

Week 20 Lesson Planner

	Monday (Day 1) <i>pages 22–25</i>	Tuesday (Day 2) <i>pages 26–29</i>	Wednesday (Day 3) <i>pages 30–33</i>	Thursday (Day 4) <i>pages 34–37</i>	Friday (Day 5) <i>pages 38–40</i>
Phonics and Word Study	Read words with <i>-ing</i> endings with no change in spelling.	Read words with the <i>-ing</i> ending that have a silent e.	Read words with <i>ea</i> as /ē/ and <i>ea</i> as /ĕ/. <i>ready, head, bread, heavy, healthy</i>	Read words with contractions <i>n't, 's, 're.</i>	<ul style="list-style-type: none"> • Quiz • Differentiated review
Spelling	<i>eating, drinking, cooking, playing, taking</i>				
Written Vocabulary/ Sight Words	<i>clean, dirty, germs, trash, raw, spread</i>		<i>clean, dirty, germs, trash, raw, spread</i>		
Reading Comprehension	“Staying Clean, Staying Healthy”		“Staying Clean, Staying Healthy”		Differentiated review
Reading Fluency Practice				Pairs: “Staying Clean, Staying Healthy”	Differentiated review
Oral Vocabulary		<i>beach, fresh air, relax, waves, surfing, trash</i>			
Read-Aloud		“Living Near the Beach”		“Living Near the Beach”	
Shared Writing		Use a Story Map to write a class story.		Use a Story Map to write a class story.	
Homework	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> • Page 53 in <i>Student Activity Book</i> • “Staying Clean, Staying Healthy” 	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> • Page 54 in <i>Student Activity Book</i> • “Staying Clean, Staying Healthy” • Study for quiz. 	Re-read “Staying Clean, Staying Healthy”
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 “Staying Clean, Staying Healthy.” • Group B (Exceeds Expectations): Work in pairs to read “Catch a Liberian Wave” 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 “Catch a Liberian Wave” or any supplementary reader. • Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “Staying Clean, Staying Healthy.” • Group C (Needs Additional Support): Work in pairs to re-read “Staying Clean, Staying Healthy.” 				

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 • Form contractions • 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 *-ing* endings with no change to base word spelling
- Demonstrate understanding of and spell the vocabulary/ sight words *clean, dirty, germs, trash, raw, spread*
- Read and comprehend “Staying Clean, Staying Healthy”

LEARNING RESOURCES

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

-ing

cleaning pulling
 cooking washing
 pulling keeping
 staying
 jumping
 growing

INTRODUCTION

1 MIN.

🔊 Today we will read and spell words with *-ing* endings. We will also learn some new vocabulary words and read a new text together.

PHONICS AND WORD STUDY

10 MIN.

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

<p>🔊 Now we will learn about words with <i>-ing</i> endings. We add <i>-ing</i> to some words to show that an action is happening.</p> <p>Point to <i>cleaning</i>. Underline <i>ing</i>.</p> <p>🔊 Here I see <i>-ing</i> at the end of the base word <i>clean</i>. The word is <i>cleaning</i>.</p> <p>Repeat with <i>cooking</i>.</p>	<p>🔊 Let's do it together.</p> <p>Point to <i>cooking</i>. Point under <i>ing</i>.</p> <p>🔊 What ending do we see here? <i>-ing</i>. What is the base word? <i>cook</i>.</p> <p>🔊 Let's read the whole word together: <i>cooking</i>.</p> <p>Repeat with <i>pulling</i>.</p>	<p>🔊 Now it's your turn.</p> <p>Point to <i>pulling</i>. Point under <i>ing</i>. 🔊 What ending do you see here? (<i>-ing</i>) What is the base word? (<i>pull</i>)</p> <p>🔊 Read the whole word. (<i>pulling</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 <i>-ing</i> ending. Watch and listen.</p> <p>🔊 The word is <i>eating</i>. I hear these sounds: /ē/-/t/-/īng/.</p> <p>🔊 The first sound is /ē/—and in this word it is spelled with <i>ea</i>. (Write <i>ea</i>.) The next sound is /t/. (Write <i>t</i>.) Lastly, I add the ending /īng/. (Write <i>ing</i>.)</p> <p>Move your finger under the letters as you say the letter names:</p> <p>🔊 <i>e-a-t-i-n-g</i>, <i>eating</i>.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words with the <i>-ing</i> ending 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>eating</i>. What sounds do we hear? /ē/-/t/-/īng/.</p> <p>🔊 Let's write it: /ē/ (write <i>ea</i>), /t/ (write <i>t</i>), /īng/ (write <i>ing</i>). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>e-a-t-i-n-g</i>, <i>eating</i>.</p> <p>Repeat with <i>drinking</i> and <i>cooking</i>.</p> <p>Erase the words.</p>	<p>🔊 Now it's your turn. I will say a word with the <i>-ing</i> ending. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time: <i>cooking</i>, <i>playing</i>, and <i>taking</i>.</p> <p>Move around the room and randomly check students' work as they write.</p> <p>Have students spell each word aloud using the letter names.</p>

