

Week 22 Lesson Planner

| | Monday (Day 1) pages 62–65 | Tuesday (Day 2) pages 66–69 | Wednesday (Day 3) pages 70–73 | Thursday (Day 4) pages 74–77 | Friday (Day 5) pages 78–80 |
|---|---|---|---|--|---|
| Phonics and Word Study | Read words with <i>oi/oy</i> . | Read words with past tense <i>-ed</i> endings pronounced /d/. | Read words with past tense <i>-ed</i> endings pronounced /t/. | Read words with <i>-ed</i> past tense endings pronounced /d/, /t/, and /əd/. | <ul style="list-style-type: none"> • Quiz • Differentiated review |
| Spelling | <i>boy, oil, enjoy, point</i> | | <i>played, called, named, lived, asked, worked</i> | | |
| Written Vocabulary/ Sight Words | <i>give up, rag, join, team, manager, continue</i> | | <i>give up, rag, join, team, manager, continue</i> | | |
| Reading Comprehension | “Football Star and President, George Weah” | | “Football Star and President, George Weah” | | Differentiated review |
| Reading Fluency Practice | | | | Pairs: “Football Star and President, George Weah” | Differentiated review |
| Oral Vocabulary | | <i>half, match, fame, famous, humble, mourn, hero</i> | | | |
| Read-Aloud | | “Wanibo Toe” | | “Wanibo Toe” | |
| Shared Writing | | Use a Story Map to write a story. | | Use a Story Map to write a story. | |
| Homework | Write spelling and sight words 3 times in copybooks. | <ul style="list-style-type: none"> • Page 59 in <i>Student Activity Book</i> • “Football Star and President, George Weah” | Write spelling and sight words 3 times in copybooks. | <ul style="list-style-type: none"> • Page 60 in <i>Student Activity Book</i> • “Football Star and President, George Weah” • Study for quiz. | Re-read “Football Star and President, George Weah.” |
| 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 “Football Star and President, George Weah.” • Group B (Exceeds Expectations): Work in pairs to read “A Good Laugh for Papee” 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 “A Good Laugh for Papee” or any supplementary reader. • Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “Football Star and President, George Weah.” • Group C (Needs Additional Support): Work in pairs to re-read “Football Star and President, George Weah.” | | | | |

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 • Listen to a biographical text • Read a biographical 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 *oi/oy*
- Demonstrate understanding of and spell the vocabulary/ sight words *give up, rag, join, team, manager, continue*
- Read and comprehend “Football Star and President, George Weah”

LEARNING RESOURCES

Student copybooks

Let's Read

Student Activity Book

oi oy

| | |
|-------|--------|
| boil | noise |
| toy | join |
| joy | coil |
| noise | employ |
| | spoil |

INTRODUCTION

1 MIN.

🔊 Today we will read and spell words with *oi/oy*. We will also learn some new vocabulary words and read a new text together.

PHONICS AND WORD STUDY

10 MIN.

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

| | | |
|--|--|--|
| | | |
| <p>Point in turn to <i>oi</i> and <i>oy</i>. 🔊 Now we will learn about the letters <i>oi</i> and <i>oy</i>. When the letters <i>o</i> and <i>i</i> come together, they make the sound /oi/. When the letters <i>o</i> and <i>y</i> come together, they also make the sound /oi/. We usually use <i>oi</i> in the middle of words and <i>oy</i> at the end of words.</p> <p>Point to <i>boil</i>. Underline <i>oi</i>. 🔊 Here I see the letters <i>oi</i> together in the middle of the word. Together the letters <i>oi</i> make the sound /oi/. The word is /b/-/oi/-/l/, <i>boil</i>.</p> <p>Repeat with <i>toy</i>.</p> | <p>🔊 Let's do it together.</p> <p>Point to <i>toy</i>. Point under <i>oy</i>. 🔊 What letters do we see here? <i>oy</i>.</p> <p>🔊 What sound do the letters <i>oy</i> make together? /oi/.</p> <p>🔊 Let's read the whole word together: /t/-/oi/, <i>toy</i>.</p> <p>Repeat with <i>joy</i> and <i>noise</i>. For <i>noise</i>, tell students that the <i>s</i> makes the sound /z/ in this word, and the <i>e</i> is silent.</p> | <p>🔊 Now it's your turn.</p> <p>Point to <i>noise</i>. Point under <i>oi</i>. 🔊 What letters do you see here? (<i>oi</i>)</p> <p>🔊 What sound do they make together? (/oi/)</p> <p>🔊 Read the whole word. (/n/-/oi/-/z/, <i>noise</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>oi</i> and <i>oy</i>. These letters make the same sound, /oi/. Watch and listen.</p> <p>🔊 The word is <i>boy</i>. I hear 2 sounds: /b-/oi/.</p> <p>🔊 The first sound is /b/. (Write <i>b</i>.) The next sound is /oi/. When the last sound in a word is /oi/, it is spelled with <i>oy</i>. (Write <i>oy</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>b-o-y, boy</i>.</p> <p>🔊 The word is <i>oil</i>. I hear 2 sounds: /oi-/l/. (Write <i>l</i>.)</p> <p>🔊 The first sound is /oi/. (Write <i>oi</i>.) When the sound is not the last sound in the word, it is spelled with <i>oi</i>. The last sound in the word is /l/. (Write <i>l</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>o-i-l, oil</i>.</p> <p>Erase the words.</p> | <p>🔊 Let's spell some words with the /oi/ sound 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>boy</i>. What sounds do we hear? /b-/oi/. And we know it ends with what? It ends with <i>oy</i> because the /oi/ sound is at the end of the word.</p> <p>🔊 Let's write it: /b/ (write <i>b</i>), /oi/ (write <i>oy</i>). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>b-o-y, boy</i>.</p> <p>Repeat with <i>oil, enjoy, and point</i>.</p> <p>Erase the words.</p> | <p>🔊 Now it's your turn. I will say a word with the /oi/ sound. Listen to each sound. Then write the letter or letters for each sound in your copybooks.</p> <p>Dictate these words: <i>enjoy</i> and <i>point</i>. (Remind the students that how the word is spelled depends on where in the word the sound /oi/ is.)</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. give up
2. rag
3. join
4. team
5. manager
6. continue

