

# REVIEW Week 17 Lesson Planner

	<b>Monday (Day 1)</b> <i>pages 290–293</i>	<b>Tuesday (Day 2)</b> <i>pages 294–297</i>	<b>Wednesday (Day 3)</b> <i>pages 298–301</i>	<b>Thursday (Day 4)</b> <i>pages 302–305</i>	<b>Friday (Day 5)</b> <i>pages 306–308</i>
<b>Alphabet Recognition and Phonics</b>	<i>ee, ea, a + consonant + e, i + consonant + e, o + consonant + e</i>	<i>er, ore, ay, y</i>	<i>ar, ir, er, or, ore, ay, ai</i>	<i>ear, al, all, ee, ea</i>	
<b>Spelling/ Sight Words</b>	<i>queen, keep, clean, beat, mean, inside, outside, mile, rope, bone, honey, bee, eyes, hive, body, build</i>	<i>river, water, thunder, never, over, under, after, before, more, important, blood, cold, warm, temperature, breathe</i>		<i>part, start, first, dirty, mother, other, sports, score, store, fruit, danger, smart, laugh, whistle, word</i>	<i>ear, hear, near, year, all, small, tall, call, also, always, lazy, herd, jealous, leap, tears, thief</i>
<b>Written Vocabulary</b>	<i>honey, bee, eyes, hive, body, build</i>	<i>blood, cold, warm, temperature, breathe</i>		<i>fruit, danger, smart, laugh, whistle, word</i>	<i>lazy, herd, jealous, leap, tears, thief</i>
<b>Reading Comprehension</b>			"The Honeybee" and "A World of Frogs"		"African Gray Parrots" and "Why Cheetah Has Tear-Stained Cheeks"
<b>Reading Fluency</b>	"The Honeybee"	"A World of Frogs"		"African Gray Parrots"	"Why Cheetah Has Tear-Stained Cheeks"
<b>Oral Vocabulary</b>	<i>carry, basket, tired, explain, calm down, help</i>	<i>net, rock, small, medium, large, enjoy</i>	<i>season, reason, puddle, scare, muddy</i>	<i>marry, propose, surely, die, dead, alive, refuse</i>	
<b>Read-Aloud</b>	"A Trip to the Supermarket"	"The Beauty of the River"	"The Rainy Season"	"Mosquito and Ear"	

## 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, informations and messages with others • Fluently read grade-level texts • Read grade-level text with speed and accuracy • Correctly respond to questions from texts read.

**Learning Objectives:** Identify vowels and recognize consonants • Read words with varied word patterns • Identify beginning, middle, and end of a story • Retell a story • Identify characters, setting, events and plot in a story • Identify the problem in a story • Construct sentences correctly • Write a story summary • Read diverse types of writings • Identify features of a folktale • 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 • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • Identify main idea of an article • Read a fable • Identify the features of a fable • 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 words with endings • Read diverse texts fluently • Listen to and discuss texts.




# REVIEW

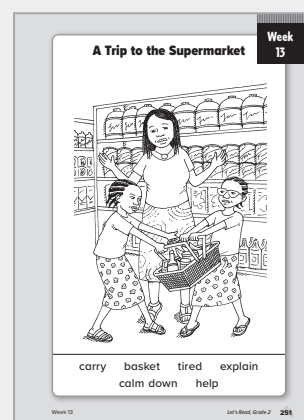
Week 17 | Day 1

## OBJECTIVES

- Review the vocabulary words *carry, basket, tired, explain, calm down, help*
- Review “A Trip to the Supermarket”
- Review reading words with ee, ea, and aCe, iCe, oCe patterns
- Review spelling *queen, keep, clean, beat, mean, inside, outside, mile, rope, bone, honey, bee, eyes, hive, body, build*
- Review reading fluently “The Honeybee”
- Review the vocabulary words *honey, bee, eyes, hive, body, build*

## LEARNING RESOURCES

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



Let's Read page 251

## INTRODUCTION

1 MIN.

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

## ORAL VOCABULARY / READ-ALOUD

12 MIN.

First, I am going to read the story “A Trip to the Supermarket” to you again. Please turn to page 251 in *Let's Read*.