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

1. clean
2. dirty
3. germs
4. trash
5. raw
6. spread

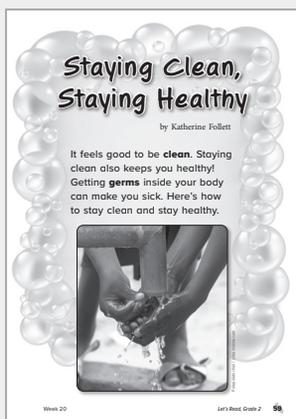
WRITTEN VOCABULARY / SIGHT WORDS

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. clean	Point to <i>clean</i> . 🔊 This word is <i>clean</i> . Let's read and spell it together: <i>clean, c-l-e-a-n, clean</i> . When something is clean, it doesn't have any dirt on it. We can stay clean by washing our hands. Let's pretend to wash our hands.
2. dirty	Point to <i>dirty</i> . 🔊 This word is <i>dirty</i> . Together: <i>dirty, d-i-r-t-y, dirty</i> . <i>Dirty</i> means not clean. For example, trash is not clean. Trash is dirty. We throw trash away because trash is dirty. What other things are dirty?
3. germs	Point to <i>germs</i> . 🔊 This word is <i>germs</i> . Together: <i>germs, g-e-r-m-s, germs</i> . Germs are tiny living things that can make us sick. When we are sick, we have germs inside us. When we are sick, we can give germs to others by sneezing and coughing. You should cover your mouth with your elbow when you cough or sneeze. Let's cover our mouths like we have to sneeze. (Do the motions.)
4. trash	Point to <i>trash</i> . 🔊 This word is <i>trash</i> . Together: <i>trash, t-r-a-s-h, trash</i> . <i>Trash</i> is all the things we throw away when we are finished using them. We throw trash away because it is dirty. What kinds of things do we throw in the garbage bin?
5. raw	Point to <i>raw</i> . 🔊 This word is <i>raw</i> . Together: <i>raw, r-a-w, raw</i> . When something is <i>raw</i> , it has not been cooked. Meat is raw before we cook them. Eggs are raw before we cook them. What else is raw?
6. spread	Point to <i>spread</i> . 🔊 This word is <i>spread</i> . Together: <i>spread, s-p-r-e-a-d, spread</i> . When we <i>spread</i> something, we make it go from one place to another. For example, we can spread germs by touching things, sneezing, or coughing. What can we do to stop the spread of germs?



Let's Read page 59

READING COMPREHENSION

20 MIN.

🔊 Now we will read a new text called "Staying Clean, Staying Healthy." Please turn to page 59 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

▶ **Nonfiction text tells us true information about something. Nonfiction texts have a main idea—what the text is mostly about—that is supported with true facts.**

▶ **We can better understand what we read by answering Right There Questions and Think and Search Questions. We can also make Author and Me Inferences. When you make an Author and Me Inference, you figure something out that the author did not directly tell you. For example, if I read that a person goes to the bedroom, I can make an inference that the character is inside a home. I can figure this out even if the story does not directly tell me that the person is inside a home. Let's read the text and answer questions and make inferences.**

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: What happens when you get germs inside your body?** (You can get sick.)
- ▶ **2. Think and Search Question: When should you wash your hands?** (after touching raw meat and trash, using the toilet, touching animals; and before cooking, eating, or drinking water; when you're around someone who is sick)
- ▶ **3. Author and Me Inference: What should you do after you cough or sneeze into your hands?** (Wash your hands.)
- ▶ **4. The author used facts to explain ways that we can stay healthy. What are some of those ways?** (We can stay healthy by washing our hands, taking out the trash, eating clean food, and drinking clean water.)
- ▶ **5. What is the main idea of the text?** (Staying clean makes you stay healthy.)

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

Week 20 Word Lists

Spelling Words

1. eating	6. head
2. drinking	7. bread
3. cooking	8. ready
4. playing	9. heavy
5. taking	10. healthy

Written Vocabulary and Sight Words

11. clean	14. trash
12. dirty	15. raw
13. germs	16. spread

52 Read Liberia Activity Book 2

Student Activity Book
page 52

OBJECTIVES

Students will be able to:

- Read words with the *-ing* ending that have a silent e
- Demonstrate understanding of the vocabulary words *beach, fresh air, relax, waves, surfing, trash*
- Listen to and comprehend “Living Near the Beach”
- Use a Story Map to write a class story

LEARNING RESOURCES

Let's Read

Student copybooks

Student Activity Book

<u>-ing words with silent e</u>	
take	leave
taking	leaving
use	give
using	giving
make	like
making	liking
leave	chase
leaving	chasing
	live
	living

INTRODUCTION

1 MIN.

🔊 Today we will read some more words with the *-ing* ending. We will learn some new vocabulary words, and I will read a new story to you. Then we will use a Story Map to write a class story.

