

Week 19 Lesson Planner

	Monday (Day 1) pages 2–5	Tuesday (Day 2) pages 6–9	Wednesday (Day 3) pages 10–13	Thursday (Day 4) pages 14–17	Friday (Day 5) pages 18–20
Phonics and Word Study	Read words with <i>-er</i> and <i>-est</i> endings.	Read words with <i>-er</i> and <i>-est</i> word endings.	Read words with <i>ow</i> as /ō/.	Read words with <i>-er</i> and <i>-est</i> word endings.	<ul style="list-style-type: none"> • Quiz • Differentiated review
Spelling	<i>better, best, harder, fastest</i>		<i>show, grow, know, happier, happiest</i>		
Written Vocabulary/ Sight Words	<i>heart, muscle, strong, worry, exercise, brain</i>		<i>heart, muscle, strong, worry, exercise, brain</i>		
Reading Comprehension	“Smart Fun”		“Smart Fun”		Differentiated review
Reading Fluency Practice				Pairs: “Smart Fun”	Differentiated review
Oral Vocabulary		<i>movement, throw, healthy, sick, benefit</i>			
Read-Aloud		“Exercise Is Important”		“Exercise Is Important”	
Shared Writing		Start a Story Map.		Complete a Story Map.	
Homework	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> • Page 50 in <i>Student Activity Book</i> • “Smart Fun” 	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> • Page 51 in <i>Student Activity Book</i> • “Smart Fun” • Study for quiz. 	Re-read “Smart Fun.”
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 “Smart Fun.” • Group B (Exceeds Expectations): Work in pairs to read “Stay in School” 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 “Stay in School” or any supplementary reader. • Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “Smart Fun.” • Group C (Needs Additional Support): Work in pairs to re-read “Smart Fun.” 				

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 • Make a story chart • Identify the problem in a story • Construct sentences correctly • Write a story summary • Write sentences using spelling and sight words • Read diverse types of writings • Identify facts from a text • Identify main idea and facts in a nonfiction text • Identify theme in a text • Recognize the elements of diverse types of writings • Name and identify some types of adjectives • Form new words using some prefixes and suffixes • Write descriptive sentences • Demonstrate knowledge of new words • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • Identify main idea of an article • Organize ideas for writing • Read words with variant word patterns • Identify the sequence of a text • Spell high-frequency and subject-related words • Demonstrate understanding of vocabulary and related subject words in context • Use charts and graphic organizers to add details to writings • Write independently • Read words with endings • Read diverse texts fluently • Listen to and discuss texts.

OBJECTIVES

Students will be able to:

- Read and spell words with *-er* and *-est* endings
- Demonstrate understanding of and spell the vocabulary/ sight words *heart, muscle, strong, worry, exercise, brain*
- Read and comprehend “Smart Fun”

LEARNING RESOURCES

Student copybooks

Let’s Read

Student Activity Book

-er -est

A _____
B _____
C _____

long	high
longer	higher
longest	highest
high	strong
higher	stronger
highest	strongest
	fast
	faster
	fastest
	good
	better
	best

INTRODUCTION

1 MIN.

👂 Today we will read and spell words with the endings *-er* and *-est*. We will also learn some new vocabulary words and read a new text together.

PHONICS AND WORD STUDY

10 MIN.

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

<p>👂 Now we will learn about <i>-er</i> and <i>-est</i> word endings. When a word ends in <i>-er</i>, it is comparing 2 different things. (Point to Line A and B.) For example, Line A is long. Line B is <i>longer</i> than Line A. When a word ends in <i>-est</i>, it is comparing 3 or more things. For example, Line C (point) is the <i>longest</i> line of all.</p> <p>Point to <i>longer</i>. Underline <i>er</i>. 👂 Here I see <i>-er</i> at the end of the base word <i>long</i>. The <i>-er</i> means that this thing is “more long” than one other thing. The word is <i>longer</i>.</p> <p>Point to <i>longest</i>. Underline <i>est</i>. 👂 Here I see <i>-est</i> at the end of the base word <i>long</i>. The <i>-est</i> means that this thing is the “most long” of all things. The word is <i>longest</i>.</p>	<p>👂 Let’s do it together.</p> <p>Point to <i>longer</i>. Point under <i>er</i>. 👂 What ending do we see here? <i>-er</i>. What is the base word? <i>long</i>. How many things are we comparing when we say something is <i>longer</i>? 2.</p> <p>👂 Let’s read the whole word together: <i>longer</i>.</p> <p>Point to <i>longest</i>. Point under <i>est</i>. 👂 What ending do we see here? <i>-est</i>. What is the base word? <i>long</i>. How many things are we comparing when we say something is <i>longest</i>? 3 or more things.</p> <p>👂 Let’s read the whole word together: <i>longest</i>.</p> <p>Repeat with <i>high, higher, and highest</i>. To illustrate, you can use mountain/hill, building, etc.</p>	<p>👂 Now it’s your turn.</p> <p>Point to <i>higher</i>. Point under <i>er</i>. 👂 What ending do you see here? (<i>-er</i>) What is the base word? (<i>high</i>) How many things are we comparing when we say something is <i>higher</i>? (2) Read the whole word. (<i>higher</i>)</p> <p>Point to <i>highest</i>. Point under <i>est</i>. 👂 What ending do you see here? (<i>-est</i>) What is the base word? (<i>high</i>) How many things are we comparing when we say something is <i>highest</i>? (3 or more things) Read the whole word. (<i>highest</i>)</p> <p>Repeat with the remaining words. For <i>good, better, and best</i>, tell students that for these comparisons, the word changes and there is not a base word like the others.</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 -er and -est word endings. Watch and listen.</p> <p>🔊 The word is <i>best</i>. I hear 4 sounds: /b/-/ĕ/-/s/-/t/.</p> <p>🔊 The first sound is /b/. (Write <i>b</i>.) The next sound is /ĕ/. (Write <i>e</i>.) The third sound is /s/. (Write <i>s</i>.) The last sound is /t/. (Write <i>t</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 b-e-s-t, best.</p> <p>Erase the word.</p> <p>🔊 The next word is <i>better</i>. I hear 4 sounds: /b/-/ĕ/-/t/-/ŭr/.</p> <p>🔊 The first sound is /b/. (Write <i>b</i>.) The next sound is /ĕ/. (Write <i>e</i>.) The third sound is /t/—and in this word the letter is doubled. (Write <i>tt</i>.) The last sound is /ŭr/—and in this word it is spelled with <i>er</i>. (Write <i>er</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 b-e-t-t-e-r, better.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words with -er and -est word endings 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>better</i>. What sounds do we hear? /b/-/ĕ/-/t/-/ŭr/.</p> <p>🔊 Let's write it: /b/ (write <i>b</i>), /ĕ/ (write <i>e</i>), /t/—and in this word the letter is doubled (write <i>tt</i>), /ŭr/—and in this word it is spelled with <i>er</i> (write <i>er</i>). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): b-e-t-t-e-r, better.</p> <p>Repeat with <i>harder</i>.</p> <p>Erase the words.</p>	<p>🔊 Now it's your turn. I will say a word with an -er or -est ending. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words: <i>harder, fastest</i>.</p> <p>Move around the room and randomly check students' work as they write.</p> <p>Have students spell the word aloud using the letter names.</p>