## BEFORE READING

### PREVIEW

Guide the students to . . .

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

1. carry	Carry. When you carry something, you take it from one place to another with your arms or sometimes on your head or on your back. For example, I carry my books in a bag. Mothers carry their babies on their backs. What can you carry on your head? (Help individuals respond in well-formed sentences.)
2. basket	Basket. A basket is a container made of grass, plastic, or metal. We use baskets to hold or carry things. Turn to page 251 in <i>Let's Read</i> and find the basket in the picture. What are the girls in the picture carrying in their basket?
3. tired	Tired. To feel tired means to need sleep or rest. For example, I feel tired after I work in the garden. Let's act like we're tired and say “I'm tired!” (Yawn and stretch, etc.)
4. explain	Explain. To explain means to tell someone about something to help them understand it. For example, I explain the meaning of new words to you so that you understand them. What are some things you know how to do that you could explain to your little brother or sister?
5. calm down	Calm down. To calm down means to stop being angry or upset. For example, if I see two students who are angry with each other, I ask them to calm down. You can calm down by closing your eyes and breathing slowly and deeply, like this. (Demonstrate.) Let's practice calming down together.
6. help	Help. To help someone means to make it easier for them to do something. For example, you help your parents with the work at home. Your big brother or sister may help you read your lessons. How else can you help someone?

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

**DURING READING**

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

**A Trip to the Supermarket**  
by Jamesetta Ross Diggs

“I want to carry the basket!” shouted Faith, in tears. “No, Mama gave it to me first!” yelled Florida. The two sisters were fighting over the basket full of provisions one hot Saturday afternoon at the supermarket. It was their usual Saturday trip with Mama, and it was turning out to be the worst day ever for the twins. Their fighting made Mama tired. She took the basket from them. “Listen, girls, you should not fight,” she explained patiently. “Faith, let Florida carry the basket today, and next week, it will be your turn to carry the basket.” The girls took some time to think about what Mama had said. When they had calmed down, Mama made them shake hands. Florida took the basket and proudly carried it around the supermarket. Faith helped Mama find the things they needed on the shelves and put them into the basket. When they finally walked out of the supermarket, the girls walked hand in hand, licking stick candies. Faith thought, “This has been a good day after all, and next week I get to carry the basket!”

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

1. **Who are the characters in this story?** (Faith, Florida, and Mama)
2. **What is the setting of the story?** (the supermarket)
3. **What is the plot, or important events that happen in the beginning, middle, and end of the story?** (Faith and Florida get into a fight at the supermarket. Mama takes the basket from them. Mama explains that the girls shouldn’t fight. They should take turns to carry the basket. The girls calm down then shake hands. Florida carries the basket while Faith helps Mama. The girls leave the supermarket as friends.)
4. **What is the main problem in the story?** (Florida and Faith have a fight about carrying the basket.)
5. **How does the problem get fixed or solved?** (The girls take turns to carry the basket. Florida carries the basket this time while Faith helps Mama. Faith will carry the basket next time.)