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. give up | Point to <i>give up</i> . 🔊 These words are <i>give up</i> . Let's read and spell them together: <i>give up, g-i-v-e u-p, give up</i> . To <i>give up</i> is to stop trying to do something. We often say that even when something is hard, don't give up; keep trying. Practice saying with me, "Don't give up; keep trying!" |
| 2. rag | Point to <i>rag</i> . 🔊 This word is <i>rag</i> . Together: <i>rag, r-a-g, rag</i> . A <i>rag</i> is a piece of old cloth. We often use rags for cleaning things. Let's pretend that we have a rag and are cleaning something. (Do the motions.) |
| 3. join | Point to <i>join</i> . 🔊 This word is <i>join</i> . Together: <i>join, j-o-i-n, join</i> . To <i>join</i> means to become a part of something else. For example, when we join a team, we become a part of that team. You can invite a friend to join you in a game. Let's practice inviting our friends to join us, saying "Will you join me?" |
| 4. team | Point to <i>team</i> . 🔊 This word is <i>team</i> . Together: <i>team, t-e-a-m, team</i> . A <i>team</i> is a group of people that come together to work or play a game. For example, in football, two teams, or groups of players, play against each other. Let's stand up and divide ourselves into teams. (Do the motions.) Give your team a name. ... What team are you? |
| 5. manager | Point to <i>manager</i> . 🔊 This word is <i>manager</i> . Together: <i>manager, m-a-n-a-g-e-r, manager</i> . A <i>manager</i> is a person who is a leader at a company or on a team. In sports, the manager is in charge of the team and makes decisions about what the team is going to do. Who is like the manager of our school? (e.g., the principal). What other managers do you know? |
| 6. continue | Point to <i>continue</i> . 🔊 This word is <i>continue</i> . Together: <i>continue, c-o-n-t-i-n-u-e, continue</i> . To <i>continue</i> is to keep doing something. For example, if you are playing a game, you continue playing until the end. You don't stop in the middle of the game. Stand up and march in place. Continue marching until I say stop. (Do the motions.) Continue ... continue ... continue ... stop! |

READING COMPREHENSION

20 MIN.

🔊 Now we will read a new text called "Football Star and President, George Weah." Please turn to page 71 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 text tells us true information about something. Nonfiction that tells us about a real person's life is called a biography. Today's text is a biography about the life of President George Weah. Let's read the text to learn the details about his life.**

DURING READING

- Have the class read the text aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

CHECK PREDICTIONS

Discuss the students' predictions. Which ones matched the text?

COMPREHENSION QUESTIONS

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

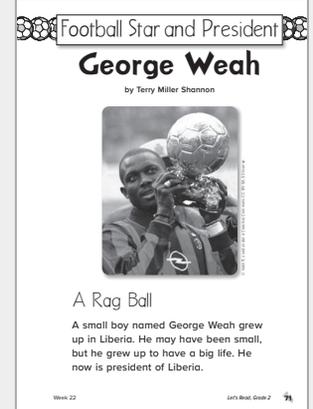
- ▶ **1. What is this text about?** (the life of President George Weah)
- 2. What did George do when he couldn't pay for a ball?** (He coiled up some rags and made a ball.)
- 3. What is the main idea of the text?** (No matter how hard things may be, be like George Weah and never give up.)
- 4. The author used supporting details to say how George Weah helped people. What are some ways he helped people?** (George worked with UNICEF during the civil war. He helped teach people how to stay well. He taught young people how to do different jobs. He used his money to help the football team, Lone Stars, buy the things the team needed.)
- 5. Why didn't George Weah give up when he ran for president the first time and lost?** (In his life, he learned to never give up.)