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

1. heart
2. muscle
3. strong
4. worry
5. exercise
6. brain

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. heart	Point to <i>heart</i> . 🔊 This word is <i>heart</i> . Let's read and spell it together: <i>heart, h-e-a-r-t, heart</i> . Your <i>heart</i> is the part inside your body that pumps blood. Put your hand over your heart and feel it beating. (Do the motions.)
2. muscle	Point to <i>muscle</i> . 🔊 This word is <i>muscle</i> . Together: <i>muscle, m-u-s-c-l-e, muscle</i> . A <i>muscle</i> is a part of the body that helps us move and hold ourselves up. Stretch out your arm and feel your muscles. (Do the motions.)
3. strong	Point to <i>strong</i> . 🔊 This word is <i>strong</i> . Together: <i>strong, s-t-r-o-n-g, strong</i> . To be <i>strong</i> is to be able to pick up or push heavy things. If you have good muscles, you will be strong. Stand up and show what you think it looks like to be strong. (Do the motions.)
4. worry	Point to <i>worry</i> . 🔊 This word is <i>worry</i> . Together: <i>worry, w-o-r-r-y, worry</i> . When we <i>worry</i> , we think about our problems. Show me what your face looks like when you worry. (Do the motion with your face.)
5. exercise	Point to <i>exercise</i> . 🔊 This word is <i>exercise</i> . Together: <i>exercise, e-x-e-r-c-i-s-e, exercise</i> . When we <i>exercise</i> , we move our bodies to stay healthy and strong. Running is a good way to exercise. What are some things you like to do to exercise?
6. brain	Point to <i>brain</i> . 🔊 This word is <i>brain</i> . Together: <i>brain, b-r-a-i-n, brain</i> . The <i>brain</i> is the part of our body in our head that helps us think. Tap the side of your head with your finger and think. (Do the motions.)

Smart Fun
by Lisa Morkroder

You run down the football field. Your arms and legs pump. Your heart thunders in your chest. You breathe harder and harder. You feel like the fastest player on the field.

You run toward the goal. You find yourself open, and this is your lucky break. Your teammate passes the ball to you. You kick. The ball sails into the goal.



Week 19 Let's Read Grade 2

Let's Read page 55

READING COMPREHENSION

20 MIN.

🔊 Now we will read a new text called "Smart Fun." Please turn to page 55 in *Let's Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

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

FEATURES OF TEXT

Today’s text is nonfiction. Nonfiction tells us true information about something, such as real people, animals, or the world around us. Nonfiction texts have a main idea and facts. The main idea is what the text is mostly about. Facts are supporting details that are true.

To better understand a text, we can answer questions about the text after we read it. One type of question we can ask is a Right There Question. In a Right There Question, words in the question match words in the text. Let’s read the text to find the main idea, supporting details, and to answer Right There Questions.

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. **Right There Question: When you play sports, what happens to your body? Remember, to answer a Right There Question, look in the text for words from the question.** (Your body works hard.)
2. **Right There Question: What happens when your body is stronger?** (You feel better.)
3. **Right There Question: When you play sports, you worry less and are less angry. How does this make you feel?** (You feel happier.)
4. **The author used supporting details—facts—to say why exercise helps kids in school. What did scientists learn about how exercise helps kids in school?** (They found that students who exercise got better grades and higher scores on tests. They could focus on schoolwork for longer periods of time.)
5. **What is the main idea of this text?** (Exercise and playing sports help your body and your mind.)