PHONICS AND WORD STUDY

10 MIN.

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

<p>🔊 Yesterday we learned about words ending in <i>-ing</i>. Today we are going to learn about adding <i>-ing</i> to words that end in silent e. When we add <i>-ing</i> to a base word with silent e, we first take away the e, and then add <i>-ing</i>.</p> <p>Point to <i>take</i>. Underline <u>e</u>. 🔊 Here I see silent e at the end of the base word <i>take</i>. Before I add <i>-ing</i>, I first take away the e. (Point to <i>taking</i>.) The new word is <i>taking</i>.</p> <p>Repeat with <i>use/using</i>.</p>	<p>🔊 Let's do it together.</p> <p>Point to <i>use</i>. 🔊 What is the base word? <i>use</i>. (Point under e.) What letter do we see here? Silent e.</p> <p>🔊 How do we change <i>use</i> to <i>using</i>? Take away the e and add <i>-ing</i>.</p> <p>Point to <i>using</i>. 🔊 Let's read the new word together: <i>using</i>.</p> <p>Repeat with <i>making</i> and <i>leaving</i>.</p>	<p>🔊 Now it's your turn.</p> <p>Point to <i>leave</i>. 🔊 What is the base word? <i>leave</i>. (Point under e at the end.) What letter do you see here? (silent e)</p> <p>🔊 How do you change <i>leave</i> to <i>leaving</i>? (take away the e and add <i>-ing</i>)</p> <p>🔊 Read the new word. (<i>leaving</i>)</p> <p>Repeat with the remaining words.</p>
<p>Time permitting, have students turn to “Staying Clean, Staying Healthy” on page 59 in <i>Let's Read</i> and find words with the <i>-ing</i> endings in the text (e.g., <i>staying, getting, taking, cooking, drinking</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. beach	🔊 Beach. A beach is a sandy place of land next to the ocean. We go to the beach when we want to swim in the ocean. Sometimes we pick up shells on the beach. Let's pretend that we are picking up shells on the beach. (Do the motions.)
2. fresh air	🔊 Fresh air. We go to the beach to get some fresh air. The air that blows from the ocean is fresh and clean. It is nice to go by the ocean and breathe in the fresh air. Let's pretend that we are at the ocean breathing in the fresh air.
3. relax	🔊 Relax. To relax means to be calm and not worry. It means to rest and put away your troubles. One place we can go to relax is at the beach. How do you relax? Make a sentence with relax for us.
4. waves	🔊 Waves. The water in the ocean comes up on to the beach in waves and makes a relaxing sound. Waves can change from high waves to low waves. Use your arm to move up and down like waves. (Do the motions.)
5. surfing	🔊 Surfing. To go surfing is to ride waves as they come to the beach. You can go surfing by standing or riding on a board or just by lying on the waves with your body. Let's pretend we are standing on a board and surfing on the waves. (Do the motions.)
6. trash	🔊 Trash. Trash is all the things we throw away when we are finished using them. We throw trash away because it is dirty. What kinds of things do we throw in the garbage bin? (Help individuals respond in well-formed sentences using trash.)

READ-ALOUD

13 MIN.

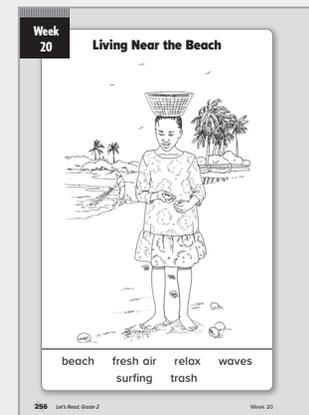
🔊 Now I'm going to read to you a new story called "Living Near the Beach." Please turn to page 256 in *Let's Read*.

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 story will be about.



Let's Read page 256

FEATURES OF TEXT

Remember that we can better understand what we read by answering **Right There Questions** and **Think and Search Questions**. We can also make **Author and Me Inferences** to better understand a text. When you make an **Author and Me Inference**, you figure something out about the story that the author did not directly tell you. Today’s story is about living near the beach. As I read the story, listen to find the main idea and facts that support the main idea. Then we’ll answer questions and make inferences.

DURING READING

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

Living Near the Beach
by Ruby T. Martin

Liberia has many beautiful golden, sandy beaches. People who live near these beaches have lots of things to enjoy. Akeelah and her mother live near one of these beaches. They love the fresh air and the sunshine. Akeelah’s grandmother catches fish from the lagoon. Akeelah collects seashells from the beach and sells them to pay her school fees. After school, Akeelah and her friends often go for a walk or play football on the beach. When the waves are low, they go swimming. When the waves are high, they watch the surfers surfing. The beach helps them relax and forget about their worries. Sometimes people leave trash on the beach. Akeelah and her friends always pick up the trash and throw it in the garbage bin. They want to keep their beach clean and beautiful so that everyone can enjoy its benefits. The beach is a wonderful place for fresh air and exercise.

AFTER READING

CHECK PREDICTIONS

Discuss the students’ predictions. Which ones matched the story?