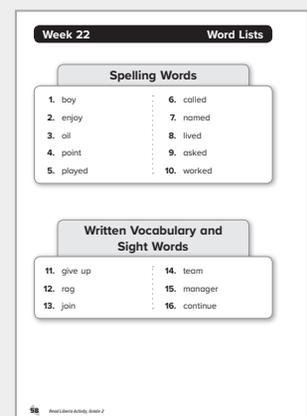
HOMEWORK

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

Week 22 • Day 1



Let's Read page 71



Student Activity Book
page 58

OBJECTIVES

Students will be able to:

- Read words with past tense *-ed* endings pronounced /d/
- Demonstrate understanding of the vocabulary words *half, match, fame/famous, humble, mourn, hero*
- Listen to and comprehend “Wanibo Toe”
- Use a Story Map to write a story

LEARNING RESOURCES

Let's Read

Student copybooks

Student Activity Book

-ed

| | |
|---------|---------|
| played | enjoyed |
| scored | called |
| lived | coiled |
| enjoyed | cleaned |
| | smiled |
| | named |

INTRODUCTION

1 MIN.

🔊 Today we will read some more words with *-ed* endings. We will learn some new vocabulary words, and I will read a new text to you. Then we will write our own stories.

PHONICS AND WORD STUDY

10 MIN.

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

| | | |
|---|---|---|
| <p>🔊 Today we will learn about words with the past tense ending <i>-ed</i>. Past tense means something has already happened. We add <i>-ed</i> to the end of most action words to make the word past tense.</p> <p>Point to <i>played</i>. Underline <i>ed</i>. 🔊 Here I see <i>-ed</i> at the end of the base word <i>play</i>. In this word, the <i>-ed</i> sounds like /d/. The whole word is /p/-/l/-/ā/-/d/, <i>played</i>.</p> <p>Repeat with <i>scored</i>. Tell the students that, just like for <i>-ing</i>, if a word ends in silent e, we take away the e before adding <i>-ed</i>.</p> | <p>🔊 Let's do it together.</p> <p>Point to <i>scored</i>. Point under <i>ed</i>. 🔊 What letters do we see here? <i>ed</i>. What is the base word? <i>score</i>.</p> <p>🔊 In this word, what do the letters <i>-ed</i> say? /d/.</p> <p>🔊 Let's read the whole word together: /s/-/k/-/or/-/d/, <i>scored</i>.</p> <p>Repeat with <i>lived</i> and <i>enjoyed</i>.</p> | <p>🔊 Now it's your turn.</p> <p>Point to <i>enjoyed</i>. Point under <i>ed</i>. 🔊 What letters do you see here? (<i>ed</i>) What is the base word? (<i>enjoy</i>)</p> <p>🔊 In this word, what do the letters <i>-ed</i> say? (/d/)</p> <p>🔊 Read the whole word. (/ě/-/n/-/j/-/oi/-/d/, <i>enjoyed</i>)</p> <p>Repeat with the remaining words.</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. half | <p>🔊 Half. A <i>half</i> of something is one of two equal parts. (Draw a circle on the board.) For example, this is a circle. (Draw a line down the middle to divide it in half. Point to one half.) This is half of the circle. The two parts (point) are the same or equal. One part is one half. (Draw additional shapes and call on individuals to draw a line dividing each shape into halves.)</p> |
| 2. match | <p>🔊 Match. A <i>match</i> is a game where two people or teams play against each other. A football game can be called a match. Make a sentence with the word <i>match</i> for us. (e.g., We played in a football match last week.)</p> |
| 3. fame, famous | <p>🔊 Famous. When a person is <i>famous</i>, everyone knows and talks about that person. For example, President George Weah is famous in Liberia. When a person is famous, we say they have <i>fame</i>. Who else do you know who is famous?</p> |
| 4. humble | <p>🔊 Humble. To be <i>humble</i> is to be shy or modest about the good things you do. People who are humble do not talk about themselves or the things they have done. Tell us about someone you know who is humble.</p> |
| 5. mourn | <p>🔊 Mourn. To <i>mourn</i> is to feel sad because you have lost someone who is very important to you. How do people mourn when they lose a family member? (Help individuals respond using <i>mourn</i>.)</p> |
| 6. hero | <p>🔊 Hero. A <i>hero</i> is a person who shows courage or does something special. A hero can be a great football player, a leader of a country, or someone who helps others. Who is a hero to you?</p> |

READ-ALOUD

13 MIN.

🔊 Now I'm going to read to you a new text called "Wanibo Toe." Please turn to page 258 in *Let's Read*.