 **HOMWORK**

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 49 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 19 Word Lists

Spelling Words

1. better	6. happiest
2. best	7. low
3. harder	8. grow
4. fastest	9. know
5. happier	

Written Vocabulary and Sight Words

10. heart	13. worry
11. muscle	14. exercise
12. strong	15. brain

Student Activity Book
page 49

OBJECTIVES

Students will be able to:

- Read words with *-er* and *-est* word endings
- Demonstrate understanding of and spell the vocabulary/sight words *movement, throw, healthy, sick, benefit*
- Read and comprehend “Exercise Is Important”
- Start a Story Map for “Sando Finds a New Pet”

LEARNING RESOURCES

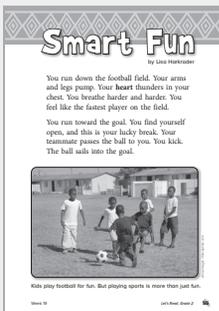
Let’s Read

Student copybooks

Student Activity Book

-er -est

happy	dirty
happier	dirtier
happiest	dirtiest
hungry	lucky
hungrier	luckier
hungriest	luckiest
dirty	
dirtier	
dirtiest	



Let’s Read page 55

INTRODUCTION

1 MIN.

👉 Today we will read some more words with the word endings *-er* and *-est*. We will learn some new vocabulary words, and I will read a new text to you. Then we will start a Story Map together.

PHONICS AND WORD STUDY

10 MIN.

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

<p>👉 Yesterday we learned about -er and -est word endings. Remember, the word ending -er is used to compare 2 things. The word ending -est is used to compare 3 or more things. When a word ends with a consonant then y, we change the y to i before adding an -er or -est.</p> <p>Point to <i>happy</i>. Underline the <i>py</i>.</p> <p>👉 Here I see a word that ends with the consonant p then y. In this word, when we add -er (point to <i>happier</i>), the y changes to i first. The word is happier. (Point to <i>happiest</i>.) In the same way, when we add -est, the y changes to i first. The word is happiest.</p> <p>Repeat with <i>hungry, hungrier, hungriest</i>.</p>	<p>👉 Let’s do it together.</p> <p>Point to <i>hungry</i>. Underline the <i>ry</i>.</p> <p>👉 What letters do we see here? The consonant r then y.</p> <p>Point to <i>hungrier</i>.</p> <p>👉 What happens when we add -er? The y changes to i.</p> <p>👉 Let’s read the whole word together: hungrier.</p> <p>Point to <i>hungriest</i>.</p> <p>👉 What happens when we add -est? The y changes to i.</p> <p>👉 Let’s read the whole word together: hungriest.</p> <p>Repeat with <i>dirty, dirtier, dirtiest</i>.</p>	<p>👉 Now it’s your turn.</p> <p>Point to <i>dirty</i>. Underline the <i>ty</i>.</p> <p>👉 What letters do you see here? (the consonant t then y)</p> <p>Point to <i>dirtier</i>.</p> <p>👉 What happens when you add -er? (The y changes to i.)</p> <p>👉 Read the whole word. (<i>dirtier</i>)</p> <p>Point to <i>dirtiest</i>.</p> <p>👉 What happens when you add -est? (The y changes to i.)</p> <p>👉 Read the whole word. (<i>dirtiest</i>)</p> <p>Repeat with: <i>lucky, luckier, luckiest</i>.</p>
<p>Time permitting, have students turn to “Smart Fun” on page 55 in <i>Let’s Read</i> and find words with <i>-er</i> and <i>-est</i> word endings in the text (e.g., <i>fastest, stronger, better, happier</i>). Write the words on the board as they find them.</p>		

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

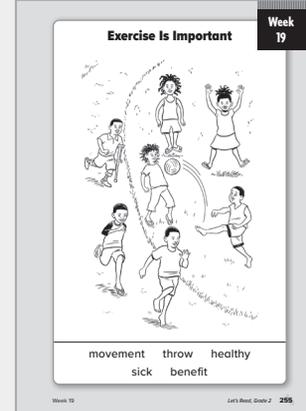
ORAL VOCABULARY

12 MIN.

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

🔊 Now we will learn some new vocabulary words.

1. movement	🔊 Movement. <i>Movement</i> is when your body changes position. For example, when you exercise, you make different kinds of movements, like running, jumping, throwing, and walking. Show me different movements. (Have individuals do different motions.)
2. throw	🔊 Throw. When you <i>throw</i> , you move something through the air with your arm and hand. For example, you throw a ball when you play some sports. Let's pretend we are throwing a ball. (Do the motions.)
3. healthy	🔊 Healthy. When you are <i>healthy</i> , your body feels good, you are strong and active, and you are not sick. Turn to page 255 in <i>Let's Read</i> and find the children who look <i>healthy</i> in the picture. ... How do we know they are healthy?
4. sick	🔊 Sick. When you are <i>sick</i> , your body feels bad. For example, you may have a fever. Your head may hurt. Your stomach may hurt. Let's all pretend we are sick and say, "I feel sick!" (Do the motions.)
5. benefit	🔊 Benefit. A <i>benefit</i> is something good that happens because of something else. For example, a benefit of exercise is that it helps us feel stronger. What is a benefit of going to school? (Help individuals respond in well-formed sentences using <i>benefit</i> .)



Let's Read page 255

READ-ALoud

13 MIN.

🔊 Now I'm going to read to you a new text called "Exercise Is Important." Please turn to page 255 in *Let's Read*.

BEFORE READING

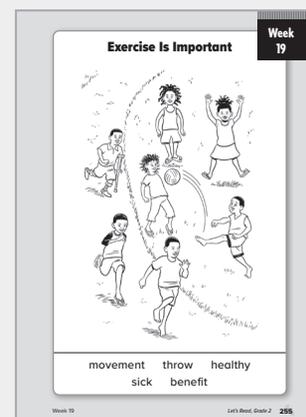
PREVIEW

Guide the students to . . .