## REVIEW

### Week 17 • Day 1

ee ea a\_e  
i\_e o\_e

bee	home
eat	speed
make	leaf
five	same
home	life
	hope

Student  
Activity Book  
page 33

Week 13

Word Lists

Spelling Words

1. queen

2. keep

3. clean

4. beat

5. mean

6. inside

7. outside

8. mile

9. rope

10. bone

Written Vocabulary and Sight Words

11. honey

12. bee

13. eyes

14. hive

15. body




16. build

Student Activity Book  
page 33

## PHONICS AND WORD STUDY

12 MIN.

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

 <p>Remember that the vowel teams <b>ee</b> and <b>ea</b> both make the long e sound, /ē/. Remember also that when a word has a vowel, a consonant, and the letter <b>e</b>, the first vowel says its name and the <b>e</b> is silent.</p> <p>Watch and listen as I read a word.</p> <p>Point to <i>bee</i>. Point under each letter.</p> <p>/b/–/ē/, <i>bee</i>.</p>	 <p>Let's say the sounds and read the words together.</p> <p>Point to <i>bee</i>. Point under each letter.</p> <p>/b/–/ē/, <i>bee</i>.</p> <p>Repeat with <i>eat</i>, <i>make</i>, <i>five</i>, and <i>home</i>.</p>	 <p>Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p>
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## SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *queen*, 2. *keep*, 3. *clean*, 4. *beat*, 5. *mean*, 6. *inside*, 7. *outside*, 8. *mile*, 9. *rope*, 10. *bone*, 11. *honey*, 12. *bee*, 13. *eyes*, 14. *hive*, 15. *body*, 16. *build*.)

Now you will review your spelling and sight words from Week 13 with your partner. Turn to page 33 in your *Student Activity Book*.

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

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

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

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

## READING FLUENCY / WRITTEN VOCABULARY

**15 MIN.**

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

🔊 **Now you will read the text “The Honeybee” again with your partner and write some sentences with the vocabulary words. Please turn to page 34 in *Let’s Read*.**

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

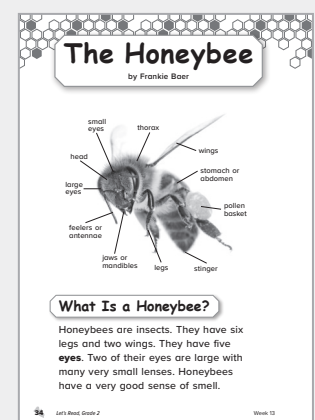
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- *Students Who **Exceed Expectations**:* A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- *Students Who **Need Additional Support**:* Instead of writing original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

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

**Let’s Read**  
**“The Honeybee”**  
**page 34**

1. honey
2. bee
3. eyes
4. hive
5. body
6. build



*Let’s Read* page 34


# REVIEW

Week 17 | Day 2


## OBJECTIVES

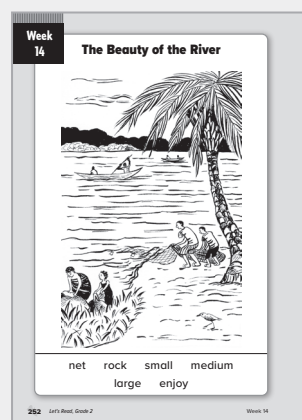
- Review the vocabulary words *net, rock, small, medium, large, enjoy*
- Review “The Beauty of the River”
- Review reading words with *er, or, ore, ay, y*
- Review spelling *river, water, thunder, never, over, under, after, before, more, important, blood, cold, warm, temperature, breathe*
- Review reading fluently “A World of Frogs”
- Review the vocabulary words *blood, cold, warm, temperature, breathe*

## LEARNING RESOURCES

 *Let's Read*

 *Student Activity Book*

 Student copybooks



Let's Read page 252

## INTRODUCTION

1 MIN.

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

## ORAL VOCABULARY / READ-ALOUD

12 MIN.

🔊 First, I am going to read the text “The Beauty of the River” to you again. Please turn to page 252 in *Let's Read*.

## BEFORE READING

### PREVIEW

Guide the students to . . .

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

1. net	🔊 <b>Net.</b> A <i>net</i> 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 <i>net</i> in the picture. What do you think the man is trying to catch with the <i>net</i> ? (e.g., fish) What else can you use a <i>net</i> for? (Help individuals respond in well-formed sentences using <i>net</i> .)
2. rock	🔊 <b>Rock.</b> A <i>rock</i> is a very hard piece of stone. For example, I see rocks on the ground outside (point). Find some <i>rocks</i> in the picture. What are the women doing on the <i>rocks</i> ? (washing clothes) Where else can we see <i>rocks</i> ? (Help individuals respond in well-formed sentences using <i>rock</i> .)
3. small	Draw three circles on the board, one very small, one medium, and one very large. 🔊 <b>Small.</b> <i>Small</i> 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> .)
4. medium	🔊 <b>Medium.</b> <i>Medium</i> 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.
5. large	🔊 <b>Large.</b> <i>Large</i> 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.)
6. enjoy	🔊 <b>Enjoy.</b> To <i>enjoy</i> 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> .)