COMPREHENSION QUESTIONS

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

1. **Right There Question: Why does Akeelah collect seashells from the beach and sell them?** (to pay for her school fees)
2. **Think and Search Question: What do Akeelah and her friends do at the beach?** (They go for a walk or play football on the beach. They go swimming. They watch the surfers surfing. They pick up the trash and throw it in the garbage bin.)
3. **Author and Me Inference: Why do Akeelah and her friends only swim when the waves are low?** (It is safer/easier to swim in low waves than in high waves.)
4. **What facts—supporting details—does the author use to explain why people enjoy living on or near the beach? Think about what Akeelah,**

her grandmother, and Akeelah’s friends enjoy about the beach. (People like the fresh air and sunshine. They enjoy fishing in the lagoon. They can collect and sell seashells. People can walk, play, swim, and surf at the beach. The beach helps people relax and forget about their worries.)

5. **What is the main idea of the text?** (People enjoy the beach for many reasons.)

SHARED WRITING

15 MIN.

Tape the “Yes, Ma’am/Yes, Sir” chant from Week 19 (as shown at the right) on the wall.

🔊 **Let’s review our chant. Stand up.** Say the chant one line at a time. Have students repeat each line after you. Make motions for *time* and *problem*.

🔊 Draw a blank Story Map as shown at the right on the board. **We are going to begin writing a new story today. I have an idea for a story we could write together. First, we need a problem.** Write the problem on the Story Map: *A bird is searching everywhere for water but cannot find it. When he does find water, it is in a pot that is half full, and he cannot reach the water to drink it.* Draw a picture of a bird next to a half-full pot of water. **Who is the character in the story?** Call on a student to answer. **A bird.** Write *a bird* in the *Character* box on the Story Map.

🔊 **Now, here’s a solution to the problem. The water rises to the top of the pot, so the bird is able to drink.** Write the solution on the Story Map. Draw a pot of water with stones up to the top of the pot.

🔊 **How did the water rise to the top?** Call on 1–2 students to guess the answer. **We will talk about the answers the next time we write.**

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:
Solution:
Lesson:

Title:
Character: a bird
Setting:
Problem: A bird is searching everywhere for water but cannot find it. When he does find it, it is in a pot that is half full, and he cannot reach the water to drink it.
Event 1:
Event 2:
Event 3:
Solution: The water rises to the top of the pot, so the bird is able to drink.
Lesson:

Save the “Yes, Ma’am/Yes, Sir” chant and the Story Map for Shared Writing, Week 20, Day 4.

 **HOMework**

Have students complete page 53 in the *Student Activity Book* and read “Staying Clean, Staying Healthy” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

Week 20 Day 2 Homework

Directions: Match the base word on the left to its -ing form on the right.

1. make	joking
2. step	growing
3. clean	hugging
4. joke	stepping
5. grow	making
6. wash	cleaning
7. hug	patting
8. pat	washing
9. shine	using
10. use	shining

Directions: Write a sentence using one of the words.

Read & Write, Grade 2 53

Student Activity Book
page 53

OBJECTIVES

Students will be able to:

- Read and spell words with *ea* as /ē/ and *ea* as /ě/
- Demonstrate understanding of and spell the vocabulary/ sight words *clean, dirty, germs, trash, raw, spread*
- Read and comprehend “Staying Clean, Staying Healthy”

LEARNING RESOURCES

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

ea ea

clean	head
healthy	dead
meat	ready
bread	heavy
eat	spread
head	

INTRODUCTION

1 MIN.

👂 Today we will read and spell words with the letters *ea*. We will also review our vocabulary words and read “Staying Clean, Staying Healthy” together again.