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

FEATURES OF TEXT

🔊 Today's text is nonfiction. Remember that nonfiction tells us true information about something. Nonfiction texts have a main idea, which is what the text is mostly about. The main idea is supported by facts. Facts are supporting details that are true.



Let's Read page 255

Yesterday we learned that to better understand what we read, we can answer questions. One type of question we can answer is a **Right There Question**. In a **Right There Question**, words in the question match words in the text. Another type of question we can answer is a **Think and Search Question**. A **Think and Search Question** is also in the text, but you have to search sentences and think about the details to answer the question.

Yesterday’s nonfiction text was about the benefits of exercise. Today we’ll read another nonfiction text about exercise. Then we’ll answer questions and find the main idea and supporting facts.

DURING READING

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

Exercise Is Important
by G. Benedict Kofer

Exercise involves all kinds of movement. Running, jumping, playing sports, throwing objects, and walking are all forms of exercise. Many people find exercising fun as well as a way to stay healthy. In some schools, exercises are taught as subjects. Students in science classes learn the different parts of the body that can benefit from particular exercises, such as joints, arms, legs, and muscles. Exercise has many benefits. It helps build strong muscles, strong hearts, and keeps people healthy. Exercise can also help people recover after being sick. It can help to make their bodies strong again. Health workers often say people who exercise every day live longer, so it’s good to exercise!

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. **Right There Question: What are some different forms of exercise?** (running, jumping, playing sports, throwing objects, and walking)
2. **Right There Question: What do health workers often say about people who exercise every day?** (They live longer.)
3. **Think and Search Question: What are the many benefits of exercise? Remember to think about the words in the question and think about other sentences I read to find the answer.** (It helps build strong muscles, strong hearts, and keeps people healthy. It can help people recover after being sick. It can help to make people’s bodies strong again.)
4. **The author used supporting details—facts—to say why exercise is important. Why is exercise important for people?** (Exercise helps us stay healthy and it is also fun. It can benefit different parts of the body such as joints, arms, legs, and muscles. It also helps build strong hearts.)
5. **What is the main idea of the text?** (Exercise is good for you.)

15 MIN.

SHARED WRITING

Write the “Yes, Ma’am/Yes, Sir” chant on another piece of paper and tape it on the wall or on the board. If you are a female teacher, have the students use “Yes, Ma’am!” If you are a male teacher, have students use “Yes, Sir!”

👉 **Stand up. First, I will say a line of our chant, then you will say a line with me. Do the same actions that I do:** Tap your left wrist for *time*. Shrug your shoulders while lifting palms up for *problem*.

Draw a blank Story Map as shown at the right. Fill it out as you go, as shown below. 👉 **Do you remember that we did a Story Map for “The Lone Star Kite”? We will do another one today. Let’s write the important things in the story, “Sando Finds a New Pet.”** Turn to page 30 in Let’s Read and show pictures from the story.

Write “Sando Finds a New Pet” next to *Title*. 👉 **This is the title of the story.**

👉 **Who were the characters?** Call on 1–2 students to answer. Write the characters: *Sando, Puffy, a little bird*. **Next, where was the setting?** Call on 1 student to answer. Write the setting: *home and the fields near home*.

👉 **What was the problem in the story?** Call on 1–2 students to answer. Write the problem: *Sando couldn’t find his dog, Puffy*.

👉 **Now what happened in the story? This is the plot. What happened first?** Call on 1 student to answer. Write Event 1: *Sando’s dog, Puffy, always comes when he calls*. **What happened next?** Call on 1 student to answer. Write Event 2: *One day, Puffy doesn’t come when Sando calls*. **And then what happened?** Call on 1 student to answer. Write Event 3: *Sando went looking for Puffy*. (Note: You will ask about Events 4 and 5 on Day 4.)

👉 **Last, what was the solution?** Call on 1 student to answer. Write: *Puffy comes home. Now Sando has two pets*. Leave the Story Map on the board and save the “Yes, Ma’am/Yes, Sir” chant for Shared Writing, Week 19, Day 4.

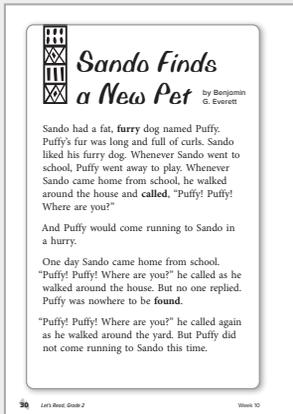
Is this a story?	Yes, Ma’am!/Yes, Sir!
Is this a story?	Yes, Ma’am!/Yes, Sir!
How do you know?	It has characters.
How do you know?	A setting: place or time.
Is this a story?	Yes, Ma’am!/Yes, Sir!
Is this a story?	Yes, Ma’am!/Yes, Sir!
How do you know?	A problem and solution.
How do you know?	A plot: what happens.