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

**DURING READING**

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

**» The 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?** (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.)

## REVIEW

### Week 17 • Day 2

er or ore  
ay y

her	body
or	ever
more	for
stay	score
dry	gray
body	fly

Student  
Activity Book  
page 36

Week 14
Word Lists

Spelling Words

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

Written Vocabulary and Sight Words




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

Student Activity Book  
page 36

## PHONICS AND WORD STUDY

12 MIN.

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

 <p>Remember that the letters <b>er</b> together make the sound /<i>ūr</i>/. The letters <b>or</b> or <b>ore</b> together make the sound /<i>or</i>/. The vowel team <b>ay</b> makes the sound /<i>ā</i>/.</p> <p>Remember also that when a word ending in <b>y</b> is short and has only one syllable or word part, the <b>y</b> usually makes the sound /<i>ī</i>/. When the word ending in <b>y</b> is longer and has two syllables or word parts, the <b>y</b> usually makes the sound /<i>ē</i>/.</p> <p>Watch and listen as I read a word.</p> <p>Point to <i>her</i>. Point under each letter.</p> <p>/h/–/ūr/, <i>her</i>.</p>	 <p>Let's say the sounds and read the word together.</p> <p>Point to <i>her</i>. Point under each letter.</p> <p>/h/–/ūr/, <i>her</i>.</p> <p>Repeat with <i>or</i>, <i>more</i>, <i>stay</i>, <i>dry</i>, and <i>body</i>.</p>	 <p>Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p>
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## SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *river*, 2. *water*, 3. *thunder*, 4. *never*, 5. *over*, 6. *under*, 7. *after*, 8. *before*, 9. *more*, 10. *important*, 11. *blood*, 12. *cold*, 13. *warm*, 14. *temperature*, 15. *breathe*.)

Now you will review your spelling and sight words from Week 14 with your partner. Turn to page 36 in your *Student Activity Book*.

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



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

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

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

## READING FLUENCY / WRITTEN VOCABULARY

**15 MIN.**

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

🔊 **Now you will read the text “A World of Frogs” again with your partner and write some sentences with the vocabulary words. Please turn to page 39 in *Let’s Read*.**

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

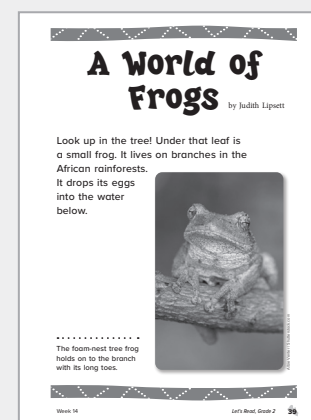
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- *Students Who **Need Additional Support**:* Instead of writing original sentences, the partners may find each vocabulary word in bold in the *Let’s Read* text and copy the sentence in which it appears into their copybooks.

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

Let’s Read  
“A World of  
Frogs”  
page 39

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



*Let’s Read* page 39

# REVIEW


Week 17 | Day 3

## OBJECTIVES

- Review reading fluently and demonstrate comprehension of “The Honeybee” and “A World of Frogs”
- Review the vocabulary words *season, reason, puddle, scare, muddy*
- Review “The Rainy Season”
- Review reading words with *ar, ir, er, or, ore, ay, ai*

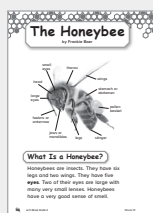
## LEARNING RESOURCES

 *Let's Read*

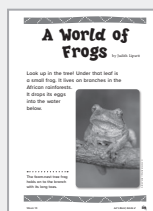
 Student copybooks

### Let's Read

1. “The Honeybee” page 34
2. “A World of Frogs” page 39



*Let's Read* page 34



*Let's Read* page 39

## INTRODUCTION

1 MIN.

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

## READING FLUENCY AND COMPREHENSION

25 MIN.

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

🔊 First, you will read the texts “The Honeybee” and “A World of Frogs” again with your partner and answer the questions at the end. Please turn to page 34 in *Let's Read*.