PHONICS AND WORD STUDY

10 MIN.

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

<p>Point in turn under <i>ea, ea</i>. 👂 We learned that the vowel team <i>ea</i> makes the sound /ē/. Today we will learn a new sound for the vowel team <i>ea</i>. In some words <i>ea</i> together make the sound /ě/.</p> <p>Point to <i>clean</i>. Underline <u>ea</u>. 👂 Here I see the vowel team <i>ea</i>. In this word, the vowel team <i>ea</i> makes the sound /ē/. The word is /k/-/l/-/ē/-/n/, <i>clean</i>.</p> <p>Point to <i>healthy</i>. Underline <u>ea</u>. 👂 Here I see a vowel team <i>ea</i>. In this word, the vowel team <i>ea</i> makes the sound /ě/. The word is /h/-/ě/-/l/-/th/-/ē/, <i>healthy</i>.</p> <p>Repeat with <i>meat</i> and <i>bread</i>.</p>	<p>👂 Let's do it together.</p> <p>Point in turn under <i>ea, ea</i>. 👂 Say the sounds with me: /ē/, /ě/.</p> <p>Point to <i>meat</i>. Point under <i>ea</i>. 👂 What letters do we see here? <i>ea</i>.</p> <p>👂 In this word, what sound does <i>ea</i> make? /ē/.</p> <p>👂 Let's read the whole word together: /m/-/ē/-/t/, <i>meat</i>.</p> <p>Point to <i>bread</i>. Point under <i>ea</i>. 👂 What letters do we see here? <i>ea</i>.</p> <p>👂 In this word, what sound does <i>ea</i> make? /ě/.</p> <p>👂 Let's read the whole word together: /b/-/r/-/ě/-/d/, <i>bread</i>.</p> <p>Repeat with <i>eat</i> and <i>head</i>.</p>	<p>👂 Now it's your turn.</p> <p>Point in turn under <i>ea, ea</i>. 👂 Say the sounds. (/ē/, /ě/)</p> <p>Point to <i>head</i>. Point under <i>ea</i>. 👂 What letters do you see here? (<i>ea</i>)</p> <p>👂 What sound does <i>ea</i> make in this word? (/ě/)</p> <p>👂 Read the whole word. (/h/-/ě/-/d/, <i>head</i>)</p> <p>Tell the students that <i>ea</i> makes the sound /ě/ in all of the remaining words. 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 vowel team <i>ea</i> that make the short /ĕ/ sound. Watch and listen.</p> <p>🔊 The word is <i>ready</i>. I hear 4 sounds: /r/-/ĕ/-/d/-/ĕ/.</p> <p>🔊 The first sound is /r/. (Write <i>r</i>.) The next sound is /ĕ/. I know this word spells the short /ĕ/ sound with the vowel team <i>ea</i>. (Write <i>ea</i>.) The third sound is /d/. (Write <i>d</i>.) The last sound is /ĕ/. The letter <i>y</i> makes the /ĕ/ sound at the end of a word. (Write <i>y</i>.)</p> <p>Move your finger under the letters as you say the letter names:</p> <p>🔊 <i>r-e-a-d-y, ready.</i></p> <p>Erase the word.</p>	<p>🔊 Let's spell some words with the vowel team <i>ea</i>. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</p> <p>🔊 The first word is <i>ready</i>. What sounds do we hear? /r/-/ĕ/-/d/-/ĕ/. And we know that the vowel team <i>ea</i> in this word sounds like short /ĕ/.</p> <p>🔊 Let's write it: /r/ (write <i>r</i>), /ĕ/—and we know that it is spelled <i>ea</i> in this word (write <i>ea</i>), /d/ (write <i>d</i>), /ĕ/—and we know that it is spelled with <i>y</i> in this word (write <i>y</i>). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>r-e-a-d-y, ready.</i></p> <p>Repeat with <i>head</i> and <i>bread</i>.</p> <p>Erase the words.</p>	<p>🔊 Now it's your turn. I will say a word with the vowel team <i>ea</i> that makes the short /ĕ/ sound. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time: <i>bread, heavy, and healthy.</i></p> <p>Move around the room and randomly check students' work as they write.</p> <p>Have students spell each word aloud using the letter names.</p>

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

1. clean
2. dirty
3. germs
4. trash
5. raw
6. spread

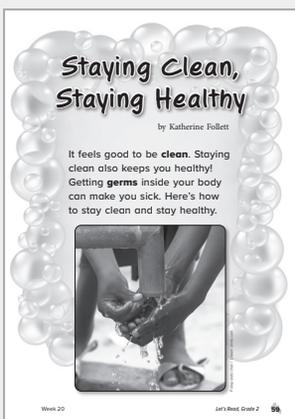
WRITTEN VOCABULARY / SIGHT WORDS

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. clean	Point to <i>clean</i> . 🔊 Read the word: (<i>clean</i>). When something is clean , it doesn't have any dirt on it. We can stay clean by washing our hands. Let's pretend to wash our hands.
2. dirty	Point to <i>dirty</i> . 🔊 Read the word: (<i>dirty</i>). Dirty means not clean. For example, trash is not clean. Trash is dirty. We throw trash away because trash is dirty. What other things are dirty?
3. germs	Point to <i>germs</i> . 🔊 Read the word: (<i>germs</i>). Germs are tiny living things that can make us sick. When we are sick, we have germs inside us. When we are sick, we can give germs to others by sneezing and coughing. You should cover your mouth with your elbow when you cough or sneeze. Let's cover our mouths like we have to sneeze. (Do the motions.)
4. trash	Point to <i>trash</i> . 🔊 Read the word: (<i>trash</i>). Trash is all the things we throw away when we are finished using them. We throw trash away because it is dirty. What kinds of things do we throw in the garbage bin?
5. raw	Point to <i>raw</i> . 🔊 Read the word: (<i>raw</i>). When something is raw , it has not been cooked. Meat is raw before we cook it. Eggs are raw before we cook them. What else is raw? (Help individuals respond in well-formed sentences using <i>raw</i> .)
6. spread	Point to <i>spread</i> . 🔊 Read the word: (<i>spread</i>). When we spread something, we make it go from one place to another. For example, we can spread germs by touching things, sneezing, or coughing. What can we do to stop the spread of germs?