Title:
Characters:
Setting:
Problem:
Event 1:
Event 2:
Event 3:
Event 4:
Event 5:
Solution:

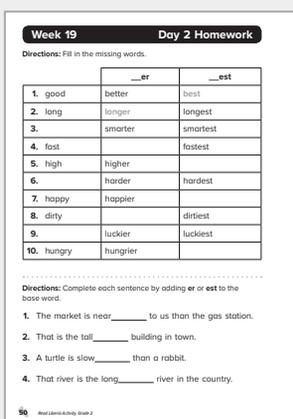
Title: “Sando Finds a New Pet”
Characters: Sando, Puffy, a little bird
Setting: home and the fields near home
Problem: Sando couldn’t find his dog, Puffy.
Event 1: Sando’s dog, Puffy, always comes when he calls.
Event 2: One day, Puffy doesn’t come when Sando calls.
Event 3: Sando went looking for Puffy.
Event 4:
Event 5:
Solution: Puffy comes home. Now Sando has two pets.

 **HOMWORK**

Have students complete page 50 in the *Student Activity Book* and read “Smart Fun” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Let’s Read page 30



Student Activity Book page 50

Week
19

Day
3

OBJECTIVES

Students will be able to:

- Read and spell words with *ow* as /ō/
- Demonstrate understanding of and spell the vocabulary/ sight words *heart, muscle, strong, worry, exercise, brain*
- Read and comprehend “Smart Fun”

LEARNING RESOURCES



Student copybooks



Let’s Read



Student Activity Book

ow

low	know
flow	glow
throw	blow
know	show
	below
	own

INTRODUCTION

1 MIN.

👂 Today we will read and spell words with *ow* as /ō/. We will also review our vocabulary words and read “Smart Fun” together again.

PHONICS AND WORD STUDY

10 MIN.

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

<p>Point under <i>ow</i>.</p> <p>👂 Today we will learn about the letters <i>ow</i>. When the letters <i>o</i> and <i>w</i> come together, they often make the sound /ō/.</p> <p>Point to <i>low</i>. Underline <u>ow</u>. 👂 Here I see the letters <i>o</i> and <i>w</i>. In this word, <i>ow</i> together make the sound /ō/. The word is /l/-/ō/, <i>low</i>.</p> <p>Repeat with <i>flow</i>.</p>	<p>👂 Let’s do it together.</p> <p>Point under <i>ow</i>. 👂 Say the sound with me: /ō/.</p> <p>Point to <i>flow</i>. Point under <i>ow</i>. 👂 What letters do we see here? <i>o</i> and <i>w</i>. What sound do they make together? /ō/.</p> <p>👂 Let’s read the whole word together: /f/-/l/-/ō/, <i>flow</i>.</p> <p>Repeat with <i>throw</i> and <i>know</i>. For <i>know</i>, tell students that the letter <i>k</i> is silent in this word.</p>	<p>👂 Now it’s your turn.</p> <p>Point under <i>ow</i>. 👂 Say the sound. (/ō/)</p> <p>Point to <i>know</i>. Point under <i>ow</i>. 👂 What letters do you see here? (<i>o</i> and <i>w</i>) What sound do they make together? (/ō/)</p> <p>👂 Read the whole word. (/n/-/ō/, <i>know</i>)</p> <p>If necessary, remind students that the <i>k</i> is silent in <i>know</i>.</p> <p>Repeat with the remaining words.</p>

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

SPELLING

10 MIN.

Erase the board from the previous activity.

		
<p>🔊 Now we will spell some words with the letters <i>ow</i>. Watch and listen.</p> <p>🔊 The word is <i>show</i>. I hear 2 sounds: /sh/—/ō/.</p> <p>🔊 The first sound is /sh/. (Write <i>sh</i>.) The next sound is /ō/—and in this word it is spelled with <i>ow</i>. (Write <i>ow</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>s-h-o-w, show.</i></p> <p>Erase the word.</p>	<p>🔊 Let's spell some words with <i>ow</i> together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</p> <p>🔊 The first word is <i>show</i>. What sounds do we hear? /sh/—/ō/.</p> <p>🔊 Let's write it: /sh/ (write <i>sh</i>), /ō/—and in this word it is spelled with <i>ow</i> (write <i>ow</i>). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>s-h-o-w, show.</i></p> <p>Repeat with <i>grow</i>.</p> <p>Erase the words.</p>	<p>🔊 Now it's your turn. I will say a word with the letters <i>ow</i>. Listen to each sound. Then write the letters for each sound in your copybooks.</p> <p>Dictate these words: <i>grow</i> and <i>know</i>. For <i>know</i>, remind students that the <i>k</i> is silent.</p> <p>Have them also practice writing <i>happier</i> and <i>happiest</i> in their copybooks. Remind them that the <i>y</i> in <i>happy</i> changes to <i>i</i> when they add the endings.</p> <p>Move around the room and randomly check students' work as they write.</p> <p>Have students spell the word aloud using the letter names.</p>

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

1. heart
2. muscle
3. strong
4. worry
5. exercise
6. brain

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. heart	Point to <i>heart</i> . 🔊 Read the word: (<i>heart</i>). Your heart is the part inside your body that pumps blood. Put your hand over your heart and feel it beating. (Do the motions.)
2. muscle	Point to <i>muscle</i> . 🔊 Read the word: (<i>muscle</i>). A muscle is a part of the body that helps us move and hold ourselves up. Stretch out your arm and feel your muscles. (Do the motions.)
3. strong	Point to <i>strong</i> . 🔊 Read the word: (<i>strong</i>). To be strong is to be able to pick up or push heavy things. If you have good muscles, you will be strong. Stand up and show what you think it looks like to be strong. (Do the motions.)
4. worry	Point to <i>worry</i> . 🔊 Read the word: (<i>worry</i>). When we worry, we think about our problems. Show me what your face looks like when you worry. (Do the motion with your face.)
5. exercise	Point to <i>exercise</i> . 🔊 Read the word: (<i>exercise</i>). When we exercise, we move our bodies to stay healthy and strong. Running is a good way to exercise. What are some things you like to do to exercise?
6. brain	Point to <i>brain</i> . 🔊 Read the word: (<i>brain</i>). The brain is the part of our body in our head that helps us think. Tap the side of your head with your finger and think. (Do the motions.)