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

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

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

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

## ORAL VOCABULARY / READ-ALOUD

12 MIN.

🔊 Now I am going to read the text “The Rainy Season” to you again.  
Please turn to page 253 in *Let’s Read*.

### BEFORE READING

#### PREVIEW

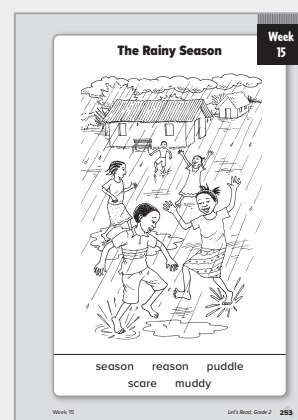
Guide the students to . . .

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

1. season	🔊 <b>Season.</b> A <i>season</i> is a time of a year with a certain kind of weather. For example, in Liberia we have a rainy season. In rainy season, it rains a lot. What is another season we have in Liberia? (Help individuals respond in well-formed sentences using <i>season</i> .)
2. reason	🔊 <b>Reason.</b> A <i>reason</i> is why something happens. For example, the reason you come to school is that you want to learn. What is another reason why you come to school? (Help individuals respond in well-formed sentences using <i>reason</i> —e.g., to see friends, to get a good education and job, etc.)
3. puddle	🔊 <b>Puddle.</b> A <i>puddle</i> is a small pool of water on the ground. For example, when it rains outside, the rain will make many puddles on the ground. Let’s pretend to splash in a puddle. (Do the motions.)
4. scare	🔊 <b>Scare.</b> To <i>scare</i> means to make someone feel afraid. For example, snakes scare me. When I see a snake, I am afraid. What scares you? (Help individuals respond in well-formed sentences using <i>scare</i> .) Show me what you look like when you’re scared and say, “I’m scared!”
5. muddy	🔊 <b>Muddy.</b> <i>Muddy</i> means covered in wet dirt. When it rains outside, the ground is muddy. What else gets muddy when it rains? (Help individuals respond in well-formed sentences using <i>muddy</i> .)

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

## REVIEW Week 17 • Day 3



*Let's Read* page 253

## REVIEW

### Week 17 • Day 3

#### DURING READING

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

#### 🔊 The Rainy Season by Elfreda S. Johnson

The rainy season is a beautiful time in our country. It starts in late April. The rainy season is good for several reasons. The rainy season is when plants begin to grow well, which brings joy to the farmers. Many children love the rainy season because they like to play in the puddles left by the rain. Wells that are dry begin to fill with water so everyone can enjoy fresh water. But there is another side to the rainy season. It can also be a bad time. Too much rain hurts the plants farmers are growing. The thunder and lightning scares some children. Many people don't like the rainy season because it is hard to travel when the roads become muddy. And there are many mosquitoes during the rainy season.

#### 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?** (the rainy season in Liberia)
2. **The author used supporting details, or facts, to describe what happens during the rainy season. What facts did we learn about the rainy season?** (It starts in late April. The rainy season is when plants grow. The rainy season helps fill dry wells with water. Too much rain in the rainy season can hurt plants. It is hard to travel during the rainy season. There are many mosquitos during the rainy season.)
3. **Why does the rainy season make some people feel happy?** (Farmers are happy because plants grow. Children like to play in puddles when left by the rain. People can enjoy fresh water.)
4. **What is bad about the rainy season?** (Too much rains hurts plants. Thunder and lightning can scare children. The roads become muddy, which makes it hard to travel.)
5. **What is the main idea of the text?** (Both good and bad things happen during the rainy season.)