Let's Read page 59

READING COMPREHENSION

20 MIN.

🔊 Now we will read "Staying Clean, Staying Healthy" again. Please turn to page 59 in *Let's Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

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

FEATURES OF TEXT

- ▶ **Remember that this text is nonfiction. What does nonfiction text tell us?** (true information about 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 can we do to better understand what we read?** (answer Right There Questions and Think and Search Questions; make Author and Me Inferences) **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.) **What is an Author and Me Inference?** (when you figure something out about the story that the author did not directly tell you) **Let's read the text again to find the main idea and facts, then answer questions and make inferences.**

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: What happens when you get germs inside your body?** (You can get sick.)
2. **Think and Search Question: When should you wash your hands?** (after touching raw meat and trash, using the toilet, touching animals; and before cooking, eating, or drinking water; when you're around someone who is sick)
3. **Author and Me Inference: What should you do after you cough or sneeze into your hands?** (Wash your hands.)
4. **The author used facts to explain ways that we can stay healthy. What are some of those ways?** (We can stay healthy by washing our hands, taking out the trash, eating clean food, and drinking clean water.)
5. **What is the main idea of the text?** (Staying clean makes you stay healthy.)
6. **What kinds of things do you do every day to stay clean and healthy?** (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 52 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 20 Word Lists

Spelling Words

1. eating	6. head
2. drinking	7. bread
3. cooking	8. ready
4. playing	9. heavy
5. taking	10. healthy

Written Vocabulary and Sight Words

11. clean	14. trash
12. dirty	15. raw
13. germs	16. spread

52 Read Liberia Activity Book 2

Student Activity Book
page 52

OBJECTIVES

Students will be able to:

- Review words with contractions *n't*, *'s*, *'re*
- Read fluently “Staying Clean, Staying Healthy”
- Listen to and comprehend “Living Near the Beach”
- Use a Story Map to write a class story

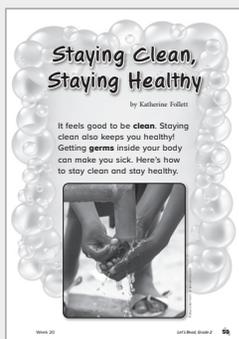
LEARNING RESOURCES

 *Let's Read*

 Student copybooks

n't 's 're

it is	here is
it's	here's
you are	they are
you're	they're
here is	do not
here's	don't
	who is
	who's



Let's Read page 59

INTRODUCTION

1 MIN.

👂 Today we will review some words with contractions. You will read with your partner. I will read “Living Near the Beach” to you again. Then we will continue using a Story Map to write our class story.

PHONICS AND WORD STUDY

10 MIN.

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

		
<p>Point in turn to <i>n't</i>, <i>'s</i>, and <i>'re</i>. 👂 We learned about the contraction <i>n't</i>. Today we will learn about <i>'s</i>, and <i>'re</i>. Remember that a contraction is a shorter way to write or say two words.</p> <p>Point to <i>it is</i>. 👂 These words are <i>it</i> and <i>is</i>.</p> <p>Point to <i>it's</i>. Underline <i>'s</i>. 👂 Here I see an apostrophe and the letter <i>s</i>. Here the apostrophe shows that we have shortened the word <i>is</i>. We have also taken away the space between <i>it</i> and <i>is</i> and made them one word. The new word is <i>it's</i>. <i>It's</i> is a shorter way to say <i>it is</i>.</p> <p>Repeat with <i>you are</i> and <i>you're</i>.</p>	<p>👂 Let's do it together.</p> <p>Point to <i>you are</i>.</p> <p>👂 Read these words with me: <i>you, are</i>.</p> <p>Point to <i>you're</i>. Point under <i>'re</i>. 👂 What do we see here? An apostrophe and the letters <i>re</i>. What word have we shortened with the apostrophe? <i>are</i>. Read the new word with me: <i>you're</i>.</p> <p>👂 <i>You're</i> is a shorter way to say what? <i>You are</i>.</p> <p>Repeat with <i>here is</i> and <i>here's</i>.</p>	<p>👂 Now it's your turn.</p> <p>Point to <i>here is</i>.</p> <p>👂 Read these words. (<i>here, is</i>)</p> <p>Point to <i>here's</i>. Point under <i>'s</i>. 👂 What do you see here? (an apostrophe and the letter <i>s</i>) What word have we shortened with the apostrophe? (<i>is</i>) Read the new word. (<i>here's</i>) Here's is a shorter way to say what? (<i>here is</i>)</p> <p>Repeat with the remaining words.</p>
<p>Time permitting, have students turn to “Staying Clean, Staying Healthy” on page 59 in <i>Let's Read</i> and find words with contractions (e.g., <i>here's</i>, <i>you're</i>, <i>shouldn't</i>, <i>aren't</i>, <i>it's</i>, <i>don't</i>, <i>who's</i>). Write the words on the board as they find them. Note: the apostrophe in <i>people's</i> is a possessive and not a contraction.</p>		

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



READING FLUENCY PRACTICE

12 MIN.

Now you will read the text “Staying Clean, Staying Healthy” with your partner. Please turn to page 59 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 story “Living Near the Beach” again. Please turn to page 256 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., *beach, fresh air, relax, waves, surfing, trash*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

FEATURES OF TEXT

What can we do to better understand what we read? (answer Right There Questions and Think and Search Questions; make Author and Me Inferences) **Today’s text is about living near the beach. Let’s listen to the text again to find the main idea and facts, then answer questions and make inferences.**