READING COMPREHENSION

20 MIN.

🔊 Now we will read “Smart Fun” again. Please turn to page 55 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

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

Smart Fun
by Lisa Holmroder

You run down the football field. Your arms and legs pump. Your heart thunders in your chest. You breathe harder and harder. You feel like the fastest player on the field.

You run toward the goal. You find yourself open, and this is your lucky break. Your teammate passes the ball to you. You kick. The ball sails into the goal.



Kids play football for fun. But playing sports is more than just fun.

Week 19 Let's Read Grade 2 55

Let’s Read page 55

FEATURES OF TEXT

Remember that this text is nonfiction. What does nonfiction text tell us? (true information about something) What is the main idea of a text? (what the text is mostly about) What are facts in a text? (true details that support the main idea)

Also remember that we can answer Right There Questions and Think and Search Questions to better understand what we read. What is a Right There Question? (Words in the question match words in the text.) What is a Think and Search Question? (The answer is in the text, but you have to search other sentences and think about details to answer the question.) Let's read the text again to find the main idea, facts, and answer questions.

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. **Right There Question: When you play sports, what happens to your body?** (Your body works hard.)
2. **Right There Question: What happens when your body is stronger?** (You feel better.)
3. **Think and Search Question: The text says that exercise helps your blood flow better. What happens when your blood flows better?** (Your blood brings more oxygen to parts of your body. Better blood flow and more oxygen help your brain work better.)
4. **The author uses facts to say why exercise helps kids in school. What did scientists learn about how exercise helps kids in school?** (Students who exercise got better grades and higher scores on tests. They could focus on schoolwork for longer periods of time.)
5. **What is the main idea of this text?** (Exercise and playing sports help your body and your mind.)
6. **How do you feel when you exercise?** (Answers will vary.)



HOMework

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 49 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 19 Word Lists

Spelling Words

1. better	6. happiest
2. best	7. low
3. harder	8. grow
4. fastest	9. know
5. happier	

Written Vocabulary and Sight Words

10. heart	13. worry
11. muscle	14. exercise
12. strong	15. brain

Student Activity Book
page 49

OBJECTIVES

Students will be able to:

- Read words with *-er* and *-est* word endings
- Read fluently “Smart Fun”
- Listen to and comprehend “Exercise Is Important”
- Complete the Story Map for “Sando Finds a New Pet”

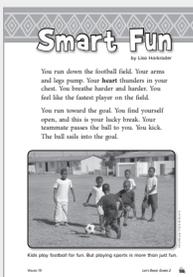
LEARNING RESOURCES

Let's Read

Student copybooks

-er -est

lucky	happy
luckier	happier
luckiest	happiest
happy	hungry
happier	hungrier
happiest	hungriest
	dirty
	dirtier
	dirtiest



Let's Read page 55

INTRODUCTION

1 MIN.

👉 Today we will read some more words with *-er* and *-est* endings. You will read “Smart Fun” with your partner. I will read “Exercise Is Important” to you again. Then we will complete our Story Map.

PHONICS AND WORD STUDY

10 MIN.

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

<p>👉 This week we learned about adding <i>-er</i> and <i>-est</i> to the end of words. We use <i>-er</i> to compare 2 things and <i>-est</i> to compare 3 or more things. We also learned that when a word ends in a consonant then <i>y</i>, we change the <i>y</i> to <i>i</i> before adding the endings.</p> <p>Point to <i>lucky</i>. Underline the <i>ky</i>.</p> <p>👉 Here I see a word that ends with the consonant <i>k</i> then <i>y</i>. In this word, when we add <i>-er</i> (point to <i>luckier</i>), the <i>y</i> changes to <i>i</i> first. The word is <i>luckier</i>. (Point to <i>luckiest</i>.) In the same way, when we add <i>-est</i>, the <i>y</i> changes to <i>i</i> first. The word is <i>luckiest</i>.</p>	<p>👉 Let's do it together.</p> <p>Point to <i>lucky</i>. Point under <i>ky</i>. 👉 What letters do we see here? The consonant <i>k</i> then <i>y</i>.</p> <p>Point to <i>luckier</i>.</p> <p>👉 What happens when we add <i>-er</i>? The <i>y</i> changes to <i>i</i>.</p> <p>👉 Let's read the whole word together: <i>luckier</i>.</p> <p>Point to <i>luckiest</i>.</p> <p>👉 What happens when we add <i>-est</i>? The <i>y</i> changes to <i>i</i>.</p> <p>👉 Let's read the whole word together: <i>luckiest</i>.</p> <p>Repeat with <i>happy</i>, <i>happier</i>, <i>happiest</i>.</p>	<p>👉 Now it's your turn.</p> <p>Point to <i>happy</i>. Underline the <i>py</i>.</p> <p>👉 What letters do you see here? (the consonant <i>p</i> then <i>y</i>)</p> <p>Point to <i>happier</i>.</p> <p>👉 What happens when you add <i>-er</i>? (The <i>y</i> changes to <i>i</i>.)</p> <p>👉 Read the whole word. (<i>happier</i>)</p> <p>Point to <i>happiest</i>.</p> <p>👉 What happens when you add <i>-est</i>? (The <i>y</i> changes to <i>i</i>.)</p> <p>👉 Read the whole word. (<i>happiest</i>)</p> <p>Repeat with the remaining words.</p>
<p>Time permitting, have students turn to “Smart Fun” on page 55 in <i>Let's Read</i> and find words with <i>-er</i> and <i>-est</i> word endings in the text (e.g., <i>harder</i>, <i>fastest</i>, <i>stronger</i>, <i>better</i>, <i>smarter</i>, <i>higher</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 “Smart Fun” with your partner. Please turn to page 55 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 "Exercise Is Important" again. Please turn to page 255 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., *movement, throw, healthy, sick, benefit*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

