.

1. _____

2. _____

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Student Activity Book
page 38

OBJECTIVES

Students will be able to:

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

LEARNING RESOURCES

 Student copybooks

 *Let's Read*

 Supplementary readers

INTRODUCTION

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. *after*, 2. *before*, 3. *blood*, 4. *breathe*, 5. *cold*, 6. *important*, 7. *more*, 8. *never*, 9. *over*, 10. *river*, 11. *temperature*, 12. *thunder*, 13. *under*, 14. *warm*, 15. *water*

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 World of Frogs” on page 39 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 “Hairy Frogs” on page 167 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>Point in turn under <i>er</i>, <i>or</i>, and <i>ore</i>. Let's do it together. This week we learned about words with the letters <i>er</i>, <i>or</i>, and <i>ore</i>. The letters <i>er</i> together make the sound /ūr/, and the letters <i>or</i> and <i>ore</i> together make the sound /or/.</p> <p>Point to <i>river</i>. Underline <i>er</i>. Here I see the letters <i>e</i> and <i>r</i>. Together they make the sound /ūr/. The word is /r/-ī/-v/-ūr/, <i>river</i>.</p>	<p>Let's do it together.</p> <p>Point in turn under <i>er</i>, <i>or</i>, and <i>ore</i>. Say the sounds with me: /ūr/, /or/, /or/.</p> <p>Point to <i>river</i>. Point under <i>er</i>. What letters do we see here? <i>e</i> and <i>r</i>. What sound do they make together? /ūr/.</p> <p>Let's read the whole word together: /r/-ī/-v/-ūr/, <i>river</i>.</p> <p>Repeat with <i>important</i> and <i>score</i>, highlighting <i>or</i> and <i>ore</i> as /or/.</p>	<p>Now it's your turn.</p> <p>Point in turn under <i>er</i>, <i>or</i>, and <i>ore</i>. Say the sounds. (/ūr/, /or/, /or/)</p> <p>Point to <i>score</i>. Point under <i>ore</i>. What letters do you see here? (<i>o</i>, <i>r</i>, and <i>e</i>) What sound do they make together? (/or/)</p> <p>Read the whole word. (/s/-/k/-/or/, <i>score</i>)</p> <p>Repeat with the remaining words. In each word, have students identify <i>er</i> as /ūr/, or <i>or</i> or <i>ore</i> as /or/. Have students sound out and read each word.</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 the letters <i>er</i>, we will write it here (point to the <i>er</i> box). If it has the letters <i>or</i>, we will write it here (point to the <i>or</i> box). If it has the letters <i>ore</i>, we will write it here (point to the <i>ore</i> box).</p> <p>The word <i>desert</i> (point) has the letters <i>er</i>, so I will write it here.</p> <p>Write <i>desert</i> in the <i>er</i> box, and cross it off the list.</p>	<p>Let's do the next two together. Where do we write the word <i>sorts</i>? It has the letters <i>or</i>, so we will write it here.</p> <p>Write <i>sorts</i> in the <i>or</i> box, and cross it off the list. Check the students' work.</p> <p>Where do we write the word <i>score</i>? It has the letters <i>ore</i>, so we will write it here.</p> <p>Write <i>score</i> in the <i>ore</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 students work in pairs to review their sight word cards.

river	score
important	water
score	never
	for
	short
	more
	before

desert	matter
sorts	chore
score	for
	number
	or
	serve
	short

er	or	ore

2. Second Review Activity (17 MIN.)

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

Group A (Meets Expectations)

Have students work in pairs to read “Hairy Frogs” on page 167 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 World of Frogs” on page 39 in *Let’s Read*.

Group C (Needs Additional Support)

Have students work in pairs to re-read “A World of Frogs” on page 39 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.