BEFORE READING

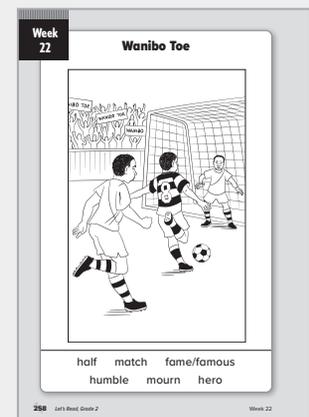
PREVIEW

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

🔊 Remember that nonfiction text tells us true information about something. Nonfiction about a real person's life is called a biography. Yesterday we read the biography "Football Star and President, George Weah." Today's text is a biography about another famous person, Wanibo Toe. Listen to learn the details about Wanibo Toe's life.



Let's Read page 258

DURING READING

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

🔊 **Wanibo Toe**

by Kenneth G. Harding

Everyone knows George Weah, one of the most famous footballers in Liberia. But before Weah, the best footballer was Wanibo Toe. Wanibo Toe started playing football as a child in Ghana. He became a master of dribbling the ball. He later came to Liberia in the 1960s. He played the number eight position for the Mighty Barrolle and then for the Liberian national team, the Lone Stars. Everyone remembers the best game played by Wanibo Toe between the Lone Stars and the Ghana Black Star in 1965. The game was played in Liberia. In the first half of the game, the Lone Stars led the Ghana Black Star by three goals to one. In the second half, the Ghana Black Star scored four goals, making the score five goals to three. Finally, the Lone Stars scored another goal, and the game ended up five goals to four, in favor of Ghana Black Star. Even though Ghana Black Star won the game, Wanibo Toe became the man of the match. Despite his fame and popularity, Wanibo Toe was always easygoing and humble. Sadly, Wanibo Toe died young just two years after his famous match. Thousands of fans mourned the passing of the great football hero.

AFTER READING

CHECK PREDICTIONS

Discuss the students' predictions. Which ones matched the text?

COMPREHENSION QUESTIONS

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

- 🔊 1. **What is this text about?** (Wanibo Toe)
2. **What is the main idea of the text?** (Wanibo Toe was a great football player.)
3. **The author used supporting details to say why the match between the Lone Stars and the Ghana Black Star in 1965 was so important. Why was this game important?** (The game was played in Liberia. At first the Lone Stars were ahead three goals to one. Then the Ghana Black Star scored four goals. The game ended with the Ghana Black Star winning, five goals to four. Even though Ghana Black Star won the game, Wanibo Toe was the man of the match.)
4. **Even though Wanibo Toe was famous, what was he like?** (He was easygoing and humble.)
5. **Why did his fans mourn him?** (He died only two years after his famous match, and he was a great football hero.)

SHARED WRITING

15 MIN.

Draw a blank Story Map as shown at the right on large paper and tape it to the board.

🔊 **This week we will draw and plan a story together. Look at the Story Map. Repeat these words after me: *characters, problem, solution, setting*.** Point to the words as you say them.

🔊 **Copy the blank Story Map in your student copybook. Now we will plan our story together in class. Who will your characters be?** Call on 1–2 students to answer. **We can use a character we already know or create a new one together.** If students need help, talk about possible characters: *sisters, friends, brothers, dogs*. Have students suggest characters, then have the class vote on the characters they would like in the story. **Let’s draw our characters. Write the names of your characters on your Story Map.**

🔊 **Good stories have a problem and a solution. What is a good problem and solution for your story?** Call on 3–4 students to answer. Continue to have students make suggestions and vote. Talk about possible problems and solutions: *sisters fight about who will help mother at the market, a boy cannot find his dog, a friend does not help another friend at school*. Walk around the class to check on students’ work. **Draw the problem and solution. Write the problem and the solution on your Story Map.**

🔊 **Next, let’s think about a setting. What is the setting of a story?** Call on 1–2 students to answer. **The setting is *where* and *when* a story takes place. What will the setting be in your story?** Call on 1–2 students to answer. Choose one of the suggestions. **Now draw a picture of the setting. Write the setting on your Story Map.** Talk about possible settings: *at school, at home, at the market*. Walk around the class to check on students’ work.

🔊 **The next time we write, we will plan the *plot*—the events that happen in the story.** Save the Story Maps for Shared Writing, Day 4.

| |
|-------------|
| Title: |
| Characters: |
| Setting: |
| Problem: |
| Event 1: |
| Event 2: |
| Event 3: |
| Solution: |



HOMEWORK

Have students complete page 59 in the *Student Activity Book* and read “Football Star and President, George Weah” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

Week 22 Day 2 Homework

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

boil, boy, coil, employ, enjoy,
 join, joy, oil, point, spoil, toy

oy

oi

Directions: Choose a word from the box above to complete each sentence.

1. We _____ playing outside at recess.
2. Would you please _____ us for a game of football?

Directions: Fill in the blanks with oy or oi to spell the word correctly. Read the words.