## PHONICS AND WORD STUDY

12 MIN.

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

 <p> <b>Remember</b>  that the letters  <b>ar</b> together make  the sound /är/.  The letters <b>ir</b> or <b>er</b>  together make the  sound /ür/. The  letters <b>or</b> or <b>ore</b>  together make the  sound /or/. The  vowel teams <b>ay</b> or <b>ai</b>  both make the long <b>a</b>  sound, /ā/. </p> <p> <b>Watch and listen</b>  as I read a word. </p> <p> Point to <i>far</i>. Point  under each letter. </p> <p> <b>/f/-/är/, far.</b> </p>	 <p> <b>Let's say the</b>  sounds and read the  word together. </p> <p> Point to <i>far</i>. Point  under each letter. </p> <p> <b>/f/-/är/, far.</b> </p> <p> Repeat with <i>bird, her,</i>  <i>sort, wore, gray, and</i>  <i>tail.</i> </p>	 <p> <b>Now it's your turn.</b>  Say the sounds and  read the words on  your own. </p> <p> One at a time point  under the remaining  words. </p>
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## REVIEW Week 17 • Day 3

ar ir er or  
ore ay ai

far	tail
bird	hard
her	girl
sort	hunter
wore	born
gray	rain
tail	

# REVIEW


Week 17 | Day 4

## OBJECTIVES

- Review spelling *part, start, first, dirty, mother, other, sports, score, store, fruit, danger, smart, laugh, whistle, word*
- Review reading fluently “African Gray Parrots”
- Review the vocabulary words *fruit, danger, smart, laugh, whistle, word*
- Review the vocabulary words *marry, propose, surely, die, dead, alive, refuse*
- Review “Mosquito and Ear”
- Review reading words with *ear, al, all, ee, ea*

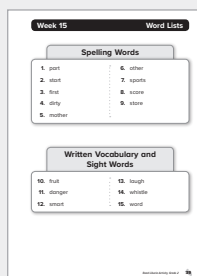
## LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

Student Activity Book page 39



Student Activity Book page 39

## INTRODUCTION

1 MIN.

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

## SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *part*, 2. *start*, 3. *first*, 4. *dirty*, 5. *mother*, 6. *other*, 7. *sports*, 8. *score*, 9. *store*, 10. *fruit*, 11. *danger*, 12. *smart*, 13. *laugh*, 14. *whistle*, 15. *word*.)

🔊 First, you will review your spelling and sight words from Week 15 with your partner. Turn to page 39 in your *Student Activity Book*.

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

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

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

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



## READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

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

🔊 **Now you will read the text “African Gray Parrots” again with your partner and write some sentences with the vocabulary words. Please turn to page 43 in *Let's Read*.**

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

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

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

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

## ORAL VOCABULARY / READ-ALOUD

12 MIN.

🔊 **Now I am going to read the story “Mosquito and Ear” to you again. Please turn to page 254 in *Let's Read*.**

### BEFORE READING

#### PREVIEW

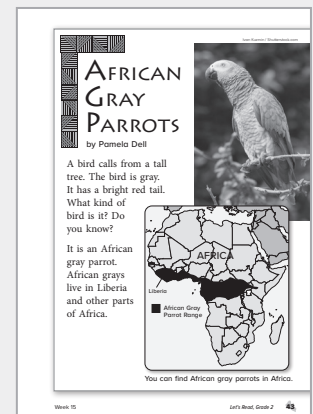
Guide the students to . . .