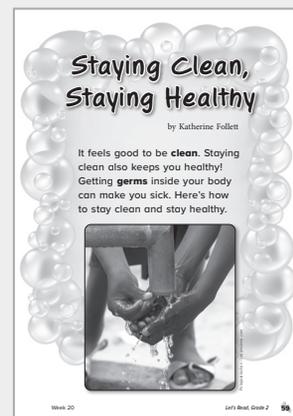
DURING READING

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

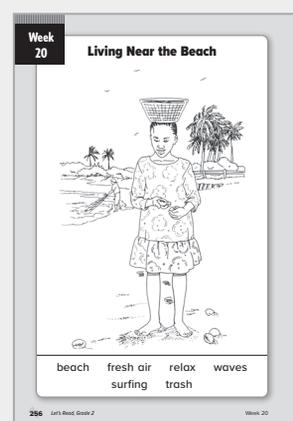
Living Near the Beach by Ruby T. Martin

Liberia has many beautiful golden, sandy beaches. People who live near these beaches have lots of things to enjoy. Akeelah and her mother live near one of these beaches. They love the fresh air and the sunshine. Akeelah’s grandmother catches fish from the lagoon. Akeelah collects seashells from the beach and sells them to pay her school fees. After school, Akeelah and her friends often go for a walk or play football on the beach. When the waves are low, they go swimming. When the waves are high, they watch the surfers surfing. The beach helps them relax and forget about their worries. Sometimes people leave trash on the beach. Akeelah and her friends always pick up the trash and throw it in the garbage bin. They want to keep their beach clean and beautiful so that everyone can enjoy its benefits. The beach is a wonderful place for fresh air and exercise.

Week 20 • Day 4



Let’s Read page 59



Let’s Read page 256



AFTER READING

COMPREHENSION QUESTIONS

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

1. **Right There Question: Why does Akeelah collect seashells from the beach and sell them?** (to pay for her school fees)
2. **Think and Search Question: What do Akeelah and her friends do at the beach?** (They go for a walk or play football on the beach. They go swimming. They watch the surfers surfing. They pick up the trash and throw it in the garbage bin.)
3. **Author and Me Inference: Why do Akeelah and her friends only swim when the waves are low?** (It is safer/easier to swim in low waves than in high waves.)
4. **What facts—supporting details—does the author use to explain why people enjoy living on or near the beach? Think about what Akeelah, her grandmother, and Akeelah’s friends enjoy about the beach.** (People like the fresh air and sunshine. They enjoy fishing in the lagoon. They can collect and sell seashells. People can walk, play, swim, and surf at the beach. The beach helps people relax and forget about their worries.)
5. **What is the main idea of the text?** (People enjoy the beach for many reasons.)
6. **Do you like to go to the beach? Why or why not?** (Answers will vary.)

SHARED WRITING

15 MIN.

Tape the “Yes, Ma’am/Yes, Sir” chant from Week 19 (as shown at the right) on the board.

Let’s say the “Yes, Ma’am/Yes, Sir” chant again. Remember, chants help us learn the words we need to know so that we can write. Stand up. Say the chant one line at a time. Have students repeat each line after you. Make motions for words like tapping left wrist for *time* and shrugging shoulders while lifting palms up for *problem*. Have students repeat the motions.

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.

Tape the Story Map that you started on Day 2 (shown below) on the board or on the wall.

Title:
Character: a bird
Setting:
Problem: A bird is searching everywhere for water but cannot find it. When he does find it, it is in a pot that is half full, and he cannot reach the water to drink it.
Event 1:
Event 2:
Event 3:
Solution: The water rises to the top of the pot, so the bird is able to drink.
Lesson:

Today we will continue writing our story together. Let’s review the problem. Point to the problem on the Story Map. **A bird is searching everywhere for water but cannot find it. When he does find it, it is in a pot that is half full, and he cannot reach the water to drink it.**

Who is the character in the story? Call on 1 student to answer. **Yes, a bird.**

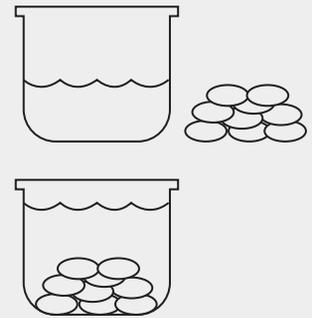
What is the solution to the problem? Call on 2–3 students. Point to the solution on the Story Map. **The water rises to the top of the pot, so the bird is able to drink.**

Now that we have the character, a problem, and a solution, we can write the plot, or what happens in the story. What do you think happens first? How can the bird get the water in the pot to rise higher? Call on 1–2 students to guess. If they need help, draw a picture of small stones next to the half-full pot of water. Next to the picture, write: *The bird sees stones next to the half-full pot of water.*

What do you think happens next? Call on 1–2 students to answer. If they need help guessing, help them by drawing a picture of a bird with a stone in its beak. Next to the picture, write: *The bird picks up stones in its beak one by one and places them in the water pot.*

What do you think happens after that? Call on 1–2 students to answer. If they need help, draw a bird next to the pot that is now full of stones. The water is to the top of the pot. Next to the picture, write: *Now the pot is full of stones, and the water rises to the top of the pot. The bird solved the problem. The bird put stones in the pot to make the water rise so that the bird could drink.*

Next week we will continue writing our story.