1. s_oi_____

2. b_oi_____

3. n_oi_____se

4. p_oi_____nt

5. j_oi_____

6. j_oi_____

Read Liberia Activity Book 2 59

Student Activity Book
page 59

Week
22

Day
3

OBJECTIVES

Students will be able to:

- Read and spell words with past tense *-ed* endings pronounced /t/
- Demonstrate understanding of and spell the vocabulary/ sight words *give up, rag, join, team, manager, continue*
- Read and comprehend “Football Star and President, George Weah”

LEARNING RESOURCES



Student copybooks



Let's Read



Student Activity Book

-ed

| | |
|--------|--------|
| asked | worked |
| talked | helped |
| worked | passed |
| | cooked |
| | tossed |

INTRODUCTION

1 MIN.

▶ Today we will read and spell more words with the past tense ending *-ed*. We will also review our vocabulary words and read “Football Star and President, George Weah” together again.

PHONICS AND WORD STUDY

10 MIN.

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

| | | |
|--|--|--|
| | | |
| <p>▶ Yesterday we learned about words with the past tense ending <i>-ed</i>. The past tense means that something has already happened. In yesterday's words, the <i>-ed</i> ending made the sound /d/. In today's words, it makes the sound /t/.</p> <p>Point to <i>asked</i>. Underline <u>ed</u>. ▶ Here I see <i>-ed</i> at the end of the base word <i>ask</i>. In this word, the <i>-ed</i> sounds like /t/. The whole word is /ă/-/s/-/k/-/t/, <i>asked</i>.</p> <p>Repeat with <i>talked</i>.</p> | <p>▶ Let's do it together.</p> <p>Point to <i>talked</i>. Point under <i>ed</i>. ▶ What letters do we see here? <i>-ed</i>. What is the base word? <i>talk</i>.</p> <p>▶ In this word, what do the letters <i>-ed</i> say? /t/.</p> <p>▶ Let's read the whole word together: /t/-/ŏk/-/t/, <i>talked</i>.</p> <p>Repeat with <i>worked</i>. Tell students that the letters <i>or</i> make the sound /ŭr/ in this word.</p> | <p>▶ Now it's your turn.</p> <p>Point to <i>worked</i>. Point under <i>ed</i>. ▶ What letters do you see here? (<i>-ed</i>) What is the base word? (<i>work</i>)</p> <p>▶ In this word, what do the letters <i>-ed</i> say? (They say /t/.)</p> <p>▶ Read the whole word. (/w-/ŭr/-/k/-/t/, <i>worked</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 past tense -ed ending. Watch and listen.</p> <p>🔊 The word is <i>played</i>. I hear 4 sounds: /p/-/l/-/ā/-/d/, and I know it ends with the past tense ending -ed.</p> <p>🔊 The first sound is /p/. (Write p.) The next sound is /l/. (Write l.) The third sound is /ā/. (Write a.) Lastly, I hear the /d/. (Write ed.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>p-l-a-y-e-d, played.</i></p> <p>Repeat with <i>asked</i>.</p> <p>Erase the words.</p> | <p>🔊 Let's spell some words with the past tense -ed 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>asked</i>. What sounds do we hear? /ā/-/s/-/k/-/t/. And we know it ends with what? The past tense ending -ed.</p> <p>🔊 Let's write it: /ā/ (write a), /s/ (write s), /k/ (write k). And we know it ends with what? The last sound is /t/ (write ed). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>a-s-k-e-d, asked.</i></p> <p>Repeat with <i>called</i>.</p> <p>Erase the words.</p> | <p>🔊 Now it's your turn. I will say a word with the past tense -ed 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>called, named, lived, and worked.</i></p> <p>Move around the room and randomly check students' work as they write. Remind students that the past tense ending -ed can be pronounced two different ways: /d/ and /t/.</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. give up
2. rag
3. join
4. team
5. manager
6. continue

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. give up | Point to <i>give up</i> . 🔊 Read the words: (<i>give up</i>). To give up is to stop trying to do something. We often say that even when something is hard, don't give up; keep trying. Practice saying with me, "Don't give up; keep trying!" |
| 2. rag | Point to <i>rag</i> . 🔊 Read the word: (<i>rag</i>). A rag is a piece of old cloth. We often use rags for cleaning things. Let's pretend that we have a rag and are cleaning something. (Do the motions.) |
| 3. join | Point to <i>join</i> . 🔊 Read the word: (<i>join</i>). To join means to become a part of something else. For example, when we join a team, we become a part of that team. You can invite a friend to join you in a game. Let's practice inviting our friends to join us, saying "Will you join me?" |
| 4. team | Point to <i>team</i> . 🔊 Read the word: (<i>team</i>). A team is a group of people that come together to work or play a game. For example, in football, two teams, or groups of players, play against each other. Let's stand up and divide ourselves into teams. (Do the motions.) Give your team a name. ... What team are you? |
| 5. manager | Point to <i>manager</i> . 🔊 Read the word: (<i>manager</i>). A manager is a person who is a leader at a company or on a team. In sports, the manager is in charge of the team and makes decisions about what the team is going to do. Who is like the manager of our school? (e.g., the principal). What other managers do you know? |
| 6. continue | Point to <i>continue</i> . 🔊 Read the word: (<i>continue</i>). To continue is to keep doing something. For example, if you are playing a game, you continue playing until the end. You don't stop in the middle of the game. Stand up and march in place. Continue marching until I say stop. (Do the motions.) Continue ... continue ... continue ... stop! |