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

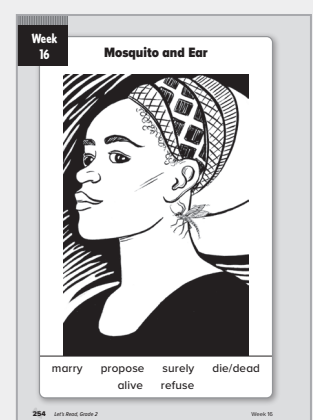
## REVIEW Week 17 • Day 4

Let's Read  
“African Gray  
Parrots”  
page 43

1. fruit
2. danger
3. smart
4. laugh
5. whistle
6. word



*Let's Read* page 43



*Let's Read* page 254

## REVIEW

### Week 17 • Day 4

1. marry	🔊 <b>Marry.</b> When you <i>marry</i> someone, it means that you become that person's husband or wife. Have you seen two people get married before? Tell us what happens.
2. propose	🔊 <b>Propose.</b> To <i>propose</i> means to ask someone to marry you. In our town, when a man wants to marry a woman, what does he have to do?
3. surely	🔊 <b>Surely.</b> <i>Surely</i> means you are very, very certain that something is true. For example, if it rains very hard outside, the road to my house will surely be muddy because it is always muddy when it rains.
4. die, dead	🔊 <b>Die.</b> To <i>die</i> means to stop living. To be <i>dead</i> means that something stopped living. For example, in dry season when it does not rain, some plants may die because there is no water to keep them alive. What else dies in dry season?
5. alive	🔊 <b>Alive.</b> <i>Alive</i> means something is living, or not dead. When you are alive, you breathe and move and grow. You and I are alive. Name some other things that are alive.
6. refuse	🔊 <b>Refuse.</b> To <i>refuse</i> means to say "no" when someone offers you something or invites you to do something. You can refuse politely by saying "No, thank you." Let's practice refusing politely.

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

### DURING READING

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

#### 🔊 Mosquito and Ear

a West African folktale retold by Nyanatee K. Sayon

Long ago, Mosquito wanted to marry Ear, so he went to propose to her. "I want to marry you, Ear," Mosquito said. Ear started laughing. "No, Mosquito," she said. "Why not?" Mosquito asked her. "Just look at you," Ear said. "You are so small and weak—almost nothing. You will surely die soon, and I can't marry someone who is about to die." Mosquito thought to himself, "I will wait for a few months, and then I will go back to show Ear that I am not dead. She will surely marry me then." After a few months, Mosquito went back to Ear. He said, "I am still alive, and I still want to marry you." "No," Ear said again. She continued to refuse Mosquito's proposal, saying, "You are going to die soon, so I will not marry you." Mosquito still goes back every few months to tell Ear that he is still alive and wants to marry her, and she continues to refuse him. This is why mosquitoes buzz in people's ears.

**AFTER READING**

**COMPREHENSION QUESTIONS**




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

1. **Who are the characters?** (Ear and Mosquito)
2. **When does this story take place?** (long ago, another time)
3. **What is the plot of the story? What events happen in the story?**  
(Mosquito asks Ear to marry him. Ear refuses. Mosquito goes back to Ear every few months to ask her to marry him. Ear always refuses.)
4. **What is the main problem in the story?** (Ear refuses to marry Mosquito.)
5. **Folktales often explain why something is the way it is. What situation does this folktale try to explain?** (why mosquitos buzz in people's ears)

**PHONICS AND WORD STUDY**

**12 MIN.**

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

		
<p>Remember, when the letters <i>e</i>, <i>a</i>, and <i>r</i> come together, they usually make the sound /ē/. When the letters <i>a</i> and <i>i</i> or <i>a</i> and double <i>l</i> come together, they make the sound /ōl/. The vowel teams <i>ee</i> and <i>ea</i> both make the long e sound, /ē/.</p> <p>Watch and listen as I read a word.</p> <p>Point to <i>year</i>. Point under each letter.</p> <p>/y/–/ēr/, <i>year</i>.</p>	<p>Let's say the sounds and read the word together.</p> <p>Point to <i>year</i>. Point under each letter.</p> <p>/y/–/ēr/, <i>year</i>.</p> <p>Repeat with <i>always</i>, <i>ball</i>, <i>speed</i>, and <i>meal</i>.</p>	<p>Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p>

ear al all  
ee ea

year	meal
always	spear
ball	bald
speed	wall
meal	three
	teach

# REVIEW


Week 17 | Day 5


## OBJECTIVES

- Review spelling *ear, hear, near, year, all, small, tall, call, also, always, lazy, herd, jealous, leap, tears, thief*
- Review reading fluently “Why Cheetah Has Tear-Stained Cheeks”
- Review the vocabulary words *lazy, herd, jealous, leap, tears, thief*
- Review reading fluently and demonstrate comprehension of “African Gray Parrots” and “Why Cheetah Has Tear-Stained Cheeks”