FEATURES OF TEXT

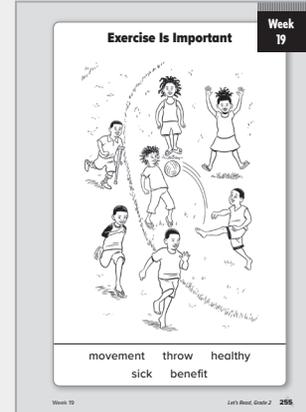
- 🔊 **What does nonfiction text tell us?** (true information about something) **What is the main idea of a text?** (what the text is mostly about) **What are facts in a text?** (true details that support the main idea)
- 🔊 **What kinds of questions can we answer to better understand what we read?** (Right There Questions and Think and Search Questions) **What is a Right There Question?** (Words in the question match words in the text.) **What is a Think and Search Question?** (The answer is in the text, but you have to search other sentences and think about details to answer the question.) **Listen to the text again to find the main idea and facts and then answer questions.**

DURING READING

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

🔊 **Exercise Is Important**
by G. Benedict Kofer

Exercise involves all kinds of movement. Running, jumping, playing sports, throwing objects, and walking are all forms of exercise. Many people find exercising fun as well as a way to stay healthy. In some schools, exercises are taught as subjects. Students in science classes learn the different parts of the body that can benefit from particular exercises, such as joints, arms, legs, and muscles. Exercise has many benefits. It helps build strong muscles, strong hearts, and keeps people healthy. Exercise can also help people recover after being sick. It can help to make their bodies strong again. Health workers often say people who exercise every day live longer, so it's good to exercise!



Let's Read page 255

AFTER READING

COMPREHENSION QUESTIONS

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

1. **Right There Question: What are some different forms of exercise?** (running, jumping, playing sports, throwing objects, and walking)
2. **Right There Question: What do health workers often say about people who exercise every day?** (They live longer.)
3. **Think and Search Question: What are the many benefits of exercise?** (It helps build strong muscles, strong hearts, and keeps people healthy. It can help people recover after being sick. It can help to make people's bodies strong again.)
4. **The author used supporting details—facts—to say why exercise is important. Why is exercise important for people?** (Exercise helps us stay healthy and it is also fun. It can benefit different parts of the body such as joints, arms, legs, and muscles. It also helps build strong hearts.)
5. **What is the main idea of the text?** (Exercise is good for you.)
6. **What is your favorite exercise and why?** (Answers will vary.)

SHARED WRITING

15 MIN.

Tape the “Yes, Ma’am/Yes, Sir” chant from Day 2 (below) on the board or on the wall.

Is this a story?	Yes, Ma’am!/Yes, Sir!
Is this a story?	Yes, Ma’am!/Yes, Sir!
How do you know?	It has characters.
How do you know?	A setting: place or time.
Is this a story?	Yes, Ma’am!/Yes, Sir!
Is this a story?	Yes, Ma’am!/Yes, Sir!
How do you know?	A problem and solution.
How do you know?	A plot: what happens.

1) **First, let’s read the “Yes, Ma’am/Yes, Sir” chant.** (Have students use either “Yes, Ma’am” or “Yes, Sir” as appropriate.) **Stand up. First, I will read a line, then you will read a line with me. Follow along as I point to *characters*, *time*, and *problem* in the chant. Do the same actions I do:** Tap your left wrist for *time*. Shrug your shoulders while lifting palms up for *problem*.

Tape the Story Map below on the board or on the wall.

Title: “Sando Finds a New Pet”
Characters: Sando, Puffy, a little bird
Setting: home and the fields near home
Problem: Sando couldn’t find his dog, Puffy.
Event 1: Sando’s dog, Puffy, always comes when he calls.
Event 2: One day, Puffy doesn’t come when Sando calls.
Event 3: Sando went looking for Puffy.
Event 4:
Event 5:
Solution: Puffy comes home. Now Sando has two pets.

🔊 **Let's review the events of our story.** Call on 2–3 students to read the first 3 events.

🔊 **Today we will write what happened in Event 4 and Event 5. What happened after Sando went looking for his dog, Puffy? Turn to page 30 in *Let's Read* and show pictures from the story. Call on 2–3 students to answer. Write Event 4: *Sando was lonely and unhappy without Puffy. He looked for Puffy in the fields, but he didn't find Puffy.* Point to Event 5. **What happened next?** Show pictures from the story. Write: *On his way home, Sando finds a little bird that has fallen out of its nest. He feeds it and makes it his pet.***

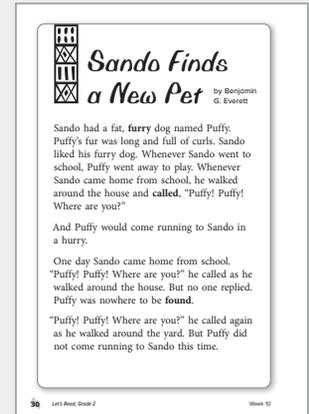
Have each student choose 1 event to write about. Have each student draw a picture about the event. If there is time, have the students read their sentences to the class.