READING COMPREHENSION

20 MIN.

🔊 Now we will read "Football Star and President, George Weah" again. Please turn to page 71 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 do we call nonfiction text about a real person's life? (a biography) Let's read the text again to remember the details about his life.

DURING READING

- Have the class read the text aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

COMPREHENSION QUESTIONS

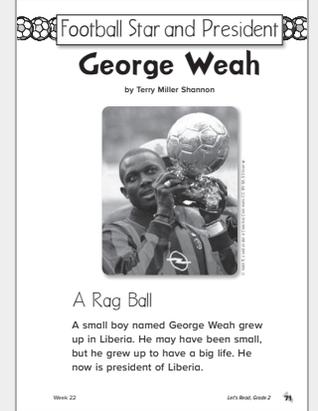
Accept any answer supported by the text. Sample answers are given in parentheses.

1. **What is this text about?** (the life of President George Weah)
2. **What was his childhood like?** (He was poor. His family didn't have money for toys. He made a ball out of rags to play football.)
3. **What is the main idea of the text?** (President George Weah never gave up and became a famous football player and the president of Liberia.)
4. **The author used supporting details to say how George Weah tried to help others. How did he help others?** (He worked for UNICEF during the civil war in Liberia. He helped teach people how to stay well. He taught young people how to do different jobs. He paid for things that the Lone Stars team needed.)
5. **How would you describe the life of President George Weah?** (His life was hard, but he never gave up. He worked hard to be a football star and president of Liberia.)

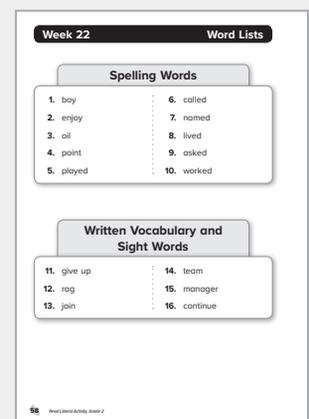


HOMEWORK

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



Let's Read page 71



Student Activity Book page 58

OBJECTIVES

Students will be able to:

- Read words with *-ed* past tense endings pronounced /d/, /t/, and /əd/.
- Read fluently “Football Star and President, George Weah”
- Listen to and comprehend “Wanibo Toe”
- Use a Story Map to write a story

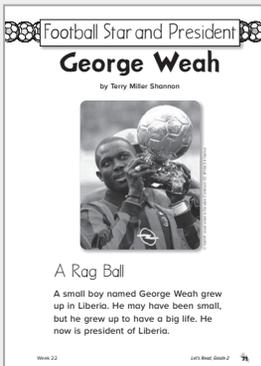
LEARNING RESOURCES

Let's Read

Student copybooks

-ed

| | |
|---------|---------|
| needed | started |
| started | wanted |
| | lived |
| | asked |
| | helped |



Let's Read page 71

INTRODUCTION

1 MIN.

🔊 Today we will read some more words with the *-ed* past tense word ending. You will read “Football Star and President, George Weah” with your partner. I will read “Wanibo Toe” to you again. Then we will continue to write our stories.