Title:
Character: a bird
Setting:
Problem: A bird is searching everywhere for water but cannot find it. When he does find it, it is in a pot that is half full, and he cannot reach the water to drink it.
Event 1: The bird sees stones next to the half-full pot of water.
Event 2: The bird picks up the stones in its beak one by one and places them in the water pot.
Event 3: Now the pot is full of stones, and the water rises to the top of the pot.
Solution: The water rises to the top of the pot, so the bird is able to drink.
Lesson:

Save the “Yes, Ma’am/Yes, Sir” chant and Story Map for Shared Writing, Week 21, Day 2.

HOMEWORK

Have students complete page 54 in the *Student Activity Book* and read “Staying Clean, Staying Healthy” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

Week 20 Day 4 Homework

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

- There was a _____ bug on the desk.
(die, dead)
- He held his _____ and jumped in the sea.
(breath, blink)
- The hot sun made us _____.
(sweet, sweat)
- Mom will _____ out the oranges on the bench.
(spell, spread)
- She needs green _____ for her dress.
(three, thread)
- Put your shoes on and be _____ to go.
(ready, heavy)

Directions: Write a sentence using the word head. Draw a picture to go with your sentence.

54 Read Liberia Activity, Grade 2

Student Activity Book
page 54

Week
20

Day
5

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.

First, write these words in your copybook.

1. *eating*, 2. *drinking*, 3. *cooking*, 4. *playing*, 5. *taking*, 6. *clean*, 7. *dirty*, 8. *germs*, 9. *trash*, 10. *raw*, 11. *spread*, 12. *head*, 13. *bread*, 14. *ready*, 15. *heavy*

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 “Staying Clean, Staying Healthy” on page 59 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 “Catch a Liberian Wave” on page 195 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.



Point in turn to *-ing*, *ea*, *'s*, *'re*. **Let's do it together.** **What is the base word?** (*take*). (Point under *e*.) **What letter do we see here? Silent e.** **How do we change *take* to *taking*?** Take away the *e* and add *-ing*. (Point to *taking*.) **Let's read the new word together: *taking*.**

Point to *take*. Underline *e*. **Here I see a silent e at the end of the base word *take*. Before I add *-ing*, I take away the *e*.** (Point to *taking*.) **The new word is *taking*.**

Point to *spread*. Underline *ea*. **Here I see a vowel team *ea*. In this word, the vowel team *ea* makes the sound /ē/. The word is /s/-/p/-/r/-/ē/-/d/, *spread*.**

Point to *who is*. **These words are *it* and *is*.** (Point to *who's*. Underline *'s*.) **Here I see an apostrophe and the letter *s*. Here the apostrophe shows that we have shortened the word *is*. We have also taken away the space between *who* and *is* and made them one word. The new word is *who's*. *Who's* is a shorter way to say *who is*.**



Point to *take*. **What is the base word?** (*take*). (Point under *e*.) **What letter do we see here? Silent e.** **How do we change *take* to *taking*?** Take away the *e* and add *-ing*. (Point to *taking*.) **Let's read the new word together: *taking*.**

Point to *spread*. Point under *ea*. **What letters do we see here? *ea*.** In this word, what sound does *ea* make? /ē/. **Let's read the whole word together: /s/-/p/-/r/-/ē/-/d/, *spread*.**

Point to *who is*. **Read these words with me: *who*, *is*.** (Point to *who's*. Point under *'s*.) **What do we see here? An apostrophe and the letter *s*. What word have we shortened with the apostrophe? *is*. Read the new word with me: *who's*. *Who's* is a shorter way to say what? *Who is*.**

Repeat with *leave*, *leaving*; *healthy*; *you are*, *you're*.



Now it's your turn. Point to *leave*. **What is the base word?** (*leave*) (Point under *e* at the end.) **What letter do you see here? (silent e)** **How do you change *leave* to *leaving*?** (take away the *e* and add *-ing*) **Read the whole word. (*leaving*)**

Point to *healthy*. Point under *ea*. **What letters do you see here? (*ea*)** **What sound does *ea* make in this word? (/ē/)** **Read the whole word. (/h/-/ē/-/l/-/th/-/ē/, *healthy*)**

Point to *you are*. **Read these words. (*you*, *are*)** Point to *you're*. Point under *'re*. **What do you see here? (an apostrophe and the letters *re*)** **What word have we shortened with the apostrophe? (*are*)** **Read the new word. (*you're*)** ***Here's* is a shorter way to say what? (*you are*)**

Repeat with the remaining words.

-ing ea 's 're

take	leave
taking	leaving
spread	healthy
who is	you are
who's	you're
leave	make
leaving	making
healthy	ready
you are	it is
you're	it's

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 “Catch a Liberian Wave” on page 195 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 “Staying Clean, Staying Healthy” on page 59 in *Let’s Read*.

Group C (Needs Additional Support)

Have students work in pairs to re-read “Staying Clean, Staying Healthy” on page 59 in *Let’s Read*. Have them take turns to read the text aloud to each other 3 times and help each other read correctly and fluently. If they finish early, they should re-read any previously seen text in *Let’s Read*.

HOMEWORK

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