Title: "Sando Finds a New Pet"
Characters: Sando, Puffy, a little bird
Setting: home and the fields near home
Problem: Sando couldn't find his dog, Puffy.
Event 1: Sando's dog, Puffy, always comes when he calls.
Event 2: One day, Puffy doesn't come when Sando calls.
Event 3: Sando went looking for Puffy.
Event 4: Sando was lonely and unhappy without Puffy. He looked for Puffy in the fields, but he didn't find Puffy.
Event 5: On his way home, Sando finds a little bird that has fallen out of its nest. He feeds it and makes it his pet.
Solution: Puffy comes home. Now Sando has two pets.

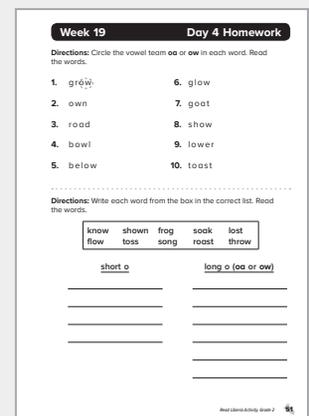
Save the "Yes, Ma'am/Yes, Sir" chant for Shared Writing, Week 20, Day 2.

HOMEWORK

Have students complete page 51 in the *Student Activity Book* and read "Smart Fun" aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.



Let's Read page 30



Student Activity Book page 51

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. better, 2. best, 3. harder, 4. fastest, 5. heart, 6. strong, 7. worry, 8. exercise, 9. brain, 10. happier, 11. happiest, 12. grow, 13. know, 14. muscle, 15. low

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 “Smart Fun” on page 55 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 “Stay in School” on page 186 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 letters and words on the board, as shown on the next page at the right.



👂 This week we learned about **-er** and **-est** word endings. Remember, when a word has an **-er** ending it is comparing **2** different things. When a word has an **-est** ending, it is comparing the difference among **3** or more things. We also learned that the letters **ow** together make the sound /ō/.

Point to *smarter*. Underline *er*. 👂 Here I see **-er** at the end of the base word *smart*. The **-er** means that this is “more smart” than **1** other thing. The word is *smarter*.

Point to *smartest*. Underline *est*. 👂 Here I see **-est** at the end of the base word *smart*. The **-est** means that this thing is the “most smart” of all things. The word is *smartest*.

Point to *throw*. Underline *ow*. 👂 Here I see the letters **o** and **w**. In this word, **ow** together make the sound /ō/. The word is /th-/r-/ō/, *throw*.



👂 Let's do it together.
Point to *smart*. Point under *er*. 👂 What ending do we see here? **-er**. What is the base word? *smart*. How many things are we comparing when we say something is *smarter*? **2**.

👂 Let's read the whole word together: *smarter*.

Point to *smartest*. Point under *est*. 👂 What ending do we see here? **-est**. What is the base word? *smart*. How many things are we comparing when we say something is *smartest*? **3** or more things.

👂 Let's read the whole word together: *smartest*.

Point to *throw*. Point under *ow*. 👂 What letters do we see here? **o** and **w**. What sound do they make together? /ō/.

👂 Let's read the whole word together: /th-/r-/ō/, *throw*.

Repeat with *strong*, *stronger*, *strongest*, *glow*.



👂 Now it's your turn.
Point to *stronger*. Point under *er*. 👂 What ending do you see here? (**-er**) What is the base word? (*strong*) How many things are we comparing when we say something is *stronger*? (**2**) Read the whole word. (*stronger*)

Point to *strongest*. Point under *est*. 👂 What ending do you see here? (**-est**) What is the base word? (*strong*) How many things are we comparing when we say something is *strongest*? (**3** or more things) Read the whole word. (*strongest*)

Point to *glow*. Point under *ow*. 👂 What letters do you see here? (**o** and **w**) What sound do they make together? (/ō/)

👂 Read the whole word. (/g/-/l/-/ō/, *glow*)

Repeat with the remaining words.

-er -est ow

smart	strong
smarter	stronger
smartest	strongest
throw	glow
strong	fast
stronger	faster
strongest	fastest
glow	show

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

tallest darkest
tighter nearer
smallest
taller

-er	-est



Now we will put words in the correct boxes. If a word has an *-er* word ending, we will write it here (point to the *-er* box). If it has the *-est* word ending, we will write it here (point to the *-est* box).

The word *tallest* (point) has the ending *-est*, so I will write it here.

Write *tallest* in the *-est* box, and cross it off the list.



Let's do the next one together. Where do we write the word *tighter*? It has the *-er* word ending, so we will write it here.

Write *tighter* in the *-er* box, and cross it off the list. Check the students' work.



Now it's your turn. For the rest of the words, work with your partner to write each word in the right box.

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

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

2. Second Review Activity (17 MIN.)

Direct each group to do the following activities in pairs. Move around the room and check their work, giving support where needed. Alternatively, while the students are working independently, you may administer the Oral Reading Fluency Assessment on page T27 of this Teacher Guide to some students.

Group A (Meets Expectations)

Have students work in pairs to read "Stay in School" on page 186 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 "Smart Fun" on page 55 in *Let's Read*.

Group C (Needs Additional Support)

Have students work in pairs to re-read "Smart Fun" on page 55 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*.



HOMWORK

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