PHONICS AND WORD STUDY

10 MIN.

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

| | | |
|--|---|---|
| <p>🔊 This week we are learning about the past tense ending <i>-ed</i>. The <i>-ed</i> ending sometimes makes the sound /d/ and sometimes /t/. The ending <i>-ed</i> can also make the sound /əd/. When the base word ends in the letter <i>t</i> or <i>d</i>, the <i>-ed</i> ending makes the sound /əd/.</p> <p>Point to <i>needed</i>. Underline <i>ed</i>. 🔊 Here I see <i>-ed</i> at the end of the base word <i>need</i>. <i>Need</i> ends in the letter <i>d</i>, so in this word, <i>-ed</i> makes the sound /əd/. The whole word is /n/-/ē/-/d/-/əd/, <i>needed</i>.</p> | <p>🔊 Let's do it together.</p> <p>Point to <i>needed</i>. Point under <i>ed</i>. 🔊 What letters do we see here? <i>ed</i>. What is the base word? <i>need</i>.</p> <p>🔊 What is the last letter in <i>need</i>? <i>d</i>. So in this word, what do the letters <i>-ed</i> say? /əd/.</p> <p>🔊 Let's read the whole word together: /n/-/ē/-/d/-/əd/, <i>needed</i>.</p> <p>Repeat with <i>started</i>.</p> | <p>🔊 Now it's your turn.</p> <p>Point to <i>started</i>. Point under <i>ed</i>. 🔊 What letters do you see here? (<i>ed</i>) What is the base word? (<i>start</i>)</p> <p>🔊 What is the last letter in <i>start</i>? <i>t</i>. So in this word, what do the letters <i>ed</i> say? (/əd/)</p> <p>🔊 Read the whole word. (/s/-/t/-/är/-/t/-/əd/, <i>started</i>)</p> <p>Repeat with the remaining words. For <i>lived</i>, <i>asked</i>, and <i>helped</i>, point out that the base word does not end in <i>t</i> or <i>d</i>. Remind them that <i>-ed</i> makes the sound /d/ in <i>lived</i> and /t/ in <i>asked</i> and <i>helped</i>.</p> |
| <p>Time permitting, have students turn to “Football Star and President, George Weah” on page 71 in <i>Let's Read</i> and find words with the past tense <i>-ed</i> ending in the text (e.g., <i>named</i>, <i>coiled</i>, <i>worked</i>, <i>helped</i>, <i>needed</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 “Football Star and President George Weah” with your partner. Please turn to page 71 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 “Wanibo Toe” again. Please turn to page 258 in *Let’s Read*.

BEFORE READING

PREVIEW

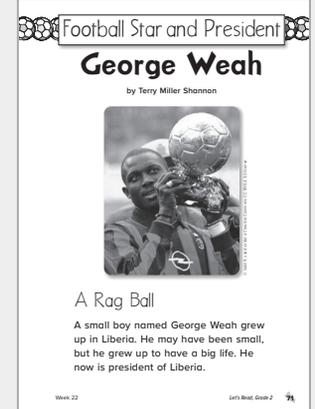
Guide the students to . . .

- review the meanings of the vocabulary words that they learned on Day 2 (*half, match, fame/famous, humble, mourn, hero*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

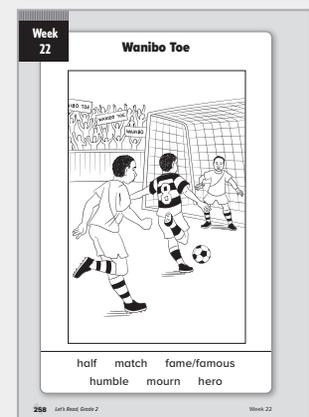
FEATURES OF TEXT

🔊 Remember that this text is nonfiction. What does nonfiction text tell us? (true information about something) What do we call nonfiction text about a real person’s life? (a biography) We have been reading “Football Star and President, George Weah.” It is a biography about President George Weah. Today’s biography is about Wanibo Toe. Listen again to remember the details about Wanibo Toe’s life.

Week 22 • Day 4



Let’s Read page 71



Let’s Read page 258

DURING READING

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

🔊 **Wanibo Toe**
by Kenneth G. Harding

Everyone knows George Weah, one of the most famous footballers in Liberia. But before Weah, the best footballer was Wanibo Toe. Wanibo Toe started playing football as a child in Ghana. He became a master of dribbling the ball. He later came to Liberia in the 1960s. He played the number eight position for the Mighty Barrolle and then for the Liberian national team, the Lone Stars. Everyone remembers the best game played by Wanibo Toe between the Lone Stars and the Ghana Black Star in 1965. The game was played in Liberia. In the first half of the game, the Lone Stars led the Ghana Black Star by three goals to one. In the second half, the Ghana Black Star scored four goals, making the score five goals to three. Finally, the Lone Stars scored another goal, and the game ended up five goals to four, in favor of Ghana Black Star. Even though Ghana Black Star won the game, Wanibo Toe became the man of the match. Despite his fame and popularity, Wanibo Toe was always easygoing and humble. Sadly, Wanibo Toe died young just two years after his famous match. Thousands of fans mourned the passing of the great football hero.

AFTER READING

COMPREHENSION QUESTIONS

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

- 🔊 1. **What is this text about?** (Wanibo Toe)
2. **What is the main idea of the text?** (Wanibo Toe is a famous football hero.)
3. **The author used supporting details to say why the match between the Lone Stars and the Ghana Black Star in 1965 was so important. Why was this game important?** (The game was played in Liberia. At first the Lone Stars were ahead three goals to one. Then the Ghana Black Star scored four goals. The game ended with the Ghana Black Star winning, five goals to four. Even though Ghana Black Star won the game, Wanibo Toe was the man of the match.)
4. **Why do you think that Wanibo Toe was the man of the match?** (Probably he was the man of the match because he played hard and made scores.)
5. **What kind of a person was Wanibo Toe?** (He was a famous sports hero, but he was also easygoing and humble.)
6. **Do you want to be a sports hero someday? What sport do you like to play?** (Answers will vary.)