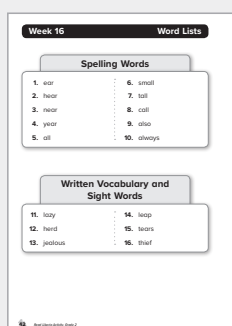
## LEARNING RESOURCES

 *Student Activity Book*

 Student copybooks

 *Let's Read*

Student Activity Book page 42



*Student Activity Book* page 42

## INTRODUCTION

1 MIN.

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

## SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *ear*, 2. *hear*, 3. *near*, 4. *year*, 5. *all*, 6. *small*, 7. *tall*, 8. *call*, 9. *also*, 10. *always*, 11. *lazy*, 12. *herd*, 13. *jealous*, 14. *leap*, 15. *tears*, 16. *thief*.)

🔊 First, you will review your spelling and sight words from Week 16 with your partner. Turn to page 42 in your *Student Activity Book*.

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

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

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

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

## READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

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

🔊 **Now you will read the story “Why Cheetah Has Tear-Stained Cheeks” again with your partner and write some sentences with the vocabulary words. Please turn to page 47 in *Let's Read*.**

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

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

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

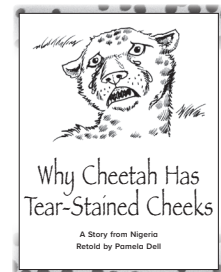
Move around the room and randomly check students' work, giving support where needed.

## REVIEW Week 17 • Day 5

### Let's Read

“Why  
Cheetah Has  
Tear-Stained  
Cheeks”  
page 47

1. lazy
2. herd
3. jealous
4. leap
5. tears
6. thief



Why Cheetah Has  
Tear-Stained Cheeks

A Story from Nigeria  
Retold by Pamela Dell

One hot morning, a **lazy** man sat down under a tree. He was a hunter, but he did not want to hunt. Hunting was very hard work, and it was too hot to hunt.

Week 16

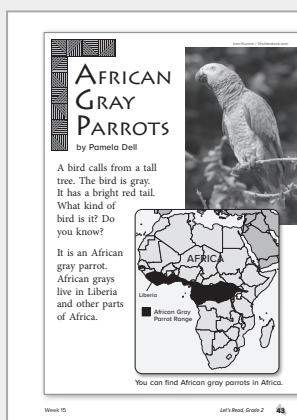
Let's Read, Grade 2 47

*Let's Read* page 47

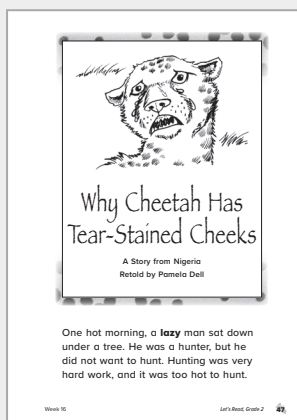
# REVIEW Week 17 • Day 5

## Let's Read

1. "African Gray Parrots"  
page 43
2. "Why Cheetah Has Tear-Stained Cheeks"  
page 47



Let's Read page 43



Let's Read page 47

## READING FLUENCY AND COMPREHENSION

24 MIN.

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

Now you will read the stories "African Gray Parrots" and "Why Cheetah Has Tear-Stained Cheeks" again with your partner and answer the questions at the end. Please turn to page 43 in *Let's Read*.

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

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

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

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