SHARED WRITING

15 MIN.

Tape the Story Map you started on Day 2 to the board or the wall.

🔊 Now we will continue to plan our stories. What will the events be? Call on 3–4 students to give suggestions. Use their answers for the plot. **Now, draw the events of your story. Write the words you need for the events on your Story Map. We can use events we already know or create new ones together.** If students need help, give suggestions, such as *the sisters were walking to the market, they both wanted to help Mother carry groceries, they had a fight about who would help.* Walk around the class to check on students' work.

Have 1–2 students read their stories from their Story Maps.



HOMEWORK

Have students complete page 60 in the *Student Activity Book* and read “Football Star and President, George Weah” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

Week 22 Day 4 Homework

Directions: Fill in the missing words.

| | |
|----------|---------|
| 1. play | played |
| 2. call | |
| 3. _____ | enjoyed |
| 4. pass | |
| 5. score | |
| 6. _____ | smiled |
| 7. start | |
| 8. work | |
| 9. _____ | needed |
| 10. live | |

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

- The boat _____ out to sea last night.
(float, floated)
- Dad _____ us when we woke up this morning.
(greet, greeted)
- If you want to succeed, you must _____ hard.
(work, worked)
- He will _____ for the Lone Stars next season.
(play, played)

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Student Activity Book
page 60

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. *give up*, 2. *rag*, 3. *join*, 4. *team*, 5. *manager*, 6. *boy*, 7. *enjoy*, 8. *oil*, 9. *point*, 10. *played*, 11. *called*, 12. *named*, 13. *lived*, 14. *asked*, 15. *worked*

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 “Football Star and President, George Weah” on page 71 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 “A Good Laugh for Papee” on page 203 in *Let's Read*, or read any of the supplementary readers, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each.

Group C (Needs Additional Support)

Have students review this week's Phonics and Word Study lessons with you. Write the letters and words on the board, as shown on the next page at the right.



🔊 This week we learned about the letters *oi* and *oy* and about the *-ed* past tense ending. The letters *oi* and *oy* both make the /oi/ sound. The *-ed* ending makes different sounds in different words: /d/, /t/, or /əd/.

Point to *boil*. Underline oi. 🔊 Here I see the letters *oi*. Together they make the sound /oi/. The word is /b/-/oi/-/l/, *boil*.

Point to *enjoyed*. Underline ed. 🔊 Here I see *-ed* at the end of the base word *enjoy*. In this word, the *-ed* sounds like /d/. The whole word is /ɛ/-/n/-/j/-/oi/-/d/, *enjoyed*.



🔊 Let's do it together.
Point to *enjoyed*. Point under *ed*. 🔊 What letters do we see here? *ed*. What is the base word? *enjoy*.

🔊 In this word, what do the letters *-ed* say? /d/.

🔊 Let's read the whole word together: /ɛ/-/n/-/j/-/oi/-/d/, *enjoyed*.

Repeat with *coiled*, *passed*, and *wanted*. For *wanted*, remind students that when the base word ends in a *t* or *d*, the *-ed* ending makes the sound /əd/.



🔊 Now it's your turn.
Point to *wanted*. Point under *ed*. 🔊 What letters do you see here? (*ed*) What is the base word? (*want*)

🔊 What is the last letter in *want*? *t*. So in this word, what do the letters *ed* say? (/əd/)

🔊 Read the whole word. (/w/-/ʌ/-/n/-/t/-/əd/, *wanted*)

Repeat with the remaining words.

oi oy ed

| | |
|---------|----------|
| boil | wanted |
| enjoyed | joined |
| coiled | helped |
| passed | employed |
| wanted | needed |
| | spoiled |

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.

| | |
|------|-------|
| boy | joy |
| boil | coin |
| soy | enjoy |
| | soil |
| | toy |

| | |
|----|----|
| oi | oy |
| | |



Now we will put words in the correct boxes. If a word has the letters *oi*, we will write it here (point to the *oi* box). If it has the letters *oy*, we will write it here (point to the *oy* box).

The word *boy* (point) has *oy*, so I will write it here.

Write *boy* in the *oy* box, and cross it off the list.



Let's do the next two together. Where do we write the word *boil*? It has the letters *oi*, so I will write it here.

Write *boil* in the *oi* box, and cross it off the list. Check the students' work.

Where do we write the word *soy*? It has the letters *oy*, so I will write it here.

Write *soy* in the *oy* 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 "A Good Laugh for Papee" on page 203 in *Let's Read*, or read any of the supplementary readers, taking turns to read the story aloud to each other 3 times and helping each other read correctly and fluently.

Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions about "Football Star and President, George Weah" on page 71 in *Let's Read*.

Group C (Needs Additional Support)

Have students work in pairs to re-read "Football Star and President, George Weah" on page 71 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.